

DESIGNING PAV (PASSIVE AND ACTIVE VOICE) BOARD AS A MEDIUM FOR LEARNING PASSIVE AND ACTIVE VOICE FOR THE ELEVENTH GRADE STUDENTS

Irma Nur Asyifa¹, Yanti Sri Rezeki², Dwi Riyanti³, Urai Salam⁴, Surmiyati⁵

Fakultas Keguruan dan Ilmu Pendidikan Universitas Tanjungpura, Pontianak, Indonesia

¹ irmanurasyifa@students.untan.ac.id, ² yanti.sri.rezeki@fkip.untan.ac.id,

³ dwi.riyanti@fkip.untan.ac.id, ⁴ urai.salam@untan.ac.id, ⁵ surmiyati@fkip.untan.ac.id

Abstract

Media can be used as an aid in supporting teaching and learning English at school. However, there are still a few media variations used to deepen the student's understanding of the material. This study aimed to design PAV (Passive and Active Voice) Board as a medium to help students in Grade XI of SMAN 10 Pontianak learn and deepen their understanding of passive and active voice. This study used ADDIE as the research model with three phases: Analysis, Design, and Development. The data were collected by distributing the need analysis questionnaire to the 31 students in Grade XI IPS 1 of SMAN 10 Pontianak and an internal evaluation questionnaire to an English teacher of SMAN 10 Pontianak. The finding showed that students need a medium that can support them in learning passive and active voice which are changing active voice into passive voice, remembering the formula passive and active voice, identifying the subject, to be, verb 1, verb 2, verb 3, object, object pronoun, and preposition, and for PAV Board as a medium had a good score from the evaluator in criteria of the content, language, visual appearance, and product guide, which is 3.61 that categorized as "Strongly Worth". In conclusion, designing PAV Board as a medium for learning passive and active voice was appropriate.

Keywords: Learning Media; PAV (Passive and Active Voice) Board; Passive and Active Voice

INTRODUCTION

As an international language, mastering English is essential to provide effective communication. Nowadays, English is used to communicate in almost every aspect of human life. For example, in education, English has become one of the compulsory subjects in the Indonesian curriculum that uses curriculum K-13 (Sofiana et al., 2019) Thus, students need to master the four English skills: speaking, listening, reading, and writing to support them in learning English at school. Moreover, students need to master pronunciation, grammar, and vocabulary as well. For English subjects, the use of media can support students in learning. According to Preeti (2014), a media item is intended to reach many people or viewers. Media is also a tool for communication that can stimulate interaction between people. It also aids students' concentration and interest during the teaching and learning process in the classroom (Ritakumari, 2019). Moreover, Oroujlou (2012) stated that students can learn by doing and gain crucial details about the beliefs, culture, and society of the country in which the language is studied through media, which can also serve as a language-learning source. The process can be made much easier when media is used to teach and learn.

As English is considered a foreign language that has become a subject in Indonesian schools, teachers should find a way to help students learn English more easily. Learning media can help students improve their classroom activities, raise their excitement in obtaining learning material, and minimize their struggles in learning English (Dhamayanti, 2021). In providing and conveying the materials, learning media is an effective way that can be used by teachers.

Teachers should choose the appropriate learning media to help students achieve their learning objectives (Marpanaji et al., 2018).

The problem faced at SMAN 10 Pontianak was the need for more media supporting students in learning, especially in learning English. Students only used their phones to support their learning by watching the material sent to their Learning Management System (LSM), and the learning video from YouTube displayed on the projector. The use of a phone in teaching and learning activities is common in the pandemic era, but at that school, students misuse their phones to open other things that are unrelated to the teaching and learning activities. Moreover, teachers could not use the projector at the beginning of hybrid learning due to a lack of projectors at the school. Students also said that they get bored when learning English, especially in grammar lessons, because they feel it is difficult since there is no media to stimulate their interest in learning. Even though grammar is essential to master, especially for students, it can assist people in communicating more effectively and without miscommunication (Ekaningsih, 2017).

Since grammar is important to master but many students still struggle with them. Richards and Reppen (2014) state that grammar is a collection of words that together form a sentence that makes sense, and it involves complex components such as tenses, sentence structure, subjects, verbs, phrases, and clauses. As a result, their enthusiasm and desire to learn English are dropping. According to Manurung et al. (2020), the active voice is a grammatical construct that affects how meaning is conveyed in both written and spoken communication. The passive voice is used when the subject or the doer is unimportant. The subject or the doer is sometimes dropped from the sentence. However, students can still not distinguish between passive and active voices. For instance, many students still need help understanding how to switch from active to passive voice.

Students XI IPS 1 in SMAN 10 Pontianak faced the same issue. They still did not know how to change active voice into passive voice. Even when given tasks several times, they kept making mistakes with passive voice. For evidence, the researcher looked into the result of students learning outcomes and discovered that the average score was less than the standard. Furthermore, students needed help remembering the formula of passive and active voice. They were still trying to figure out and identify the subject, to be, verb 1, verb 2, verb 3, object, object pronoun, and preposition. These issues led students to believe that learning passive and active voice was difficult, and they became less interested in learning it. After witnessing the struggles that eleventh-grade students at SMAN 10 Pontianak faced, the researcher became interested in designing a learning media in the form of a board game to assist students in learning passive and active voice, especially changing active voice into passive voice.

According to Christopher et al. (2021), a board game is a good game that works to help players learn something better or enhance their logical skills. Furthermore, board games require players to communicate with one another, which improves bonding and communication skills. In terms of using board games as a medium, in another study conducted by Purwatiani, (2020) Grammar Board Games can be used as an alternative and acceptable medium for learning English grammar, particularly simple future tense. It has successfully kept children's attention by designing a product that includes a board game and dice. Similar to the research by (Ukhrowiyyah, (2021), it successfully developed a Duel Chess Game based on the chessboard as a medium for learning the grammatical structure of passive voice for eleventh-grade students. Other study by Wijaya and Sari (2016) about the need for media which is JFG (Jumanji for Grammar) board was designed as a medium for learning grammar for university students since there was still no media that could assist in learning tenses.

Therefore, the researcher decided to design a medium as a board game to assist students in learning passive and active voice, especially in changing active to passive voice. Since the three previous studies are not specifically focused on passive and active voice, especially in changing

active voice into passive voice, this research focused on learning to change active voice into passive voice. This research also helps students remember the formula of passive and active voice and identify the subject, to be, verb 1, verb 2, verb 3, object, object pronoun, and preposition. The researcher designed a media called PAV (Passive and Active Voice) Board that can help students learn passive and active voice easier and create a fun atmosphere in the classroom. The researcher used ADDIE as the procedure to design the media. However, the researcher only used three steps: analyzing, designing, and developing.

METHOD

In this study, the researcher used ADDIE as a model design. According to Aldoobie, (2015) the ADDIE model is one of the most commonly used models in instructional design that is used as a guide to creating a design. Implementing the ADDIE model procedures to any instructional product can assist instructional designers, content developers, and even teachers in producing an efficient and effective teaching design. ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation which are the critical elements in the instructional design process.

In the analysis phase, the researcher desired to discover the students' need for learning passive and active voice. The researcher used questionnaires to gather data from the students about their needs, lacks, and what they expect to help them improve their learning process. The result of this phase was made up of the content and components that should be included in PAV Board, designed for eleventh-grade students at SMAN 10 Pontianak to learn passive and active voice. In the design phase, the researcher created the first draft of the product using information gathered from questionnaires filled out by students from XI IPS 1 SMAN 10 Pontianak. The researcher created a framework and an overview in the form of a picture of the PAV Board to help ensure that the product already had the elements necessary for the students. The first draft of the PAV Board needed to be developed into physical forms: the board and the cards. In the development phase, the researcher developed the product based on the result in the design phase. After developing the product, the researcher did an internal evaluation with an English teacher of SMAN 10 Pontianak as an evaluator. The internal evaluation was done to get an assessment and suggestions necessary to revise the product. It was also to produce the best product result for students in learning passive and active voice.

The participants in this study were the XI IPS students of SMAN 10 Pontianak which consist of 31 students. The instruments that were used in this study were questionnaires. There were two questionnaires used for this research. The first questionnaire is the need analysis questionnaire. A need analysis questionnaire was used to obtain data about students' needs in learning passive and active voice. The second questionnaire is an internal evaluation questionnaire. It was used as the assessment of the product filled by an English teacher of SMAN 10 Pontianak as an evaluator. The result was used to determine whether the product was already appropriate. All data that have already been gathered would be analyzed. For the need analysis questionnaire, the data were analyzed using percentages, while for internal evaluation, the data was analyzed using Likert Scale.

RESULTS AND DISCUSSION

Results

This research used the ADDIE model, but the researcher only used three steps: analysis, design, and development. In the analysis phase, the researcher collected the data by administering questionnaires to get information about students' needs in learning passive and active voice.

The questionnaires consisted of students' necessities, lacks, and wants. The result of students' necessities was presented by using Table 1 below.

Table 1. Finding Students' Necessities

No	Statements	Category	F	N	P
1	I need to study grammar	SD	3	31	3.09%
		D	2	31	8.24%
		SA	14	31	43.29%
		A	12	31	49.48%
2	I need to study more about Passive and Active Voice.	SD	0	31	0%
		D	0	31	0%
		SA	19	31	58.7%
		A	12	31	49.48%
3	Practice exercise is the best to learn Passive and Active Voice	SD	1	31	3.22%
		D	3	31	9.67%
		SA	15	31	48.38%
		A	12	31	38.7%
4	Memorizing Passive and Active Voice will make me good at understanding Passive and Active Voice.	SD	0	31	0%
		D	2	31	9.67%
		A	18	31	48.38%
		SA	11	31	38.7%
5	I prefer learning using the printed book as a learning media for learning Passive and Active Voice.	SD	6	31	19.35%
		D	14	31	38.8%
		A	5	31	16.21%
		SA	1	31	3.22%
6	I prefer learning using a game as a learning media for learning Passive and Active Voice.	SD	1	31	3.22%
		D	4	31	12.9%
		A	9	31	29.03%
		SA	17	31	54.38%

As the result of Table 1 shows, the students' need is in line with the product. The product is a medium that can facilitate the students' learning of grammar, which is passive and active voice. The activity of this product is changing active voice into passive voice. Thus, students can do exercises for passive and active voice material, and it can also deepen their understanding of changing active voice into passive voice. Moreover, the components in the product are based on the result above. In the product, the formulas of passive and active voice are provided to facilitate the students in memorizing the formula of passive and active voice.

Table 2. Finding Students' Lacks

No	Statements	Category	F	N	P
1	I have difficulty in learning grammar	SD	0	31	0%
		D	5	31	16.12%
		SA	16	31	51.61%
		A	10	31	32.25%
2	I always think that grammar could be clearer to understand.	SD	1	31	3.22%
		D	9	31	29.03%
		SA	14	31	38.8%
		A	7	31	22.58%
3	I need help learning Passive and Active Voice.	SD	0	31	0%
		D	4	31	12.9%
		SA	22	31	70.96%
		A	5	31	16.12%

4	Passive and Active Voice is always difficult.	SD	1	31	3.22%
		D	9	31	29.03%
		A	14	31	38.8%
		SA	7	31	22.58%
5	I have difficulty changing Active Voice to Passive voice.	SD	1	31	3.22%
		D	9	31	29.03%
		A	14	31	38.8%
		SA	7	31	22.58%
6	I need help remembering the formula of Passive and ActiveVoice.	SD	0	31	0%
		D	7	31	22.58%
		A	19	31	61.29%
		SA	5	31	16.19%
7	I need help identifying the subject, verb, being, object, objectpronoun, and preposition.	SD	1	31	3.22%
		D	7	31	22.58%
		A	17	31	54.38%
		SA	6	31	19.35%

As shown in Table 2, students still have difficulty learning grammar, especially passive and active voice as one of the materials for eleventh grade students. PAV Board was created as a problem solving to assist the students in comprehending and deepening their understanding of passive and active voice. This implies that the product has changed active voice into passive voice as the activity, providing squares of formula that can help students arrange the sentence and remember the formula of passive and active voice. This product also has cards to help students learn to identify the subject, verb, to be, object, object pronoun, and the preposition "by."

Table 3. Finding on Students’ Wants

No	Statements	Category	F	N	P
1	I prefer to study alone.	SD	6	31	19.35%
		D	16	31	35.48%
		A	5	31	16.12%
		SA	4	31	19.35%
2	I prefer to study in a group.	SD	1	31	3.22%
		D	4	31	12.9%
		A	14	31	29.03%
		SA	12	31	38.7%
3	I prefer doing exercise alone.	SD	4	31	12.9%
		D	15	31	32.25%
		A	10	31	48.38%
		SA	2	31	9.76%
4	I prefer doing exercise in a group.	SD	2	31	9.76%
		D	5	31	25.8%
		A	9	31	29.03%
		SA	12	31	38.7%
5	The teacher tells me what I need to know from the material.	SD	0	31	0%
		D	3	31	9.67%
		A	17	31	54.38%
		SA	11	31	35.48%
6	Getting exercise in the form of a game is good for learning.	SD	0	31	0%
		D	3	31	9.67%
		A	9	31	29.03%
		SA	19	31	35.48%
7	Learning Passive and Active Voice is easier with a learning media.	SD	0	31	0%
		D	3	31	9.67%

A	15	31	48.38%
SA	13	31	41.93%

From Table 3, the result showed that students prefer to study and exercise in a group. It is in line with PAV Board that had been designed for students to play the product as a group. In conclusion, a medium that can help students learn passive and active voice is needed by students who have a passive and active voice as one of the grammar lessons in the eleventh grade. Furthermore, PAV Board can support students by offering some elements of passive and active voice, such as the formulas, subject, object, verb, object pronoun, object, and preposition that can help them understand passive and active voice.

In the design phase, the researcher decided on the materials used for the product, designed the first draft of the product, and designed the activity of the product. The analysis phase results were used as a baseline for designing the product at this stage. PAV Board consists of three parts: board, cards, and guide papers. For the board, there are two sides which are the front side and the back side of the board. The front side of the PAVBoard can be seen in Figure 1.

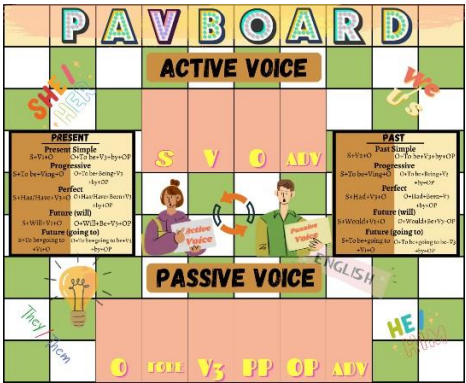


Figure 1. Front View of PAV Board

On the front board, some squares consist of categories such as subject, verb, to be, object, object pronoun, preposition, and adverb, that form the formula of passive and active voice. They are used for the students to arrange the sentence in passive and active voice and then change the sentence from active to passive. Furthermore, the squares of the formulas can help the students remember the formula's passive and active voices. The tenses are also equipped on

PAVBOARD								
REGULAR VERB			IRREGULAR VERB			DESCRIPTION		
V1	V2	V3	V1	V2	V3	S	V	O
PLAY	PLAYED	PLAYED	GO	WENT	GONE	= Subject		
TALK	TALKED	TALKED	FIND	FOUND	FOUND	= Verb		
BORROW	BORROWED	BORROWED	TAKE	TOOK	TAKEN	= Object		
STUDY	STUDIED	STUDIED	SIT	SAT	SAT	VERB = am, is, are, was, were		
OPEN	OPENED	OPENED	TEACH	TAUGHT	TAUGHT	PP = Preposition (by)		
CLOSE	CLOSED	CLOSED	PUT	PUT	PUT	OP = Object Pronoun		
ASK	ASKED	ASKED	MEET	MET	MET	ADV = Adverb		
HELP	HELPED	HELPED	EAT	ATE	EATEN			
LISTEN	LISTENED	LISTENED	READ	READ	READ			
LET'S TRY TO								

Figure 2. Back View of PAV Board

the front side of the board. On the back side, it has other components. The back side of the PAV Board can be seen in Figure 2.

On the back of the board, the lists of Verb 1, Verb 2, and Verb 3 are provided to enhance students' vocabulary, especially for verbs. Additionally, there are descriptions of the symbols used for the square parts to define and prevent errors for the student when seen on the front board. The other main component of the PAV Board is the cards. An example of the cards can be seen in Figure 3



Figure 3. Example of Cards

The cards contain the same categories as the square part on the board since the cards have to stick to the square parts. There are points as well for the cards that are used to give the score for the cards placed in accordance with the categories. According to the study by Paranoana (2020), students' abilities to identify tenses, subjects, and prepositions still need to improve. Furthermore, the cards have illustrations to describe the meaning of the cards that can help students understand and identify the cards.

The last element of this product is the guide papers. The guide papers consist of students' guides, the rules of the PAV Board, and Instruction for the Teacher used for helping students and teachers in using the product. The first paper is a students' guide, shown in Figure 4.



Figure 4. Students' Guide Paper

The students' guide paper includes guidance on how to play the product. The illustration is also included in the paper to aid the students in understanding the guidelines. The second paper is about the rules of the PAV Board, which can be seen in Figure 5.

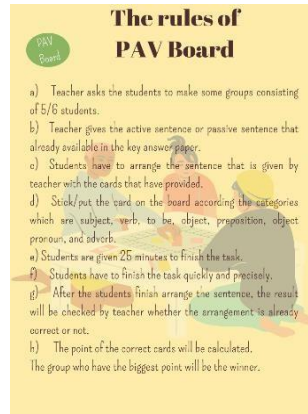


Figure 5. Rules of PAV Board

Some regulations about how to play the product are written in this paper. This product has its own rules to create the way the game runs according to the established rules and can also avoid game errors. The last paper is about instruction for the teacher, which can be seen in Figure 6.

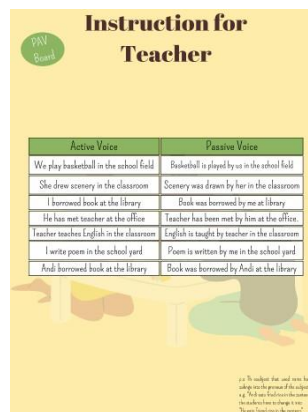


Figure 6. Instruction for Teacher

In this paper, some sentences of passive and active voice are provided. This paper can be used by teachers to assign the exercise by using this product. All words in the sentences are taken from cards organized by word categories. All of the guide papers included in the PAV Board aim to aid and direct students and teachers in using the product. After creating the first draft of the product, the activity was designed. This product has the activity of changing the active voice into the passive voice, which can be seen in Figure 7. It was supported by the instructional design. Branch (2009) defines instructional design as having an instructional strategy that organizes and sequences learning activities.

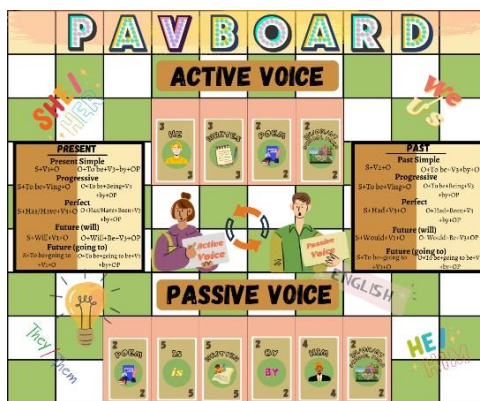


Figure 7. The Activity of Changing Active Voice to Passive Voice Using PAV Board

The activity in PAV has a sequence from the beginning, middle, and ending. Teachers have to give instructions to the students at the beginning of the game, and then students start to utilize the cards that came with the board as a tool for switching the active voice to the passive voice. After arranging the sentence, the points in the card will be calculated, and the last teacher will evaluate the material for the students. The last phase in this study is the development phase. The researcher developed the product and did an internal evaluation. After the first draft had been designed, the researcher discussed and requested a product evaluation with an English teacher in SMAN 10 Pontianak. The result of the internal evaluation was measured in Mean formula and calculated using the data conversion formula.

$$Mn = \frac{\sum fx}{n}$$

- Mn = Mean
- $\sum fx$ = Total of Frequency
- n = Total of items

The result of each category would have the interval score as the interpretation of final result of internal evaluation to find the product is already worthy or unworthy. The result of the internal evaluation can be seen in Table 5.

Table 4. Data Conversion Table for each Categories (Suharto, 2006 in Wijaya,2016)

Interval	Descriptive Categories
$3.25 \leq x \leq 4$	Strongly Worthy
$2.25 \leq x \leq 3.24$	Worthy
$1.75 \leq x \leq 2.24$	Quite Worthy
$1 \leq x \leq 1.74$	Unworthy

Table 5. Result of Internal Evaluation

Categories	Statements	Score
Content of the Board	Learning media contains a topic that gives competencies in changing active voice into passive voice.	4
	The tasks are given according to the level of student class	4
	The task given can increase students' understanding	3
	The illustrations presented are precise and easy to understand	3

Language	The vocabulary used according to the student's level	4
	The vocabulary used can be understood by students	3
	The symbols used are easy to understand	4
	The tenses are given according to the student's level	4
Visual Appearance of Board	The appearance of the board is interesting	3
	The use of font and color is readable	4
	The use of letter variation is not exaggerating	4
	The elements of the board are interesting	3
	The elements of the board are in line with the instructions	4
Visual Appearance of Card	The appearance of the card is interesting	4
	The use of font and color is readable	4
	The use of letter variation is not exaggerating	4
	Pictures or illustrations are clear	3
	The use of pictures or illustrations is functional	4
Guide to the Product	The instruction given in PAV Board is easy to be understood	3
	The rule given in PAV Board is easy to be understood	4
	The provided sample sentences help the teacher to give tasks to students by using PAV Board	3
Total Score		76
Mean		3.61
Criteria		Strongly Worthy

Based on Table 5 the mean of the items is 3.61, with strong worthy as the factor in the range $3.25 \leq x \leq 4$. The findings indicate that PAV Board is an appropriate medium for students to learn passive and active voice. Moreover, the evaluator gave the researcher some revisions and suggestions to revise the product based on the situation in the school and the materials that were learned by the eleventh-grade students.

Discussion

This study aims to design a medium that can help students learn Passive and Active Voice. Before creating the product, the researcher collected the data from the students by distributing the questionnaires to the students to know what students need, lack, and want in learning passive and active voice. The questionnaires showed students still had difficulty learning passive and active voice, such as changing active voice into passive voice, remembering the formulas of passive and active voice, and identifying the subject to be, verb, object, object pronoun, and preposition. This result related to the grammatical structure that is in line with the study of Ukhrowiyah (2021), that developing a Duel Chess Game as a medium for learning the grammatical structure of passive voice for eleventh-grade students has been successful. The result of the analysis phase also discovered that students require a medium to assist them in learning passive and active voice because there was a lack of media in SMAN 10 that could assist students in learning, particularly in passive and active voice material, which is supported with previous research conducted by Wijaya and Sari (2016) who designed a board game name JFG (Jumanji for Grammar) as a medium for learning grammar.

In the design phase, the researcher decided on the material used for the product and created the first draft of the product as well. This product has only one theme, which is a school activity, so the material is not going broad, and the researcher can limit the cards more easily. The researcher used the theory about instructional design from Branch (2009) to design instructional strategy for the learning activities, which are organized in the order of beginning, middle, and ending activities. In the development phase, the researcher developed the product based on the material that had been chosen and the result of an internal evaluation from an English teacher

of SMAN 10 Pontianak. As a result, the PAV Board is indicated as a learning aid for students that can help students in learning passive and active voice. From the result, PAV Board is a physical medium that can be played directly by the students as the final product. Playing PAV Board can create a fun environment in the classroom and make students learn by doing. PAV Board can also increase student interaction because it is played in a group setting. As a result, students can improve their social skills and learn how to work as a team.

However, the time constraints made it difficult to create the sample sentences used to play the product. As a result of the internal evaluation, the number of sample sentences must be adjusted to the allocation of time for teaching and learning activities that are limited. This is because SMAN 10 Pontianak was under renovation, so all the teaching and learning activities were done at SMAN 1 Pontianak, which gave students of SMAN 10 Pontianak less time to study in the classroom. Hence, students need more time to play with the product as well. Furthermore, this research has another limitation: the researcher only covered one out of six eleventh-grade classes at SMAN 10 Pontianak.

CONCLUSION

PAV Board is designed to assist students in learning passive and active voice, primarily in changing active voice into passive voice. Furthermore, the PAV Board can assist students in remembering both passive and active voice formulas from the square provided on the board. PAV Board can also assist students in identifying the subject, in being, verb 1, verb 2, verb 3, object, object pronoun, and prepositions from the cards. As a result, the PAV Board can assist students in learning passive and active voice. PAV Board is also a medium that can help students learn passive and active voice, especially in changing active voice into passive voice. Furthermore, the scope of this study is limited. As a result, further research suggested expanding the scope of the study. As this product is limited to passive and active voice material, the future researcher can enlarge the product to provide other materials or English skills.

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