

CHAPTER I

INTRODUCTION

A. Background of Study

English is wide spread language in the world today. As we know, English is used as a medium of communication among people in the world. In other words. English is used as an international language. Moreover, some countries nowadays put English as an important subject in the school curriculum .

In Indonesia, language has become a foreign language subject the must be learnt in junior high school up to university level. When students learnt it they will learnt the four language skill-listening, speaking, reading and writing.

Learning language consists of four skills that must be mastered by the students. The skills are listening, speaking, reading, and writing. Besides they must also be capable of grammar. Cowan believes that grammar is “the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language”.¹ Ur

¹ Romn Cowan, *The Teacher's Grammar of English*, (New York: Cambridge University Press, 2008), p.3

also states that “a learner who „knows grammar“ is one who has mastered and can apply these rules to express him or herself in what would be considered acceptable language forms”.² The statements persuade that grammar will help students to communicate properly because it is the basic knowledge of English.

Besides, grammar is one of the material taught in the English subject in senior high school. There are many kinds of materials should be learn by students such as stucture of a sentences which employs an active voice, in the active voice the object receives the action of the verb.

Most verb that take an object can be used in the both the active voice and the passive voice. The passive and active forms have similar meanings, but different focuses. The active voice focuses on the person or thing that does the action. The passive voice vocus on the pesron or thing the action is done too. In the passive voice, the object of an active verb become of the passive verb.

One of aspects in grammar that student should study is passive voice. It is often used both in spoken and written form. In addition, it is

² Penny Ur, *Grammar Practice Activities*, (Cambridge: Cambridge University Press, 1988), p.4

very common in scientific writing and other kinds of expression where the writers are most interested in events and processes in things that happen.³ Therefore, it is important for English learners to have a good understanding on it.

Indonesian grammar also utilizes the use of active and passive voice in its sentences, which more or less similar to those of in English grammar. However, some researchers showed that most Indonesian student still found some difficulties in the use of passive voice. Among of them are who studied about passive voice.

Said Sri Wahyuni as a English teacher in SMA Al-Hidayah Rankasbitung Lebak Banten, that most of students seem to have problem changing active into passive sentences, many students still make errors or inappropriate with the grammatical rules that has been decided.⁴ Then the writer to conduct an experiment study concerning teaching passive voice using Contextual Teaching and Learning (for the next term, CTL is used).

³ Michael Swan, *Practical English Usage*, (Oxford: Oxford University Press, 1980), p.457

⁴ Interviewed by Sri Wahyuni at SMA Al-Hidayah Rangkasbitung Lebak Banten, Thursday, 10.00 a.m 18 of January 2018

The writer chose CTL in the study this method is usually used to teach speaking, vocabulary, and reading. Some studies who done on those subjects, such as speaking, reading and writing.

Therefore, the writer concerned his study on “*The Effectiveness of Contextual Teaching and Learning (CTL) in Teaching Passive Voice*”.

B. Identification of the Problem

Some condition had influenced the identification of the problem in this method, among other things are:

1. Students of SMA Al-Hidayah have trouble in changing to be in sentences using simple past tense.
2. Students of SMA Al-Hidayah will have trouble in verb changing usually needed in forming Passive Voice.
3. CTL method is used to teach to know the effectiveness in teaching passive voice of simple past tense.

C. Limitation of the Study

There are so many tense used in English, however, in this study the writer limits the discussion on passive voice only in the use of

Simple Past Tense, moreover there are some teaching method in the research the writer only focus on the use of CTL to teach passive voice.

D. Formulation of the Problem

Based on the background of the study and identification of the problem the writer formulates the problem as follow:

1. How is contextual teaching and learning in teaching passive voice at SMA Al-Hidayah?
2. Is it effectiveness of using CTL in the teaching passive voice at SMA Al-Hidayah?

E. Objective of the Study

According to the statement, the writer get the aim of this study as follows:

1. To investigate contextual teaching and learning in teaching passive voice at SMA Al-Hidayah
2. To investigate the effectiveness of Contextual Teaching and Learning in teaching Passive Voice at SMA Al-Hidayah

F. Significance of Research

The writer expect that the result of the research can provide useful information about the implementation of CTL in the teaching Active and Passive Voice of simple past.

For the English teacher, by implementation CTL in teaching active and passive voice it can add their information to use this method in teaching.

For other people who read the paper can take benefit from this study and know what is contextual teaching and learning method and how good CTL can be used for teaching and learning.

G. Hypothesis

In this research, the researcher has two kinds of hypothesis, they are:

Ha : There is a significant effect the students' understanding of passive voice by using Contextual Teaching and Learning.

Ho : There is no significant effect the students' understanding of passive voice by using Contextual Teaching and Learning.

H. The Previous Study

The writer found some previous study dealing with applying the Contextual Teaching and Learning (CTL) in teaching English on the some subject. The some previous study has different area of being researched from what the writer conduct. There previous study are :

1. The first research is Alwani, (2013)⁵ *“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)”*. (Ungrade Reserch Paper, Departement of Englihs Education of Syarif Hidayatullah State Islamic University). This study was 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 was also aimed at describing how the implementation of CTL in improving students’ understanding of passive voice of the

⁵ Alwani, *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)*. (A Paper, Program Sarjana Degree Universitas Islam Indonesia Jakarta).

simple past tense. This study was categorized as the Classroom Action Research (CAR) method in which to identify and to solve the problem on students' grammar understanding. 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.

2. The second research, Khairunnisa (2013)⁶ “*Applying Numbered Heads Together in Understanding Passive Voice (An Experimental Research at the Eleventh Grade of Students of SMA 1 Kibin)*”. (Ungrade Research Paper of English Departement of The State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten)

This research investigates the use of number heads together in unndestanding passive voice, specially it is written in the title of this research paper, that is “Applying Numbered Heads Together in Understanding Passive Voice at the Eleventh Grade Students of SMAN 1 Kibin”. The researcher used Pre-Experimental Study as the method of this research. The data of this research were collected by measurement technique. The researcher used written test as a tool of data collecting and the sample of this research was 64 students of class IPA² as the experiment class and class IPA¹ as the control class. Based on the analysis of the students’ test result that (H_a) is accepted and (H_o) is rejected. It means there is the influence of teaching

⁶ Khairunnisa, *Applying Numbered Heads Together in Understanding Passive Voice (An Experimental Research at the Eleventh Grade of Students of SMA 1 Kibin)*. (A Paper, Program Sarjana Digree Institut Agama Islam Negeri IAIN Banten 2013)

passive voice using numbered heads together technique toward students' understanding of passive voice at the eleventh grade students of SMAN 1 Kibin.

The same of Alwani's paper with the writer is same use CTL in teaching passive voice and the different the writer uses experimental research and Alwani used classroom action research. Second previous study is same teaching Passive Voice, and this paper use CTL method and Khairunnisa used Applying Numbered Heads Together method.

I. Organization of writting

This paper consist of five chapters, as follow :

In the first chapter discuss about an introduction that conclude about the background of the research, the identificatio of the problem, limitation of the problem, the statement of the problem, the objectieve of the research, the important of the research, hypothesis of the research, previious study and organization of writing.

In the second chapter explanid about literature of related review. It consist of definiton of contextual teaching and learning, the principles of contextual teaching and learning, the components of contextual teaching and learning, strategies in contextual teaching and

learning, the advantages and the disadvantages of contextual teaching and learning, the definition of passive voice, the form of passive voice and the usage of passive voice.

The third chapter discuss about method of the research which consist of the reserch method, reseach site, populantion and sample, instruments, technique of data collection and technique of data analyzing.

The fourth chapter discuss about the finding result and discussion which consist of description of the data test, analyzing of the data reserach, and interprestation of the data and discussion.

And the last chapter is conclution and suggestion that contains conclution and suggestion which are completed by bibiliography and appendices.