IMPROVING STUDENTS’ UNDERSTANDING OF PASSIVE
VOICE OF THE SIMPLE PAST TENSE BY USING
CONTEXTUAL TEACHING AND LEARNING

(A Classroom Action Research in the Second year of MTs Al-Mujahidin Cikarang,
2012/2013 Academic Year)

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JAKARTA
2013
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Dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya saya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis. Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

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(A Classroom Action Research in the Second year of MTs Al-Mujahidin Cikarang,
2012/2013 Academic Year)

“Skripsi”
Presented to the Faculty of Tarbiyah and Teacher’s Training
in a Partial Fulfillment of the Requirements
for the Degree of S.Pd. in English Language Education

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JAKARTA
2013
ENDORSEMENT SHEET

The “Skripsi” (Scientific Paper) entitled “Improving Students’ Understanding of Passive Voice of the Simple Past Tense by Using Contextual Teaching and Learning (A Classroom Action Research in the Second Year of MTs Al-Mujahidin Cikarang, 2012/2013 Academic Year)” written by ALWANI, a student’s registration number 206014000102 was examined in the examination session of the Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta on 29th May 2013. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” in English Language Education at the English Education Department.

Jakarta, 30th May 2013

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2. Neneng Sunengsih M.Pd., the Secretary of English Department.
3. Prof. Dr. Rif’at Syauqi, M.A., the Dean of the Faculty of Tarbiyah and Teachers’ Training Syarif Hidayatullah State Islamic University Jakarta.
4. Big Family of MTs Al-Mujahidin, Cikarang.

The writer does realize that this skripsi cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for his to get critiques and suggestions to make this skripsi better.

Jakarta, 30th January 2013

The Writer
ABSTRACT

Alwani. 2013. Improving Students’ Understanding of Passive Voice of the Simple Past Tense by Using Contextual Teaching and Learning (A Classroom Action Research in the Second Year of MTs Al-Mujahidin Cikarang, 2012/2013 Academic Year), Skripsi, English Education Department, The Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.

Advisor: Drs. H.Bahrul Hasibuan, M.Ed

Keywords: Passive voice of Simple past tense, CTL

This study is aimed at knowing whether students’ understanding of the passive voice of simple past tense could be improved by using CTL in the second year of MTs Al-Mujahidin Cikarang. In addition, this study is also aimed at describing how the implementation of CTL in improving students’ understanding of passive voice of the simple past tense.

This study is categorized as the Classroom Action Research (CAR) method in which to identify and to solve the problem on students’ grammar understanding. It is initiated through the interview the teacher and through the observation in the second grade of MTs Al-Mujahidin Cikarang; considered as the class whose grammar test score are very low. The amount of students in that class is 36. In this Classroom Action Research, the writer implements the Kurt Lewin’s design which consists of four phases. Those are planning, acting, observing, and reflecting. Meanwhile, the data is derived among from the test (pretest and posttest), interview, and observation. Therefore, this study is included into quantitative descriptive research.

The findings of this study are: (1) related to the test result, there was 20.28% improvement of students’ mean score after using CTL; it gained from the pretest result, there were two students who passed the KKM. Then in the result of posttest in cycle 1, there were 11 or 31% students in the class who passed the KKM considering their mean score of the test is 62.78. Next in the result of posttest in the cycle 2, there is 30 or 83% students who passed the KKM in which their mean score of grammar test derived 73.19. In conclusion, it could be known that the Classroom Action Research is success because it has achieved the target.
ABSTRAK

Alwani. 2013. Improving Students’ Understanding of Passive Voice of the Simple Past Tense by Using Contextual Teaching and Learning (A Classroom Action Research in the Second Year of MTs Al-Mujahidin Cikarang, 2012/2013 Academic Year), Skripsi, English Education Department, The Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.

Dosen Pembimbing: Drs. Bahrul Hasibuan, M.Ed

Keywords: Passive voice of Simple past tense, CTL

Penelitian ini ditujukan untuk mengetahui dapatkah siswa di kelas delapan MTs Al-Mujahidin Cikarang memahami passive voice dari simple past tense. Disamping itu, penelitian ini juga ditujukan untuk mendeskripsikan bagaimana pelaksanaan Contextual Teaching and Learning (CTL) dalam meningkatkan pemahaman siswa di passive voice dari simple past tense.


Hasil yang diperoleh dari penelitian ini adalah: (1) berdasarkan hasil tes, terdapat kenaikan 20.28% rata-rata skor siswa setelah menggunakan CTL. Dengan perolehan: pada hasil pretest terdapat 2 siswa yang melampaui KKM. Kemudian hasil posttest di siklus 1, didapat 11 atau 31% jumlah siswa yang berhasil melewati KKM dengan rata-rata kelas sebesar 62.78. Selanjutnya hasil posttest di siklus kedua, terdapat 30 atau 83% siswa yang sudah mencapai target KKM dengan rata-rata kelas sebesar 73.19. Dapat disimpulkan bahwa pengajaran passive voice pada simple past tense dengan menggunakan CTL sukses dalam penelitian tindakan kelas.
# TABLE OF CONTENT

**TITLE** .................................................................................................................................................. i

**SURAT PERNYATAAN KARYA SENDIRI** ......................................................................................... ii

**APPROVAL** ........................................................................................................................................... iii

**ENDORSEMENT** ............................................................................................................................... iv

**ACKNOWLEDGEMENT** ....................................................................................................................... v

**ABSTRACT** .......................................................................................................................................... vi

**TABLE OF CONTENT** ......................................................................................................................... vii

**LIST OF TABLES** .................................................................................................................................. viii

**LIST OF FIGURES** ............................................................................................................................. xi

**LIST OF APPENDICES** ..................................................................................................................... xii

## CHAPTER I : INTRODUCTION

A. The Background of Study ................................................................. 1
B. The Limitation of Study ................................................................. 3
C. The Formulation of the Study ......................................................... 3
D. The Objective of the Study ............................................................. 3
E. The Significance of the Study .......................................................... 4

## CHAPTER II: THEORETICAL FRAMEWORK

A. The Passive Voice ................................................................. 5
   1. The Understanding of Passive Voice ............................... 5
   2. The Form of Passive Voice .......................................... 6
   3. The Usage of Passive Voice ........................................... 9
B. The Simple Past Tense ........................................................... 9
   1. The Understanding of Simple Past Tense ..................... 9
   2. The Form of Simple Past Tense ................................ 10
   3. The Usage of Simple Past Tense ................................. 12
C. The Passive Voice of Simple Past Tense ................................. 13
D. Contextual Teaching and Learning ................................. 14
1. The Understanding of Contextual Teaching and Learning………14
2. The Principles of Contextual Teaching and Learning ………16
3. The Components of Contextual Teaching and Learning ………18
4. The Strategies of Contextual Teaching and Learning ………20
5. The Advantages and Disadvantages of Contextual Teaching and Learning …………………………………………………………23

CHAPTER III: RESEARCH METHODOLOGY
A. The Method of Research .............................................24
B. The Subject and Object of the Study .............................24
C. The Writer’s Role on the Study ........................................24
D. The Time and Place of the Study .....................................25
E. The Research Design ....................................................25
F. The Classroom Action Research Procedures ......................26
G. The Technique of Collecting Data .................................26
H. The Technique of Data Analysis .....................................27
I. Criteria of the Action Success ..........................................28

CHAPTER IV : RESEARCH FINDINGS
A. The Description of Data ..................................................29
  1. Interview During CAR .................................................29
  2. The Observation During CAR .........................................30
  3. The Test Result of CAR .................................................32

CHAPTER V: CONCLUSION AND SUGGESTION
A. Conclusion .................................................................39
B. Suggestion .................................................................40

BIBLIOGRAPHY AND APPENDICES ....................................41-62
LIST OF TABLES

Table 2.1 The Forming the Passive Voice .............................................................. 7
Table 2.2 Passive Voice in Verb be + a Past Participle ........................................... 7
Table 2.3 Passive Voice in Tenses ........................................................................... 7
Table 2.4 Object and Pronouns in Passive Voice ...................................................... 8
Table 2.5 The Form of Simple Past Tense .................................................................. 10
Table 2.6 The Yes/No Question & Short Answers of Simple Past Tense ................. 11
Table 2.7 Active and Passive Sentence of Simple Past Tense ................................... 13
LIST OF FIGURES

Figure 3.1 Kurt Lewin’s Action Research Design ............................................. 26
LIST OF APPENDICES

Students’ Score .................................................................43
Interview Result ...............................................................44
Observation Result ...........................................................49
Test ..............................................................................53
Answer Key ...................................................................54
Blue Print of Test ...............................................................55
Lesson Plan .................................................................56
CHAPTER I
INTRODUCTION

A. The Background of the Study

As an international language, English is widely used among many aspects in the world such as politics, economics, sciences, religions, educations, etc. In term of education, Indonesia has stated that English as the first foreign language either in formal institution or informal institution. In formal educational institutions English is taught by students from elementary up to university; in Elementary level, English is taught as a local-content subject. In Junior and Senior high school, English is taught as a compulsory subject, and in University level, English is taught as a complementary subject.

There are four major skills in English, namely, listening, speaking, reading, and writing. Listening and reading skills are classified into receptive skills; meanwhile speaking and writing skills are productive skills. Furthermore, the language components (subskills) are vocabulary, grammar, pronunciation, and spelling; which are taught in an integrated way with the four basic language skills.

As one of language components, grammar has many aspects that should be learned. In the second grade of junior high school, students need to learn the simple past tense both in active and passive sentences in which it has been stated on the Standard of Competence – Standar Kompetensi (SK) and Basic
Competence – *Kompetensi Dasar* (KD) in School-Based Curriculum - *Kurikulum Tingkat Satuan Pendidikan* (KTSP).¹

To fulfill the writer’s curiosity related to teaching and learning activity of English subject, the writer visited Al-Mujahidin Islamic Junior High School in Cikarang to observe it. Ideally, students in second grade of Al-Mujahidin Islamic Junior High School in Cikarang must acquire the Minimal Mastery Criterion level – *Kriteria Ketuntasan Minimum* (KKM) 70 (seventy) toward English subject. It has been stated on the school policy since 2009. Besides, the students are able to understand simple past tense both in active and passive form.

However, most of the students in the second grade of Al-Mujahidin Islamic Junior High School in Cikarang are still difficult to acquire the Minimal Mastery Criterion level – *Kriteria Ketuntasan Minimum* (KKM). Mostly, they acquired the score below 70 (seventy) in English especially on learning grammatical structure. After discussing and observing the teacher in teaching learning activity, the writer found some phenomenons such as; first, when the teacher asked students to distinguish between active and passive pattern of Simple Past Tense but unfortunately they could not answer what the teacher asked. Second, when the teacher asked the students to change from active form into passive form in simple past tense, most of them had not match between *subject* and *to be* (was/were), for example; *Dictionaries was bought by me in Kuitang Last Semester*. Third, mostly they were not able to change from subject pronoun into object pronoun. Fourth, some of them were wrong in using the past participle (V3) for example; *She was hurted by her friends last Sunday*. Fifth, as the students made some passive sentences, they tended to make meaningless sentences such as *The train was pushed by my brother yesterday*. Sixth, most of students were less active in learning activity especially on grammar subject because the teacher almost dominated classroom.

Based on those phenomenons above, the teacher and the students need to solve soon because it can raise further difficulties for them such as difficulty

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understanding simple past tense both in active and passive form and hard to acquire the Minimal Mastery Criterion level – *Kriteria Ketuntasan Minimum* (KKM) of school target. Therefore, the writer and the teacher discussed and looked for alternative solution how to improve their ability in passive voice of simple past tense. After that, we dealt to choose Contextual Teaching and Learning (CTL) method as the alternative solution. Contextual Teaching and Learning (CTL) helps students relate subject matter content to real world situations and motivate them to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires. Hopefully, through Contextual Teaching and Learning, the students are able to improve their understanding in constructing and using the passive form of simple past tense and hence they are able to acquire the Minimal Mastery Criterion level – *Kriteria Ketuntasan Minimum* (KKM).

### B. The Limitation of the Study

In this study, the writer limits the problem to focus on teaching passive voice of simple past tense by using Contextual Teaching and Learning (CTL). It is conducted at the second grade of Al-Mujahidin Islamic Junior High School Cikarang in the 2012/2013 Academic Year.

### C. The Formulation of the Study

Based on the limitation of the study, the formulation of this study is:

1. Can Contextual Teaching and Learning (CTL) improve the students’ understanding in learning passive voice of simple past tense?
2. How does Contextual Teaching and Learning (CTL) improve the students’ understanding in learning passive voice of simple past tense?
D. The Objective of the Study

The objective of the study is to find empirical evidence whether or not Contextual Teaching and Learning (CTL) can improve students’ understanding in learning passive voice of simple past tense. In addition, the objective of this study is to know how Contextual Teaching and Learning (CTL) can improve students’ understanding in learning passive voice of simple past tense.

E. The Significance of the Study

In this study, the writer would like to contribute the study for people who read this paper. It hopefully can add the readers’ knowledge about variety teaching method in delivering the material such as the tense of simple past tense in passive voice, and also it can be implemented in any other grammar subjects. And this result are also expected as a basic suggestion and basic information to do further study.
CHAPTER II

THEORETICAL FRAMEWORK

A. The Passive Voice

1. The Understanding of Passive Voice

According to Marianne Celce-Murcia, the passive is “a focus construction that exist to put the patient, i.e., the receiver or undergoer of an action is a subject position. The subject is acted upon is thus passive”.¹ From the statement above, it is very clear that passive voice is a subject that receives an action of a verb.

Meanwhile, Marcella Frank states that “passive voice is 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.”² Here, Marcella illustrates the subject by naming ‘original doer’ and the object refers to ‘original receiver’. Furthermore according to her, passive voice is the same action as the active

voice indirectly because the grammatical subject of verb is the original object of an active verb.

In general, passive voice is a voice that indicates the subjects as the patient or recipient of the action denoted by the verb. To create this, the passive voice is used if the thing receiving the action is put as the subject of the sentence.

2. The Form of Passive Voice

The passive voice occurs in both English spoken and written English. It is used very frequently in technical writing. “Most verbs that take an object can be used in passive voice, the primary focus is on the subject (the agent or doer of the action).”³

Passive verb-forms are made with the different tenses of to be, followed by a past participle. "The tenses, the rules for their use are the same as for active verb-forms.”⁴ It is in line with the statement of Betty Azhar who says that “by-phrase” is used in passive sentences when it is important to know who forms an action. And usually there is no “by-phrase” when it is not important to know who performs an action.⁵

Meanwhile, Milada Broukal and Ingrid Wisnieska make rules in forming passive voice in their book ‘Grammar form and function’. They are⁶:

a. To form the passive voice, we change the object of an active voice sentence into the subject of a passive voice one. The subject of the active sentence can become the agent in a passive sentence. The agent tells who or what did the action in a passive sentence. It is introduced by the preposition “by”

---
Table 2.1
Forming the Passive Voice

<table>
<thead>
<tr>
<th>Form</th>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>The pilot</td>
<td>Flew</td>
<td>The airplane</td>
</tr>
<tr>
<td>Passive</td>
<td>The airplane</td>
<td>Was flown</td>
<td>By the pilot</td>
</tr>
</tbody>
</table>

b. We form the passive voice with a form of the verb *be* + a past participle. Question use an auxiliary verb before the subject

Table 2.2
Passive Voice in Verb *be* + a Past Participle

<table>
<thead>
<tr>
<th>Subject</th>
<th>Be</th>
<th>Other Auxiliary</th>
<th>Past Participle</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>The great wall</td>
<td>Was</td>
<td></td>
<td>Built</td>
<td>By the chinese</td>
</tr>
</tbody>
</table>

c. We use the passive voice in the following tenses. Note that the form of *be* is in the same tense as the tense of the active verb.

Table 2.3
Passive Voice in Tenses

<table>
<thead>
<tr>
<th>Tense</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present</td>
<td>He washes the car.</td>
<td>The car is washed by him.</td>
</tr>
<tr>
<td>Present Progressive</td>
<td>He is washing the car.</td>
<td>The car is being washed by him.</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>He has washed the car.</td>
<td>The car has been washed by him.</td>
</tr>
<tr>
<td>Simple Past</td>
<td>He washed the car.</td>
<td>The car was washed by him.</td>
</tr>
<tr>
<td>Past Progressive</td>
<td>He was washing the car.</td>
<td>The car was being washed by him.</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>He had washed the car.</td>
<td>The car had been washed by him.</td>
</tr>
<tr>
<td>Future with Will</td>
<td>He will wash the car.</td>
<td>The car will be washed by him.</td>
</tr>
<tr>
<td>Future with Be Going to</td>
<td>He is going to wash the car.</td>
<td>The car is going to be washed by him.</td>
</tr>
<tr>
<td>Future Perfect</td>
<td>He will have washed the car.</td>
<td>The car will have been washed by him.</td>
</tr>
</tbody>
</table>

We do not use the passive voice with some tenses because they sound awkward. These tenses are the present perfect progressive, the future progressive, the past perfect progressive, and the future perfect progressive.

d. Object pronoun (me, him, her, etc.) in the active voice become subject pronouns (i, he, she, etc.) in the passive voice.

Table 2.4
Object and Pronouns in Passive Voice

<table>
<thead>
<tr>
<th>Active sentence</th>
<th>Passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
</tr>
<tr>
<td>Thousand of people</td>
<td>Elected</td>
</tr>
<tr>
<td>The chinese</td>
<td>built</td>
</tr>
</tbody>
</table>

In brief, the passive voice is created by writing a form of the verb ‘to be’ with the past participle of a verb. Such forms often include a ‘by’ phrase after the verb phrase to indicate who performed the action.
3. The Usage of Passive Voice

Miranda Broukal and Inggrid Wisniseswka mention some of the usage of passive voice as follows\(^7\):

a. The passive voice is used when the agent is not known or unimportant.

b. The passive voice uses by + an agent, it usually because subject of the sentence is more important than the agent, but we want to express them both.

c. The passive voice is used to make a sentence more impersonal, in situation involving rules, instructions, announcements, advertisement, or processes.

d. The passive voice is used when the agent is obvious from the meaning of the sentence.

In another source, Celce-Murcia and Larsen-Freeman classified the circumstances under passive as following\(^8\):

a. When the agent is obvious and, therefore, not expressed (e.g., Grapes are grown in the Nappa valley).

b. When the writer wants to sound objective (e.g., It is assumed/belived that this was among the most significant policy decisions of decade).

c. When the writer wishes to retain the same grammatical subject in successive clauses (e.g., Rene Arrendo beat lonny smith, but he was beaten by gato garcia)

d. When the theme is shared information, but the agent is new (e.g., What a beautiful picture! Isn’t it? It was painted by one of my students).

B. The Simple Past Tense

1. The Understanding of Simple Past Tense

Many experts have explained about simple past tense. One of them is from Patricia K. Werner, that the simple past tense is used to talk about action or situation in the past.\(^9\)

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\(^9\) Werner, op.cit. (2002), p. 114
Another assumption come from Sidney Greenbaum and Randolph Quirk that the simple past tense is used to refer a situation set a definite time in the past.

a. The event past is used with dynamic verb sense to refer to a single definite event in the past. The event may take place over an extended period (the normans invaded england in 1066) or at a point of time (the plane left at 9.a.m.).

b. The habitual past is used with dynamic verb sense to refer to past events that repeatedly occur: we spent our holidays in spain when we were children.

c. The state past is used with stative verb sense to refer to a single unbroken state of affairs in the past: i once liked reading novels”.  

In brief, the simple past is the tense that describes events, actions, or situations occurred as habitual action in the past or the action that continuing happened in the past.

2. The Form of Simple Past Tense

Using the simple past tense is to talk about completed past events and activities.

Table 2.5
The Form of Simple Past Tense.

<table>
<thead>
<tr>
<th>Form</th>
<th>Examples</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>He helped her paint her kitchen.</td>
<td>All regular verbs take an-ed ending in the past tense. This form is used for all subject,both singular and plural.</td>
</tr>
<tr>
<td></td>
<td>I stayed up late last night.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We listened to music after dinner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The children played games in the living room.</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>Her roommate didn’t like that restaurant.</td>
<td>For negative past tense verbs, use did not before</td>
</tr>
</tbody>
</table>

---

We didn’t order a pizza last night.
My family didn’t own a computer until recently.
I didn’t live in dorm last year.

the simple form of the main verb. The contraction for did not is didn’t.

Table 2.6
The Yes/No Question & Short Answers of Simple Past Tense

<table>
<thead>
<tr>
<th>Form</th>
<th>Example</th>
<th>Possible Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Affirmative</td>
</tr>
<tr>
<td><strong>Affirmative</strong></td>
<td>- Did your mother cook last night?</td>
<td>- Yes, she did.</td>
</tr>
<tr>
<td>Question</td>
<td>- Did you move to a new apartment?</td>
<td>- Yes, i did.</td>
</tr>
<tr>
<td></td>
<td>- Did the neighbors visit last night?</td>
<td>- Yes they did.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>- Didn’t she rent a video last night?</td>
<td>- Yes, she did.</td>
</tr>
<tr>
<td>Question</td>
<td>- Didn’t he call you at home?</td>
<td>- Yes, i did.</td>
</tr>
<tr>
<td></td>
<td>- Didn’t they paint their house a few years ago?</td>
<td>- Yes, they did.</td>
</tr>
</tbody>
</table>

---

Based on that explanation, the forms of simple past tense are divided into affirmative, negative, and interrogative. The ‘to be’ of simple past tense are ‘was and were’ and the verb ‘did or preterit verb’.

3. The Usage of Simple Past Tense

Here are some usages of simple past tense declared by George E. Wishon and Julia M. Burks as following:12

a. The simple past tense is used to report a state or activity which can be ascribed to a definite past time. A past adverbial is either expressed or else understood from the context in which the past tense is used.

For example:

The airplane arrived at noon.
She finished her university studies at age of twenty.
I had a busy day yesterday; i wrote many letters.
I received some visitors and cleaned my desk.
I saw him three years ago.

b. The past tense is also used for activities that occurred over a period of time in the past, but are now finished, or that occurred at intervals in the past, but do not occur now.

For example:

Before the war, i worked for an insurance company.
Last week, i worked until midnight every night.
I lived there for five years before 1950
His mother wrote to him everyday.

c. The past tense of verb use combines with to form an auxiliary which is used to describe costumary or habitual action in the past.

For example:

I used to be a boy scout.
I used to get up at 5.30 every morning.

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d. The past form of do as an auxiliary is used with the simple form of the verb to express emphasis.

For example:

I did study for examination.

No matter what Lisa said, he did finish the work.

In short, the usage of simple past tense is used for activities which relevance to past events.

C. The Passive Voice of Simple Past Tense

The experts have already explained about passive voice and simple past tense above. If both are fused, there will be a new definition that passive voice of simple past tense is a sentence in which the subject is the recipient of the action of verb that occurs in the past.

To form the passive voice of simple past tense, use *was* or *were* + *participle*. The passive voice subject determines whether the verb *be* is singular or plural. The agent can be included in the passive sentence in a phrase with *by*.13

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Dutch invented a simple telescope.</td>
<td>A simple telescope was invented by the Dutch.</td>
</tr>
<tr>
<td>The Italian later develop several telescopes.</td>
<td>Several telescopes were developed by the Italian.</td>
</tr>
</tbody>
</table>

Here the writer will make an analysis of the sentences as an example.

The sentence : the Dutch invented a simple telescope.

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13 Werner, op.cit. (2002), p. 267
Analysis: the sentence has subject (the dutch), verb2 (invented), and object (a simple telescope). It’s verb is simple past tense and it is a transitive verb, because there is an object follows it.

Thus, it may become passive and it is shown as follows:

The sentence: a simple telescope was invented by the dutch.

Analysis: subject in passive sentence (a simple telescope), is derived from object of active sentence as shown above. The object (the dutch) in passive is taken from subject of active sentence. The to be (was) decides the subject, whether it is singular or plural. Therefore, the subject (a simple telescope) uses to be“was”. Beside that, as it has been shown above, the transformation of the verb is from simple past to the past participle (invented). By as a phrase it is used because the object is important to know.

D. Contextual Teaching and Learning (CTL)

1. The Understanding of Contextual Teaching and Learning

In real life, we can see most of students at schools got a lot of materials that was out of context. Therefore, they face difficulty to make connection between what they are learning and how that knowledge will be used in their daily lives. The methods of classroom teaching sometimes are not really suitable with learning process. The students rarely have an opportunity to experience hands-on learning.

The appropriate approach should be used in order to make the learning process really works. Nowadays, there are several approaches proposed in order to achieve the goal of the study. Each approach offered many gains. Contextual Teaching Learning is one of the approaches proposed.
The word “Context” comes from the Latin verb *contexere* meaning “to weave together” in which it refers to “whole situation, background, or environment” that exists in relationship to the self that is woven together with it. Each of us exists in various contexts. For example, of neighborhood, family, friends, school, job, and earth’s ecosystem. Similarly all other entities, living and nonliving exist in context.

In teaching grammar, context is one of the rules. According to Scott Thornbury, he figured out the rule of teaching grammar as follows:

Teach grammar in context. If you have to take an item out of context in order to draw attention to it, ensure that it is re-contextualized as soon as possible. Similarly, teach grammatical forms in association with their meanings. The choice of one grammatical form over another is always determined by the meaning the speaker or writer wishes to convey.

The statement above shows that Contextual Teaching and Learning in educational aims to help students see meaning in the academic material they are studying by connecting academic subject with the context of their daily lives, that is, with context of their personal, social, and cultural circumstance.

In addition, a project sponsored by the Office of Vocational and Adult Education, U.S Department of education was conducted at the Ohio State University in partnership with Bowling Green State University explains preliminary definition of CTL is a conception of teaching and learning that helps teachers relates subject matter context to real world situation; and motivates students to make connection between knowledge and its application to their lives as family members, citizens, and workers and engage in hard work that learning requires.

Furthermore, Nurhadi says that the Contextual Teaching and Learning is the concept of learning where the teacher creates the real-word into the class and encourages the students

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16 Center on Education and Work at the University of Wisconsin-Madison( TEACHNET) [http://www.cew.wisc.edu/teachnet/ctl](http://www.cew.wisc.edu/teachnet/ctl), Retrieved on May 4th, 2012
making the connection between their own knowledge with its implementation in their daily life; meanwhile the students get knowledge and skill from the limited context, little by little, and from the self-constructed process, as a foundation for solving problems in their life as member of society.\(^{17}\)

Regarding those definitions above, CTL is a method of teaching learning that helps students get a better understanding through making connection between their own knowledge with its implementation in their daily life.

2. **The Principles of Contextual Teaching and Learning (CTL)**

   To teach contextually, the teacher needs to know the principles of Contextual Teaching and Learning. Nurhadi classifies the principles into some aspects:\(^{18}\)

   a. **Planning a Suitable Learning for Students Developmentally Appropriate.**

      Relationship between curriculum content and methodology that used to teach must base on social condition, emotional and students’ intellectual development.

   b. **Making Independent Learning Groups.**

      Through small groups, students learn from each other and learn to work in teams, quality circles, and other form of collaboration that are required of adults in the workplace and in other context in which students will be expected to beliefs of others. Learning groups, or learning communities, are established in workplace and school in an effort to share knowledge, focus on goals, and allow all to teach and to learn each other.

   c. **Preparing an Environment that Supports Self-Regulated Learning.**

      Environment that support self-regulated learning has three general characteristic. They are: awareness in thinking, the use of strategy, and

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\(^{18}\) *Ibid.*, p. 20
continuing motivation. The students are encouraged to know their strong and their weakness to organize the learning goal and develop the strategies to achieve the goal. Therefore the teacher must create an environment where the student can reflect how they learn to help them use their thinking to guide their plans, select their performance; so they can solve the problem in good way.

d. Considering the Diversity of Students.

In class, the teacher teaches variety students, for instance their background ethnic, social economy status, and mother language that they use in their home, and another weakness they have. These differences can be the impetus for learning and can add complexity to the Contextual Teaching Learning experience. However, a teacher is expected to help the students achieve their learning purpose.

e. Pay Attention to the Students Multiple Intelligences.

In using Contextual Teaching and Learning approach, the way of students’ participation in a class must be pay attention on the need and the eight orientation learning (special-verbal, linguistic- verbal, interpersonal, musical- rhythm, naturalistic, physic- kinesthetic, intrapersonal and logic mathematic). However, Contextual Teaching and Learning teachers assist every student to develop the intelligences that come easily and also to nurture the intelligences that are challenging. Contextual Teaching and Learning teachers encourage young people to cultivate their intelligences, releasing the latent potential residing within.

f. Using Questioning Technique to Explore the Students Learning, Problem Solving Development and High-Thinking Order.

In order to achieve the goal of Contextual Teaching and Leaning the appropriate types and level of questions must be asked. Questions must be carefully planned to produce the intended level of thinking, responses, and action by students and all participants in Contextual Teaching and
Learning. In addition, there are some criteria for effective questioning for language teachers are suggested such as; clarity, learning value, interest, availability, extension, teacher reaction\textsuperscript{19}

g. Applying the Authentic Assessment.

Authentic assessment evaluates the applying of knowledge and the students’ complex thinking, it is better than just memorizing the actual information. An assessment is authentic when it involves students in tasks that are worthwhile, significant, and meaningful. Contextual teaching and learning nature condition needs the interdisciplinary assessment that can measure knowledge and skill deeply and in variety way than disciplinary measured.

3. The Components of Contextual Teaching and Learning (CTL)

According to Elaine B Johnson, the CTL system encompasses the following eight components:\textsuperscript{20}

a. Making meaningful connections

Connecting learning to one’s life makes studies come alive. When learners can connect of an academic subject such as English, mathematics or history with their own experience, they discover meaning, and meaning gives them a reason for learning. Johnson declared that there are many effective ways to connect teaching and learning with the context of student’s daily circumstance. These include six methods:\textsuperscript{21}

1) Traditional stand-alone classroom that connect material with the student’s context
2) The infusion into a stand-alone class of material from another field
3) Linked courses that remain separate but cover related topics
4) The integrated course bringing together two or more disciplines into a single class

\textsuperscript{21} Ibid., p. 49.
5) Combining school and work:
   • Work-based learning
   • Career pathways
   • School-based work experience

6) Service learning

b. Doing significant work

   Another component of Contextual Teaching and Learning is doing significant work. It engages students actively and responsibly in learning activities.

c. Self-regulated learning

   Self-regulated learning is a learning process that engages students in independent action involving sometimes one person, usually a group. This independent action is designed to connect academic knowledge with the context of student’s daily lives in ways that achieve a meaningful purpose.

d. Collaborating

   An essential part of Contextual Teaching and Learning system, plays a significant role in self-regulated learning. From collaboration, not competition, young people absorb the wisdom of others. From collaboration, they cultivate tolerance and compassion.

e. Critical and creative thinking

   Thinking is an active, purposeful, organized process that we use to make sense of the world. In this sense, John Chaffee assumed that critical thinking as thinking to systematically explore the thinking process itself. It means not only reflecting purposefully, but also examining the use we and others make of evidence and logic.

f. Nurturing the individual

   Contextual Teaching and Learning asks teachers to nurture every student, in part because relationships weave a context for personal growth. Contextual Teaching Learning teachers assist every student to develop the

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intelligences that are challenging. Then, they encourage young people to cultivate their intelligences, releasing the talent potential residing within.

g. Reaching high standards

The heart of the matter for contextual teaching and learning system is helping all students reach high academic standards. Contextual Teaching and Learning asks students reach high standard. Asking too little of students, lowering standard for them, manifest a callous disregard for their latent potential and future well-being.

h. Using authentic assessment

Contextual Teaching and Learning asks students to exhibit their attainment of high standard by doing authentic assessment tasks. These tasks challenge student to apply their knowledge and skills to real world situation for significant purposes.

In summing up, those components invite students to connect schoolwork with daily life in ways that hold personal meaning. When students see meaning in their schoolwork, they learn and remember it.

4. Strategies in Contextual Teaching and Learning

As explained before that Contextual Teaching and Learning helps us relate subject matter content to real world situation and motivates students to make connection between knowledge and its application to their lives as family members, citizen, and workers and engage in the hard work that learning requires. However, the teacher should know the teaching strategies which associated with contextual theory. It is needed in order to make the teaching learning process in a good guided. Therefore, there are six strategies in using Contextual Teaching and Learning:\(^\text{23}\)

\(^{23}\) Center on Education and Work at the University of Wisconsin-Madison( TEACHNET) http://www.cew.wisc.edu/teachnet/ctl, Retrieved on May 4th, 2012
a. **Problem-based.**

   Contextual Teaching and Learning begins with a simulated or real problem. Students use critical thinking skills and a systemic approach to inquiry to address the problem or issue. Students may also draw upon multiple content areas to solve these problems. Worthwhile problems that are relevant to students’ families, school experiences, workplaces, and communities hold greater personal meaning for students.

b. **Using multiple contexts.**

   Theories of situated cognition suggest that knowledge can not be separated from the physical and social context in which it develops. How and where a person acquires and creates knowledge is therefore very important. Contextual Teaching and Learning experiences are enriched when students learn skills in multiple contexts (i.e. school, community, workplace, family).

c. **Drawing upon student diversity.**

   As the whole, our student population is becoming more diverse, and with increased diversity comes differences in values, social mores, and perspectives. These differences can be the impetus for learning and can add complexity to the Contextual Teaching and Learning experience. Team collaboration and group learning activities respect students’ diverse histories, broaden perspectives, and build inter-personal skills.

d. **Supporting self-regulated learning.**

   Ultimately, students must become lifelong learners. Lifelong learners are able to seek out, analyze, and use information with little to no supervision. To do so, students must become more aware how they process information, employ problem-solving strategies, and use background knowledge. Contextual Teaching and Learning experiences should allow for trial and error; provide time and structure for reflection;
and provide adequate support to assist students to move from dependent to independent learning.

e. **Using interdependent learning groups.**

   Students will be influenced by and will contribute to the knowledge and beliefs of others. Learning groups, or learning communities, are established in workplaces and schools in an effort to share knowledge, focus on goals, and allow all to teach and learn from each other. When learning communities are established in schools, educators act as coaches, facilitators, and mentors.

f. **Employing authentic assessment.**

   Contextual Teaching and Learning is intended to build knowledge and skills in meaningful ways by engaging students in real life, or "authentic" contexts. Assessment of learning should align with the methods and purposes of instruction. Authentic assessments show (among other things) that learning has occurred; are blended into the teaching/learning process; and provide students with opportunities and direction for improvement. Authentic assessment is used to monitor student progress and inform teaching practices.

   Meanwhile, the Center of Occupational Research and Development (CORD) gives the five strategies for the teacher for applying contextual learning. They are famously called REACT, here are the further explanations: 24

   a. **Relating.** Learning related with the real world experience context.

   b. **Experiencing.** Learning focused on the exploration, discovery, and invention.

   c. **Applying.** Learning should be presented into the context of useful.

   d. **Cooperating.** Learning through the context of interpersonal communication context, togetherness, etc.

   e. **Transferring.** Learning through the use of knowledge in the situation or new context.

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Consequently, for Contextual Teaching Learning to be effective, all strategies above must be present in the teaching learning process. A teacher should integrate with other commonly accepted good teaching practices. These other practices include promoting self-regulated learning, addressing student diversity when teaching, designing authentic assessment and using questioning to develop higher order thinking skills.

5. The Advantages and the Disadvantages of Contextual Teaching and Learning

Contextual Teaching and Learning is one of the hot topics in education these days. As an approach, Contextual Teaching and Learning has the advantages and disadvantages in the process of teaching and learning. For the advantage, it make teacher who teach contextually become easier to reach the goal of teaching learning process. According to Johnson, “The great power of Contextual Teaching and Learning is that it gives all young opportunity to develop their promise, to develop their talents, and to become informed, capable members of a democratic society.”²⁵ Based on that explanation, Contextual Teaching Learning can develop students’ communication skill and increase students’ comprehension about current issues which are related to their live.

On the other hand, the disadvantage of Contextual Teaching and Learning is taking time for the preparation; in preparing the lesson plan, teacher should recognize students' diversity and then utilize difference to create a rich learning environment. Besides, the authentic assessment also takes more time for the teachers to develop and apply.

²⁵ Johnson, op. cit. (2002), p. 18
CHAPTER III
RESEARCH METHODOLOGY

A. The Method of Research

In this research, the writer uses the Classroom Action Research (CAR) method. CAR is carried out as a tool to diagnose problems in learning activity in the class, and as the way to improve students’ performance in the classroom. Related to this research, the implementation of CAR is conducted by finding the real problems faced in the classroom related with students’ condition in learning. To conduct the research, the writer also need to collaborate with the teacher and together discuss the problem, and then find the best solution to solve it.

B. The Subject and the Object of Study

The subject of this study is students at the second grade of MTs. Al-Mujahidin Cikarang. The number of students consists of 36 (thirty six). Meanwhile, the object of this study is Contextual Teaching Learning method to improve their understanding in learning passive voice of the simple past tense.

C. The Writer’s Role on the Study

In this research, the writer has a role as the observer. He observes and writes in details the situation in the classroom during Classroom Action Research.
Besides, he also makes lesson plans and the pre-test and post-test. At last, he also collects and analyzes data then reporting the result of study.

D. The Time and Place of the Study

This research is started from November 2012 up to January 2013. The place is second grade of Al-Mujahidin Islamic Junior High School Cikarang in the 2012/2013 academic year.

E. The Research Design

The CAR procedure used in this research is Kurt Lewin’s design. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting.

![Kurt Lewin’s Action Research Design](image-url)
F. The Classroom Action Research (CAR) Procedures

The Classroom Action Research using Kurt Lewin’s design consists of four phases within one cycle. In the planning phase, the writer starts to identify and diagnose students’ understanding problem in learning passive voice of the simple past tense. Then, the writer and the teacher discussed to make the lesson plan related to teaching passive voice of simple past tense through Contextual Teaching Learning method. Besides, the writer also prepared the research instruments such as pre-test and post-test. In the acting phase, the teacher applies the strategy and the writer observes the activities during the teaching learning activity. In the observing phase, the writer observes all activities occurred in the classroom, including the teacher’s performance, the situation of the class, and the students’ response related to the implementation of the action, etc. In the last phase, reflecting phase, the writer collects the data derived from evaluation or post-test. And then, together with the teacher, he collaboratively evaluate and discuss further about any problems occurred in the class. If the students’ score could not reach the score target yet, so it needs to move to the next cycle concerning re-planning, re-acting, and re-observing. Therefore, the unfinished problems yet could be solved.

G. The Technique of Collecting Data

The technique of collecting data in this research used qualitative data (experience-based) and quantitative data (number-based). The qualitative data consists of observation within the physical activity in the classroom during Classroom Action Research and interview to be presented for the teacher before and after Classroom Action Research. Meanwhile, the quantitative data used in this study includes pre-test and post-test to know students’ improvement score in learning passive voice of simple past tense.1

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1 Suharsimi Arikunto, Penelitian Tindakan Kelas, (Jakarta: Bumi Aksara, 2009), p. 127-132
H. The Technique of Data Analysis

The analysis qualitative data used in this study is the observation of students’ activities during teaching learning process, and the interview before and after Classroom Action Research. And then, in analyzing the numerical data firstly the writer tries to get the average of students’ score per action within one cycle. It is used to know how well students’ score as a whole in understanding the passive form of simple past tense. It uses the formula:\(^2\)

\[
\bar{X} = \frac{\sum x}{n}
\]

\(\bar{X}\) : mean  \\
x : individual score  \\
n : number of students

Second, the writer tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 70 (seventy) which is adapted from the school agreement at MTs. Al-Mujahidin Cikarang. It uses the formula:\(^3\)

\[
P = \frac{F}{N} \times 100\%
\]

\(P\) : the class percentage  \\
\(F\) : total percentage score  \\
\(N\) : number of students

Third, after getting mean of students’ score per actions, the writer identifies whether or not there might have students’ improvement score from pre-

\(^3\) Anas Sudijono, Pengantar Statistis Pendidikan, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43.
test up to posttest score in cycle 1 and cycle 2. In analyzing that, the writer uses the formula:  

\[
P = \frac{y_1 - y}{y} \times 100\%
\]

\[
P = \frac{y_2 - y}{y} \times 100\%
\]

**I. Criteria of the Action Success**

In this study, the Classroom Action Research will succeed when 75% could pass the target score of *Kriteria Ketuntasan Minimal* (KKM). The KKM that must be attained considering English subject is 70 (seventy) which is adapted from the school agreement (MTs Al-Mujahidin) since 2009. If the criterion of the action success achieved, it means that the next action of the Classroom Action Research would be stopped, but if this condition has not been reached yet, the alternative action would be done in the next cycle.

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CHAPTER IV
RESEARCH FINDINGS

A. The Description of Data

1. The Interview during Classroom Action Research (CAR)

In the pre interview on 4 September 2012 at 10.00 – 10.30 AM, the teacher said that most of students ignored grammar lesson including the English tenses. Based on the scores of students’ exercises in English subject, grammar was considered as the lowest score rather than the other skills and sub-skills. They thought that grammar as a boring lesson where they had to memorize many formulas. Every tense has a different formula that is why they were so annoying in learning grammar because it was so complicate. Then they really get boring when they had to transform the sentences converted to affirmative, negative, or interrogative form. Furthermore, in teaching grammar in the classroom, the teacher explained that she never implemented the Contextual Teaching and Learning (CTL) method, instead she often used explanatory method where she explained the formula and the example of the sentences by herself dominantly. She said that students were less active but at least they did not make a noise at the class. Additionally, the teacher usually gave students some exercises of English tenses from the students’ handbook or students’ worksheet (called Lembar Kerja Siswa) such as arranging jumbled words into a good
sentences, arranging jumbled sentences into a good paragraph or completing the ‘to be’ in a blank space of uncompleted sentences, however they seldom finished the assignment on time.

Meanwhile, in the post interview after Classroom Action Research (CAR) on 25 September at 11.00 – 11.30 AM, the teacher said that most of students understood the grammar lesson particularly the passive voice of simple past tense. It could be proven from their improvement score from the first until the last test. Then, during teaching learning activity, students are easy to control because they really concentrated to make some example sentences meaningfully where they are able to make sentences related with their own daily life or even news events around national and international. It gave them motivation to think deeply or concentrated to find the appropriate sentences, so it reduced their noisy in the classroom then they are easy to control without disturbing each other or cheating to their friends. Besides, it would give another positive effect where they knew a lot of information about the world. In short, Contextual Teaching and Learning (CTL) method was considered success in teaching the passive voice of simple past tense.

2. The Observation during Classroom Action Research (CAR)
   a. Cycle 1

In the planning phase after interviewing the teacher, observing the class, and holding the pretest, then the teacher and the writer worked collaboratively to prepare the instruments of the research such as the lesson plan, observational guidelines during teaching learning activity, and posttest. Then in the acting phase on 11 and 13 September 2012, the teacher implemented the lesson plan had been made; that was teaching passive voice of simple past tense through CTL method. It could be seen from the observation phase during teaching learning activity where most of students did not pay attention to the teacher explanation because the teacher too dominated the class and students were not given chances to be
active. Next, in the end of cycle 1 the students were given the posttest 1 then the writer scored the students’ test result. In the final phase, reflecting phase, the teacher and the writer discussed together related to the students’ score did not achieve the target yet. It could be known there was no significant improvement from the pretest to the posttest 1. In the pretest, only two or 6% students who passed the Kriteria Ketuntasan Minimal (KKM = 70) with the students’ mean score 51.39. Meanwhile, in the posttest 1 the students’ mean score was 62.78 or eleven or 31% students who passed the KKM. However, it could not achieve the target of CAR success yet. Therefore, the writer and the teacher agreed to continue to the next cycle.

b. Reflecting

In the last part of the cycle of Classroom Action Research, it must be reflected to know whether the CAR could reach the target or not. As the writer stated previously, in the posttest 1 the students’ performance score was better; 31% or 11 students could pass the passing grade score. Meanwhile, in teaching learning process, most of students still seemed difficult to identify even to construct the passive sentence of simple past tense. Indeed, they still made some meaningless sentences. So that, it could not achieve the success target of Classroom Action Research yet. Therefore, the writer and the teacher decided to continue the cycle 2 with some modifications in teaching learning process through giving more another meaningful sentences and peer-correction activities to stimulate them in constructing good passive sentences of simple past tense.
c. Cycle 2

In the planning phase of revised cycle or cycle 2, the teacher and the writer collaborated to prepare some instruments such as a modified lesson plan, observation sheet, and the posttest. Then, in the acting phase on 18 and 20 September 2012 the teacher implemented the new lesson plan where students were emphasized to make meaningful sentences in a grammatical correct of simple past tense in passive form. To ease students find the ideas to write and finish the task on time, the teacher gave them the theme. Furthermore, in the end of cycle two, students were given the posttest 2 then the writer calculated their scores. As a result, the students’ mean score was 73.19. It could be said there were 30 students or 83% of the total students at the class could pass passing grade or Kriteria Ketuntasan Minimal (KKM). Since it had fulfilled the target of Classroom Action Research (CAR) success, so the research could be stopped. In short, the Contextual Teaching and Learning (CTL) method succeed in improving students’ ability in using passive voice of the simple past tense.

3. The Test Result of Classroom Action Research (CAR)

In analyzing the data, the writer firstly inputted the result of students score among pretest, posttest 1 and posttest 2 as follows:
Table 4.1
The Students’ Score of Pretest, Posttest 1, and Posttest 2

<table>
<thead>
<tr>
<th>STUDENTS’ NUMBER</th>
<th>PRETEST</th>
<th>CYCLE 1 POSTTEST</th>
<th>CYCLE 2 POSTTEST</th>
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<tbody>
<tr>
<td>1</td>
<td>45</td>
<td>60</td>
<td>75*</td>
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<td>2</td>
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<td>36</td>
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<tr>
<td>Total</td>
<td>1850</td>
<td>2260</td>
<td>2635</td>
</tr>
</tbody>
</table>

Mean:

\[ X = \frac{\sum x}{n} \]

51.39 \hspace{1cm} 62.78 \hspace{1cm} 73.19

*: The student who passed the KKM (70)
To compare the test result between pretest and posttest of each cycle, the writer used some steps; calculating the students mean score of the test, calculating the class percentage, and calculating the students’ improvement score from pretest to posttest 1 and 2 into percentage. In analyzing the data of pretest, the first step was to get the mean score of the class as follows:

\[
\bar{X} = \frac{\sum x}{n}
\]

\[
1850 \quad \bar{X} = \frac{\sum x}{36}
\]

\[
\bar{X} = 51.39
\]

The mean score of the class in pretest is 51.39. It meant that the students’ mean score before implementing Classroom Action Research (CAR) is 51.39. The second step is to know the percentage of students’ score who passed the KKM (70). It was calculated by using as follows:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{2}{36} \times 100\%
\]

\[
P = 6\%
\]

From that computation, the students’ score percentage in the pretest was 6% or 2 students who passed the KKM. Next in the cycle 1 of Classroom Action Research (CAR), the writer calculated the result of posttest 1 to know the students’ improvement score from the pretest to posttest 1. The calculation as follows:
The students’ mean score of posttest in cycle 1 is 62.78. It proved that there was some improvement from the pretest mean score. It improved 11.38 (62.78 – 51.39). The next step was to get the percentage of students’ improvement score from pretest to posttest 1 as follows:

\[ P = \frac{y_{1} - y}{y} \times 100\% \]

\[ P = \frac{62.78 - 51.39}{51.39} \times 100\% \]

\[ P = \frac{11.38}{51.39} \times 100\% \]

\[ P = 22\% \]

Based on that computation, the percentage of the students’ improvement score from pretest to posttest 1 is 22%. Then the next step was to know the percentage of students who passed the KKM as follows:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{11}{36} \times 100\% \]

\[ P = 31\% \]
From that calculation, the class percentage that passed the KKM was 31% or 11 students who passed the KKM. The students’ improvement that passed the KKM was 25% (31% - 6%). Even though it was still needed more improvement even though it could not achieve yet 75% as the target of success Classroom Action Research.

Furthermore, in the cycle 2 of Classroom Action Research (CAR) the writer also calculated the result of posttest 2 to know further the score improvement either from the result of pretest or posttest 1. Firstly was to calculate the mean score of the class in posttest 2 as follows:

\[
\bar{X} = \frac{\sum x}{n}
\]

\[
\begin{align*}
\sum x &= 2635 \\
X &= \frac{2635}{36} \\
\bar{X} &= 73.19
\end{align*}
\]

The mean score of posttest 2 is 73.19. It meant that there were some students’ improvements scores (10.41) from the mean score of pretest 1 (62.78). The second step is to know the calculation of the percentage of students’ improvement score as follows:

\[
P = \frac{y_2 - y_1}{y_1} \times 100\%
\]

\[
P = \frac{73.19 - 51.39}{51.39} \times 100\%
\]

\[
P = \frac{21.80}{51.39} \times 100\%
\]

\[
P = 42\%
\]
The last step, the writer tried to get the class percentage whose score passed the KKM. It used the calculation as follows:

\[
\frac{F}{P} = \frac{X}{N} \times 100\%
\]

\[
\frac{30}{P} = \frac{X}{36} \times 100\%
\]

\[
P = 83\%
\]

From that calculation, the class percentage was 83% or 30 students who passed the KKM.

In sum up, the students’ mean score of pre-test was 51,39 in which 6% or 2 students who passed the KKM. Next, in the posttest, the students’ mean score was 62,78 in which it improved 11,38 or 22% from the students’ mean score in the pretest. In the posttest 1, there were 11 students or 31% who passed the KKM. Meanwhile, in the end of the posttest 2, the students’ mean score was 73,19. It improved 10.41 or 20% from the posttest 1. In the posttest 2, there were 30 students or 83% of the total number students at class who passed the KKM. Since it passed the target of Classroom Action Research (CAR) success in which 75% of number of students could pass the KKM, so the research was called success and stopped.

To know how Contextual Teaching and Learning method could improve the students’ understanding in learning passive voice of simple past tense, the writer interviewed to some students at that class. It consisted of ten students as a sample. During the interview, the writer asked some questions to know whether they already mastered that material or not. It could be concluded that after the students are taught by CTL in learning passive voice of simple past tense, most of them could make meaningful sentences with proper grammar structures. Moreover, they did self-regulated learning in which it could be seen from their independent action even sometimes collaborating with their peers so that, they cultivated tolerance and compassion in learning atmosphere. Furthermore, it
brought them to apply their knowledge and skills from the material given to real world through Contextual Teaching and Learning method.
A. Conclusion

In this part, the writer considers that Contextual Teaching and Learning (CTL) could improve students’ understanding in learning passive voice of the simple past tense. However, the writer needs to prove it by conducting a research. Then, based on the research findings in the second grade of Islamic Junior High School Al-Mujahidin Cikarang in 2012/2013 academic year, it can be concluded that the students could improve their ability in using passive voice of the simple past tense through Contextual Teaching and Learning (CTL) method. To improve the students’ understanding of the use and the form of simple past tense in passive voice through the Contextual Teaching and Learning (CTL) method, the teacher asked students to construct and to use some meaningful sentences which related to the past events/news surrounding their own life or even the environment around national or international in the reality.
B. Suggestion

In this part, the writer would like to contribute some suggestions for the teacher. First, in teaching passive voice of the simple past tense through the Contextual Teaching and Learning (CTL) method, it is better for the teacher firstly show the students the contextual reading passage in order they can analyze the formula and the use of the tense by themselves. The writer thinks it would ease students’ understanding and stimulate their ideas to construct the meaningful sentences or even a passage. Second, the writer suggests that the teacher should not give students the themes which not all students have background knowledge on it unless the teacher gives students that task to do at home so they have many ways to access and to get the information about the issue. For example, the teacher asked students to make sentences related to the theme ‘An Ethnic War in Myanmar’. For students who know the events that happened in Myanmar, they can finish the task very well but not for those who do not have the knowledge about it. At last, the writer realizes the Contextual Teaching and Learning (CTL) method was success in teaching passive voice of the simple past tense. Besides, it gives a new variation in teaching English tense particularly. Additionally, this method can be implemented to teach other English tenses and the last but not least the writer wishes there will be any further research of how to complete this technique perfectly.
BIBLIOGRAPHY


The Students’ Score of Pretest, Posttest 1, and Posttest 2

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</table>

**Mean:**

\[
\bar{x} = \frac{\sum x}{n}
\]

\[
\bar{x} = \frac{51.39}{62.78} = 73.19
\]

*: The student who passed the KKM (70
Pre-Interview Result of Classroom Action Research

T : Teacher
R : Researcher

R : What are difficulties faced by students in your class related to skills and sub-skills of learning English?
T : Actually, they have varieties of difficulties among English skills and sub-skills. However, most of them have the lowest score in grammar materials especially on the tenses. Since they have been learning about genres provided some texts, students also must understand the schematic structures and language features of the texts. The tense currently discussed right now is the passive voice of simple past tense in which it appears on the text such narrative text at the second grade.

R : What about the minimal score or score standard policy in this school, well-known we call it KKM?
T : In determining KKM, we need to consider our students’ ability in mastering any kinds of subjects. For English subject, we agree to value 70 for the passing grade.

R : In learning grammar, could you describe the students’ condition at the class?
T : Because they dislike to learn grammar even they ignore it, they often make a noise at the class, talk each other with their friends without noticing the teacher’s explanation. Only some of them who like and pay attention to the teacher. If they are given the task to finish at class, they often cheat one another.

R : So far, what are your strategies or techniques in teaching grammar?
T : In teaching grammar, I seldom to implement such contextual teaching and learning method because the students still have many problems in understanding the language itself. It means first, when I talk in English, they do not understand what I explain instead they prefer to speak Bahasa
Indonesia to English. Second, they prefer given the tasks from students’ handout (called LKS) then finished the rest at their home. So then in the next meeting, as usual we discuss the answer together. Most of the exercises are to change the formulation of the tense, how to transform from positive into negative sentences or into interrogative sentences.

R: Based on those problems, are there any strategies to solve students’ difficulties in understanding the form and the use of the English tense?

T: I have ever implemented the technique in which the students were forced to be active in learning grammar through active learning. They were served many texts and exercises to be discussed. Unfortunately, it did not work instead they made more and more noise and could not finish the task on time. Only some who understand the material finished the task and other members did not do anything in group.

R: Have you ever implemented Contextual Teaching and Learning method in teaching English tenses before?

T: Even I recently heard that name of the technique. Not yet.
Post-Interview of Classroom Action Research

T : Teacher
R : Researcher

R : How is students’ condition in learning grammar especially on the present perfect continuous tense after using Contextual Teaching and Learning method?

T : Most of my students understand the grammar material of passive voice of simple past tense. It could be proven from their improvement score from the first test until the last test or posttest 2. And then, during teaching learning activity students are easy to control where they did not make some noise. So far, they are able to transform in kinds of form sentences of passive voice of simple past tense.

R : Do you feel motivated after implementing Contextual Teaching and Learning method in teaching grammar at the class?

T : Of course yes. Because it gives new technique teaching methodology to avoid students’ boredom in learning grammar especially on making successful teaching learning in order students understood the subject and could pass the school standard policy very well.

R : How is students’ performance in learning passive voice of simple past tense by using Contextual Teaching and Learning method?

T : Basically, CTL method gives a good technique to lead students more comprehend as they learn that tense. They could transform the forms of sentences very well where the subject and the to be is put correctly.

R : Do you feel difficulties in applying CTL method?

T : At the first time, I felt so confused to ask my students construct the meaningful sentences. For some students, they could do it very good but most of them did not pay attention if the to be must be changed following the subject. It was probably happening because they lost their
concentration. However, consciously they felt aware to concentrate in noticing the changes between the compatible of subject and the to be.

R: Are you interested in to apply this technique in teaching other grammar tenses?

T: Why not? We have already proven that this research is success. So that, it can be applied to other grammar materials for many kinds of tenses to avoid boredom in monotonous explanatory teaching method such my previous experiences. It means that CTL method has given a new insight in teaching English tense.
Interview Result to Students

R : Researcher
S : Student

R : At the first time, do you think the material of passive voice of simple past tense difficult for you? What is your reason?
S : Yes, because I didn’t understand about the simple past tense, how to formulate it and when to use it moreover if it is used in passive voice. It seemed so complicated for me.

T : How about after you are given some new materials contextually from your teacher? Do you feel any improvement?
S : Of course. The teacher gave us interesting materials which contextually in our real world or our daily activity such as giving the text or dialogue about the real past event.

T : So, what are you doing with those materials?
S : We tried to analyze the content and its grammatical structures. After we understood about the formula, the teacher asked us to make other sentences but it was still correlated with our real past event.

T : Then, you worked in individually or peer-group?
S : Both of them.

T : What about your score? Improve or not?
S : My score improved from the first until the last test.

T : Have you reached your passing grade score? 70 right for the KKM?
S : For the first test I couldn’t, but when I got the last test my score was 76.

T : It’s great. Thank you for your time. Good luck for your study.
S : You’re welcome.
**Observation during Classroom Action Research (CAR)**

**Cycle I**

<table>
<thead>
<tr>
<th>Teacher’s Role</th>
<th>Material</th>
<th>Students’ Role</th>
<th>Researcher</th>
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<tbody>
<tr>
<td><strong>Planning Phase</strong></td>
<td></td>
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<tr>
<td>Assisting to prepare the instruments with the researcher such as the tests and also the lesson plan.</td>
<td>In this phase, the material was chosen based on the teacher’s syllabus. On several texts existed the linguistic features of narrative text; called the passive voice of simple past tense and CTL was chosen as the method.</td>
<td>Students were observed by the writer during teaching and learning process to know some problems of skills and sub-skills faced by students.</td>
<td>Preparing the instruments such as the lesson plan, the tests and observational notes to gain the data of the research.</td>
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<tr>
<td><strong>Acting Phase</strong></td>
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<tr>
<td>The teacher implemented the lesson plan that had been made. She explained the formula and the use of the passive voice of simple past tense. She also gave examples of the tense in meaningful content. She then asked students to construct their own meaningful sentences.</td>
<td>The understanding and doing exercises on passive voice of simple past tense through Contextual Teaching and Learning method</td>
<td>Students were doing exercises given by the teacher through transforming the sentences among affirmative, negative, and interrogative sentences. They were also asked to analyze the sentences from the text given by the teacher.</td>
<td>While the teacher is explaining the material, the writer is monitoring and making notes the teacher’s performance and students’ response.</td>
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</table>
### Observing Phase

<table>
<thead>
<tr>
<th>Observation</th>
<th>Description</th>
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<tbody>
<tr>
<td>In teaching the passive voice of simple past tense, the teacher was talking too fast and lack of giving more sentences. She sometimes mixed the languages between Bahasa Indonesia and English.</td>
<td>The examples of the sentences were chosen from the students’ exercises book (called <em>Lembar Kerja Siswa</em>). The tasks were transforming the sentences, and arranging the jumble words into a good sentence. Most of students did not pay attention to the teacher explanation because the teacher too dominated the class and students were not given chances to be active.</td>
</tr>
<tr>
<td>The writer observes the teaching learning process in the classroom. It includes the teacher’s performance, the class situation, and the students’ response.</td>
<td></td>
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### Reflecting Phase

<table>
<thead>
<tr>
<th>Observation</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>The teacher tried to loud slower than previously, then she gave the example of sentences which the vocabulary content was suitable with the students’ competency at the class.</td>
<td>The materials of passive voice of the simple past tense should be more emphasize with giving more example of meaningful sentences and force students to construct the meaningful sentences with the clue given by the teacher as a brainstorming. Most of students’ score did not achieve the target yet. 31% students who passed the minimal standard or <em>Kriteria Ketuntasan Minimal</em>. That was 75% of the number of students could pass the KKM itself.</td>
</tr>
<tr>
<td>The researcher and the teacher agreed to continue the cycle of Classroom Action research due to it was not achieved the target score yet.</td>
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</table>
## Observation during Classroom Action Research (CAR)

### Cycle II

<table>
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<th>Teacher’s Role</th>
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<tbody>
<tr>
<td><strong>Planning Phase</strong></td>
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</tr>
<tr>
<td>the teacher and the writer collaborated to prepare some instruments such as a modified lesson plan, observation sheet, and the posttest.</td>
<td>The material was chosen based on the teacher’s syllabus. On several texts existed the linguistic features of narrative text; called the passive voice of simple past tense.</td>
<td>Students were given deeply understanding how to make meaningful sentences which related to the real life.</td>
<td>the teacher and the writer collaborated to prepare some instruments such as a modified lesson plan, and observation sheet.</td>
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<tr>
<td><strong>Acting Phase</strong></td>
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<tr>
<td>The teacher implemented the lesson plan that had been made. She added more examples of the tense in meaningful content. She then asked students to construct their own meaningful sentences.</td>
<td>The understanding and doing exercises on passive voice of simple past tense through Contextual Teaching and Learning method</td>
<td>Students were doing exercises given by the teacher through transforming the sentences among affirmative, negative, and interrogative sentences. They then made peer-correction.</td>
<td>The writer is monitoring and taking notes in details concerning the teacher’s performance and students’ response.</td>
</tr>
<tr>
<td><strong>Observing Phase</strong></td>
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<tr>
<td>The teacher implemented the new lesson plan where students were emphasized to make meaningful sentences</td>
<td>Students were given the additional materials beside of students’ exercises book. The tasks were transforming the</td>
<td>Most of students listen and pay attention to the teacher explanation. Moreover, they fully concentrated to finish</td>
<td>The writer was monitoring the teaching learning process in the classroom. It includes the</td>
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</table>
in a grammatical correct of simple past tense in passive form. sentences, and constructing the sentences based on the clue given the task because mostly they understand what they should write meaningfully. teacher’s performance, the class situation, and the students’ response.

<table>
<thead>
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<th>Reflecting Phase</th>
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<tbody>
<tr>
<td>The researcher and the teacher agreed to stop the cycle of Classroom Action research due to it achieved the target score.</td>
</tr>
</tbody>
</table>
A. Fill in the blank with the correct answer!

1. He __________ (to be / offer) a new job last week.
2. Ana __________ (to be / not / invite) to the party last weekend.
3. How many students __________ (to be / give) scholarship from the school?
4. Flies __________ (to be / catch) by spiders.
5. The prize __________ (to be / not / take) by the winner.
6. Was your purse __________ (steal) by anyone?
7. All the trees __________ (to be / cut) down yesterday.
8. The car __________ (to be / not / wash) by a driver.
9. Was the window __________ (break) by him?
10. The bridge __________ (to be / blow up) yesterday.
11. The match __________ (to be / not / win) byFc. Barcelona.
12. Were your feelings __________ (hurt) by anyone?
13. This novel __________ (to be / write) byHemingway.
14. He __________ (to be / not / let) to go home by his father.
15. Where was such antique art __________ (find)?

B. Change these following sentences into passive form!

16. Did they serve lunch at 12.00 pm?

________________________________________________________________________

17. Someone left the camera here yesterday.

________________________________________________________________________

18. The Discovery Channel didn’t win the best wildlife documentary this year.

________________________________________________________________________

19. We didn’t repeat our same mistakes to them.

________________________________________________________________________

20. The presenter interviewed many people on TV One news program.

________________________________________________________________________
ANSWER KEY

1. Was offered
2. Was not invited
3. Were given
4. Were caught
5. Was not taken
6. Was stolen
7. Were cut
8. Was not washed
9. Broken
10. Was blown up
11. Was not won
12. Hurt
13. Was written
14. Was not let
15. Found
16. Was lunch served by them at 12.00 pm?
17. The camera was left by someone here yesterday.
18. The best wildlife documentary was not won by the Discovery Channel this year.
19. The same mistakes was not repeated by us to them
20. Many people were interviewed by the presenter on TV One news program.
# THE BLUE PRINT TEST

**Academic Year 2012/2013**

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<td>Subject</td>
<td>English</td>
</tr>
<tr>
<td>Curriculum</td>
<td>KTSP 2006</td>
</tr>
<tr>
<td>Time</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Number of Test</td>
<td>20 (Twenty)</td>
</tr>
<tr>
<td>Class / Term</td>
<td>VIII / I (Odd)</td>
</tr>
</tbody>
</table>

## BASIC COMPETENCY

**MENULIS**

Menulis teks fungsional dan essay pendek sederhana berbentuk *recount* dan *narrative* yang berterima berkaitan dengan lingkungan sekitar.

## INDICATOR

To understand linguistic features both recount and narrative texts, students need to master the passive voice of simple past tense through:

1. Completing passive sentences of simple past tense.
   a. Affirmative passive voice of simple past tense
   b. Negative passive voice of simple past tense
   c. Interrogative passive voice of simple past tense

2. Transforming active sentences of simple past tense into passive sentences of simple past tense.

## TEST TYPES

<table>
<thead>
<tr>
<th>TEST TYPES</th>
<th>ITEM NO.</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fill in</td>
<td>1, 4, 7, 10, 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2, 5, 8, 11, 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3, 6, 9, 12, 15</td>
<td></td>
</tr>
<tr>
<td>Transforming</td>
<td>16 – 20</td>
<td>20</td>
</tr>
</tbody>
</table>
I. IDENTITAS
Satuan Pendidikan : MTs Al-Mujahidin, Cikarang
Mata Pelajaran   : B. Inggris
Kelas/Semester : VIII / Gasal
Aspek/Skill   : Grammar
Alokasi Waktu  : 2X40 menit
Tahun Pelajaran : 2012/2013

II. STANDAR KOMPETENSI
Menulis teks fungsional dan essai pendek sederhana berbentuk narrative, descriptive, recount, dan anecdote yang berterima yang berkaitan dengan lingkungan sekitar.

III. KOMPETENSI DASAR
Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks.

VI. INDIKATOR
Mengacu pada linguistic features teks yang dipelajari, maka siswa mampu:
1. Menentukan kalimat passive voice of simple past tense
2. Mencocokkan antara subject dan to be pada kalimat Paasive voice of simple past tense dengan tepat
4. Berpartisipasi aktif selama proses belajar berlangsung

V. TUJUAN PEMBELAJARAN
Pada akhir pembelajaran siswa dapat:
1. Menentukan kalimat passive voice of simple past tense
2. Mencocokkan antara subject dan to be pada kalimat passive voice of simple past tense dengan tepat
4. Berpartisipasi aktif selama proses belajar berlangsung
VI. MATERI POKOK DAN URAIAN MATERI

Part I: Menjelaskan definisi passive voice of simple past tense
To form the passive voice of simple past tense, use was or were + participle. The passive voice subject determines whether the verb be is singular or plural. The agent can be included in the passive sentence in a phrase with by.

Example:

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dutch invented a simple telescope.</td>
<td>A simple telescope was invented by the dutch.</td>
</tr>
<tr>
<td>The italian later develop several telescopes.</td>
<td>Several telescopes were developed by the italian.</td>
</tr>
</tbody>
</table>

Part II: Mengerjakan latihan soal passive voice of simple past tense

A. Fill in the blank with the correct answer!

1. He __________ (to be / offer) a new job last week.
2. Ana __________ (to be / not / invite) to the party last weekend.
3. How many students __________ (to be / give) scholarship from the school?
4. Flies __________ (to be / catch) by spiders.
5. The prize __________ (to be / not / take) by the winner.
6. Was your purse __________ (steal) by anyone?
7. All the trees __________ (to be / cut) down yesterday.
8. The car __________ (to be / not / wash) by a driver.
9. Was the window __________ (break) by him?
10. The bridge __________ (to be / blow up) yesterday.
11. The match __________ (to be / not / win) by Fc. Barcelona.
12. Were your feelings __________ (hurt) by anyone?
13. This novel __________ (to be / write) by Hemingway.
14. He __________ (to be / not / let) to go home by his father.
15. Where was such antique art __________ (find)?
B. Change these following sentences into passive form!

16. Did they serve lunch at 12.00 pm?

_______________________________________________________________

17. Someone left the camera here yesterday.

_______________________________________________________________

18. The Discovery Channel didn’t win the best wildlife documentaries this year.

_______________________________________________________________

19. We didn’t repeat our same mistakes to them.

_______________________________________________________________

20. The presenter interviewed many people on TV One news programme.

_______________________________________________________________

VII. METODE PEMBELAJARAN

Three-phase technique.

VIII. LANGKAH-LANGKAH KEGIATAN

a. Kegiatan Pendahuluan

- Greeting (memberi salam dan tegur sapa)
- Tanya jawab berbagai hal terkait kondisi siswa.
- Mengabsen siswa.
- Memberi motivasi kepada siswa.
- Penjelasan tentang materi yang akan dibahas.

b. Kegiatan inti.

- Guru menjelaskan definisi beserta kegunaan dari passive voice of simple past tense
- Menuliskan beberapa kalimat passive voice of simple past tense
  Siswa diminta mengikuti ucapan kalimat yang diutarkan oleh guru.
- Guru mengganti subject atau to be pada kalimat yang sudah dibuat lalu menyuruh beberapa siswa secara bergantian untuk membaca kalimat tersebut dengan lengkap.
- Guru memberikan soal kepada siswa dalam bentuk completion.
c. Kegiatan penutup
   - Menyimpulkan materi pembelajaran.
   - Menanyakan kesulitan siswa selama KBM
   - Memberi tugas pada siswa yang berkaitan dengan materi.

IX. SUMBER BELAJAR.
   b. Kurikulum Bahasa Inggris (KTSP grade VIII)

X. PENILAIAN
   a. Teknik : Tes Tulis
   b. Bentuk : Tertulis.

XI. PEDOMAN PENILAIAN
    Nilai siswa = \( \frac{\text{Skor prolehan}}{\text{Skor siswa}} \times 100 \), Max. score: 100
RENCANA PELAKSANAAN PEMBELAJARAN
(Cycle 2 of Classroom Action Research)

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Mengacu pada linguistic features teks yang dipelajari, maka siswa mampu:
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Part I: Menjelaskan definisi passive voice of simple past tense

To form the passive voice of simple past tense, use was or were + participle. The passive voice subject determines whether the verb be is singular or plural. The agent can be included in the passive sentence in a phrase with by.

Example:

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Part III: Mengerjakan latihan soal passive voice of simple past tense

A. Fill in the blank with the correct answer!

1. We __________ (to be / tell) to go home now.
2. The money __________ (to be / not / steal) by that student.
3. Why were you __________ (punish) by the teacher?
4. ‘Mochi’ __________ (to be / make) by my aunt in Sukabumi.
5. The fried noodle __________ (to be / not / eat) by me because it was spicy.
6. Who __________ (to be / laugh) at by you?
7. Their purse __________ (to be / steal) yesterday night in the restaurant.
9. Were you __________ (invite) by Alice?
10. Reno __________ (to be / ask) by his teacher to finish the homework.
11. His hair __________ (to be / not / cut) by a professional.
12. By whom was the snake __________ (kill)?
13. Rain __________ (to be / hold) up by fog.
14. Their beds __________ (to be / not / make) up, it looked so messy.
15. When Penicillin __________ (to be / discover) by Pasteur?
B. Change these following sentences into passive form!

16. Did Jeanny post the letters on last Monday?

____________________________________________________________________________

17. A famous reporter wrote this article.

____________________________________________________________________________

18. My sister didn’t break my watch yesterday.

____________________________________________________________________________

19. My roommate never cleaned up our room.

____________________________________________________________________________

20. Somebody repaired the TV set.

____________________________________________________________________________

VII. METODE PEMBELAJARAN

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- Mengabsen siswa.
- Memberi motivasi kepada siswa.
- Penjelasan tentang materi yang akan dibahas.

a. Kegiatan inti.

- Tanya jawab mengenai pembahasan materi yang lalu passive voice of simple past tense
- Guru kembali menuliskan beberapa kalimat passive voice of simple past tense. Siswa diminta mengikuti ucapan kalimat yang diutarakan oleh guru.
- Guru mengganti subject atau to be pada kalimat yang sudah dibuat lalu menyuruh beberapa siswa secara bergantian untuk membaca kalimat tersebut dengan lengkap.
• Siswa melakukan *peer-correction* dimana mereka diminta untuk saling mengkoreksi bersama teman sebayanya apakah kalimat yang diucapkannya itu mengikuti struktur yang benar atau tidak.

• Guru memberikan soal latihan kepada siswa.

b. Kegiatan penutup

• Menyimpulkan materi pembelajaran.

• Menanyakan kesulitan siswa selama KBM

• Memberi tugas pada siswa yang berkaitan dengan materi.

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**XI. PEDOMAN PENILAIAN**

Nilai siswa = \( \frac{\text{Skor prolehan} \times 100}{\text{Max. score}: 100} \)

Skor siswa