

ENHANCING THE LEARNING OUTCOMES IN ENGLISH COURSE MATERIAL WITH PASSIVE VOICE THROUGH THE APPLICATION OF THE WINDOW-SHOPPING LEARNING MODEL

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Abstract

This research aims to improve the learning outcomes of English Subject Subjects with Passive Voice by applying the Window-shopping learning model to class IX E students of SMP Negeri 5 Banjarmasin Odd Semesters in the 2021/2022 Academic Year. It was in two cycles: planning and implementing the action, observing (observation), and reflection. Data were collected through observation, tests, and documentation and then analyzed descriptively by percentage. The results showed an increase in English learning outcomes for passive voice in Class IXE students at SMP Negeri 5 Banjarmasin through the window-shopping learning model. It can be seen from the increase in student learning outcomes from the pre-cycle, first, and second cycles. Its average value in the pre-cycle was 63.4, increased to 68.3 in the first cycle, and increased again in the second cycle to 74.3.

Keywords: *learning outcomes, passive voice, window shopping*

1. INTRODUCTION

Improving language skills by mastering the four skills is closely related to communicating through several essential skills, including the ability to master speaking, writing, reading, listening, and hearing; this cannot be separated from mastering excellent and correct grammar by following language rules. It can be applied in everyday life.

It can be done by taking concrete steps that influence mastering the language. One of them is to organize enrichment in words and learn in more detail about the grammar itself by reading the sentences used. The simple thing we can do is train ourselves with exciting ways of learning through cards that contain varied vocabulary.

It is vital to have a simple study or study to convey English learning material at SMP Negeri 5 Banjarmasin, with the intention that students are easier to

understand and able to maximize their language skills by following the grammar rules in English. To realize the improvement of students' language skills, Many aspects of English grammar. One of them is passive voice. The passive voice is often used when it is unknown or unimportant to know who is doing an action. Based on the initial observations, several problems arise, especially for students who want to understand passive sentences, because passive sentences are very different from active sentences.

The preliminary observations made by researchers at SMP Negeri 5 Banjarmasin, especially in grade IX, revealed that some students had problems understanding grammar patterns, as evidenced by low pre-test scores. In addition, monotonous learning techniques cause students' low enthusiasm for learning passive sentences. The passive voice is used in both spoken and written English. The students sometimes make mistakes in writing the irregular past participle (V3). For example, 'thrown' (past participle of the throw) is written 'throw', 'taught' (past participle of teaching) is written 'taught' or 'taught'.

The following are many students' mistakes in compiling passive sentences from sentences based on the results of the pre-test and pre-observation: first, students made mistakes in changing the object of the active sentence into the subject of the passive sentence. Second, students make mistakes in using the right "to be" in passive sentences with the tense used in active sentences and with the number of subjects, whether the subject is singular or plural. Third, students make mistakes using the past participle (verb 3). Fourth, students make mistakes in tenses.

One of the efforts to overcome this problem is to choose a cooperative learning model of the window-shopping type because it is thought that it can increase high participation, namely through varied cooperative service scenarios using window shopping (shopping products). Students can shop actively and dynamically by displaying their work creatively. Two people from each group look after their creations (keeping the stand/shop). Other group members visit the stand to see the work of other groups (shopping) by giving comments and ratings so that each participant in the group can spark their creativity. Learning like this can lead to a pleasant situation but can still be effective according to the learning objectives achieved.

According to Wahyuni Rahma, window shopping is a cooperative learning model based on group work by shopping around and looking at the work of other groups to add insight (Kurdi, 2017: 29). The steps of the cooperative learning model of window-shopping type (gallery visit) are:

1. Students are divided into several groups, consisting of 4-5 people.
2. Each group was given a cardboard box.
3. Determine the topic or theme of the lesson.
4. Each group discusses what its members get from the lessons they follow.
5. Each group makes a list on the paper that has been given containing the learning outcomes.
6. Each group sticks their work on the wall.
7. Group representatives rotate to observe the work of other groups.

8. One of the group representatives explains what the other groups have asked. In this case, it is necessary to divide tasks into groups. Namely, some members look after their works to explain their contents to visitors, and some members explore information in other groups' galleries (Kurdi, 2017: 30).

The results of the study of researchers in several previous studies revealed that the application of the window-shopping learning model was able to improve student learning outcomes. Rubaida's research revealed that student learning outcomes about Passive Voice increased with the window-shopping learning model (Rubaida, 2019: 902). Apriana, in her research, revealed that the window-shopping model of cooperative learning was able to improve learning outcomes in social studies subjects (Apriana, 2020: 1). Likewise, the results of Wirana's research stated that the Window-shopping learning model improved student geography learning outcomes (Wirana, 2020: 295).

2. LITERATURE REVIEW

Learning outcomes are abilities obtained by individuals after the learning process takes place, which can provide changes in behavior both in knowledge, understanding, attitudes, and skills of students so that they become better than before (Purwanto, 2012: 82). Learning outcomes are one indicator of the learning process. Learning outcomes are changes in behavior that students obtain after experiencing learning activities (Anni, 2012: 4). One indicator of whether or not a learning process is working is looking at the learning outcomes achieved by students.

Learning outcomes are the mastery students achieve in teaching and learning programs, following the goals set. According to Dimiyati and Mudjiono (2013: 3), what is meant by "learning outcomes" is a process to determine the extent to which students can master learning after participating in teaching and learning activities or the success achieved by a student after participating in learning activities marked by the form of specific numbers, letters, or symbols agreed upon by the education provider. From the several theories above regarding the understanding of learning outcomes, the learning outcomes referred to in this study are learning outcomes (changes in behavior: cognitive, affective, and psychomotor) after completing the learning process using information search learning strategies and recitation methods evidenced by the evaluation results, in the form of value.

Suprijono argues that "window shopping" is a walking activity at the market or at the mall just to look around without shopping for anything. This learning model does illustrate the activities of students walking around looking at the work of other groups. Students can learn actively and dynamically by displaying their work creatively. Two people from each group guard their work (keeping the stand). Other group members visit other groups' work (shopping) and give comments and ratings. That way, each student in the group can develop their

creativity in making passive voices or passive sentences. Learning like this can lead to a fun situation, but it is effective according to the learning objectives to be achieved (Suprijono, 2017: 93).

The steps of the cooperative learning model of window-shopping type (gallery visit) are:

- 1) students are divided into several groups consisting of 4-5 people.
- 2) Each group is given cardboard.
- 3) Determine the topic or theme of the lesson.
- 4) Each group discusses what its members get from the lessons they follow.
- 5) Each group makes a list on the paper that has been given containing the learning outcomes.
- 6) Each group sticks their work on the wall.
- 7) group representatives rotate to observe the work of other groups.
- 8) One of the group representatives explains what the other groups have asked. In this case, it is necessary to divide tasks into groups; namely, there are members who look after their works to explain their contents to visitors, and there are also members who go around to explore information in other group galleries (Kurdi, 2017: 30).

3. RESEARCH METHODS

This research is classroom action research that adopts the research model of Kemmis and Mc. Taggart. This research was carried out through several stages, namely planning, action, observation, and reflection. The subjects in this study were students of Shift 1 class XI E of SMP Negeri 5 Banjarmasin, a total of 16 people. The research was conducted in the odd semester of the 2021/2022 academic year, from the first week of October to the fourth week of November 2021. It was carried out in two cycles. Data were collected through classroom observation/monitoring, tests, and documentation and then analyzed descriptively by percentage. The criteria for the success of the action are at least 85% of the total number of students achieving the complete learning outcomes for English subjects, namely achieving the KKM value = 70.

4. FINDINGS

Tabel 1.

Comparison of Student Learning Outcomes in Pre-Cycle, Cycle I and Cycle II

Description	Pre-Cycle	Cycle I	Cycle II
Amount	1015	1092	1188
Average	63,4	68,3	74,3
Highest Score	70	74	80
Lowest Value	50	64	68
Complete	2	6	15
Not Complete	14	10	1

In table 1 above, there was an increase in student learning outcomes in English subjects, especially regarding passive voice, after the teacher applied the window-shopping learning model. The average value in the pre-cycle was 63.4, increased to 68.3 in the first cycle, and increased again in the second cycle to 74.3.

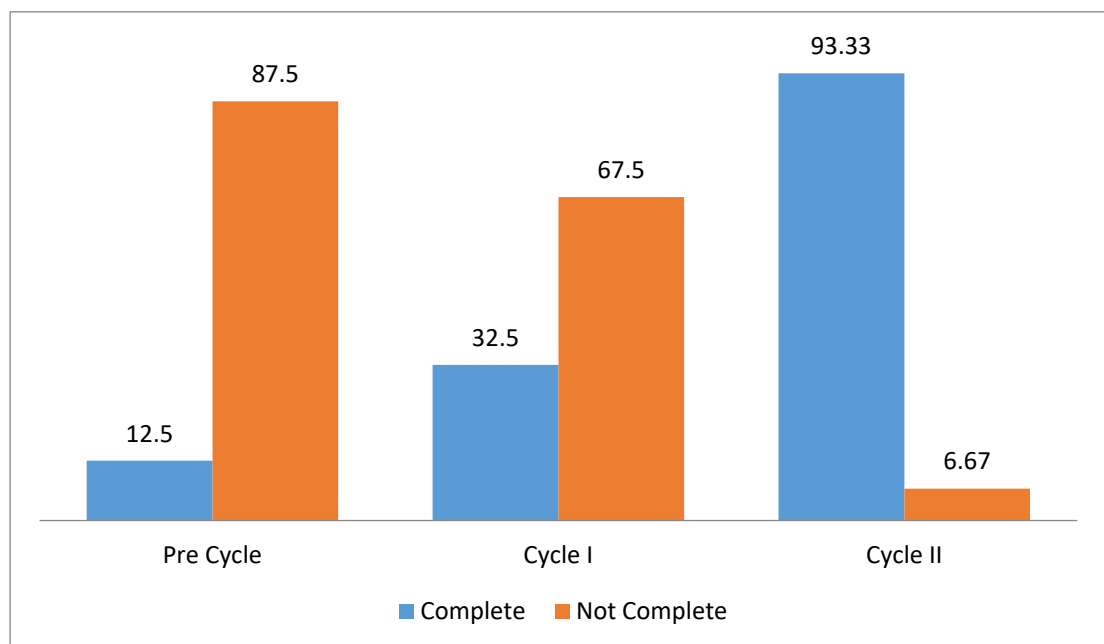
Based on the results of observations that have been carried out in action research, which consists of 2 cycles of activities, data has been obtained that shows the results of learning English about passive voice in Class IXE SMP Negeri 5 Banjarmasin have increased. Based on the initial data before the action was taken, the percentage of students who successfully completed it was only two people, or 12.5%, while the students who had not completed it reached 87.5% or as many as 14 people. This is caused by various obstacles or various problems, including the lack of precise learning methods used or other factors that can affect students' attention in learning, so that learning activities, which should be the core of activities, are much disturbed by the problems faced by each student, both technically as well as the existence of personal activities that have nothing to do with the learning material.

Meanwhile, at the next meeting, namely cycle I, student learning activities showed an increase. This positive increase in activity occurred after the action using the window-shopping learning model. Window shopping is a cooperative learning model based on group work by doing window shopping around and looking at the work of other groups to add insight (Kurdi, 2017: 29). The steps of the cooperative learning model of window shopping type (gallery visit) are: (1) students are divided into several groups consisting of 4-5 people; (2) each group is given cardboard; (3) determine the topic or theme of the lesson; (4) each group discusses what its members get from the lessons they follow; (5) each group makes a list on the paper that has been given containing the learning outcomes; (6) each group sticks their work on the wall; (7) group representatives rotate to observe the work of other groups; (8) one of the group representatives explains what the other groups have asked.

In this case, it is necessary to divide tasks into groups, namely: there are members who look after their works to explain their contents to visitors, and there are also members who go around to explore information in other group

galleries (Kurdi, 2017: 30). The test results of Class IX E students before the action showed low numbers. The lowest score of 50 was very far from the minimum mastery target of English lessons, which reached 70. After the action was carried out, my cycle experienced an increase. The lowest score reached 64, even in Cycle II. The next one increased, and the lowest value reached 68. In other words, it experienced a significant increase.

The value of the Minimum Completeness Criteria or KKM for English Subjects at SMP Negeri 5 Banjarmasin has been determined since the beginning of the school year, namely 70. Before the action, the number of students who were able to achieve classical learning completeness only reached 12.5%, namely only 2 out of 16 students—people who have reached the KKM score. After acting in the first cycle, it turned out to have increased, reaching 37.5%, namely, as many as six people had reached the KKM. Even in the next cycle, Cycle II, it increased to 93.3%, namely as many as 15 people who reached the KKM. The percentage of classical learning completeness can be seen in the following figure:



Based on the picture above, it can be concluded that the application of the Window-Shopping Learning Model is able to improve English learning outcomes regarding passive voice in Class IX E students of SMP Negeri 5 Banjarmasin. The results of this study are in line with previous research conducted by Rubaida, which stated that student learning outcomes for Passive Voice increased with the application of the window-shopping learning model (Rubaida, 2019: 902). This study is also relevant to Apriana's research, which revealed that the window-shopping model of cooperative learning was able to

improve learning outcomes (Apriana, 2020: 1). Likewise, the results of Wirana's research stated that the window-shopping learning model was able to improve student learning outcomes (Wirana, 2020: 295).

5. CONCLUSION

Based on the results of the research described in the previous chapter, it can be concluded that there is an increase in English learning outcomes about passive voice through the application of the window-shopping learning model for Class IXE students of SMP Negeri 5 Banjarmasin. This can be seen from the increase in student learning outcomes from the pre-cycle, first cycle, and second cycle. The average value in the pre-cycle was 63.4, increased to 68.3 in the first cycle, and increased again in the second cycle to 74.3.

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