

## THE EFFECTS OF LEARNING MATERIALS AND SELF-CONCEPT TOWARDS STUDENTS' MASTERY ON PASSIVE VOICE

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This research is aimed to find out the effects of learning materials and self-concept towards students' mastery on passive voice at private universities in Bogor – West Java. The method used in this research is an experiment method. Number of the samples is 60 second semester students chosen randomly from all second semester students of Ibn Khaldun University, Bogor – West Java. The data collection was done by using library technique, observation and questionnaire distribution. The data analysis was done by using descriptive statistics. This research was conducted from October 2014 until July 2015. The result of the research shows: 1) The students taught by using module have better mastery on passive voice than those taught by using non-module. This is proved by the Significance value  $0.003 < 0.05$  and  $F_0 10.010 > 2.76$ . It means that there is a significant effect of learning materials towards students' mastery on passive voice. 2) The students with high self-concept have better mastery on passive voice than those with low self-concept. This is proved by the significance value  $0.013 < 0.05$  and  $F_0 6.510 > 2.76$ . It means that there is a significant effect of self-concept towards students' mastery on passive voice. 3) There is no significant interactive effect of learning materials and self-concept towards students' mastery on passive voice. This is proved with Sig. value  $0.761 > 0.05$  and  $F_0 0.094 < 2.76$ .

**Keywords:** effect, learning materials, self-concept, mastery, passive voice.

### INTRODUCTION

All the basic skills of a language need basic knowledge or the rules of language which is called grammar. Ronald and McCarthy (2008:2) state that grammar is concerned with how sentences and utterances are formed. In a typical English sentence, it has two basic principles of grammar, the arrangement of items (*syntax*) and the structure of items (*morphology*).

There are more complete definitions of grammar in the American Heritage dictionary (2004:369) as follows: (1.a) The study of how words and their component parts combine to form sentences, (1.b) The study of structural relationships in languages or in a language, (2) The system of inflections,

syntax, and word formation of a language, (3.a) A normative or prescriptive set of rules forth the current standard of usage, (3.b) Writing or speech judged with regard to such rules.

Concerned with the definitions above, learning a language should be supported by the components of the language, such as vocabulary, structure/grammar, pronunciation, and spelling. Learning a foreign language can be defined not only as learning to understand and be understood, but more specially as learning to use the structural units and patterns of the foreign language in valid situations.

At English Education Program of Teaching and Education Faculty,

grammar is one of the subjects given to the students in semester 5. It is given after the subjects of English structure 1 up to 4. The four subjects of English structure which are given in semester 1 up to 4 are basic knowledge for the subject of grammar. A lot of units/materials are studied in the subjects of English structure; therefore, many students find all or some of the materials difficult. One of them is passive voice, a unit in the subject of English Structure II which is given in semester 2.

Many researchers also assume that passive voice is one of the difficult materials for students of any level (High School, Pre-University or University). Lee Kian Seng (2006:257-271) puts the passive voice as one of the common English mistakes of Indonesian students. The mistakes happen when they are changing active voice into passive voice or vice versa. Walker (2008) comments that a common grammar mistake a lot of people make is overuse of passive voice. Passive voice means that the sentence shows an action happening to the subject, rather than the subject taking the action. This is not technically an error, but stylistically, it is a weak form of writing that can be unnecessarily verbose and even confusing to read.

The same problem is also faced by many second semester students of English Education program at one of private universities in Bogor since the scores of their works and tests in terms of passive voice are mostly poor/low. There are some causes of the problem which have been found. First of all, English structures are subjects that are hard to follow, especially for students who have no basic knowledge. As a matter of fact, only a little who has already understood about parts of speech, tenses and kinds of sentences which are important knowledge to study passive voice successfully.

Secondly, there may be psychological or internal factors which are more

concern to the fear of making mistakes when they are studying English structure especially when they are practicing to change active voice into passive voice or vice versa. Besides, they probably do not have motivation, interest, self-concept, attitude, and/or other psychological factors that can support them when they are studying in the classroom or when they have to review or to do their homework at home.

Beside the internal factors above, there are also some external factors that could give an effect towards the students' success in studying passive voice. One of them is time given in the classroom. Does it agree with number of units which deal with the topic? The time given for students to study passive voice in the classroom is only one meeting of 90 minutes. It is very limited. It seems to be inadequate since passive voice is applied in many tenses. Besides, there are some steps to follow in changing active voice into passive voice or vice versa where students often get difficulties in applying them. Students cannot study passive voice exhaustively. It probably makes the students find the material difficult.

Dealing with the discussion above, there must be a strategy to help the students in learning the topic, especially to cope with the limitation of time given in the classroom. With this in mind, a research about using learning materials will be conducted to solve the problem.

Learning materials have some different technical terms given by the experts. The common term many people use is instructional materials which cover all kinds of learning materials such as instructor's guidance, student's module, Overhead Transparencies (OHP), video tapes, computer-based multimedia form, and web pages for long distance education (Dick and Carey, 2009:7).

From the kinds of learning materials, one is much suitable to cope with the limitation of time given in the classroom

is student's module. Module is one of printed learning materials used in a self-study or an independent learning program. Therefore, it is necessary to give students a kind of learning material they can learn at home. It is representation of a teacher/a lecturer/an instructor/a tutor's attendance. By using a module, the students can do a self-study at home with systematic learning material related to the topic, so they can have good opportunity to be successful in learning passive voice and applying it in the four English basic skills: listening, speaking, reading, and writing.

Module, according to Cece Wijaya (1992:86), can be defined as a package of learning program that is arranged in a particular unit form for the learning purpose. The National Education Department on its book "Learning Technique with Module (2002:5)" defines module as a unit of learning material in the self-instruction form. It means that learning materials on the module can be studied by students themselves or stand alone with a limited assistance from their teacher or other people.

There are some advantages of using module as learning material for students (B. Suryobroto, 1983:18). First, the learning objectives can be achieved efficiently and effectively. Second, students can follow the education program based on their own celerity and competence. Third, students are able to comprehend and study as many as possible with or without their teacher's guidance. Fourth, students are able to evaluate and find out their own result of study continuously. Fifth, students really become a central of teaching and learning activity. Sixth, students' advancement can be followed with higher frequency through each evaluation at the end of module activity. Seventh, module is arranged with the concept of "mastery learning"— a concept that emphasizes

students to be able to master learning materials on the module in an optimal fashion.

It can be concluded that the students can do a self-study program at home by using a module with systematic learning material related to the topic, so they can have good opportunity to be successful in learning passive voice. Therefore, the research will focus on using module as learning material for the students to master passive voice successfully.

Beside the learning materials (module) as the first variable of the research, the research will also be conducted to investigate one of the psychological/internal factors as the second variable, namely self-concept. This factor is much interesting because Gunawan (2007:4) said that self-concept is a secret key to open self-potential. As long as someone has wrong self-concept, it is hard for him/her to get success in his/her life. To modify and upgrade his/her self-potential, the first thing has to be changed is his/her self-concept itself.

According to Fitts, 1971, in Agustiani (2009:138), "Self-concept is important aspect of someone. It is the frame of reference in interaction with other people and the environment." It means that self-concept is needed in interaction process. When the college students have good self-concept, they can easily interact with their lecturer and environment. In relating to the learning process of passive voice in the classroom, they automatically will open their mind to receive explanation about passive voice given by their lecturer and will not have the fear of making mistakes when studying the topic.

Low self-concept may affect students' self-confidence and motivation to learn. Someone who has low self-concept will lose confidence; and someone who loses confidence will not be able to study and learn anything, including passive voice in this case. It means that when students have low self-

concept, any efforts to master the knowledge of passive voice will be disturbed, and they might be failed to be able to master it. In other words, high self-concept and motivation are needed to get the mastery on passive voice in the activities of listening, speaking, reading and writing.

Therefore, it can be assumed here that the students who have good self-concept will be able to do a self-study at home by using a module of passive voice given by the lecturer, so they will have good opportunity to master the topic successfully.

Since the passive voice can be applied in many tenses, the research is limited only on passive voice forms using six kinds of tenses and another kind of sentence form using *Modal Auxiliaries*. The six kinds of tenses are: *Present Simple Tense, Past Simple Tense, Present Continuous Tense, Past Continuous Tense, Present Perfect Tense, and Past Perfect Tense*. The limitation of the passive voice materials is determined based on the module of structure 2 from Open University (2007:4.2-4.13) that is used in this research.

Due to the importance of using learning materials and having self-concept in studying passive voice successfully, the writer would like to give a contribution to the educational world by investigating the effects of learning materials and self-concept towards the students' mastery on passive voice at private universities in Bogor – West Java. The research is conducted to solve some problems performed in questions: (1) Is there an effect of learning materials towards the students' mastery on passive voice at private universities in Bogor – West Java? (2) Is there an effect of self-concept towards the students' mastery on passive voice at private universities in Bogor – West Java? And (3) Is there an interactive effect of learning materials and self-concept towards the students'

mastery on passive voice at private universities in Bogor – West Java?

To make the research has a strong, clear direction and target, the writer examined some purposes of the research: (1) to find out the effect of learning materials towards the students' mastery on passive voice at private universities in Bogor – West Java, (2) to find out the effect of self-concept towards the students' mastery on passive voice at private universities in Bogor – West Java, and (3) to find out the interactive effect of learning materials and self-concept towards the students' mastery on passive voice at private universities in Bogor – West Java.

## **THEORETICAL FRAMEWORK**

### **Passive Voice**

Frank (1972:47, 55-56) explains that voice is special verb forms arranged in certain positions with nouns to indicate whether the grammatical subject of a sentence is performing an action (*The policeman arrested the burglar*—active voice) or is itself being acted upon (*The burglar was arrested by the policeman*—passive voice). In other words, voice in English grammar refers to the active or passive use of a verb.

The active voice is used in making a straightforward statement about an action; that is, “the doer” of the action is the grammatical subject, and the “receiver” of the action is the grammatical object. In the passive voice, the same action is referred to indirectly; that is, the original “receiver” of the action is the grammatical subject, and the original “doer” of the action is the grammatical object of the preposition **by**. Because the grammatical subject of a passive verb is the original object of an active verb, only a transitive verb—a verb that takes a direct object, may be used in the passive voice.

Look at the examples below:

Active voice:

The janitor (“doer” of the action) always opens the door (“receiver” of the action).

Passive voice:

The door (“receiver” of the action) is always opened by the janitor (“doer of the action”).

### Students’ Mastery on Passive Voice

From the sources of the American Heritage dictionary (2004:520), Hornby (1986:523), and Collins Thesaurus of the English Language, the definition of the word “mastery” is an extraordinary condition on oneself where someone has perfect skill or complete knowledge or complete control or full command of a subject that makes him/her have the status of *master*.

In relating to this educational research and based on the definition of the word “mastery” above, it can be defined that students’ mastery on passive voice is a condition where students have mastered the complete knowledge of passive voice and can apply the current standard of passive voice usage in their communication life. The complete knowledge of passive voice covers the definition of passive voice as explained above, the steps to change an active voice into a passive voice, the uses of passive voice, the forms of passive voice plus active tenses and their passive equivalents.

### The Steps to Change an Active Voice into a Passive Voice

Kam Chuan Aik (1999:15-17) explains the three elements that can often be found in a sentence which expresses an action: (1) The actor, i.e. the person or thing that carries out the action, (2) The action, i.e. the verb, and (3) The receiver of the action, i.e. the person or thing that receives the action or has the action performed upon it.

There are three steps to change an active voice into a passive voice:

- 1) The receiver is moved to the beginning of the sentence and so it becomes the subject.

Example:

Tom wrote the book. (active)

The book \_\_\_\_\_

- 2) The actor is moved to the end of the sentence and preposition **by** is added to it.

Example:

Tom wrote the book. (active)

The book \_\_\_\_\_ by Tom.

- 3) The active verb is changed into a passive verb phrase. The passive verb phrase is formed with the past participle and form of the verb **be**.

Example:

Tom wrote the book. (active)

The book was written by Tom.

(passive)

### The Uses of Passive Voice

Frank (1972:47, 56-57) states that a good writer chooses the active voice wherever possible since it is generally preferable to make a direct statement of an action. However, the passive voice is desirable or even necessary when greater emphasis is to be placed on the “event” represented by a verb plus its complement than on the “actor” involved in this event.

Thomson and Martinet (1986:266-267) explain that the passive is used:

- 1) when it is not necessary to mention the “doer” of the action as it is obvious who is/was/will be.

Examples: The rubbish hasn’t been collected.

- 2) when we don’t know, or don’t know exactly, or have forgotten who did the action.

Examples: The minister was murdered.

- 3) when the subject of the active verb would be ‘people’:

Example: He is suspected of receiving stolen goods (People suspect him of...)

- 4) when the subject of the active sentence would be the indefinite pronoun **one**, for example “*One sees this sort of advertisement everywhere.*” would usually be expressed: “*This sort of advertisement is seen everywhere.*”
- 5) when we are more interested in the action than the person who does it: “*The house next door has been bought (by Mr. Jones).*”  
If, however, we know Mr. Jones, we would use the active: “*Your father's friend, Mr. Jones, has bought the house next door.*”
- 6) For the **have + object + past participle** construction (passive causative).

Example: *I had the car repaired.*

### **Learning Materials**

Learning Materials are a set of materials arranged systematically for learning/instructional needs presenting a whole competence that will be mastered by students in teaching and learning activity. They constitute visual supporting devices including handouts or slides/overheads which cover texts, diagrams, pictures, photos and other media such as audio, video and animation (Butcher, Davies, and Highton, 2006:130).

There are some different technical terms for Learning Materials. The most common term is *Instructional Materials*, including all of learning material forms such as instructor's guidance, student's module, Overhead Transparencies (OHP), video tapes, computer-based multimedia, and web pages for long distance education (Dick and Carey, 2009:7, in Yaumi, 2013: 243). Instructional materials are also the specific items used in a lesson and

delivered through various media (Newby and friends, 2000:117).

Learning Materials also serve as the major learning resource materials for distance students who are living far from school or college as the central of learning, in which the students learn from the printed materials and have the options to choose from a variety of media that suit their learning needs and circumstances (Mutiarra, Zuhairi, and Kurniati, 2007:96). They enable students to learn a competence systematically and regularly so they can master all of the competences completely and cohesively.

Mutiarra, Zuhairi, and Kurniati (2007:96) classified learning materials into printed materials and non-printed materials. Printed materials are usually in a module workbook form, while non-printed materials can be audio forms (audio cassettes and radio programs), video forms (video cassettes, CD-ROM and television programs) and computer forms. Learning materials in the computer forms can be served synchronously (e.g.: interactive-computer-based materials) and asynchronously (e.g.: web-based materials and internet-based learning supporting system). This classification is very logic as the uses of printed materials are more dominant than the uses of non-printed materials.

Due to Yaumi (2013:250), there is another kind of learning materials, that is, combination of printed materials and non-printed materials, such as audio and text books which are often used in websites and can be printed through a printer. Therefore, based on their forms, learning materials can be divided into 3 kinds: printed materials, non-printed materials, and combination of printed and non-printed materials.

Suparman (2012:283) observed the classifications of the learning materials from the aspect of the implementation and development system of the materials;

therefore, he classified 3 kinds of learning systems: (1) self-study or independent learning system, (2) face-to-face learning system, and (3) blended learning system (combination between two learning environments: traditional face-to-face classroom and computer-based learning activities). Afterwards, he classified Learning Materials based on the learning systems above are as follows:

### **Module**

Module has many definitions related to a self-study or an independent learning program. Module is completed with self-instructions; it means that they can do a self-study activity without having direct explanation/instruction from a teacher/an instructor. In other words, the teacher does not teach or gives a lesson directly to the students; they use a module to study and learn something by themselves. It can be said that module is a representation of a teacher/a lecturer/an instructor/a tutor's attendance (Yaumi, 2013, p.251).

Module contains materials, method, rules, and evaluation which are designed systematically and interestingly to achieve expected competence based on the complexity level. The learning concept of using module makes people can learn anytime and anywhere independently. It means that distance students or people who are living far from school or college can also follow the learning activity by using module.

In the operational guidance of writing module (1997:i), the Dean of Education and Teaching Faculty of Open University states that module as printed materials will be settled as prime learning materials for long-distance learning system. Even the technology of communication is developing rapidly, module will always take an important role as it has many superiorities. One of them is that module is very restrained and does not need other

devices or tools. It means that module can be used by anyone, in anytime and anywhere.

The National Education Department on its book "Learning Technique with Module (2002:5)" also defines module as a unit of learning materials in the self-instruction form that can be studied independently by students themselves with limited assistance from their teacher or other people.

According to Cece Wijaya (1992:86), module can be defined as a package of learning program which is arranged in specific unit form for the learning purpose. Winkel (2009:472) also stated that module is the smallest unit of a learning program that can be studied individually by a student him/herself or can be taught by a student to him/herself (*self-instruction*). Other same opinions came from Anwar (2010) and Vembriarto (1987:20). They state that module is a package of learning material which are arranged and designed systematically and interestingly for a learning purpose, including content, method, and evaluation, that can be used by a student independently to attain expected competence/goals.

Wijaya (1988:p.129) explains the characteristics of learning activity using module are: (1) A learner is able to study independently and actively without maximal assistance from a teacher or an instructor, (2) The learning objective is specifically formed and well-designed due to the behavioral changes of the learner, (3) The behavioural changes of the learner are expected until 75 % of the mastery learning, (4) The learning activity by using a module gives a good opportunity to the learner to go forward continuously according to his/her own competence, (5) As a package of learning activity that has the characteristic of self-instruction, module also gives a chance to the learner to develop him/herself in optimum, (6) Module has strong enough

information. The elements of association, structure and sequence of learning materials are formed in such a manner so that the learner will spontaneously learn the materials, (7) Module gives many opportunities to the learner to learn and study actively.

There are also some advantages of using module as learning materials (B. Suryobroto, 1983:18): (1) The education purpose can be achieved efficiently and effectively, (2) Students can follow the education program based on their own celerity and competence, (3) Students are able to comprehend and study as many as possible with or without their teacher's guidance, (4) Students are able to evaluate and find out their own result of study continuously, (5) Students are definitely a central of teaching and learning activity, (6) Students' advancement can be followed with higher frequency through each evaluation at the end of module activity, (7) Module is arranged with the concept of "mastery learning" that is a concept that emphasizes students to be able to master learning materials on the module in an optimal fashion. This concept consequently has a rule that students are not allowed to move to the next learning program before they master minimum 75% of the learning materials on the module.

### **Self-Concept**

Self-concept is the important aspect of someone. It is the frame of reference in interaction with the environment (Fitts in Agustiani, 2009:138). It means that self-concept is not heredity factor but it develops from experiences continuously and differentiated. The basic of self-concept is formed in the children ages and it will influence their future life.

Weiten, Dunn, & Hammer (2012) state that self-concept is a collection of beliefs about one's own nature, unique qualities, and typical behaviour. Your

self-concept is your mental picture of yourself. It is a collection of self-perceptions. For example, a self-concept might include such beliefs as 'I am easygoing' or 'I am pretty' or 'I am hardworking'. While Pastorino & Doyle-Portillo (2013:234) state that self-concept is our perception or image of our abilities and our uniqueness. At first one's self-concept is very general and changeable. As we grow older, these self-perceptions become much more organized, detailed, and specific".

It means that self-concept is about how people see themselves and how they think about themselves which is formed through experiences in their life that is gotten from the interaction with their environment. The way people perceive themselves, it will affect their own self-image and will affect how they relate to them. It will affect them either positively and negatively. Someone who has a negative self-concept will see that he/she is weak, does not do anything, incompetent, failed, poor, unattractive, unpopular and does not have an attraction to life.

According to Brook in Syakir (2009:5), self-concept is divided into 3 (three) aspects: (1) Academic self-concept; it is related to individual's perception about his capability, achievement, and self-confidence in academic life. And the student perception itself is influenced by others perception toward him/her especially teacher and classmates. If the teacher believes to the students' capability, the students also trust with their capability. Then, they may feel others accept themselves. Unconsciously, there is a high motivation and desire inside the students' self to get a good achievement, (2) Personal Self-concept;

it is related to individual's perception about his/her property like physical appearances, the way of thinking, and feeling value toward him/herself which



relate to one's characteristic or tray personality like attitude, value, and belief such as self-confidence, and honesty, (3) Social Self-concept; it is related to one's social role, his/her perception toward it role, and the ability to make relationship with other people. This aspect focuses on one's role as a social person in the family and society and how the family and environment treat someone and influence one's self-concept.

### RESEARCH METHODOLOGY

The method used in this research is experiment method—a method used to find out an interactive effect of learning materials and self-concept towards students' mastery on passive voice. This method treated students in two different classes, namely an experiment class and a control class. In the experiment class, the researcher gave the students a module of passive voice from Open University. Meanwhile, in the control class the researcher conventionally gave the students explanation about passive voice

by using handbook or conventional materials (non-module). Likewise, the students in both classes were also asked to answer self-concept questionnaire to find out the effect of self-concept towards student's mastery on passive voice.

Referring to the many variables and sub-variables that exist in the research, so the research used a 2x2 factorial design, and the variables are: (1) Independent variable, consisting of: (1.a) Learning materials (A variable) and (1.b) Self-concept (B Variable), (2) Dependent variable: the students' mastery on passive voice. In this case, the dependent variable is the students' mastery on passive voice at private universities in Bogor, West Java. The independent variable "A" is differed in 2 categories: module for an experiment class (A1) and non-module for a control class (A2). The independent variable "B" is also differed in 2 categories: high self-concept (B1) and low self-concept (B2). The research is designed by a 2x2 factorial design as shown on the table below:

**Table 1 Scheme of 2x2 Factorial Design**

Self-concept \ LearningMaterial	Module (A1)	Non-module (A2)
High (B1)	A1B1	A2B1
Low (B2)	A1B2	A2B2
Σ (total)	ΣA	ΣB

A : Learning material  
 B : Self-concept  
 A1 : Learning material using module  
 B1 : High self-concept  
 A2 : Learning material using non module  
 B2 : Low self-concept  
 A1B1 : Students' mastery on passive voice with module and high self-concept

A1B2 : Students' mastery on passive voice with module and low self-concept  
 A2B1 : Students' mastery on passive voice with non-module and high self-concept  
 A2B2 : Students' mastery on passive voice with non-module and low self-concept

There are 2 (two) kinds of instruments used in this research:

**1. The instrument for students' mastery on passive voice**

The instrument is in the form of 10 questions taken from Open University's module of Structure 2 in formative test 1 (2007:4.11-4.12). Below is the blueprint of the instrument:

Table 2  
The Blueprint of Passive Voice Instrument

No.	Indicator	Type	Score
1.	Passive voice with the past simple tense ( <i>was + irregular past participle</i> )	Multiple choice	10
2.	Passive voice with the present continuous tense ( <i>is being + regular past participle</i> )	Multiple choice	10
3.	Passive voice with the present perfect tense ( <i>has been + regular past participle</i> )	Multiple choice	10
4.	Passive voice with the past simple tense ( <i>was + regular past participle</i> )	Multiple choice	10
5.	Passive voice with the present continuous tense ( <i>is being + regular past participle</i> )	Multiple choice	10
6.	Passive voice with the present simple tense in the form of be + infinitive ( <i>is + to be + irregular past participle</i> )	Multiple choice	10
7.	Active voice with modal auxiliary in present time ( <i>must + verb I</i> )	Multiple choice	10
8.	Passive voice with the present perfect tense ( <i>have been + regular past participle</i> )	Multiple choice	10
9.	Active voice with the present perfect continuous tense ( <i>has been + present participle</i> )	Multiple choice	10
10.	Passive voice with the past simple tense ( <i>was + irregular past participle</i> )	Multiple choice	10
<b>Total</b>			<b>100</b>

After doing the tests of validity, reliability, differentiator power (DP) and difficulty level (DL) at the beginning instrument of passive voice above, the research finally has 8 (eight) valid items to be used as a final instrument of Y variable. From the 10 questions above, the invalid questions are number 2 and 10, while the valid questions are number 1, 3, 4, 5, 6, 7, 8 and 9.

## **2. The instrument for self-concept**

The instrument is aimed to measure the students' self-concept level: *high* or *low*.

It is in the questionnaire form, adopted from a paper entitled "A test of multifaceted, hierarchical model of self-concept" by Dr. Russel F. Waught (1999). The questionnaire consists of 20 statements divided into 10 positive and 10 negative statements, and classified into 3 aspects: academic self-concept (7 statements), personal self-concept (6 statements) and social self-concept (7 statements). The blueprint of the instrument is as follow:

Table 3  
The Blueprint of Self-Concept Instrument

Variable (Components)	Indicator (Kinds of Statements)	Statements No.	Total Items
Academic Self-concept	1. Positive statements	1, 2, 3, 4, 5	5
	2. Negative statements	6, 7	2
Personal Self-concept	1. Positive statements	8, 11, 13	3
	2. Negative statements	9, 10, 12	3
Social Self-concept	1. Positive statements	14, 16	2

	2. Negative statements	15, 17, 18, 19, 20	5
			Total
			20

In providing an answer, score performed by the description of the scales: 5 up to 1 for the positive statements which cover from strongly agree until strongly disagree, while the negative statements are the opposite of the positive ones, that is, 1 up to 5 which also cover from strongly agree until strongly disagree. Therefore, maximum score of a student's self-concept is 100 (20 statements x 5) and minimum score is 20 (20 statements x 1).

After doing the tests of validity, reliability, differentiator power (DP) and difficulty level (DL) at the beginning instrument of self-concept above, this research finally has 12 valid items to be used as a final instrument of B variable. The 12 valid items are statement number 1, 2, 4, 6, 11, 12, 13, 16, 17, 18, 19, and 20.

Having the valid, reliable instruments, they were spread and distributed to respondents. The respondents' answers are then analyzed through descriptive analysis technique using statistic rules. In the descriptive analysis technique, data is obtained in the forms of frequency distribution table and histogram. The data is then calculated using the program of SPSS 20. As a comparison, values of mean, median,

modus and variance are also calculated using the Excel program.

### FINDINGS AND DISCUSSIONS

The scores of students' mastery on passive voice are obtained in some steps. First, the students' scores of passive voice are classified based on the experiment class using module (A1), the control class using non-module (A2), high self-concept (B1) and low self-concept (B2). Second, the scores are classified based on the combination of using module with high self-concept (A1B1), the combination of using module with low self-concept (A1B2), the combination of using non-module with high self-concept (A2B1), and the combination of using non-module with low self-concept (A2B2). Third, the scores are summarized based on the calculations of SPSS 20 and Excel program.

The following are the data descriptions of the students' mastery on passive voice based on the Excel calculations (No. 1 – 8) and SPSS 20 program (No. 9 – 10):

1. The data description of the students' mastery on passive voice from the group of respondents that was taught by using module (A1 group)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Median	Std. Deviation
Y_A1	30	50	90	68	70	12.70
Valid N	30					

The standard deviation of 12.70 or same as 18.67% of the average score shows that the difference of ability among the students is low; it means that the students' mastery on passive voice from this group is less varied. From the average score of 68 which is almost the same as the median score of 70 shows that the students' mastery on passive

voice from this group is representative enough. Number of the respondents whose scores above the average is 18 students or 60% more than those whose scores under the average (12 students).

2. The data description of the students' mastery on passive voice from the group of respondents that was taught by using non-module (A2 group)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Median	Std. Deviation
Y_A2	30	30	80	57.67	60	13.57
Valid N	30					

The standard deviation of 13.57 or same as 23.53% of the average score shows that the difference of ability among the students is low; it means that the students' mastery on passive voice from this group is less varied. From the average score of 57.67 which is almost the same as the median score of 60 shows that the students' mastery on passive voice from this group is representative

enough. Number of the respondents whose scores above the average is 19 students or 63.33% more than those whose scores under the average (11 students).

3. The data description of the students' mastery on passive voice from the group of respondents with high self-concept (B1 group)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Median	Std. Deviation
Y_B1	30	40	90	67	70	13.43
Valid N	30					

The standard deviation of 13.43 or same as 20% of the average score shows that the difference of ability among the students is low; it means that the students' mastery on passive voice from this group is less varied. From the average score of 67 which is almost the same as the median score of 70 shows that the students' mastery on passive voice from this group is representative

enough. Number of the respondents whose scores above the average is 18 students or 60% more than those whose scores under the average (12 students).

4. The data description of the students' mastery on passive voice from the group of respondents with low self-concept (B2 group)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Median	Std. Deviation
Y_B2	30	30	90	58.67	60	13.58
Valid N	30					

The standard deviation of 13.58 or same as 33.14% of the average score shows that the difference of ability among the students is low; it means that the students' mastery on passive voice from this group is less varied. From the average score of 58.67 which is almost the same as the median score of 60 shows that the students' mastery on passive voice from this group is representative enough. Number of the respondents

whose scores above the average is 19 students or 63.33% more than those whose scores under the average (11 students).

5. The data description of the students' mastery on passive voice from the group of respondents with high self-concept that was taught by using module (A1-B1 group)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Median	Std. Deviation
Y_A1B1	15	50	90	72.67	70	11.63
Valid N	15					

The standard deviation of 11.63 or same as 16% of the average score shows that the difference of ability among the students is low; it means that the students' mastery on passive voice from this group is less varied. From the average score of 72.67 which is almost the same as the median score of 70 shows that the students' mastery on passive voice from this group is representative enough. Number of the respondents

whose scores above the average is 8 students or 53.33% more than those whose scores under the average (7 students).

6. The data description of the students' mastery on passive voice from the group of respondents with low self-concept that was taught by using module (A1-B2 group)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Median	Std. Deviation
Y_A1B2	15	50	90	63.33	60	12.34
Valid N	15					

The standard deviation of 12.34 or same as 19.48% of the average score shows that the difference of ability among the students is low; it means that the students' mastery on passive voice from this group is less varied. From the average score of 63.33 which is almost the same as the median score of 60 shows that the students' mastery on passive voice from this group is representative

enough. Number of the respondents whose scores above the average is 9 students or 60% more than those whose scores under the average (6 students).

7. The data description of the students' mastery on passive voice from the group of respondents with high self-concept taught by using non-module (A2-B1 group)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Median	Std. Deviation
Y_A2B1	15	40	80	61.33	60	13.02
Valid N	15					

The standard deviation of 13.02 or same as 21.23% of the average score shows that the difference of ability among the students is low; it means that the students' mastery on passive voice from this group is less varied. From the average score of 61.33 which is almost the same as the median score of 60 shows that the students' mastery on passive voice from this group is representative enough. Number of the respondents

whose scores above the average is 8 students or 53.33% more than those whose scores under the average (7 students).

8. The data description of the students' mastery on passive voice from the group of respondents with low self-concept taught by using non-module (A2-B2 group)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Median	Std. Deviation
Y_A2B2	15	30	70	54	60	13.52
Valid N	15					

The standard deviation of 13.52 or same as 25.04% of the average score

shows that the difference of ability among the students is low; it means that

the students' mastery on passive voice from this group is less varied. From the average score of 54 which is almost the same as the median score of 60 shows that the students' mastery on passive voice from this group is representative enough. Number of the respondents whose scores above the average is 9

students or 60% more than those whose scores under the average (6 students).

9. The data description of the students' mastery on passive voice from the calculation of SPSS 20 program are as follows:

Descriptive Statistics				
Dependent Variable: Students' mastery on passive voice				
Learning Materials	Self-concept	Mean	Std. Deviation	N
Module	high self-concept	72,67	11,629	15
	low self-concept	63,33	12,344	15
	Total	<b>68,00</b>	<b>12,704</b>	<b>30</b>
Non-module	high self-concept	61,33	13,020	15
	low self-concept	54,00	13,522	15
	Total	<b>57,67</b>	<b>13,566</b>	<b>30</b>

The experiment class using module has average score (mean) of 68,00 which is higher than the control class using non-module with average score (mean) of 57,67. It can be said descriptively that the experiment class is successful. Furthermore, the students in the experiment class with high self-concept have average score of 72.67 which is higher than those with low self-concept that have average score of 63.33; while

the students in the control class with high self-concept have average score of 61.33 which is higher than those with low self-concept that have average score of 54.00.

10. Research hypotheses test is analyzed using two-way ANOVA to find out the effects and interaction between groups. The analysis of ANOVA is calculated by using the SPSS 20 program as shown on the table below:

### Tests of Between-Subjects Effects

*Dependent Variable: Students' mastery on passive voice*

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2658,333 <sup>a</sup>	3	886,111	5,538	,002
Intercept	236881,667	1	236881,667	1480,510	,000
A	1601,667	1	1601,667	10,010	,003
B	1041,667	1	1041,667	6,510	,013
A * B	15,000	1	15,000	,094	,761
Error	8960,000	56	160,000		
Total	248500,000	60			
Corrected Total	11618,333	59			

*a. R Squared = ,229 (Adjusted R Squared = ,187)*

The A variable has The significance value (sig) of  $0.003 < 0.05$  and  $F_{\text{observed}}$  of  $10,010 > F_{\text{table}}$  of 2,76; and it means that the use of learning material (module) has an effect towards the

students' mastery on passive voice. The B variable has the significance value (sig) of  $0.013 < 0,05$  and  $F_{\text{observed}}$  of  $6,510 > F_{\text{table}}$  of 2.76; and it means that self-concept has an effect towards the

students' mastery on passive voice. The A\*B variable has the significance value (sig) of  $0,761 > 0,05$  and  $F_{\text{observed}}$  of  $0,094 < F_{\text{table}}$  of 2,76; and it means that both of learning material and self-concept do not have an interactive effect towards the students' mastery on passive voice.

## CONCLUSION

From the data analysis and the hypotheses testing, there are some conclusions on the results of the research derived as follows: (1) The students' mastery on passive voice that was taught by using module is better than the one that was taught by using non-module. This is supported by the Significance value  $0.003 < 0.05$  and  $F_{0.10.010} > 2.76$ , (2) The students' mastery on passive voice with high self-concept is better than the one with low self-concept. This is supported by the Significance value  $0.013 < 0.05$  and  $F_0 6.510 > 2.76$ , and (3) There is not a significant interactive effect of learning materials and self-concept towards the students' mastery on passive voice. This is supported by the Significance value  $0.761 > 0.05$  and  $F_0 0.094 < 2.76$ .

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