## CHAPTER II

## LITERATURE OF RELATED REVIEW

In this chapter, the writer would like to discuss some theories related to the research. They are theoretical review, and hypothesis. In the theoretical review, the writer presents the definition, the elements, and the importance and the difficulties in teaching English language of Passive Voice.

## A. Contextual Teaching and Learning

## 1. Definition 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.[1]

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

---

[1] Scott Thornbury, *How to Teach Grammar*, (London: Pearson Education Limited, 1999), p.153

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.[2]

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 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.[3]

---

[2]Center on Education and Work at the University of Wisconsin-Madison( TEACHNET) http://www.cew.wisc.edu/teachnet/ctl, Retrieved on May 4th , 2012

[3] Nurhadi, *Pembelajaran Kontekstual dan Penerapannya dalam KBK*, (Malang: Universitas Negeri Malang, 2004, 2nd ed, p. 13

According to Susan Sears in her book said.

Contextual Teaching and Learning (CTL) is a concept that helps teachers relate subject matter to real-world situations. CTL motivates learners to tak charge of their own learning and to make connections between knowledge and its applications to the various contexts of their lives.[4]

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.

Also CTL change classroom and teacher education programs, CTL in the classroom is introduced through the fictional. The fictional is mean to represent real schools, real teachers and real learners in the examination of contextual teaching and learning, which is a very real concept and want that can transfrom the process of schooling, and fictional case study to ilustrate a teacher education program especially in teaching english program. The case study show how the implementation of CTL can result teacher education refrom in a state university. While this ilustration uses of

---

[4] Susan Sears, *Introduction to Contextual Teaching and Learning,* (Logan: 2003)  p.7

fairly large institution, its features are readily transferable to smiller institutions.[5]

## 2. 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:[6]

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

---

[5] Susan Sears, p.5
[6] Center on Education and Work at the University of Wisconsin-Madison (TEACHNET) http://www.cew.wisc.edu/teachnet/ctl, Retrieved on May 4th , 2012

these problems. Worthwhile problems that are relevant to students‟ families, school experiences, workplaces, and communities hold greater personal meaning for students.

b. Using multiple context

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.[7]

The conclusions above for Contextual Teaching Learning to be effective, all strategies must be present in the teaching learning process. Problem-based - CTL can begin 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

---

[7] Center on Education and Work at the University of Wisconsin-Madison (TEACHNET) http://www.cew.wisc.edu/teachnet/ctl, Retrieved on May 4th , 2012

experiences, workplaces, and communities hold greater personal meaning for students.

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. CTL experiences are enriched when students learn skills in multiple contexts (i.e. school, community, workplace, family).

Drawing upon student diversity - On 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 CTL experience. Team collaboration and group learning activities respect students' diverse histories, broaden perspectives, and build inter-personal skills.

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. CTL 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.

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.

Employing authentic assessments - CTL 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.

### 3. The Advantages 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 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.[8]

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.

---

[8] Elaine B. Johnson, *Contextual Teaching Learning: what it is and why it's here to stay,* (California: Corwin Press, 2002), p. 18

## B. The Passive Voice

## 1. Definition 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".[9] From the statement above, it is very clear that passive voice is a subject that receives an action of a verb.

According to Marcella Frank that "the 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."[10] 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.

---

[9] Marianne Celce-Murcia and Diane Larsen Freeman, *The Grammar Book, an ESL/EFL Teachers Course,* (New York: Heinle Publisher, 1999), 2nd Edition, p.347

[10] Marcella Frank, *Modern English: A Practical Reference Guide,* (New Jearsey: Prentice Hall, 1972) p.55

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)."[11]

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." [12] 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

---

[11] Patricia k, Werner, et. al., *Interaction 2: Grammar*, (New York: Mcgraw-Hill Companies, 2002), 4th Edition, p.267

[12] Michael Swan, *Practical English Usage*, (New York: Oxford University Press, 1980), p.458

action. And usually there is no "by-phrase" when it is not important to know who performs an action.[13]

Meanwhile, Milada Broukal and Ingrid Wisniewska make rules in forming passive voice in their book "*Grammar form and function*". They are[14]:

a. To form the passive voice, it 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 prepotition "by

Table 2.1

Forming the Passive Voice

| Form | Subject | Verb | Object |
|--------|-----------|-----------|---------------|
| **Active** | The pilot | Flew | The air plane |
| **Passive** | The air plane | Was flown | By the pilot |

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

---

[13] Betty Schramfer Azar, *Alih Bahsa Budijanto, Fundamentals Of English Grammar: Edisi Dwibahasa Ingrris-Indonesia*, (Jakarta: Binarupa Aksara, 1993), 2nd Edition, p.283

[14] Milada Broukal and Ingrid Wisnieska, *Grammar Form And Function*, (New York: Mcgraw-Hill Companies, Inc., 2005), p. 212-214

Table 2.2

Passive Voice in Verb *be* + a Past Participle

| Subject | Be | Other Auxiliary | Past Participle | Object |
|---------|-----|-----------------|-----------------|--------|
| The great wall | Was | | Built | By the Chinese |

c. The usage of 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

| Tense | Active | Passive |
|-------|--------|---------|
| **Simple Present** | He washes the car | The car is washed by him |
| **Present Progressive** | He is washing the car | The car is being washed by him |
| **Present Perfect** | He washed the car | The car was washed by him |
| **Simple Past** | He washed the car | The car was washed by him |
| **Past Progressive** | He was washing the car | The car was being washing by him |
| **Past Perfect** | He had washed the car | The car had been washed by him |
| **Future with Will** | He will wash the car | The car will be washed by him |
| **Future with Be Going To** | He is going to wash the car | The car is going to be washed by him |
| **Future Perfect** | He will have washed the car | The car will have been washed by |

| | | him |
|---|---|---|

For all tenses above the writer uses the passive voice only one tense that is simple past tense to focus student in learning passive voice.

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

| Active sentence | | | Passive voice | | |
|---|---|---|---|---|---|
| **Subject** | **Verb** | **Object** | **Subject** | **Verb** | **Object** |
| Thousands of people | Elected | Her | She | Was elected | By thousands of people |
| The Chinese | Built | It | It | Was built | By the Chinese |

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.