

**USING INDUCTIVE INSTRUCTION TO TEACH PASSIVE
VOICE SIMPLE PAST TENSE
(An Experimental Study at the Ninth Grade of MTs Darul
Hikmah Jeparu in the Academic Year of 2017/2018)**

A THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Language Education Department



by:

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TEACH PASSIVE VOICE SIMPLE PAST
TENSE (An Experimental Study at the Ninth
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Assalamu'alaikum wr. wb

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DEDICATION

*In the name of Allah the beneficent and the merciful,
The final project is dedicated for my special people,
My lovely parents (Bapak Basri and Ibu Zonah)
My lovely old brothers and old sister, Agus Budiawan, Zaenal Arifin,
Darwati, and Ali Mahmud.
Thanks a lot for all your everything given to me
Because of your love, pray, and support, motivation, contributions
and sacrifice
Allah confers thousand of pleasantness.*

ABSTRACT

Title : Using Inductive Instruction to Teach Passive Voice Simple Past Tense (An Experimental Study at Ninth Grade of MTs Darul Hikmah Jepara in the Academic Year of 2017/ 2018)
Writer : Umuntiatius Sholechah
Student Number : 133411011

Many schools used a conventional method in the learning process especially in English grammar teaching. Many students find difficulties when the teacher asked them to build sentences in the passive voice form. The students knew the rules of passive voice. However, they were confused to make sentences using the rules. It was because the teacher just gave the rules and students just received the rules without trying to conduct their own rules. After words, the aim of the research was to explain whether there was a significant difference of students' understanding in passive voice simple past tense who were taught by using inductive instruction or not. The instruments, which were used to collect the data were documentation and test. The technique to analyze the data was t-test formula. The average of post-test in an experimental class was 78.846, which was higher than the average of post-test in a control class (68.462). The t-test showed that $t_{\text{count}} = 2.730$ was higher than $t_{\text{table}} = 1.671$. It meant that H_1 was accepted and H_0 was rejected. Since t_{count} was higher than the t_{table} , there was a significant difference in the achievement between students in class IX A, who were taught passive voice simple past tense by using inductive instruction and students in class IX B, who are taught without using inductive instruction.

Key Words: *Inductive Instruction, Passive voice simple past tense.*

PREFACE

Thank onto Allah SWT for every blessing, kindness, and inspiration in lending me to accomplish this final project. My beloved prophet Mohammad SAW who has inspired me to do and be better. This research entitle “**Using Inductive Instruction to Teach Passive Voice Simple Past Tense at the Ninth Grade of MTs Darul Hikmah Jepara in the Academic Year of 2017/2018**” is submitted to fulfill one of the requirements for achieving the graduate degree at the Department of English of Faculty of Tarbiyah and Teaching Training UIN WALISONGO Semarang, 2017.

I realize that I couldn't complete this final project without help from others. Many people had helped me during writing this final project and it would be impossible to mention all of them. I wish, however, to give my sincerest gratitude and appreciation to:

1. Dr. H. Raharjo, M.Ed., St., the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
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5. All lecturers and classmates in English Department of Education and Teacher Training Faculty for valuable knowledges, advises and supports during the years of my study.
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7. My lovely close friends in Jepara and Semarang.
8. My beloved alma mater “YLPI Darul Hikmah” especially for MTs Darul Hikmah as place of my research and teacher who helped me Muallifah, S.Pd..
9. All who has helped me to finish my thesis.

Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the readers’ suggestions and criticisms to make it perfect is needed. The researcher hopes this thesis can be useful for the improvement of English teaching learning, especially for the researcher and for the readers in general.

Semarang, 05 January 2018



Umuntiatu Sholechah
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MOTTO

قُلْ إِنِّي أُمِرْتُ أَنْ أَعْبُدَ اللَّهَ مُخْلِصًا لَهُ الدِّينَ

The Meaning: “Say [Muhammad], Indeed, I have been commanded to worship Allah, [being] sincere to Him in religion.” (Q.S. Az-Zumar: 11)¹

“Sincere is the power to encounter and overcome the problems, because what comes from Allah is belonging to him”

-Umuntiatu Sholehah-

¹Teungku Muhammad Hasbi Ash-Shiddieqy, *Al-Bayan Tafsir Penjelasan Al-Qur'anul Karim* (Semarang: PT. Pustaka Rizki Putra, 2012), p. 381.

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CHAPTER I

INTRODUCTION

This chapter discusses background of the study, research question, objective of the study, significances of the study, and scope of the study.

A. Background of the Study

There are a lot of consequences from changing the world rapidly. As the world is getting more and more open people's needs increase, people's interacting with other people from different countries is inevitable. Moreover, the developments of economy as well as that of science and technology force people to cooperate and get along with one another.

Meanwhile, in interacting with others, people have to communicate; and in doing so, they need a medium. It is generally admitted that language is an instrument of communication. It is through language, we are able to interact with others in our world.¹ Through language, people can express their ideas, wishes, thought, and desires. Most activities involving more than one person require a language. Therefore, language plays a significant role in our life. The presence of language is one of the signs of Allah as a creator. As Allah stated in verse ar-Rum 22:

¹ Derewianka B., *Exploring How Texts Work*, (Newton: Primary English Teaching Association, 1990), p. 3.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

“And among his signs are the creation of the heavens and the earth, and the difference of your languages and colors. Verily, in that are indeed signs for men of sound knowledge”²

As a means of communication, language allows human being to say thing to each other. However, problems appear when people coming from different countries with different conditions, cultures and backgrounds meet and speak different languages. When they have to communicate and cooperate, they are confronted with a problem; they do not understand each other. Therefore, they have to master a certain language with which they can understand each other. In this case, they have to master an international language.

English is one of the international languages that is widely used in the world. English has been used by many people from different countries. Most of non-native speakers use English to establish relationship with other people coming from different countries. Harmer states:

“Although English is not the language with the largest number of native or ‘first’ language speakers, it has become a lingua franca. A lingua franca is defined as a language widely adopted for communication between two speakers whose native languages are different from

² Al-Qur’an in Word, 1.3 (Microsoft Word Application), *Surah ar-Ruum*, verse 22, Translated in English by Mukhsin Khan.

each other and where one or both speakers are using it as a 'second' language.»³

In Indonesia, English has a very important role in technological and scientific advances; instruments such as computer and internet use English. Meanwhile, a lot of textbooks, newspapers and magazines are printed in English. English is also used as a means of communication within international trade and business. Consequently, people who want to have access to them should master English well.

Teaching English as foreign language is introduced in curriculum of Indonesian school. It is taught in elementary school, junior high school, senior high school and university. Students have to learn English because it has important role and as government always improves education in order to be equal level with the world education standard such as changing the curriculum and introducing new approaches (methods) of teaching to the English teacher.

Grammar is one of the sub-skills that influence our progress in learning English. Grammar can help us for understanding any kind of texts or sentences that we hear or read. Learning grammar means that we learn about the structure of the English and knowing the parts of grammar itself that can help us for making sentences in written or spoken. Michael Swan stated

³ Harmer J., *The Practice of English Language Teaching*, (London: Longman, 2001), p. 1.

that it is possible in communicating successfully if the students know how to build and use certain structures. Also without knowing that matters, they would not make comprehensible sentences.⁴ It showed that grammar needs to be taught. Therefore, students have to learn grammar first before they construct or make a sentence. As stated in verse 24 of Surah Ibrahim that learning grammar is very important aspect to language acquisition.

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي السَّمَاءِ

“Have you not seen how God sets forth a parable? A goodly word like a goodly tree, whose root is firmly fixed and its branches reach to the heavens, of its Lord. So, Allah sets forth parables for men, in order that they may receive admonition”.⁵

Actually, this verse can be put in language teaching context which states that learning grammar is important. “A goodly word” can be inferred with producing the language accurately and appropriately. The place of grammar is considered as fundamental factors, parable with the root of the tree, which is firmly fixed in the ground. It means that one should possess the

⁴ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching An Anthology of Current Practice*. (New York: Cambridge University Press, 2002) p. 151.

⁵ Muhammad Zafrullah Khan, *The Qur'an*, (London: Curzon Press Ltd, 1971), p. 230.

basic knowledge of grammar in order to be able to communicate grammatically.

English grammar teaching is not easy as we think, because English grammar is quite difficult rather than Indonesian grammar. Teachers need deeply understanding and master it before they teach the students. Sometimes, students feel that learning grammar is really bored. It is because almost teacher just explains the rules followed by giving the examples. Then teacher asks the students to make the other examples using the rules that have been given. Teacher doesn't give chance to the students to decide their own rules of the grammar they are learning.

Talking about grammar, there are many aspects discussed inside. One of them is passive voice. The passive voice is an important grammatical structure that appears in every form of written and spoken English. The passive voice is most frequently used when it is not known or not important to know exactly who performs an action.⁶ This material is very important to be known by students who are studying English. If people want their words to seem impersonal, indirect, and noncommittal, passive is the choice.

In English, there are two voices—active and passive. For example the sentence *someone knocked at the door*. On the other hand, if the subject is acted upon by the verb, the verb is said to

⁶ Betty Schramfer Azar, *Understanding and Using English Grammar*, (Englewood Cliffs:Prentice-Hall, Inc, 1989), p.123.

be in the passive voice. If the students don't master the rule of passive voice of simple past tense, they may change the example of active voice to be *the door knock by someone*. The sentence is grammatically incorrect. The correct one is *the door was knocked*. Someone can be omitted because it is unimportant agent to be written. Without knowing the formula of the passive voice, the students will feel difficult to make a sentence of the passive voice correctly.⁷

Many students feel that learning of passive voice is not easy. They are still confused to know the usage of some differential structures on tenses. As the problem of the students are happened by the ninth grade of MTs Darul Hikmah Jepara. Based on the observation, the researcher found that the students felt difficult when the teacher asked them to build sentences in the passive voice form. The students had known about the rules of passive voice simple past tense. But, they were confused to make sentences using the rules. It was because the teacher just gave the rules and students just received the rules without trying to conduct their own rules. In the passive voice form, when the active voice uses simple past tense, the passive voice must be changed into simple past tense too. For example, *the postman*

⁷ Suhaibah (1060614000439), *Developing Students' Understanding of Passive Voice of Perfect Tenses Through Meaningful Drills (A Classroom Action Study at Eleventh Grade at XI. 1 Class of MA Islamiyah Sawangan)*, (Faculty of Tarbiyah and Teachers' Training, UIN Syarif Hidayatullah, Jakarta, 2011), p. 2.

sent a letter. The passive voice must be *a letter was sent by the postman*. In the passive form, “to be” should in line with the tenses at the active voice. Then, the subject in the active sentence changes become object in the passive voice. It is rather complicated for the Indonesian learners and confusing them in applying the rule of passive voice of simple past tense.

According to those problems, it is needed to use instruction in teaching. As Penny said that instruction is one of the explanation aspects that is very important in teaching.⁸ It will help students in learning grammar. It can make them easier to learn grammar. It should be suitable based on the material of grammar that teacher wants to teach.

There are two kinds of instructions that can be applied in teaching grammar. Those are deductive and inductive instructions. Deductive and inductive instructions in teaching grammar are different. Commonly instruction is used in teaching grammar is deductive instruction. In using deductive instruction means that the teacher should give the rules of the patterns that he/she wants to teach. This kind of instruction is adapted from Grammar Translation Method that has become one of its principal characteristics.⁹ In inductive instruction, teacher should

⁸ Penny Ur, *A Course in Language Teaching Practice and Theory*. (New York: Cambridge University Press, 2009) p. 16.

⁹ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching Second Edition*. (New York: Cambridge University Press, 1986) p. 4.

give the examples of the patterns that he/she wants to teach before giving guidance to identify the rules to the students. Inductive instruction is one of the principles and procedures in Direct Method.¹⁰ Both deductive and inductive instructions are usually applied in teaching tenses.

The other definitions of deductive method is a process that proceeds from the presentation of a rule by a teacher to the provision of examples in which rule is applied.¹¹ Meanwhile, Inductive method is almost a reverse process of deductive method. It starts with exposing students to examples of language use or even immersing them in the use of the target language items and then prompts students to generalize the patterns of the language.¹²

Considering those problems, the researcher is interested in conducting an experiment study entitled Using Inductive Instruction to Teach Passive Voice Simple Past Tense (An Experimental Study at the ninth grade of MTs Darul Hikmah Jepara in the academic year of 2017/2018).

¹⁰ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching Second Edition*. (New York: Cambridge University Press, 1986) p. 10.

¹¹ R Erlam, *The effects of deductive and inductive instruction on the acquisition of direct object pronoun in French as a second language*, (The Modern Journal, 2003), Vol. 87, p. 241-260.

¹² J Gollin, *Deductive vs Inductive language learning*, (The Modern Journal, 1998) Vol. 52, p. 88-89.

B. Research Question

This research is conducted in order to answer the following problem: How effective is inductive instruction to teach passive voice simple past tense at the ninth grade of MTs Darul Hikmah Jepara in the academic year of 2017/2018?

C. Objective of the Study

Based on the research question above, the objective of this study is to explain the effectiveness of inductive instruction to teach passive voice simple past tense at the ninth grade of MTs Darul Hikmah Jepara in the academic year of 2017/2018.

D. Significances of the Study

The result of this study gives some positive contribution to the English learning context and may be beneficial for researcher, students, teacher, and the school.

1. For the researcher

By doing this study, the researcher gets new experience and knowledge about the study and hopefully it will be useful in the future.

2. For the students

This study may motivate students who have problems in grammar, especially in passive voice simple past tense. They also can conduct sentences in passive voice simple past tense.

3. For the teacher

The result of this study may help the teacher for using inductive teaching to teach passive voice simple past tense. So, the students can be more active and participate in making decision about the rule of passive voice simple past tense.

4. For the school

This study can be starting point to develop the teaching method which is applied in the school.

E. Scope of the Study

In this study, the researcher tries to explain the effectiveness using inductive instruction as method to teach passive voice simple past tense. The study is experimental study. There are experimental class and control class. This study is only conducted in MTs Darul Hikmah in The Academic of 2017/2018. The participant of this study is the students at the ninth grade. This study is focused on teaching grammatical structure of passive voice simple past tense.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about previous study, theoretical framework, and hypothesis.

A. Previous Study

Before Considering the topic discussed in this thesis, there are some studies have been done related to this topic. They are:

1. The thesis entitled *The Effectiveness of Inductive Instruction in Teaching Simple Present Tense* was written by Nurbaiti Rahayu (109014000025) from English Education Department Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta.

This research examined the use of inductive instruction in teaching simple present tense. Using inductive instruction gave opportunity to students in identifying the rule or formula of simple present tense before teacher explained the rule itself. The objective of this research was to get the empirical data of the differences between students' score of simple present tense who were taught inductively and students' score of simple present tense who were taught deductively, and to know how effective inductive instruction in teaching simple present tense. The result of data analysis by using t-test showed the value of t_0 is 2.6 with degree of freedom 54 in significant degrees 0.05 (5%), and t_t is -1.674. It means that $t_0 > t_t$ (t_0 is higher than t_t). On the other hand,

the null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted.

This thesis is a good research because the data of this research was collected by giving tests. The tests were pre-test and post-test. But, it was conducted validity test in *MTs. N. 23 Jakarta* before giving test to the seventh grade students of *SMP Islam Bait Al-Rahman*. It was used *Anates* Software in analyzing the questions in validity test that can be used in pretest. After that, pre-test was conducted in the first meeting at the two classes in which the purpose is to decide control class and experimental class. So, result this study is reliable. The data analysis also wrote clearly, it makes the reader is easier to understand the steps. Thus, the strength of this study was not only inductive instruction is an effective instruction in teaching simple present tense, but also in this research both experimental class and control class were getting the improvement in post-test score. The score were different on 5 point only. Therefore, both inductive instruction and deductive instruction are effective. So researcher had got the result of two instructions. And the weakness of this study, there was no significant increase from pre-test to post-test.

The similarities between her research and this research are on using experimental research and the method which is used (inductive instruction). Meanwhile the

difference is on the material. Her research focused on simple present tense but this research focuses on passive voice of the simple past tense.¹

2. WONG Chi Ho Henry, *Examining the Effectiveness of Adopting an Inductive Approach to the Teaching of English Grammar* from Ning Po College, Hong Kong, 2011.

This study investigated the effectiveness of adopting an inductive approach to teach English grammar with six secondary 1 students. The subjects, after learning how to use Wh- question words, were given a fill-in-the-blanks test and a sentence-production test with a view to examine its effectiveness. A follow-up group interview with all the six subjects was conducted to explore students' feelings towards the inductive learning approach. The findings show that brighter students (mean score: 6 out of 7) benefited more from the inductive approach than the average (mean score: 3.5) or weaker (mean score: 2.5) students.

The strength of this study was reliable research because this study showed that five out of six interviewees responded preferred the inductive approach more and found it more effective in learning English grammar. The researcher hopes this study can give Hong Kong ESL

¹ Nurbaiti Rahayu (109014000025), *The Effectiveness of Inductive Instruction in Teaching Simple Present Tense*, (Jakarta: English Education Department Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University, 2014), Unpublished Thesis.

teachers some ideas on using the inductive approach. Whereas, the weakness was the researcher did not write the procedure of instruments completely.

The similarity between his research and this research is inductive instruction as the method. Meanwhile, the difference between his research and this research is in the material. His research focus on some parts of grammar such as, word order, 'verb-to-be' and 'do/does', tenses and others while in this study the material focus on passive voice of simple past tense.²

3. The thesis entitled *Improving Students' Understanding of Passive Voice of the Simple Past Tense by Using Contextual Teaching and Learning* was written by Alwani (206014000102) from English Education Department Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta.

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

² WONG Chi Ho Henry et.al, *Examining the Effectiveness of Adopting an Inductive Approach of the Teaching of English Grammar Journal*, (Ning Po College: Hong Kong, 2011).

are very low. The amount of students in that class is 36. In this Classroom Action Research, the writer used the Kurt Lewin's design which consists of four phases. Those are planning, acting, observing, and reflecting. Meanwhile, the data was derived among from the test (pretest and posttest), interview, and observation. Therefore, this study was included into quantitative descriptive research.

The content of this thesis is good because the researcher conveyed the method, data analysis, result and discussion clearly. In this study, the researcher explained the procedure of the research clearly, as result the reader is easier to understand the process of the study. The strength of this study was reliable research because the researcher used interview, test and observation to collect the data. So, the data is reliable. Whereas, the weakness was the researcher used classroom action research so, the participant was limit only one class.

The similarity between his research and this research is passive voice as the material. Meanwhile, the differences are on research method and teaching method. His research used classroom action research but this research uses experimental research. And his technique was contextual

teaching and learning but this research uses inductive instruction.³

B. Theoretical Framework

1. Inductive Instruction

a. The Definition of Inductive Instruction

There are some arguments about the meaning of inductive instruction. According to Thornbury, inductive instruction is generalizing the rule discovered by students.⁴ The one who is generalizing the formula or the rule is student, without teacher's help. His argument shows that students are expected to increase their autonomy. But, Moutone stated that by using inductive instruction, teachers give the examples of the patterns and guide students to identify the concept rule of the patterns.⁵ Also, Allen and Valette added, after giving the examples at the first presentation, the students practice the form in sentences and they are guided to generalize the

³ Alwani (206014000102) *Improving Students' Understanding of Passive Voice of the Simple Past Tense by Using Contextual Teaching and Learning* (Jakarta: English Education Department Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University, 2013), Unpublished Thesis.

⁴ Milada Broukal, *Grammar Form and Function 3A*, (New York: McGraw-Hill, 2005), p. 4.

⁵ Scott Thornbury, *How to Teach Grammar*, (London: Pearson Education Limited, 1999), p. 47.

grammatical point in structure that teacher had given.⁶ Those arguments can be concluded that in using inductive instruction in teaching grammar either teachers state the rule to the students or students identify the rule by themselves.

b. The Advantages and the Disadvantages of Inductive Instruction

There are some opinion about the advantages and the disadvantages about inductive instruction. Here some advantages and disadvantages of inductive instruction according to Kwakernaak⁷:

Table 2.1

The Advantages	The Disadvantages
The inductive instruction will bring about a greater learning outcome as students have been intensively worked on the rule for a rather long time.	The inductive instruction is rather time consuming; the deductive approach is faster.
Students, however, are activated and become familiar with inductive reasoning, which is	The inductive instruction takes a lot of needless effort (students will think ‘just give us the rule’)

⁶ Mohammed, et.al., *The Effects of Deductive and Inductive Approaches of Teaching on Jordanian University Students’ Use of the Active and Passive Voice in English*, *College Student Journal*, Vol. 42, 2008, p.3.

⁷ Esther Berendse, Bachelor Thesis English Language and Culture: *A Comparison between the Effectiveness of Inductive and Deductive Instruction in the L2 English Classroom in a L1 Dutch Environment*, (Utrecht University, 2012), p. 13-14.

The Advantages	The Disadvantages
beneficial for future learning.	
Induction stimulates an “active and independent” attitude towards grammar. Students will become less dependent on instruction and eventually will no longer think ‘grammar is hard, and only a teacher can tell me how to do it.	The teacher will make him or herself redundant in the long run when applying the inductive instruction.
Making mistakes also occurs in learning a language naturally.	Teachers constantly have to be aware of incorrect rules students can come up with inductively.
Students learn how to deal with linguistic concepts, though not specifically with the terms related to it. It is incorrect to think that the abstract form is ‘the real rule.’ Linguistic terms can be given after the induction process has been completed. The rule will then make sense to students.	Students are not familiar with linguistic terms when using the inductive instruction.

The advantages and the disadvantages inductive instruction are also stated by Thornbury⁸:

⁸ Scott Thornbury, *How to Teach Grammar*, (London: Pearson Education Limited, 1999), p. 54.

The advantages of inductive instruction are:

- 1) Using inductive instruction makes rules become more meaningful, memorable, and serviceable.
- 2) Using inductive instruction can ensure students' cognitive depth, i.e. in memorizing.
- 3) Students become more active in teaching and learning process.
- 4) Inductive instruction is suggested for students who like challenging activity as pattern recognition and problem solving.
- 5) Inductive instruction makes extra language practices if can be done collaboratively and in target language.
- 6) Inductive instruction prepares students' autonomy.

The disadvantages of inductive instruction are:

- 1) Using inductive instruction can spend more time in teaching and learning process.
- 2) The time is spent can make less practice for the students to make other examples of the pattern.
- 3) Students can be wrong if identifying the rule without guidance by their teachers.
- 4) Inductive instruction can place heavy demands in planning lesson for teachers.
- 5) Inductive instruction can frustrate students who prefer to be told the rule.

Every method has the advantages and the disadvantages. The advantages and the disadvantages from two kinds of the statements above, the researcher can know what the advantages and the disadvantages of inductive instruction so the researcher or the next researcher can try to minimize the disadvantages of inductive in instruction.

2. Passive Voice

a. The Definition of Passive Voice

Marcella Frank states, 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**. Because the grammatical subject of a passive verb is the original object of an active verb, only transitive verb (verbs that can be followed by an object) may be used in the passive voice.⁹

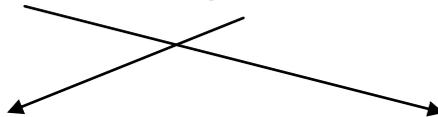
In other words, the passive voice is a grammatical construction (a "voice") in which the subject of a sentence or clause denotes the entity undergoing an action or having its state changed. In the English language, the English passive voice is formed with an auxiliary verb

⁹ Marcella Frank, *Modern English a Practical Reference Guide*, (Prentice Hall : New Jersey, 1972), p.55.

(usually *be* or *get*) plus a participle (usually the past participle) of a transitive verb.¹⁰

According to two kinds of the statements above, researcher concludes that in the passive voice, the object of an active verb become the subject of the passive verb. Sometimes the subject of an active verb follows **by** in a passive sentence. The noun that follows **by** is called the “agent”. However we can omit **by** in the passive form, because the agent is not very important in the passive voice. The forms of passive voice as follows:

Active: Subject + Verb + Object



Passive: Subject+to be+Verb (past participle)+Object

b. The Types of Passive Tenses

There are many kinds of passive tenses, they are as follows:¹¹

1) Simple Present

A sentence is presented in simple present tense when it is used to describe an action that is happening at present and does not indicate when the action is expected to end. Simple present tense is used when:

¹⁰ [Http://: wikipedia](http://wikipedia), passive voice on March 16, 2017

¹¹ Schrampter Azar,Betty., *Understanding and Using English Grammar*, (USA: Prentice Hall Regents, 1989) 2nd Edition, p.120

- a) The action that is taking place in general.
- b) The action is not only occurring now; it repeats after regular intervals of time.
- c) To indicate facts those are generally true.
- d) The action for relating habits and routines that happen all the time, be it in the future, past or present.

For example:

Mary helps John. (Active)

John is helped by Mary. (Passive)

2) Present Progressive

The Present Progressive usually defines an act that is going on at the time of speaking. The sentences with present progressive tense are used when:

- a) Something is taking place now, while speaking and has a definite end as well.
- b) When something is already decided and arranged as well to perform it.
- c) To indicate an undesirable habit

For example:

Mary is helping John. (Active)

John is being helped by Mary. (Passive)

3) Present Perfect

It's probably the most used tense form in English Grammar and is also considered difficult to

understand. The Present Perfect Tense explains the incident that has happened in the past and that continues until the present time.

For example:

Mary has helped John. (Active)

John has been helped by Mary. (Passive)

4) Simple Past

The simple past indicates that an activity or situation began and ended at a particular time in the past.

For example:

Mary helped John. (Active)

John was helped by Mary. (Passive)

5) Past Progressive

This tense indicates activities have happened in the past and have been completed before the time of mention. These sentences are formed with the help of an auxiliary verb and giving the main verb an 'ing' ending.

For example:

Mary was helping John. (Active)

John was being helped by Mary. (Passive)

6) Past Perfect

This tense refers to a non-continuous action that was already completed in the past. Such sentences are formed by using the Simple Past form of the auxiliary

verb 'to have', followed by the past participle form of the verb.

For example:

Mary had helped by John. (Active)

John had been helped by Mary. (Passive)

7) Simple Future

The Simple Future is used to express the event that occurred on the next time or future.

For example:

Mary will help John. (Active)

John will be helped by Mary. (Passive)

8) Future perfect

The Future Perfect expresses an activity that will be completed before another time or event in the future.

For example:

Mary will have helped John. (Active)

John will have been helped by Mary. (Passive)

9) Modal

The Modal auxiliaries in English are: can, could, had better, may, might, must, ought to, shall, should, will, and would.

Modal auxiliaries generally express a speaker's attitudes or moods. Modals can express that a speaker feels something is necessary, advisable, permissible,

possible or probable. In addition, they can convey the strength of these attitudes.

The formula of modal: Modal + auxiliary verb.

For example:

Mary can help John. (Active)

John can be helped by Mary. (Passive)

Other Passive Verbs, they are:¹²

It is important to recognize that although *be* is the prototypical auxiliary verb of the passive, it is possible to have others verbs fulfill this function.

1) Get

The Get Passive is quite common in informal conversational English. Here's an example in the simple past.

Example: Barry got invite to the party.

2) Have

It is also possible for *have* to function as a passive auxiliary. When it does, we refer to it as the experimental *have* to distinguish it from the causative *have*.

Example: Mary had her purse snatched

¹² Marianne, Celce Muria et al, *The Grammar Book*, (USA: Heinle & Heinle publisher, 1950) 2nd Edition, p.345-346

c. The Usage of Passive Voice

The Usages of Passive Voice,¹³ they are as follows:

- 1) When speakers or writers want to put the receiver or undergone of the action into the subject position.

Example:

Darwin studied the fauna of the Galapagos Islands.

(Active)

The fauna of the Galapagos Island was studied by Darwin. (Passive)

- 2) To make a focal adjustment analogous.

Example:

The cat is under the blanket. (Active)

The blanket is over the cat.

- 3) To allow speakers to make kinds of figure or ground reversal.

- 4) If the agents are inanimate and the patient or receiver is animate.

Example:

The election bothered Nancy. (Active)

Nancy was bothered by the election. (Passive)

¹³ Marianne, Celce Muria et al, *The Grammar Book*, P. 343

3. Simple Past Tense

a. The Definition of Simple Past Tense

This study, the writer wants to discuss about simple past tense. There are many definitions of simple past tense. According to Azar, the simple past tense indicates that an activity or situation began and ended at a particular time in the past.¹⁴ For example; he **lived** in Paris for ten years, but now he is living in Rome. Raymond Murphy states that simple past tense is to talk about actions or situations in the past.¹⁵ For example; I very much **enjoyed** the party.

Marcella Frank states that the past tense indicates definite time terminating in the past, whether a time word is given or not.¹⁶ For example; Shakespeare lived in England. Besides he identified the simple past tense into three, they are; first, simple past has one event completed in the past for example; I **saw** him last night and they **left** two hours ago. Second, simple past repeated events completed in the past and no longer happening for example; last year it **rained** frequently in this area and

¹⁴ Azar Betty Schramper, *Understanding and Using English Grammar*, (United States, 1989), p. 24.

¹⁵ Raymond Murphy, *English Grammar In Use*, (New York: Cambridge University Press, 1985), p. 22.

¹⁶ Marcella Frank, *Modern English; a Practical Reference Guide*, (New York University: Prentice-Hall, INC, 1972), p. 73.

when I **was** young, I went swimming everyday. Third, simple past have duration of an event completed in the past for example; he **lived** in New York for thirty years and then he **decided** to return to France.

Based on the definition above, it can be concluded that simple past tense expresses an activity or situation happened began and ended at a particular time in the past, whether the time was mentioned or not for example; Joe **washed** his car and Joe **cleaned** his apartment once a week.

b. The Types of Simple Past Tense

There are two kinds of verbs in simple past tense, regular and irregular verbs. Lindell and Hagiwara state that there are four forms of regular verbs in simple past tense that are affirmative statements, question, negation, and short answer.¹⁷

The first is affirmative statements. It makes the past tense of regular verbs add *-ed* to the present tense form for example; I call up my friend everyday become I **called** up my friend yesterday. Then the spelling rules of affirmative statement divided into three, they are; first, when a simple verb and with *-e*, it is only necessary to

¹⁷ Lindell, A and Hagiwara, Peter M. *Intensive English for Communication Book I*, (The University of Michigan Press – Jakarta: Binarupa Aksara, 1990), p.105.

add -d to form the simple past for example: smile – **smiled**, agree – **agreed**. Second, when simple past verb ending in consonant y; change the y to -I and add -ed for example; hurry – **hurried**, try – **tried**. Third, when simple past have one-syllable verbs end in a consonant is double before -ed for example; stop – **stopped**, occur – **occurred**. Next the pronunciation rules of affirmative statement also divided into three, they are; First, simple past verbs are ending in the sound /t/ or /d/: add the sound /d/ for example; want – **wanted** (wontid), need – **needed** (ni:did). Second, simple past verbs are ending in a vowel or a voiced consonant (except /d/): add the sound /d/ for examples; answer – **answered** (anse:d), call – **called** (ka:ld). Third, simple past verbs are ending in a voiceless consonant (except /t/): add the sound /t/ for example; stop – **stopped** (sto:pt), kiss – **kissed** (kist).

Second, in question; the past tense form of the auxiliary verb *did* is used before the subject, and the main verb remains in its regular present form example; I work every day become I **worked** every day. And do I work every day? Become **did** I work every day?

Third, in negation; the past tense of don't (do not) and doesn't (does not) is didn't (did not). Note that the main verb occurs in its regular present form example; I **don't** work every day become I **didn't** work every day.

Four, in short answer; simple past used the auxiliary *did/didn't* is used in short answers to yes/no question in the past tense for example; *did you call Eko yesterday? Yes, I did. (I **called** Eko yesterday) Or No, I didn't. (I **didn't call** Eko yesterday).*

Simple past tense of irregular verb is also divided into four. Those are; first, the simple past tense used *was* and *were* in the past tense form of *be* for example; *I am at home today become I **was** at home yesterday and we are in class now become we **were** in class yesterday.* Second, the simple past used verbs *be* and the subjects are reserved in questions for example; *I **was** late this morning become **was** I late this morning? And we **were** on time today become **were** we on time today?* Third, the simple past tense used of *be* are *was not* and *were not* in negative forms. The contraction *wasn't* and *weren't* occurs in the spoken English and in informal written English example; *I **was** home yesterday become I **wasn't** home yesterday. They **were** in class become they **weren't** in class.* Four, the simple past tense is the part of the sentence after *be* is omitted in short answer for example; ***were** you at home this morning? Yes, I **was** or No, I wasn't.*

c. The formula of simple past tense:

1) Verbal

(+) S + Verb₂ + O

(-) S + did + NOT + Verb₁ + O

(?) Did + S + Verb₁ + O?

For example:

(+) She ate an apple

(-) She did not eat an apple

(?) Did she eat an apple?

2) Nominal (To be)

To be is used in simple past tense:

Was for I/She/He/It

Were for We/You/They

(+) S + was/were + Complement

(-) S + was/were + NOT + Complement

(?) Was/were + S + Complement?

3) Adverb of time: yesterday, last night, long time ago, last week, six weeks ago, etc.

d. The Usage of Simple Past Tense

1) According to Rudy Hariyono and Bryan L Wilkinson

They stated that the simple past tense is the time used to explain an actions or events at the specific time in the past in the form of modestly.¹⁸ It

¹⁸ Rudy Hariyono and Bryan L Wilkinson, *Essential ABC English Grammar*, (Jombang: Lintas Media, first edition, 2008), p. 433.

is used for; first, the simple past tense expresses an action which has done and has finished in the past or describes an event that happened in the specific time in the past for example; he **helped** me last week. Second, the simple past tense expresses the habitual action in the past but it does not happen in this time for example; he worked in the restaurant, but now he is working in a factory. Third, the simple past tense expresses a situation that happened in the past for example; we were at home last night.

2) According to Thomson and Martinet

They stated that the simple past tense is the tense that is used for an action completed in the past at definite time.¹⁹ It is therefore used for:

First, the simple past tense used an action completed in the past at definite time. It is divided into four they are; first, the simple past have a past action and the time is given for example; I **met** him yesterday and Pasteur **died** in 1895. Second, the simple past when the time is asked about for example; when **did** you meet him? Third, the simple past have the action clearly took place at a definite time even though this time is not mentioned for example; the

¹⁹ Thomson, A.J. and Martinet, A.V, *A Practical English Grammar*, (Oxford University Press: Low-Priced Edition, 1986), p.161.

train **was** ten minutes late and how **did** he get his present job?. Four, the simple past sometimes the time becomes definite time because of a question and answer in the present perfect tense for example; where have you been?, I've been to the opera? And **did** you enjoy it?

Second, the simple past tense is used for an action whose time is not given but which occupied a period of time now terminated, or occurred at a moment in a period of time now terminated for example; he **worked** in that bank for four years and my grandmother once **saw** Queen Victoria.

Third, the simple past tense is also used for past habit for example; he always **carried** an umbrella and they never **drank** wine.

Four, the simple past tense is used conditional sentence for example: if it were rain, I would carry an umbrella. He will invite me if he had a party.

The time signals that are usually applied in simple past tense, they are; yesterday (yesterday morning, yesterday afternoon, yesterday evening), last (last night, last Sunday, last week, last year, last month, last century), ago (a few minute ago, a month ago, an hour ago, two weeks ago, two hours ago, a year ago, two days ago, a fortnight ago, a week ago, a

century ago), in (in 1999, in 2005), before (the day before yesterday), other (the other day, the other week, the other month, the other year), when (when she was a girl, when he was a boy), on (on Monday morning, on Monday afternoon, on Monday evening).

Every tense has their usage also the simple past tense. The usage of simple past tense:

- 1) To declare one event completed in the past
Example: I saw him **last night**. Last night indicate that the event finished at that time.
- 2) To repeated events completed in the past time
Example: Last year, it **rained** frequently in this area.
- 3) We use simple past tense to describe the key events that move the story forward.

In telling stories (particularly in narrative text) and describing what happened in the past we use the simple past as a ‘time anchor’ to establish the key ‘time frame’ of events.

Based on the definitions, the advantages, the types and the formula above, the point is inductive instruction is the moving from the specific to the general.²⁰ This focuses on the *student-center* in accordance with the 2013 curriculum which

²⁰ L. Karen Soiferman, *Compare and Contrast Inductive and Deductive*, (The Modern Journal, 2010), p. 3

has been gradually applied in all schools in Indonesia.²¹ Inductive instruction is one of the proper methods applied in English grammar teaching. Because pattern of the teaching makes students think critically and creatively about a formula of grammar. So students will be able to remember the formula in the long run and easily apply the formula with different sentences. Look at previous methods with methods that only hit the pattern drills and rule memorization.²² Teacher just gives the rules and students just receive the rules without trying to conduct their own rules. So, Inductive instruction hopes will make students become more active and interest in teaching and learning process especially in English grammar that is considered to be a difficult English subject.

According to Dixon “Passive voice is formed by using the verb to be, used as an auxiliary and the past participle of the main verb.”²³ Many students feel that learning of passive voice is not easy. They are still confused to know the usage of some differential structures on tenses. The teacher asked them to build sentences in the passive voice form. The students had known about the rules but they were

²¹ Michael J. Prince, *Inductive Teaching and Learning Method: definitions, Comparisons, and Research bases*, (The Modern Journal), p. 2

²² Zhou ke, *An Inductive Approach to English Grammar Teaching*, (The Modern Journal, 2008), Vol. 12, p. 2

²³ Robert J. Dixon, M.A., *Practice Exercise in Everyday English for Advance Foreign Students*, (USA: Regents Publishing Company, Inc., 1986), p.150

confused to make sentences using the rules. Beside it, passive voice is an important grammatical structure that appears in every form of written and spoken English. If people want their words to seem impersonal, indirect, and noncommittal, passive is the choice.

C. Hypothesis

Hypothesis is an assumption about something that made to explain something that often demands to do investigation. In this research, the hypothesis can be stated as follow:

H_1 : There is a significant difference of score in passive voice of the simple past tense achieved by the students who are taught using inductive instruction from the students who are taught without using inductive instruction.

H_0 : There is no significant difference of score in passive voice of the simple past tense achieved by the students who are taught using inductive instruction from the students who are taught without using inductive instruction.

According to the problem which has been mentioned above, the researcher decides to H_1 test hypothesis. It means that there is a significant difference score in passive voice of the simple past tense achieved by the students who are taught by using inductive instruction. So, the students' score who are taught by inductive instruction must be higher.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, research variable, subject of the research, data collection technique, and data analysis technique.

A. Research Design

This research was quantitative because the result of the students' achievement was evaluated consequently and interpreted by appropriate statistical procedures. In this term, quantitative data used T-test.

Researcher used True-Experimental Design. It is divided into two groups, they are experimental group and control group. Experimental group was taught by using new treatment of inductive instruction to teach passive voice of the simple past tense. But control group was taught without using inductive instruction to teach passive voice simple past tense. Both of the groups were given pre-test and post-test to identify and to know the effectiveness of inductive instruction to teach passive voice simple past tense.

This research used pre-test and post-test. The design of the experimental could be described as follow:

E	Q ₁	X	Q ₂
C	Q ₃	Y	Q ₄

Adopted from Arikunto¹

Explanation:

E : experimental group

C : control group

Q₁& Q₃ : pre-test of experimental and control groups

Q₁& Q₁ : post- test of experimental and control groups

X : teaching passive voice simple past tense by using
inductive instruction

Y : teaching passive voice simple past tense without using
inductive instruction

B. Research Variable

Variable is the object of research or something that becomes the concern of research.² In this study there are two variables.

1. Independent Variable (x)

It is a variable that influences or causes of change or emergence of the dependent variable.³ Independent variable in this research was the use of inductive instruction to teach passive voice simple past tense or the method which was used in teaching and learning process.

¹ Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, (Jakarta : PT Rineka Cipta, 2006), p.125.

² Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, p.121.

³ Sugiyono, *Statistika Untuk Penelitian*, (Bandung : CV Alfabeta, 2014), p.3.

2. Dependent Variable (y)

It is variable that is affected resulting, because of the existence of the independent variable.⁴ The dependent variable in this study was students' understanding of passive voice simple past tense.

3. Schematic of indicator variable:

Table 3.1

Independent variable (Inductive instruction)	Dependent variable (students' understanding of passive voice simple past tense)
a. Providing a recount text	a. Students can mention the sentence of simple past tense of verbal and nominal based on the text
b. Underlining the sentence of simple past tense of verbal and nominal in the text	b. Students can explain the pattern simple past tense of verbal and nominal in the text
c. Classifying the sentence of simple past tense of verbal and nominal based on the text	c. Students can mention the sentence of passive voice based on the text
d. Identifying the pattern of simple past tense of verbal and nominal in the text	d. Students can explain the pattern of passive voice
e. Listing the passive voice sentences in the text	e. Students can mention the differences between simple past tense of verbal and nominal and passive voice
f. Identifying the pattern of passive voice	f. Students can change active into passive sentences
g. Concluding the differences between simple past tense of verbal and nominal and passive voice	

⁴ Sugiyono, *Statistika Untuk Penelitian*, p.4.

C. Subject of the Research

Population is a part of generalization which consisting of subjects that have certain qualities and characteristics defined by the researchers to be studied and the drawn conclusions.⁵ In this study, the population or the subject of research was the ninth grade students at MTs Darul Hikmah Jepara in the academic year of 2017/2018. The ninth grade of MTs Darul Hikmah Jepara was divided into two classes. There were classes IX A with the number of students are 26, and IX B with the number of students are 26. The total number of population was 52 students.

Due to the number of population only 52 students. Researcher used all of the population as subject in this study. So the participants of this study were class IX A as the experimental class and IX B as the control class.

D. Data Collection Techniques

To get the accurate data, the researcher used two ways in the collecting the data, they are:

1. Documentation

Documentation is used to look for the data concerning matters or the variable that are taken in the form of the note,

⁵ Sudjana, *Metoda Statistika*, (Bandung: Tarsito, 2005), p.6.

transcript, book, newspaper, magazine, inscription, notice, ledger, agenda, picture, biography, life stories etc.⁶

The researcher used documentation to get the data that related with object research such as the list of name that included in the population, the documentation of students' activities when followed in learning process in the experimental research.

2. Test

Test is a set of question and exercises used to measure the achievement or capability of the individual or group.⁷ The test in this research was an essay test or subjective test. In essay test of writing, the students were given a free chance to think as much as possible. The researcher gave the test for tryout then gave the test twice (pre-test and post-test) in both experimental and control classes.

a. Pre-Test

Before the teacher gives treatment by using inductive instruction, the teacher gave pre-test to experimental and control classes in same way. This test was given before the experiment runs. This test was essay which was given to know the students' understanding of

⁶ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&N*, (Bandung: Alfa Beta, 2013), p.240.

⁷ Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, p.193.

passive voice simple past tense. The test was finished in 40 minutes.

b. Post-Test

Post-test was given to the experimental class and the control class. The test was given to know students' understanding and score on passive voice simple past tense after they were taught using inductive instruction (experimental class) and without using inductive instruction (control class).

The test consisted of 10 items. However, the level of difficulties in the post-test was higher than the level of difficulties in the pre-test because the researcher wanted to know how much the difference of students' understanding before and after giving the treatment. The test was finished in 40 minutes also.

E. Data Analysis Technique

1. Instrument test

Measurement is said well if it has good validity, reliability, degree of test difficult, and discriminating power.

1) Validity

Validity is measurement that shows the validity of instrument. It is counted using product moment formula.⁸

$$r_{xy} = \frac{N\Sigma XY - \Sigma X - \Sigma Y}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\} \{N\Sigma y^2 - (\Sigma y)^2\}}}$$

Notice:

r_{xy} : question correlation coefficient

N : number of students

X : number of each item score

Y : number of total score

Calculation result of r_{xy} is compared with r table of product moment by 5% degree of significance. If r_{xy} is higher than r table, the item of question is valid.

2) Reliability

It means can be believed. Besides having high validity, a good test should have high reliability too. Alpha formula is used to know reliability of test.⁹

$$r_{11} = \left(\frac{n}{n-1}\right) \left(\frac{s^2 - \Sigma pq}{s^2}\right)$$

⁸ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: PT. Bumi Aksara, 2007), p.72.

⁹ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, p. 100.

With

$$s^2 = \frac{\sum x^2 - \left(\frac{\sum x}{N}\right)^2}{N}$$

r_{11} : a whole of instrument reliability

S^2 : the number of variant

N : the number of item

N : the number of students

$\sum x^2$: the number if quadrate score

$(\sum x)^2$: quadrate of number f score

$\sum pq$: the number of the result between p and q

P : subject proportion of correct answer

q : subject proportion of wrong answer

3) Degree of test difficulty

A good question is a question that not really difficult and not really easy. Formula for degree of test difficulty is:¹⁰

$$P = \frac{B}{Js}$$

Notice:

P : difficulty's index

B : number of students who has right answer

Js : number of students

¹⁰ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, p. 209.

The criteria are:

$P = 0,00$ too difficult question

$0,00 < P \leq 0,03$ difficult question

$0,00 < P \leq 0,70$ average question

$0,70 < P \leq 1,00$ easy question

$P = 1$ too easy question

4) Discriminating the power

It is used to know how accurate the question differ higher subject and lower subject is. The formula is:¹¹

$$D = P_A - P_B = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Notice

D : discriminating power of each item of test

J_A : the number of students of upper group

J_B : the number of students of lower group

B_A : the number of students of upper group who answer item correctly

B_B : the number of students of lower group who answer item correctly

P_A : the proportion of the upper group who answer correctly

P_B : the proportion of the lower group who answer correctly

¹¹ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, p. 213.

The criteria are:

$0,00 < D \leq 0,20$ bad degree of distinctive

$0,21 < D \leq 0,40$ average degree of distinctive

$0,41 < D \leq 0,70$ good degree of distinctive

$0,71 < D \leq 1,00$ very good degree of distinctive

$D < 0$ question is not good and should be deleted

2. Pre- test

It was done to know the normality and homogeneity of the initial data in the experimental class and control class after conducting the test.

a. Normality Test

Normality test used to know the distribution data normal or not. To find out the distribution data, it can be used normality test with Chi-square.¹² The steps of Chi-square test as follows:

1) Determine of the range (R): the largest data reduced the smallest data.

2) Determine the many class intervals (K) with the formula:

$$K = 1 + (3,3) \log n$$

3) Determine the length of the class, using the formula:

$$p = \frac{\text{range } R}{\text{number of class}}$$

¹² Sudjana, *Metoda Statistika*, p.273.

- 4) Make a frequency distribution table
- 5) Determine the class boundaries (bk) of each class interval.
- 6) Calculating of the average \bar{X} , with the formula:

$$\bar{X} = \frac{\sum X}{N}$$

- 7) Calculate variance, with the formula:

$$s^2 = \frac{\sum (X_i - \bar{X})^2}{n - 1}$$

- 8) Calculate the value of Z, with the formula:

$$Z = \frac{x - \bar{x}}{s}$$

x = Limit class

\bar{X} = Average

S = standard deviation

- 9) Define the board area of each class interval.
- 10) Calculate of the frequency expository (E_i), with the formula: $E_i = n \times$ wide area with the n number of sample.
- 11) Make a list of the frequency of observation (O_i)
- 12) Calculate the Chi-square (χ^2), the formula:

$$\chi^2 = \sum \frac{(O - E_i)^2}{E_i}$$

- 13) Determine the degree of validity (dk). In the calculation of this data is arranged in the list of

frequency distribution consisting of k pieces so that the interval to determine the criteria test used formula $dk = k-1$, where k is the number of class intervals and the real extent $\alpha = 0.05$

14) Determine the value of χ^2 table.

15) Determine the distribution normality with test criteria:

If $\chi_{count} > \chi_{table}$ so the data is not normal distribution and other way, if the $\chi_{count} < \chi_{table}$ so the data is normal distribution.

b. Homogeneity Test

Homogeneity test is used to know whether the data are homogeneous or not. The formula is:¹³

$$F = \frac{Vb}{Vk}$$

Where:

Vb: bigger variance

Vk: smaller variance

The hypothesis in homogeneity test is:

$$H_0: \text{homogeny variance} = \sigma_1^2 = \sigma_2^2$$

$$H_1: \text{non homogeny variance} = \sigma_1^2 \neq \sigma_2^2$$

¹³ Sudjana, *Metoda Statistika*, p.250.

If the calculation result of F_{count} is lower than F_{table} ($F_{count} < F_{table}$) by 5% degree of significant so H_0 is accepted, it means the data is homogeneous or both of groups have the same variance.

c. The Average Similarity Test

Test of the average is used to examine average whether experimental group and control group that has been decided having similar average or not.

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

The formula that is used in the t-test as follows:¹⁴

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with} \quad s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

\bar{X}_1 : average of experimental group

\bar{X}_2 : average of control group

n_1 : number of experimental group

n_2 : number of control group

S_1^2 : standard deviation of experimental group

S_2^2 : standard deviation of both groups

¹⁴ Sudjana, *Metoda Statistika*, p.239.

Criteria test is H_0 is accepted if $-t_{1-\frac{1}{2}\alpha} < t < t_{1-\frac{1}{2}\alpha}$. where $t_{1-\frac{1}{2}\alpha}$ obtained from the distribution list t with $df = (n_1 + n_2 - 2)$ and opportunities ($1 - \frac{1}{2}\alpha$). Values for other t H_0 rejected.

3. Post-test

Post-test was held after all treatments were conducted. This test was used to measure student's achievement after they were given treatments. The result of test was analyzed statistically by looking for the mean and percentage of the result. The aim is to compare between the pre-test and post-test. Then, the overall result is conducted by using t-test formula in order to know the significance of the research. To examine the hypothesis that have been stated, these following steps are used:

a. Normality Test

Steps normality second step is the same as the normality test on the initial data.

b. Homogeneity Test

Steps homogeneity second step is the same as the homogeneity test on the initial data.

d. The Average Difference Test

Test of the average is used to examine average whether experimental group and control group that have been decided having different average or not.

$$H_0 = \mu_1 \leq \mu_2$$

$$H_1 = \mu_1 > \mu_2$$

μ_1 : average data of experimental group

μ_2 : average data of control group

The t-test formula is used.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with} \quad s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

\bar{X}_1 : average of experimental group

\bar{X}_2 : average of control group

n_1 : number of experimental group

n_2 : number of control group

S_1^2 : standard deviation of experimental group

S_2^2 : standard deviation of control group

Testing criteria that apply H_1 is accepted if $t_{count} > t_{table}$ with determinate $df = (n_1 + n_2 - 2)$ and the significant $\alpha = 5\%$ ($1 - \alpha$).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Description of Research Findings

To explain the effectiveness of using inductive instruction to teach passive voice simple past tense at the ninth grade students of MTs Darul Hikmah Jepara in the academic year of 2017/2018, the writer did an analysis of quantitative data. After conducting the research, she got the data of research finding that is obtained by using the test of the experimental and control classes after conducting different treatment of learning process in both classes.

The implementation of this study was divided in two classes, namely the experimental class (IX A) and the control class (IX B). Before the activities were conducted, the writer determined the materials and lesson plan of learning. Learning in the experimental class was conducted by using inductive instruction while in the control class without using inductive instruction

Test was given before and after the students follow the learning process that was provided by the writer. After the data were collected, the writer analyzed them to prove the truth of the hypothesis that had been formulated. However, before the analysis was done, first the writer scored the results of the test that had been given to the students.

Before analyze the data, first the writer knew the data from the beginning of control and experimental classes that is taken from the pre-test score. The initial score of the data control and experimental classes are on the appendix.

After the control and experimental classes conducted the learning processes, then both control and experimental classes were given post-test to obtain the data that will be analyzed.

B. Data Analysis and Hypothetical Test

Hypothetical analysis is intended to process the data collected from pre-test and post-test. The goal of this analysis is to prove the hypothesis whether it is received or rejected. Steps adopted in analyzing the hypothetical test are:

1. Analysis of tryout instrument test

The result of tryout test would be analyzed based on the validity, reliability, degree of test difficulty, and discriminating power.

a. Validity

Validity of instrument is used to know whether valid or invalid as an instrument test. Invalid instrument would be lost and not used, whereas valid instrument means could be final evaluated in experimental class and control class. The result of this research was consulted to critical score for r -product moment or r table. Based on tryout instrument that has been conducted with the number of students of tryout class, $N=25$, significances level 5%, r

$r_{table}=0,396$.Each item was valid, if $r_{count} > 0,396$ (r_{count} was higher than 0,396), in the contrary, if $r_{count} < r_{table}$ the item test was invalid and must be deleted from the test. The complete calculation could be seen in appendix 13 for pre-test and appendix 14 for post-test.

b. Reliability

Reliability test is used to know the consistency level of answer to the instrument. A good instrument has consistent answer whenever it was presented. The result of computation coefficient reliability $r_{11} = 0,816$ and $r_{table} = 0,396$. Because $r_{11} = 0,816 > r_{table} = 0,396$, it could be concluded that the item was reliable and could be trusted to be used as a data collection tool. The complete calculation could be seen in appendix 13 for pre-test and appendix 14 for post-test.

c. Degree of test difficulty

Analysis degree of test difficulty is used to know the degree of test difficulty whether the test has criteria difficult, medium, or easy. The complete calculation could be seen in appendix 13 for pre-test and appendix 14 for post-test.

d. Discriminating the power

There were steps must be done in this computation. First, all of member of tryout subjects was divided into two groups, there were upper group and lower group.

Upper group were they who got a score more than mean score, while, lower group were they who got a score less than mean score. After mean score had been measured, it had been known upper group and lower group from member of tryout subjects. The complete calculation could be seen in appendix 13 for pre-test and appendix 14 for post-test.

2. Analysis of pre-test

It was done to know the normality and homogeneity of the initial data in the experimental and control classes.

Table 4.1
Value of pre-test of the control and the experimental classes

Control Class			Experimental Class		
No.	Code	Score total	No.	Code	Score Total
1	C-01	20	1	E-01	20
2	C-02	20	2	E-02	90
3	C-03	20	3	E-03	100
4	C-04	40	4	E-04	70
5	C-05	50	5	E-05	30
6	C-06	50	6	E-06	20
7	C-07	70	7	E-07	40
8	C-08	60	8	E-08	20
9	C-09	90	9	E-09	20
10	C-10	70	10	E-10	70
11	C-11	80	11	E-11	40
12	C-12	40	12	E-12	90
13	C-13	40	13	E-13	80
14	C-14	60	14	E-14	50
15	C-15	70	15	E-15	40
16	C-16	30	16	E-16	40
17	C-17	60	17	E-17	40
18	C-18	50	18	E-18	80

19	C-19	50	19	E-19	50
20	C-20	50	20	E-20	50
21	C-21	40	21	E-21	80
22	C-22	60	22	E-22	70
23	C-23	70	23	E-23	40
24	C-24	90	24	E-24	100
25	C-25	40	25	E-25	80
26	C-26	30	26	E-26	70

a. Normality test

The normality test is used to know whether the data obtained is normally distributed or not. Test data of this research uses the formula of chi-square.

H_0 : the distribution list was normal

H_1 : the distribution list was not normal

With the criteria H_0 accepted if $\chi^2_{\text{count}} < \chi^2_{\text{table}}$

Table 4.2
The normality result of pre-test

Class	N	Average	Variants	χ^2_{count}	χ^2_{table}	Criteria
Experiment	26	56.92	670.15	4.20	11.07	Normal
Control	26	51.92	400.15	5.15		Normal

Based on the result of table above, it can be seen that χ^2_{count} both of class were lower than χ^2_{table} ($\chi^2_{\text{count}} < \chi^2_{\text{table}}$), so H_0 is accepted. It can be concluded that the distribution of data of control and experimental classes were normal. The complete calculation could be seen in appendix 4 for experimental class and appendix 5 for control class.

b. Homogeneity test

Homogeneity test is used to know whether the group sample that was taken from population is homogeneous or not.

Hypothesis:

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

Table 4.3
The homogeneity result of pre-test

Class	N	Average	Variants	F _{count}	F _{table}	Criteria
Experiment	26	56.92	670.15	1.68	1.96	Homogeneous
Control	26	51.92	400.15			

According to the result above that could be seen in appendix 6, it is obtained that:

$$F = \frac{Vb - \text{biggest variant}}{Vk - \text{smallest variant}} = \frac{670.15}{400.15} = 1.675$$

For $\alpha = 5\%$ with

$$Dk = nb - 1 = 26 - 1 = 25$$

$$Dk = nk - 1 = 26 - 1 = 25$$

$$F_{(0.05)(25;25)} = 1.955$$

Since $F_{\text{count}} < F_{\text{table}}$, the control and experimental classes had the same variant. With $\alpha = 5\%$ and $dk = (26-1=25) : (26-1=25)$, it is obtained that $F_{\text{table}} = 1.96$. Because F_{count} was lower than F_{table} ($1.68 < 1.96$). So, H_0 was accepted and the two classes had the same variant or homogeneous.

c. The average similarity test

Hypothesis

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

Formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Table 4.4
The average similarity test of pre-test

Variation Source	Experiment	Control	Criteria
SUM	1480	1350	H ₀ accepted
N	26	26	
\bar{x}	56.92	51.92	
Variants (S ²)	670.16	400.16	
Standard Deviation	25.89	20.00	

The complete calculation could be seen in appendix 7 and it is obtained that:

With $\alpha = 5\%$ and $dk = 26 + 26 - 2 = 50$ obtained $t_{table} = 2.01$. Thus we found out that $t_{table} = -2.01 \leq t_{count} = 0.78 \leq t_{table} = 2.01$. Because t_{table} was in the H₀ accepted area, so there was no difference of the average value from both classes.

3. Analysis of post-test

It was done to answer hypothesis of this research. The data used are the result of post-test of both classes. The experimental class was taught by using inductive instruction and the control class was taught without using inductive instruction.

The post-test analysis contains of normality test, homogeneity test and the average difference test.

Table 4.5
The value of post-test of the control and experimental classes

Control Class			Experimental Class		
No.	Code	Score Total	No.	Code	Score Total
1	C-01	50	1	E-01	50
2	C-02	70	2	E-02	90
3	C-03	70	3	E-03	100
4	C-04	50	4	E-04	100
5	C-05	50	5	E-05	60
6	C-06	50	6	E-06	70
7	C-07	70	7	E-07	80
8	C-08	90	8	E-08	60
9	C-09	90	9	E-09	90
10	C-10	60	10	E-10	90
11	C-11	80	11	E-11	90
12	C-12	70	12	E-12	90
13	C-13	60	13	E-13	70
14	C-14	90	14	E-14	70
15	C-15	70	15	E-15	80
16	C-16	70	16	E-16	70
17	C-17	80	17	E-17	60
18	C-18	70	18	E-18	80
19	C-19	60	19	E-19	100

20	C-20	70	20	E-20	70
21	C-21	50	21	E-21	70
22	C-22	80	22	E-22	100
23	C-23	80	23	E-23	70
24	C-24	70	24	E-24	100
25	C-25	60	25	E-25	70
26	C-26	70	26	E-26	70
SUM		1780	SUM		2050

a. Normality test

H_0 : the distribution list was normal

H_1 : the distribution list was not normal

With the criteria H_0 accepted if $\chi^2_{\text{count}} < \chi^2_{\text{table}}$

Table 4.6
The normality result of post-test

Class	N	Average	Variants	χ^2_{count}	χ^2_{table}	Criteria
Experiment	26	78.85	218.62	4.53	11.07	Normal
Control	26	68.46	157.54	5.49		Normal

Based on the result of table above, it can be seen that χ^2_{count} both of class were lower than χ^2_{table} ($\chi^2_{\text{count}} < \chi^2_{\text{table}}$), so H_0 is accepted. It can be concluded that the distribution of data of control and experimental classes were normal. The complete calculation could be seen in appendix 8 for experimental class and appendix 9 for control class.

b. Homogeneity test

Homogeneity test is used to determine the mean and variance of the students' score in control and experimental classes.

Hypothesis:

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

Table 4.7
The homogeneity result of post-test

Class	N	Average	Variants	F _{count}	F _{table}	Criteria
Experiment	26	78.85	218.62	1.39	1.96	Homogeneous
Control	26	68.46	157.54			

The complete calculation could be seen in appendix 10

and it is obtained that:

$$F = \frac{vb \text{ biggest variant}}{vk \text{ smallest variant}} = \frac{218.62}{157.54} = 1.388$$

For $\alpha = 5\%$ with

$$Dk = nb - 1 = 26 - 1 = 25$$

$$Dk = nk - 1 = 26 - 1 = 25$$

$$F_{(0.05)(25;25)} = 1.955$$

Since $F_{\text{count}} < F_{\text{table}}$, the control and experimental classes had the same variant. With $\alpha = 5\%$ and $dk = (26-1=25) : (26-1=25)$, it is obtained that $F_{\text{table}} = 1.96$. Because F_{count} was lower than F_{table} ($1.39 < 1.96$). So, H_0 was accepted and the two classes had the same variant or homogeneous.

c. The average difference test

Hypothesis

$$H_0 : \mu_1 \leq \mu_2$$

$$H_1 : \mu_1 > \mu_2$$

Formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Table 4.8
The average difference test of post-test

Variation Source	Experiment	Control	Criteria
SUM	2050	1780	H ₁ accepted
N	26	26	
\bar{x}	78.85	68.46	
Variants (S ²)	218.62	157.54	
Standard Deviation	14.79	12.55	

According to the result above that could be seen in appendix 11, it is obtained that:

With $\alpha = 5\%$ and $dk = 26 + 26 - 2 = 50$ obtained $t_{table} = 1.67$. Thus we found out that $t_{count} = 2.73 > t_{table} = 1.67$. Because t_{count} was in the H₁ accepted area, so there was difference of the average value from both classes.

From the result, the hypothesis in this research can be concluded that there was a significant difference in teaching passive voice simple past tense achievement score between students who were taught by using inductive instruction and without using inductive instruction.

C. Discussion of the Research Findings

1. The score of pre-test

Based on the calculation of normality and homogeneity test from IX A as the experimental class and IX B as the control class is normal distribution and homogeneous.

2. The score of post-test

The result of this research is obtained the average score of experimental class was 78.85 which were higher than the result of control class was 68.46.

The average score of experimental class was 78.85 and standard deviation (s) was 14.79. Teaching passive voice simple past tense in experimental class by using inductive instruction can encourage the students to be more active and motivated. Inductive instruction can create situation more interesting and make students easier to understand the lesson. It can be seen on average score of experimental class which better result than control class.

The average score of control class was 68.46 and standard deviation (S) was 12.55. Teaching passive voice simple past tense by using conventional method make students feel saturated with the material which is presented because the method too monotone. The students still have difficult in transferring their taught and ideas.

Based on the result of calculation t-test was obtained $t_{\text{count}} = 2.73$ and $t_{\text{table}} = 1.67$. This showed that $t_{\text{count}} > t_{\text{table}}$ (t_{count} higher than t_{table}). So, it meant that there was a significance difference between students who were taught by using inductive instruction and students who were taught by using conventional method.

D. Limitation of the research

Researcher realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of the research are:

1. The research is limited at MTs Darul Hikmah Jepara in the academic year 2017/2018, so that when the same research is conducted in other schools, it is still possible that different result will be gained.
2. Relative short of research time makes this research could not be done maximally. But it is enough to fulfill all requirements for a research.
3. The writer is still lacking of many experiences and knowledge in doing research. So the research is not done optimally. But the researcher has done the research as good as possible to do this study accordance with capability of knowledge and the guide from advisor.
4. The research is limited at passive voice simple past tense for ninth grade students of junior high school. So, it is still possible that will be gained at the different material.

Considering all those limitations, there is a need to do more research about teaching passive voice simple past tense by using inductive instruction. In the hope there will be more optimal result.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter the researcher presents conclusion about the result of the research. It can be concluded that the use of inductive instruction to teach passive voice simple past tense is effective. It was proved by the result of t-test. The average of post-test in experimental class is 78.85, which is higher than the average of post-test in control class (68.47). The t-test shows that $t_{\text{count}} = 2.73$ is higher than $t_{\text{table}} = 1.67$. It means that H_1 is accepted and H_0 is rejected. Since t_{count} is higher than the t_{table} , there is a significance difference in the achievement between students in class IX A who are taught passive voice of the simple past tense by using inductive instruction and students in class IX B who are taught without using inductive instruction.

B. Suggestion

Based on the conclusion above, here are some suggestions to the teachers, students and next researchers:

1. For the Teachers
 - a. Inductive instruction may become alternative method to teach passive voice or other material. It can be stimulate the students' understanding in grammar through text.
 - b. The teacher should match the text with the suitable material for Junior High school students, so that the goal of the study can be fulfilled.

- c. The teacher can find the references of the text from narrative, recount, report or other genre of text.
 - d. Before teaching and learning process, the teacher should have prepared the media well. It means that before using inductive instruction, it is better if the teacher checks whether the text can be classified by using the method or not, whether the text is appropriate to their level or not.
2. For the Students
- a. The students should pay attention to the teacher when he or she gives the English lesson.
 - b. The students encourage themselves to learn English in grammar structure and its application in the writing process especially in making passive sentence.
 - c. The students should practice their understanding through text.
3. For the next researcher

They can make this study as their reference to conduct other researcher on the same field. They are also expected to be able to cover the limitation about this research and they can conduct a research with the same media but in different genres. The writer hopes that the next researchers can prepare everything as good as possible in doing research and can follow up this research.

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Appendix 1

THE LIST OF STUDENTS OF THE CONTROL AND EXPERIMENTAL CLASSES

No.	Name
1	Agus Lukman Hakim
2	Aqmaludin Hidayat
3	Deo Vannes Fakhrisal
4	Desila Diah Mustika
5	Diah Ajeng Lestari
6	Ela Wahyuni
7	Farizki Malik
8	Firda Millati Azka
9	Fitri Aulia
10	Fitria Novianti
11	Jovanka Evita Ana Loza
12	Laili Fitri yani
13	Linda Cahyani Ningsih
14	Lutfi Nur Amalia
15	M. Agus Fery Nur Salim
16	M. Riski
17	M. Syamsul Ma'arif
18	Mohammad Rosyid
19	Mohammad Aulif Ilhami
20	Muhammad Khafiz Al Ghozali
21	Muhammad Muzakki Yahya
22	Nafisah Zulfa Fadhilah
23	Nelly Zainatul Umami
24	Nur Najwatus Sholekah
25	Roi Khatul Jannah
26	Zahid Al Hakim

No.	Name
1	Afrida Riyani
2	Ahmad Ali Ghufron
3	Ajib Fahmi Maulidan
4	Diki Rosanto
5	Dimas Danang Saputra
6	Eka Ayu Wardani Putri
7	Eva lutfiah
8	Fina Inayatul Maula
9	Intan Madania Afifi
10	Laila Nur Ahadiyah
11	Malik Maulana
12	Muhammad Ali Irfan
13	Muhammad Aris Fikri
14	Muhammad Syafrul Gunawan
15	Nanang Retes Maulana
16	Nilu Nur Hidayah
17	Nilam Cahya
18	Novia Fahma Fadlila
19	Novida Ayu Arifiyani
20	Nufus Maulana Zamzami
21	Nur Avis Setiawan
22	Riska Fentiyana
23	Riska Rahmawati
24	Rizza Amiruddin
25	Satria Permadani
26	Selviana Ratna Anjani

Appendix 2

SCORE OF PRE-TEST OF THE CONTROL AND EXPERIMENTAL CLASSES

Control Class			Experiment Class		
No.	Code	Score Total	No.	Code	Score Total
1	C-01	20	1	E-01	20
2	C-02	20	2	E-02	90
3	C-03	20	3	E-03	100
4	C-04	40	4	E-04	70
5	C-05	50	5	E-05	30
6	C-06	50	6	E-06	20
7	C-07	70	7	E-07	40
8	C-08	60	8	E-08	20
9	C-09	90	9	E-09	20
10	C-10	70	10	E-10	70
11	C-11	80	11	E-11	40
12	C-12	40	12	E-12	90
13	C-13	40	13	E-13	80
14	C-14	60	14	E-14	50
15	C-15	70	15	E-15	40
16	C-16	30	16	E-16	40
17	C-17	60	17	E-17	40
18	C-18	50	18	E-18	80
19	C-19	50	19	E-19	50
20	C-20	50	20	E-20	50
21	C-21	40	21	E-21	80
22	C-22	60	22	E-22	70
23	C-23	70	23	E-23	40
24	C-24	90	24	E-24	100
25	C-25	40	25	E-25	80
26	C-26	30	26	E-26	70
SUM		1350	SUM		1480
N		26	N		26

Appendix 3

SCORE OF POST-TEST OF THE CONTROL AND EXPERIMENTAL CLASSES

Control Class			Experiment Class		
No.	Code	Score Total	No.	Code	Score Total
1	C-01	50	1	E-01	50
2	C-02	80	2	E-02	90
3	C-03	80	3	E-03	100
4	C-04	50	4	E-04	100
5	C-05	50	5	E-05	60
6	C-06	50	6	E-06	70
7	C-07	80	7	E-07	80
8	C-08	90	8	E-08	60
9	C-09	100	9	E-09	90
10	C-10	70	10	E-10	90
11	C-11	90	11	E-11	90
12	C-12	60	12	E-12	90
13	C-13	60	13	E-13	70
14	C-14	90	14	E-14	70
15	C-15	70	15	E-15	80
16	C-16	80	16	E-16	70
17	C-17	80	17	E-17	60
18	C-18	80	18	E-18	80
19	C-19	60	19	E-19	100
20	C-20	80	20	E-20	70
21	C-21	60	21	E-21	70
22	C-22	90	22	E-22	100
23	C-23	90	23	E-23	70
24	C-24	80	24	E-24	100
25	C-25	70	25	E-25	70
26	C-26	80	26	E-26	70
SUM		1920	SUM		2050
N		26	N		26

Appendix 4

NORMALITY TEST OF PRE-TEST OF THE EXPERIMENTAL CLASS

Hypothesis

H₀: The data is on the normal distribution

H₁: The data is not on normal distribution

Hypothetical Test

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criterion:

H₀ is accepted if $\chi^2_{hitung} < \chi^2_{tabel}$

Hypothetical Test

Maximum score	=	100		
Minimum score	=	20		
range (R)	=	90 - 20	=	80
Class interval (k)	=	$1 + 3,3 \log 26$	=	5.875 = 6 kelas
Length of the class (P)	=	80/6	=	13.333 = 13

The table of distribution of frequency

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	20	-36.92	1363.31
2	90	33.08	1094.08
3	100	43.08	1855.62
4	70	13.08	171.01
5	30	-26.92	724.85
6	20	-36.92	1363.31
7	40	-16.92	286.39
8	20	-36.92	1363.31
9	20	-36.92	1363.31
10	70	13.08	171.01
11	40	-16.92	286.39
12	90	33.08	1094.08
13	80	23.08	532.54
14	50	-6.92	47.93
15	40	-16.92	286.39
16	40	-16.92	286.39
17	40	-16.92	286.39
18	80	23.08	532.54
19	50	-6.92	47.93
20	50	-6.92	47.93
21	80	23.08	532.54
22	70	13.08	171.01
23	40	-16.92	286.39
24	100	43.08	1855.62
25	80	23.08	532.54
26	70	13.08	171.01
Σ	1480		16753.85

$$\begin{aligned} \text{Average (X)} &= \frac{\sum X}{N} \\ &= \frac{1480}{26} \\ &= 56.9231 \end{aligned}$$

Standart deviation (S):

$$\begin{aligned} S^2 &= \frac{\sum (X_i - \bar{X})^2}{n - 1} \\ &= \frac{16753.85}{(26-1)} \\ S^2 &= 670.154 \\ S &= 25.8873 \end{aligned}$$

The table of normality test

Class interval	Limit class	Z for the limit class	Opportunities for Z	Size classes for Z	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
	19.5	-1.45	0.4259				
20 - 33				0.1086	5	3.2	1.0856
	33.5	-0.90	0.3172				
34 - 47				0.1751	6	5.1	0.1669
	47.5	-0.36	0.1421				
48 - 61				0.0719	3	2.1	0.4013
	61.5	0.18	0.0702				
62 - 75				0.1933	4	5.6	0.4604
	75.5	0.72	0.2635				
76 - 89				0.1324	4	3.8	0.0068
	89.5	1.26	0.3959				
90 - 103				0.0681	4	2.0	2.0739
	103.5	1.80	0.4640				
Total					26	$\chi^2 =$	4.1950

With $\alpha = 5\%$ and $df = 6 - 1 = 5$, it is obtained χ^2 table = 11.0705

because χ^2 count $< \chi^2$ table, so the data is on the normal distribution

Appendix 5

NORMALITY TEST OF PRE-TEST OF THE CONTROL CLASS

Hypothesis

H₀: The data is on the normal distribution

H₁: The data is not on normal distribution

Hypothetical Test

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criterion:

H₀ is accepted if $\chi^2_{hitung} < \chi^2_{tabel}$

Hypothetical Test

Maximum score	=	90			
Minimum score	=	20			
range (R)	=	90 - 20	=	70	
Class interval (k)	=	$1 + 3,3 \log 26$	=	5.875	= 6 kelas
Length of the class (P)	=	70/6	=	11.667	= 11

The table of distribution of frequency

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	20	-31.92	1019.08
2	20	-31.92	1019.08
3	20	-31.92	1019.08
4	40	-11.92	142.16
5	50	-1.92	3.70
6	50	-1.92	3.70
7	70	18.08	326.78
8	60	8.08	65.24
9	90	38.08	1449.85
10	70	18.08	326.78
11	80	28.08	788.31
12	40	-11.92	142.16
13	40	-11.92	142.16
14	60	8.08	65.24
15	70	18.08	326.78
16	30	-21.92	480.62
17	60	8.08	65.24
18	50	-1.92	3.70
19	50	-1.92	3.70
20	50	-1.92	3.70
21	40	-11.92	142.16
22	60	8.08	65.24
23	70	18.08	326.78
24	90	38.08	1449.85
25	40	-11.92	142.16
26	30	-21.92	480.62
Σ	1350		10003.85

$$\begin{aligned} \text{Average (X)} &= \frac{\sum X}{N} \\ &= \frac{1350}{26} \\ &= 51.9231 \end{aligned}$$

Standart deviation (S):

$$\begin{aligned} S^2 &= \frac{\sum (X_i - \bar{X})^2}{n - 1} \\ &= \frac{10003.85}{(26-1)} \\ S^2 &= 400.154 \\ S &= 20.0038 \end{aligned}$$

The table of normality test

Class interval	Limit class	Z for the limit class	Opportunities for Z	Size classes for Z	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
20 - 31	19.5	-1.62	0.4475	0.1011	5	2.9	1.4582
32 - 43	31.5	-1.02	0.3464	0.1832	5	5.3	0.0185
44 - 55	43.5	-0.42	0.1631	0.0922	5	2.7	2.0244
56 - 67	55.5	0.18	0.0710	0.2110	4	6.1	0.7332
68 - 79	67.5	0.78	0.2819	0.1341	4	3.9	0.0032
80 - 91	79.5	1.38	0.4160	0.0601	3	1.7	0.9082
Total	91.5	1.98	0.4761		26	$\chi^2 =$	5.1456

With $\alpha = 5\%$ and $df = 6 - 1 = 5$, it is obtained χ^2 table = 11.0705

because χ^2 count < χ^2 table, so the data is on the normal distribution

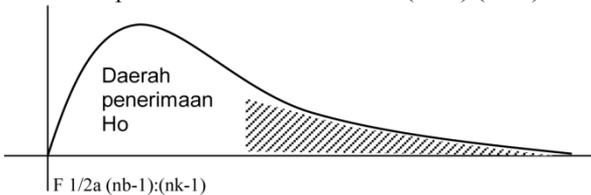
Appendix 6

HOMOGENITY TEST OF PRE-TEST

Data

Variance Source	Experiment	Control
SUM	1480	1350
N	26	26
\bar{X}	56.923	51.923
Variance (S^2)	670.154	400.154
Standart deviation (S)	25.887	20.004

Ho is accepted if $F_{count} < F_{table} 1/2\alpha (nb-1):(nk-1)$



$$F_{count} = \frac{\text{varians terbesar}}{\text{varians terkecil}} = \frac{670.154}{400.154} = 1.675$$

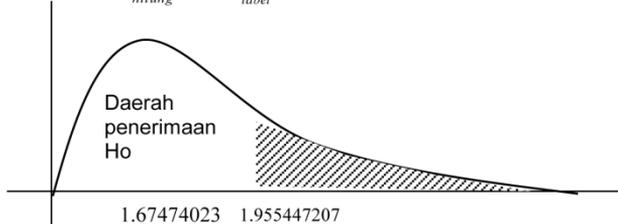
with $\alpha = 5\%$

dk pembilang = $nb - k = 26 - 1 = 25$

dk penyebut = $nk - k = 26 - 1 = 25$

$F(0.05)(25:25) = 1.955$

because $F_{hitung} < F_{tabel}$ so both of data have the same variant or homogeneous



Appendix 7

THE AVAREGE SIMILARITY TEST OF PRE-TEST

Data

Class	Experiment	Control
SUM	1480	1350
N	26	26
X	56.923	51.923
Variance (s ²)	670.154	400.154
Standart deviation (s)	25.887	20.004

$$S^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} = \frac{(26-1) \cdot 670.154 + (26-1) \cdot 400.154}{26 + 26 - 2}$$

$$S^2 = 535.15$$

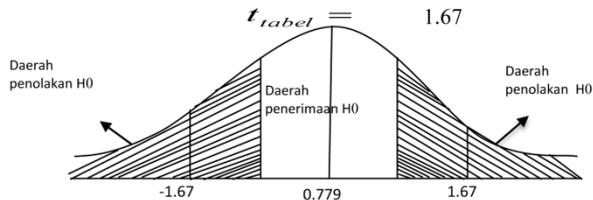
$$S = 23.133$$

$$t_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{56.923 - 51.923}{23.1334 \sqrt{\frac{1}{26} + \frac{1}{26}}}$$

$$= \frac{5}{6.416}$$

$$t_{hitung} = 0.779$$

Based on $\alpha = 5\%$ $df = n_1 + n_2 - 2 = 26 + 26 - 2 = 50$ is obtained



Because $t_{hitung} < t_{tabel}$ so t is at the reception area of H_0 and it can be concluded that there is no difference from both samples.

Appendix 8

NORMALITY TEST OF POST-TEST OF THE EXPERIMENTAL CLASS

Hypothesis

H₀: The data is on the normal distribution

H₁: The data is not on normal distribution

Hypothetical Test

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criterion:

H₀ is accepted if $\chi^2_{hitung} < \chi^2_{tabel}$

Hypothetical Test

Maximum score = 100

Minimum score = 50

range (R) = 100 - 50 = 50

Class interval (k) = $1 + 3,3 \log 26 = 5.875 = 6 \text{ kelas}$

Length of the class (P) = $50/6 = 8.3333 = 8$

The table of distribution of frequency

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	50	-28.85	832.10
2	90	11.15	124.41
3	100	21.15	447.49
4	100	21.15	447.49
5	60	-18.85	355.18
6	70	-8.85	78.25
7	80	1.15	1.33
8	60	-18.85	355.18
9	90	11.15	124.41
10	90	11.15	124.41
11	90	11.15	124.41
12	90	11.15	124.41
13	70	-8.85	78.25
14	70	-8.85	78.25
15	80	1.15	1.33
16	70	-8.85	78.25
17	60	-18.85	355.18
18	80	1.15	1.33
19	100	21.15	447.49
20	70	-8.85	78.25
21	70	-8.85	78.25
22	100	21.15	447.49
23	70	-8.85	78.25
24	100	21.15	447.49
25	70	-8.85	78.25
26	70	-8.85	78.25
Σ	2050		5465.38

$$\begin{aligned} \text{Average (X)} &= \frac{\sum X}{N} \\ &= \frac{2050}{26} \\ &= 78.8462 \end{aligned}$$

Standart deviation (S):

$$\begin{aligned} S^2 &= \frac{\sum (X_i - \bar{X})^2}{n - 1} \\ &= \frac{5465.38}{(26-1)} \\ S^2 &= 218.615 \\ S &= 14.7856 \end{aligned}$$

Appendix 8

The table of normality test

Class interval	Limit class	Z for the limit class	Opportunities for Z	Size classes for Z	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
	49.5	-1.98	0.4764				
50 – 58				0.0608	1	1.8	0.3306
	58.5	-1.38	0.4156				
59 – 67				0.1370	3	4.0	0.2387
	67.5	-0.77	0.2786				
68 – 76				0.3416	9	9.9	0.0830
	76.5	-0.16	-0.0630				
77 – 85				0.2367	3	6.9	2.1752
	85.5	0.45	0.1737				
86 – 94				0.1815	5	5.3	0.0131
	94.5	1.06	0.3551				
95 – 103				0.0971	5	2.8	1.6911
	103.5	1.67	0.4523				
Total					26	$\chi^2=$ 4.5317	

With $\alpha = 5\%$ and $df = 6 - 1 = 5$, it is obtained χ^2 table = 11.0705

because χ^2 count $<$ χ^2 table, so the data is on the normal distribution

Appendix 9

NORMALITY TEST OF POST-TEST OF THE CONTROL CLASS

Hypothesis

H₀: The data is on the normal distribution

H₁: The data is not on normal distribution

Hypothetical Test

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criterion:

H₀ is accepted if $\chi^2_{hitung} < \chi^2_{tabel}$

Hypothetical Test

Maximum score	=	90			
Minimum score	=	50			
range (R)	=	100 - 55	=	40	
Class interval (k)	=	1 + 3,3 log 26	=	5.875	= 6 kelas
Length of the class (P)	=	45/6	=	6.6667	= 8

The table of distribution of frequency

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	50	-18.46	340.83
2	70	1.54	2.37
3	70	1.54	2.37
4	50	-18.46	340.83
5	50	-18.46	340.83
6	50	-18.46	340.83
7	70	1.54	2.37
8	90	21.54	463.91
9	90	21.54	463.91
10	60	-8.46	71.60
11	80	11.54	133.14
12	70	1.54	2.37
13	60	-8.46	71.60
14	90	21.54	463.91
15	70	1.54	2.37
16	70	1.54	2.37
17	80	11.54	133.14
18	70	1.54	2.37
19	60	-8.46	71.60
20	70	1.54	2.37
21	50	-18.46	340.83
22	80	11.54	133.14
23	80	11.54	133.14
24	70	1.54	2.37
25	60	-8.46	71.60
26	70	1.54	2.37
Σ	1780		3938.46

$$\begin{aligned} \text{Average (X)} &= \frac{\sum X}{N} \\ &= \frac{1780}{26} \\ &= 68.4615 \end{aligned}$$

Standart deviation (S):

$$\begin{aligned} S^2 &= \frac{\sum (X_i - \bar{X})^2}{n - 1} \\ &= \frac{3938.46}{(26-1)} \\ S^2 &= 157.538 \\ S &= 12.5514 \end{aligned}$$

The table of normality test

Class interval	Limit class	Z for the limit class	Opportunities for Z	Size classes for Z	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
	49.5	-1.51	0.4346				
50 – 58				0.1483	5	4.3	0.1141
	58.5	-0.79	0.2863				
59 – 67				0.2558	4	7.4	1.5744
	67.5	-0.08	0.0305				
68 – 76				0.2085	10	6.0	2.5837
	76.5	0.64	0.2391				
77 – 85				0.1736	4	5.0	0.2129
	85.5	1.36	0.4127				
86 – 94				0.0683	3	2.0	0.5246
	94.5	2.07	0.4810				
95 – 103				0.0164	0	0.5	0.4754
	103.5	2.79	0.4974				
Total					26	$\chi^2 =$	5.4851

With $\alpha = 5\%$ and $df = 6 - 1 = 5$, it is obtained χ^2 table = 11.0705

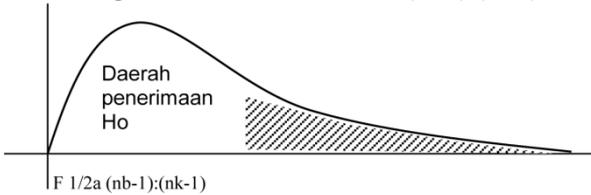
because χ^2 count < χ^2 table, so the data is on the normal distribution

Appendix 10
HOMOGENITY TEST OF POST-TEST

Data

Variance Source	Experiment	Control
SUM	2050	1780
N	26	26
\bar{X}	78.846	68.462
Variance (S^2)	218.615	157.538
Standart deviation (S)	14.786	12.551

Ho is accepted if $F_{count} < F_{table} 1/2\alpha (nb-1):(nk-1)$



$$F_{count} = \frac{\text{varians terbesar}}{\text{varians terkecil}} = \frac{218.615}{157.538} = 1.388$$

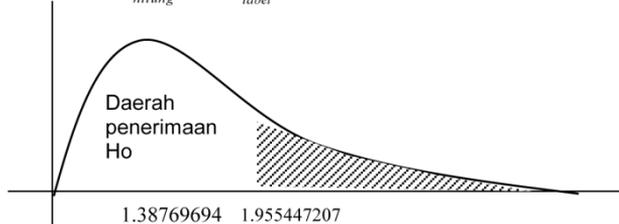
with $\alpha = 5\%$

dk pembilang = $nb - k = 26 - 1 = 25$

dk penyebut = $nk - k = 26 - 1 = 25$

$F(0.05)(25:25) = 1.955$

because $F_{hitung} < F_{tabel}$ so both of data have the same variant or homogeneous



Appendix 11

THE AVAREGE DIFFERENCE TEST OF POST-TEST

Data

Class	Experiment	Control
SUM	2050	1780
N	26	26
\bar{X}	78.846	68.462
Variance (s^2)	218.615	157.538
Standart deviation (s)	14.786	12.551

$$S^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} = \frac{(26-1) \cdot 218.615}{26 + 26 - 2} + \frac{(26-1) \cdot 157.538}{26 + 26 - 2}$$

$$S^2 = 188.08$$

$$S = 13.714$$

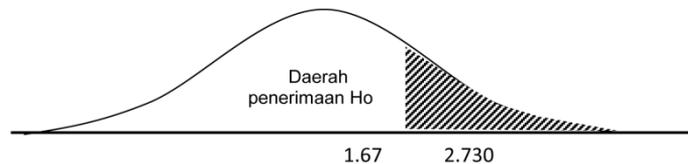
$$t_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{78.846 - 68.462}{13.7141 \sqrt{\frac{1}{26} + \frac{1}{26}}}$$

$$= \frac{10.385}{3.8036}$$

$$t_{hitung} = 2.730$$

Based on $\alpha = 5\%$ $df = n_1 + n_2 - 2 = 26 + 26 - 2 = 50$ is obtained

$$t_{tabel} = 1.67$$



Because $t_{hitung} > t_{tabel}$ so t is at the rejection area of H_0 and it can be concluded that there is difference from both samples.

Appendix 12

The list of students of try out

No	Nama	Kode
1	Ahmad Bahtiar Rouf	UC-01
2	Ahmad Nashrudin	UC-02
3	Anggraini Kinanti Rahayu	UC-03
4	Anisya Putri Wardani	UC-04
5	Dewi Safitri	UC-05
6	Dinda Nor Chofifah	UC-06
7	Durrotun Nafisah	UC-07
8	Elfira jamilatul Wafiroh	UC-08
9	Fatilatul Rahmadyana	UC-09
10	feni Anggraini	UC-10
11	Finanda Pramudita	UC-11
12	Hidayah Nur Hikmah	UC-12
13	Ifrodatul Uswah	UC-13
14	M Ardi Alfian	UC-14
15	M Eggy Pradana Dzulfikar	UC-15
16	M Eric Irawan	UC-16
17	Muhammad Hanif	UC-17
18	Ninda Santy Ardiani	UC-18
19	Nur Fitri Aulia Handayani	UC-19
20	Rhestyana Ika febryani	UC-20
21	Saifur Rohman	UC-21
22	Uswatun Khasanah	UC-22
23	Firda Fitriyaningsih	UC-23
24	maulana Fazal Atfi Istaulah	UC-24
25	Faiz Ahmada Adi Satria	UC-25

DEGREE OF TEST DIFFICULTY

No	Nama	Soal										Jumlah Skor	Y ^v 2				
		1	2	3	4	5	6	7	8	9	10						
1	UC-01	0	1	0	1	0	0	0	0	0	0	1	0	0	3	9	
2	UC-02	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3	UC-03	1	1	1	0	1	1	1	1	1	1	1	1	1	0	8	64
4	UC-04	1	0	1	1	1	1	1	1	1	1	1	1	1	0	8	64
5	UC-05	1	1	1	1	1	1	1	1	1	1	1	1	1	0	9	81
6	UC-06	1	0	0	1	1	1	1	1	1	1	0	1	0	5	25	
7	UC-07	0	1	0	1	1	1	1	1	1	1	1	1	1	8	64	
8	UC-08	1	1	1	1	1	1	1	1	1	1	1	1	1	9	81	
9	UC-09	1	1	1	1	1	1	1	1	1	1	1	1	1	10	100	
10	UC-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
11	UC-11	1	0	0	1	1	1	1	1	1	1	0	1	0	5	25	
12	UC-12	1	0	1	1	1	1	1	1	1	1	0	0	0	6	36	
13	UC-13	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
14	UC-14	1	0	0	0	0	0	0	0	0	1	0	0	0	2	4	
15	UC-15	1	1	1	1	1	1	1	1	1	1	1	1	0	7	49	
16	UC-16	1	1	1	0	0	1	1	1	1	1	0	1	0	7	49	
17	UC-17	1	1	0	0	0	0	0	0	0	0	0	1	1	4	16	
18	UC-18	0	1	1	1	1	1	1	1	0	0	0	0	1	6	36	
19	UC-19	0	1	1	0	1	1	1	1	1	1	0	1	0	6	36	
20	UC-20	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	
21	UC-21	1	1	1	0	1	1	1	1	1	0	1	1	1	8	64	
22	UC-22	0	0	0	1	1	1	1	1	1	1	1	0	0	5	25	
23	UC-23	1	0	1	1	1	1	1	1	1	0	1	0	1	7	49	
24	UC-24	1	1	1	1	1	1	1	1	1	1	1	1	1	10	100	
25	UC-25	1	1	1	1	1	1	1	1	1	1	1	1	1	10	100	
	Jumlah	17	14	14	15	17	13	13	17	14	13	17	14	13	11	145	1079
	TK	0,68	0,56	0,56	0,6	0,68	0,52	0,52	0,68	0,56	0,52	0,68	0,56	0,52	0,44		
	Kriteria	Sedang	Sedang	Sedang	Sedang												

Kriteria

0,7 - 1,0 : Mudah/ditolak(revisi)

0,3 - 0,7 : Sedang/diterima

0,0 - 0,3 : Sulit/ditolak(direvisi)

DISCRIMINATING POWER

No	Nama	Soal				
		1	2	3	4	5
1	UC-9	1	1	1	1	1
2	UC-24	1	1	1	1	1
3	UC-25	1	1	1	1	1
4	UC-5	1	1	1	1	1
5	UC-8	1	1	1	1	1
6	UC-3	1	1	1	0	1
7	UC-4	1	0	1	1	1
8	UC-7	0	1	0	1	1
9	UC-21	1	1	1	0	1
10	UC-15	1	1	1	1	1
11	UC-16	1	1	1	0	0
12	UC-23	1	0	1	1	1
13	UC-12	1	0	1	1	1
14	UC-18	0	1	1	1	1
15	UC-19	0	1	1	0	1
16	UC-6	1	0	0	1	1
17	UC-11	1	0	0	1	1
18	UC-22	0	0	0	1	1
19	UC-17	1	1	0	0	0
20	UC-1	0	1	0	1	0
21	UC-14	1	0	0	0	0
22	UC-13	1	0	0	0	0
23	UC-20	0	0	0	0	0
24	UC-2	0	0	0	0	0
25	UC-10	0	0	0	0	0
	Jumlah	17	14	14	15	17
Data	db	0.46	0.53	0.69	0.29	0.46
		baik	baik	baik	sedang	baik

Kriteria

- negatif : jelek sekali
- 0,00- 0,20 : jelek
- 0,21-0,40 : sedang
- 0,41-0,70 : baik
- 0,71- 1,0 : baik sekali

					Jumlah Skor	
6	7	8	9	10		
1	1	1	1	1	10	atas
1	1	1	1	1	10	atas
1	1	1	1	1	10	atas
1	1	1	1	0	9	atas
0	1	1	1	1	9	atas
1	1	1	1	0	8	atas
1	1	1	1	0	8	atas
1	1	1	1	1	8	atas
1	0	1	1	1	8	atas
0	1	1	0	0	7	atas
1	1	1	0	1	7	atas
1	0	1	0	1	7	atas
1	1	0	0	0	6	bawah
0	1	0	0	1	6	bawah
1	1	0	1	0	6	bawah
0	1	0	1	0	5	bawah
0	1	0	1	0	5	bawah
1	1	1	0	0	5	bawah
0	0	0	1	1	4	bawah
0	0	1	0	0	3	bawah
0	1	0	0	0	2	bawah
0	0	0	0	0	1	bawah
0	0	0	0	1	1	bawah
0	0	0	0	0	0	bawah
0	0	0	0	0	0	bawah
13	17	14	13	11	145	
0.60	0.29	0.85	0.44	0.44		
baik	sedang	baik	baik	baik		

Appendix 14

TRY OUT POST TEST

VALIDITY

No	Nama	Nomor Butir Soal										Jumlah Skor				
		1	2	3	4	5	6	7	8	9	10					
1	UC-01	1	0	1	0	1	1	1	0	1	1	1	0	1	1	7
2	UC-02	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	UC-03	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9
4	UC-04	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	UC-05	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2
6	UC-06	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	UC-07	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9
8	UC-08	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9
9	UC-09	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8
10	UC-10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8
11	UC-11	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
12	UC-12	1	1	1	1	1	1	1	1	1	1	1	0	0	1	8
13	UC-13	0	0	0	0	0	0	0	0	0	1	0	1	1	0	3
14	UC-14	0	1	1	1	1	1	0	0	0	0	0	0	0	0	3
15	UC-15	0	1	1	1	1	1	0	1	1	1	1	1	1	1	8
16	UC-16	1	0	0	1	0	1	0	1	0	1	1	0	1	1	6
17	UC-17	1	1	0	0	0	0	0	1	1	1	1	0	1	1	6
18	UC-18	0	0	1	1	1	1	1	1	0	1	1	0	0	1	5
19	UC-19	0	1	0	1	0	1	0	1	1	1	1	1	1	1	7
20	UC-20	0	1	0	0	0	0	0	0	1	1	0	1	1	0	4
21	UC-21	1	0	0	1	1	1	1	1	1	1	0	1	1	1	7
22	UC-22	1	0	1	0	0	0	0	0	0	1	1	1	1	1	6
23	UC-23	1	0	0	1	0	1	0	1	1	1	1	1	1	1	7
24	UC-24	1	1	0	0	0	0	0	1	1	1	1	1	1	1	7
25	UC-25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10
Jumlah		15	14	12	14	9	17	17	17	15	14	14	14	14	14	141
Validitas		0.666	0.513	0.597	0.674	0.564	0.777	0.749	0.529	0.459	0.621					
Kriteria		Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	
Keterangan		0.396														

RELIABILITY

No	Nama	Soal										Jumlah Skor	Y ²		
		1	2	3	4	5	6	7	8	9	10				
1	UC-01	1	0	1	0	1	1	1	1	1	1	1	1	7	49
2	UC-02	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	UC-03	1	1	1	1	1	1	1	1	1	1	1	1	9	81
4	UC-04	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	UC-05	1	1	0	0	0	0	0	0	0	0	0	0	2	4
6	UC-06	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	UC-07	1	1	1	1	1	1	1	1	1	1	1	1	9	81
8	UC-08	1	1	1	1	1	1	1	1	1	1	1	1	9	81
9	UC-09	1	1	1	1	1	1	1	1	1	1	1	1	8	64
10	UC-10	1	1	1	1	1	1	1	1	1	1	1	1	8	64
11	UC-11	0	0	0	0	0	0	0	0	0	0	0	0	2	4
12	UC-12	1	1	1	1	1	1	1	1	1	1	1	1	8	64
13	UC-13	0	0	0	0	0	0	0	0	0	0	0	0	3	9
14	UC-14	0	1	1	1	0	0	0	0	0	0	0	0	3	9
15	UC-15	0	1	1	1	0	1	0	1	1	1	1	1	8	64
16	UC-16	1	0	0	1	0	1	1	1	1	0	1	1	6	36
17	UC-17	1	1	0	0	0	0	1	1	1	1	0	1	6	36
18	UC-18	0	0	1	1	1	1	0	1	0	1	0	0	5	25
19	UC-19	0	1	0	1	0	1	1	1	1	1	1	1	7	49
20	UC-20	0	1	0	0	0	0	1	0	1	1	1	0	4	16
21	UC-21	1	0	0	1	1	1	1	0	1	1	1	1	7	49
22	UC-22	1	0	1	0	0	0	0	1	1	1	1	1	6	36
23	UC-23	1	0	0	1	0	1	0	1	1	1	1	1	7	49
24	UC-24	1	1	0	0	0	0	1	1	1	1	1	1	7	49
25	UC-25	1	1	1	1	1	1	1	1	1	1	1	1	10	100
	Sigma X	15	14	12	14	15	14	17	13	17	17	14	13	14	1019
	Sigma X ²	17	14	14	14	17	17	13	17	13	17	14	13	11	19881
p		0.6	0.56	0.48	0.56	0.36	0.68	0.68	0.68	0.6	0.6	0.6	0.56	0.56	
q		0.4	0.44	0.52	0.44	0.64	0.32	0.32	0.32	0.4	0.4	0.4	0.44	0.44	sigma pq
pq		0.24	0.246	0.250	0.246	0.230	0.218	0.218	0.218	0.240	0.246	0.246	0.246	2.381	
	(Sigma X) ²	225	196	144	196	81	289	289	289	225	196	196	196	196	
	s ² (Varians)	0.24	0.2464	0.2496	0.2464	0.2304	0.2176	0.2176	0.2176	0.24	0.2464	0.2464	0.2464	0.2464	
	Sigma S ²	8.950	8.950	8.950	8.950	8.950	8.950	8.950	8.950	8.950	8.950	8.950	8.950	8.950	
	r ²					0.816									
	r tabel					0.396									
	Kriteria					Reliabel									

DEGREE OF TEST DIFFICULTY

No	Nama	Soal										Jumlah Skor	Y92			
		1	2	3	4	5	6	7	8	9	10					
1	UC-01	1	0	1	1	1	1	1	1	1	1	0	1	1	7	49
2	UC-02	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	UC-03	1	1	1	1	1	1	1	1	1	1	1	1	1	9	81
4	UC-04	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	UC-05	1	1	0	0	0	0	0	0	0	0	0	0	0	2	4
6	UC-06	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	UC-07	1	1	1	1	0	1	1	1	1	1	1	1	1	9	81
8	UC-08	1	1	1	1	1	1	1	1	1	1	1	1	1	9	81
9	UC-09	1	1	1	1	1	1	1	1	1	1	1	1	1	8	64
10	UC-10	1	1	1	1	1	1	1	1	1	1	1	1	1	8	64
11	UC-11	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4
12	UC-12	1	1	1	1	1	1	1	1	1	1	1	1	1	8	64
13	UC-13	0	0	0	0	0	1	0	1	0	1	0	1	1	3	9
14	UC-14	0	1	1	1	1	0	0	0	0	0	0	0	0	3	9
15	UC-15	0	1	1	1	0	1	1	1	1	1	1	1	1	8	64
16	UC-16	1	0	0	1	0	1	0	1	1	1	1	1	1	6	36
17	UC-17	1	1	0	0	0	1	1	1	1	1	1	1	1	6	36
18	UC-18	0	0	1	1	1	1	0	1	0	0	0	1	1	5	25
19	UC-19	0	1	0	1	0	1	0	1	1	1	1	1	1	7	49
20	UC-20	0	1	0	0	0	1	1	1	1	1	1	1	1	4	16
21	UC-21	1	0	0	1	1	1	1	1	1	1	1	1	1	7	49
22	UC-22	1	0	1	0	0	0	0	0	1	1	1	1	1	6	36
23	UC-23	1	0	0	1	0	1	0	1	1	1	1	1	1	7	49
24	UC-24	1	1	0	0	0	1	1	1	1	1	1	1	1	7	49
25	UC-25	1	1	1	1	1	1	1	1	1	1	1	1	1	10	100
Jumlah		15	14	12	14	9	17	17	15	14	14	14	14	14	141	1019
TK		0.6	0.56	0.48	0.56	0.36	0.68	0.68	0.6	0.56	0.56	0.56	0.56	0.56		
Kriteria		Sedang	Sedang	Sedang												

Kriteria

0.7 - 1.0 : Mudah/ditolak(revisi)

0.3 - 0.7 : Sedang/diterima

0.0 - 0.3 : Sulit/ditolak(direvisi)

DISCRIMINATING POWER

No	Nama	Soal										Jumlah Skor						
		1	2	3	4	5	6	7	8	9	10							
1	UC-25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	atas	
2	UC-3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	9	atas
3	UC-7	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	9	atas
4	UC-8	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	9	atas
5	UC-9	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	8	atas
6	UC-10	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	8	atas
7	UC-12	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	8	atas
8	UC-15	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	8	atas
9	UC-1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	7	atas
10	UC-19	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	7	atas
11	UC-21	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	7	atas
12	UC-23	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	7	atas
13	UC-24	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	7	bawah
14	UC-16	1	0	0	1	0	1	0	1	1	1	1	0	1	1	1	6	bawah
15	UC-17	1	1	0	0	0	0	1	1	1	1	1	0	1	1	1	6	bawah
16	UC-22	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	6	bawah
17	UC-18	0	0	1	1	1	1	1	1	1	0	1	0	0	1	1	5	bawah
18	UC-20	0	1	0	0	0	0	1	1	1	0	1	1	1	1	0	4	bawah
19	UC-13	0	0	0	0	0	1	1	1	1	1	0	1	1	0	0	3	bawah
20	UC-14	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	3	bawah
21	UC-5	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	bawah
22	UC-11	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	2	bawah
23	UC-2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	bawah
24	UC-4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	bawah
25	UC-6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	bawah
Jumlah		15	14	12	14	9	17	17	17	15	14	14	14	14	14	141		
Daya	db	0.45	0.37	0.52	0.69	0.59	0.62	0.46	0.45	0.21	0.37	sedang	sedang	sedang				

Kriteria
 negatif : jelek sekali
 0,00-0,20 : jelek
 0,21-0,40 : sedang
 0,41-0,70 : baik
 0,71- 1,0 : baik sekali

Appendix 15

INSTRUMENT

Pre-Test

Theme	: Passive voice
Tense	: Simple past tense
Text	: Recount text

INSTRUCTION: Change the active sentences underlined into passive sentences!

Camping

Last sunday, my friends and I went camping on the mountain. We went to Palutungan, Kuningan. We chose Palutungan because it was not too far from our home. We brought cooking utensils and the food from home.

On the first day, we sat up the tent on the camping area. The air was so fresh there. Then, we cooked the food for the lunch. The first night of our camping, the air was so cold so, we made a campfire. Then, we sang songs together. We used sleeping bag when we slept.

On the second day, we packed everything. We cleaned the area. We took photos together and then went home happily.

Appendix 16

INSTRUMENT

Post-Test

Theme	: Passive voice
Tense	: Simple past tense
Text	: Recount text

INSTRUCTION: Make passive sentences based on the verbs underlined by your own words!

Stomachache

I loved spicy foods so much. I ate them for my breakfast, lunch, dinner, and snacks.

Until one week, my mother cooked meatballs for the party to night. She brought me it to my lunch. I put too many spoons of sambal into it. On the next day and I got diarrhea. I checked my condition in the hospital but my mom asked me to let my food out one more time. I chose to do what my mom suggested.

My parents were worry and they made me promise myself not to eat anymore crazy amount of spicy food.

Appendix 17

SCHEDULE OF RESEARCH

No.	Task	What to prepare	Schedule (in week)		
			1	2	3
1.	Contact the head master and English teacher of MTs Darul Hikmah Jepara	Permission letter	√		
2.	Teaching learning passive voice simple past tense by using inductive instruction	Material of the subject, notes and paper	√	√	√
3.	Test	Test instrument			√

Appendix 18

LESSON PLAN FOR EXPERIMENTAL CLASS

School	: MTs Darul Hikmah Jepara
Subject	: English
Class/Semester	: IX/1
Theme	: Passive voice
Skill focus	: Reading and writing
Time Allotment	: 3 X 2JP (240 minutes)

A. CORE COMPETENCE

1. Respect and comprehend the religion doctrine they believe
2. Respect and comprehend the behaviors, such as honest, discipline, responsibility, tolerant, mutual cooperation, good manner, self confidence, in interaction with the social environment extend to society and its existence
3. Understanding and applying a knowledge (factual, conceptual, and procedural) based on their curiosity about the knowledge, technology, art and culture related to the phenomena and an eye-seen event
4. Processing, providing and thinking in concrete domain (using, analyzing, modifying, and making) and abstract domain (writing, reading, counting, illustrating and arranging) based on the students learn in the school and some other education source which has same theory

B. BASIC COMPETENCE

No.	Basic Competence	Indicators
3.12	Applying text structure and linguistic to implement social function to state and ask about actions/ activities/ events without mentioning the agent, according to the using context	3.12.1. Students are able to identify passive voice sentences: social function, text structure and linguistic elements 3.12.2. Students are able to find passive voice simple past tense in a text
4.13	Arranging text to state and ask about actions/ activities/ events without mentioning the agent, based on the social function, text structure, and linguistic elements which is correct and according to the using context	4.13.1. Students are able to change active into passive voice sentences 4.13.2. Students are able to make passive voice simple past tense

C. LEARNING OUTCOME

The students are able to:

1. Identify the function, text structure and language feature after comparing between the pattern of the simple past tense in verbal and nominal
2. Find out the pattern of passive voice simple past tense in a text
3. Change active into passive sentences
4. Make some sentences in passive voice simple past tense

D. LEARNING METHOD

1. Approach : Scientific approach
2. Method : Inductive instruction

E. SOURCE, MEDIA, AND AIDS

1. Media : Power Point of recount text
2. Source : Schrampter Azar, Betty., *Understanding and Using English Grammar*, (USA: Prentice Hall Regents, 1989) 2nd Edition. www.mes-english.com and <http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html> on march 21, 2017
3. Aids : board marker, white board, and LCD

F. MATERIAL

1. Regular
 - a. Passive voice

- 1) Definition of passive voice is an action or activities without mentioning the agent or subject
- 2) Social function: to state and ask an action or activities without mentioning the agent or subject
- 3) Text structure : Subject+ be+ Verb³+ (by agent)
- 4) Language features: (1) Verb³ form and be (was/were) (2) grammar, speech, word pressure, intonation, spelling, punctuation, handwriting and print are clear and neat.
- 5) Topic: various things related to an action or activities without mentioning the agent or subject.

b. Simple past tense

- 1) Simple Past Tense indicates that an activity or situation began and ended at a particular time in the past.

a) Verbal

(+) S + Verb₂+ O

(-) S + did + NOT + Verb₁ + O

(?) Did + S + Verb₁ + O?

For example:

(+) She ate an apple

(-) She did not eat an apple

(?) Did she eat an apple?

b) Nominal

(+) S + was/were + Complement

(-) S + was/were + NOT + Complement

(?) Was/were + S + Complement?

To be is used in simple past tense:

Was for I/She/He/It

Were for We/You/They

For example:

(+) Ana was a student

(-) Ana was not a student

(?) Was Ana a student?

c. Recount text

Camping

Last week my friend and I were bored after three weeks of holidays. So my friends and I went camping on the mountain. We went to Guci, Tegal. We choose Guci because the spot was near from our town. It was about one hour to get there.

We prepared things before going on camping. the tents were prepared by the boys, the food was prepared by the girls, and the accommodations checked by me. We went there by a car and a motorcycle for unwanted condition. We went there in the sunny morning and hoped no rain during camping. The fence of the area was made by the girls but the

boys took a bath on the river. Then, we cooked the food for the lunch.

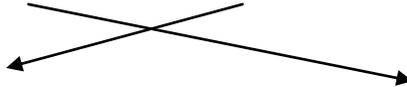
On the second day, we went on hiking up the mountain, took some pictures in tea garden, and picked strawberry. We had camping for about two days.

On the last day, we packed everything we bought. The area was cleaned by us together and made sure there was nothing left except our footprint. We didn't took anything except took photos, we remembered that we must keep the nature, friendly with them and they will be friendly with us.

2. Enrichment

- a. Here the pattern to change active into passive sentence:

Active : Subject + Verb + Object



Passive: Subject + to be + Verb (past participle) + Object

- b. Here the pattern of the passive voice of the simple past tense:

Sentence	Subject	Verb ₂	Verb ₃	Object
Active	Diana	Ate	–	rice
Passive	Rice	–	was eaten	by Diana

c. Recount text

My Vacation with my Family

One day, my sister named Putri said to me that she really wanted to go to the beach. So I promised her that the next week we would go to Mutun beach in Lampung.

The next week, we prepared everything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask our brother, Bayu, to join us. He agreed to join and we went there together with our parents. We went there by car. It took 3 hours to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, three of us created a very big sand castle, while my parents were enjoying the beautiful scenery there. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So we stopped at a restaurant to have dinner. I ordered sruit, Lampungese traditional food, while my brother, my

sister, and my parents ordered fried rice. After finished eating, we paid our bills. Then, we went home. We arrived at home at 9 o'clock. We were tired but we were absolutely happy.

3. Remedial

Remember that every verb in the passive form should be followed by **be** and the all the verbs that followed by to be are **the past participle verb**.

Here the pattern of the passive voice of the simple past tense:

Sentence	Subject	be (was/were)	Past Participle (V ₃)	Object
Passive	My bag	was	Washed	by my mother

G. LEARNING ACTIVITIES

First meeting

Activity	Teacher's activities	Students' activities
Pre Activity (10 minutes)	<ol style="list-style-type: none"> 1. Teacher greets the students. 2. Teacher guides the students' to pray together 3. Teacher checks the students' attendance 4. Teacher explains the purpose of learning, learning activities and the task that will be given 5. Teacher gives apperception by asking: do you like a story? 	The students respond what teacher does

Main Activities (60 minutes)	<p>Observing (5 minutes)</p> <p>1. Teacher provides a text under the title Camping on the slide</p> <p>2. Teacher writes example of simple past tense sentence in verbal and nominal based on the text “Please comprehend the story text and the examples that I have written!” <i>My friend and I were bored</i> <i>We prepared things</i></p>	The students comprehend text on the slide and the examples that are written by teacher
	<p>Questioning (10 minutes)</p> <p>Teacher asks students about the differences between example of simple past tense sentence in verbal and nominal</p>	The students do question answer with teacher the differences between example of simple past tense sentence in verbal and nominal
	<p>Exploring (15 minutes)</p> <p>1. Teacher asks students to identify the differences between them “What verb is used in the text?” “What be is used in the text?”</p> <p>2. Teacher asks students to mention the pattern of the simple past tense in verbal and nominal sentence.</p>	<p>1. The students identify the differences between them</p> <p>2. The students mention the pattern of the simple past tense in verbal and nominal sentence</p>
	<p>Associating (15 minutes)</p> <p>1. Teacher asks students to make a group consists of 4 students in each group “please make a group consists of 4 students in each group”</p>	1. The students work in a group who consists of 4 students

	2. Teacher asks each group to write the text on the slide and find out other examples of simple past tense in verbal and nominal sentence in the text “please write the text on the slide and look for other examples of simple past tense in verbal and nominal sentence in the text”	2. The students write the text on the slide and find out other examples of simple past tense in verbal and nominal sentence in the text
	Communicating (10 minutes) Teacher asks each group delivers their result in front of the class	Each group gets feedback from the teacher and the other groups based on their performance
	Creating (5 minutes) Teacher asks students to use verbal and nominal sentences in simple recount text (2 paragraph)	The students respond their task
Closing (10 minutes)	1. The teacher and students make reflection : - what is the material that have been learned? - what is the material that have been understood? - what is the material that have not been understood? 2. Teacher explains the material and learning activities in the next meeting 3. The teacher closes the class by reciting hamdallah together	The students respond what teacher does

Second meeting

Activity	Teacher's activities	Students' activities
Pre Activity (10 minutes)	1. Teacher greets the students 2. Teacher guides the students to pray	The students respond what

	<p>together</p> <p>3. Teacher checks the students attendance</p> <p>4. Teacher gives review material in previous meeting</p> <p>4. Teacher explains the purpose of learning, learning activities and the task that will be given</p>	teacher does
Main Activities (60 minutes)	<p>Observing (5 minutes)</p> <p>1. Teacher shows students a text on the slide</p> <p>2. Teacher writes example of passive voice of the simple past tense based on the text</p> <p>“Please comprehend the story text and the example that I have written!”</p> <p><i>The tents were prepared by the boys</i></p>	The students comprehend text on the slide and the example that is written by teacher
	<p>Questioning (10 minutes)</p> <p>Teacher asks students about the example that teacher writes</p>	The students do question answer with teacher about the example that teacher writes
	<p>Exploring (15 minutes)</p> <p>1. Teacher asks students to identify verbs which are used in text</p> <p>2. Teacher asks students to compare the example that teacher writes with the pattern of simple past tense in the last meeting</p> <p>3. Teacher asks students to mention the pattern of passive voice of the simple past</p>	<p>1. The students identify verbs which are used</p> <p>2. The students identify differences between them</p> <p>3. The students mention the pattern of passive voice of the simple past tense</p>

	<p>Associating (15 minutes)</p> <p>1. Teacher asks students to make a group consists of 4 students in each group “please make a group consists of 4 students in each group”</p> <p>2. Teacher asks each group to write the text on the slide and find out other examples of passive voice of the simple past tense sentence in the text “Please write the text on the slide and look for other examples of passive voice of the simple past tense sentence in the text”</p>	<p>1. The students work in a group who consists of 4 students</p> <p>2. The students write the text on the slide and find out other examples of passive voice of the simple past tense sentence in the text</p>
	<p>Communicating (10 minutes)</p> <p>Teacher asks each group delivers their result in front of the class</p>	<p>Each group gets feedback from the teacher and the other groups based on their performance</p>
	<p>Creating (5 minutes)</p> <p>Teacher asks students to use passive voice of the simple past tense in simple recount text (2 paragraph)</p>	<p>The students respond their task</p>
<p>Closing (10 minutes)</p>	<p>1. The teacher and students make reflection :</p> <ul style="list-style-type: none"> - what is the material that have been learned? - what is the material that have been understood? - what is the material that have not been understood? <p>2. Teacher explains the material and learning activities in the next meeting</p> <p>3. The teacher closes the class by reciting hamdallah together</p>	<p>The students respond what teacher does</p>

Third meeting

Activity	Teacher's activities	Students' activities
Pre Activity (10 minutes)	<ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher guides the students to pray together 3. Teacher checks the students attendance 4. Teacher gives review material in previous meeting 4. Teacher explains the purpose of learning, learning activities and the task that will be given 	The students respond what teacher does
Main Activities (60 minutes)	Observing (5 minutes) Teacher gives a text and asks students to comprehend it	The students comprehend a story text on the paper that is given by the teacher
	Questioning (10 minutes) Teacher asks students about issue of the text	The students ask about issue of the text
	Exploring (15 minutes) Teacher asks students to search active sentence (simple past tense in verbal) on the text and underline the text	The students do what teacher asks
	Associating (15 minutes) Teacher asks each student to change active sentence that he/she gets into passive sentence	The students change active into passive sentences
	Communicating (10 minutes) Teacher chooses some students to share their task in front of class and other students to collect	The students get feedback based on their performance
	Creating (5 minutes) Teacher asks students to use active and	The students

	passive voice of the simple past tense in simple recount text (2 paragraph)	respond their task
Closing (10 minutes)	<ol style="list-style-type: none"> 1. The teacher and students make reflection: <ul style="list-style-type: none"> - what is the material that have been learned? - what is the material that have been understood? - what is the material that have not been understood? 2. Teacher explains the material and learning activities in the next meeting 3. The teacher closes the class by reciting hamdallah together 	The students respond what teacher does

➤ Enrichment

First meeting:

- a. Teacher writes 3 verbs (take, send and swim) and be (was/were) on the white board
- b. Teacher asks students to make example of simple past tense (verbal and nominal) by their own words based on the verbs and be
- c. Teacher gives challenge to students who can make sentence as fast as possible, he/she will get score

Second meeting:

- a. Teacher writes 5 verbs (threw, drank, killed, destroyed, and sang) on the white board
- b. Teacher asks students to make example of passive voice simple past tense by their own words based on the verbs

- c. Teacher gives challenge to students who can make sentence as fast as possible, he/she will get score

Third meeting:

- a. Teacher gives a text
- b. teacher asks students to read a text and find active sentences in the text
- c. Teacher asks students to change active into passive sentences

➤ Remedial

First meeting:

- a. Teacher explains the formula of simple past tense in verbal and nominal by giving example
- b. After students have understood the formula, teacher asks students to make 5 examples of simple past tense in verbal and nominal by their own words

Second meeting:

- a. Teacher explains the formula of passive voice of the simple past tense by giving example
- b. After students have understood the formula, teacher asks students to make 5 examples of passive voice of the simple past tense by their own words

Third meeting:

- a. Teacher explains the formula how to change active into passive sentence by giving example

- b. After students have understood the formula, teacher writes 5 active sentences on the white board
- c. Teacher asks students to change 5 active sentences into passive sentences

H. ASSESSMENT

1. First meeting:

Attitude

- Form : Performance
- Technique : Observe students’ activities in the learning process
- Aspect to be assessed : Honesty and discipline
- Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Honesty	Students do not cheat during the lesson	1
		Students cheat during the lesson	0
2.	Discipline	Students collect the assignments on time	1
		Students do not collect the assignments on time	0

Knowledge

- Form : Written
- Technique : Students change Verb 1 becomes Verb 2
- Aspect to be assessed : Grammar
- Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Grammar	Students can change verb 1 “grab” becomes Verb 2	2
		Students can change verb 1 “get” becomes Verb 2	2
		Students can change verb 1 “cut” becomes Verb 2	2
		Students can change verb 1 “throw” becomes Verb 2	2
		Students can change verb 1 “destroy” becomes Verb 2	2
Total score			10

Number of item = 5

Each item is scored = 2

Total score = 10

Skill

Form : Written

Technique : Students make simple past tense using 5 verbs provided by teacher

Aspect to be assessed : Grammar

Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Grammar	Students can make simple past tense sentence by using word “grabbed”	2
		Students can make simple past tense sentence by using word “got”	2

		Students can make simple past tense sentence by using word “cut”	2
		Students can make simple past tense sentence by using word “threw”	2
		Students can make simple past tense sentence by using word “destroyed”	2
Total score			10

Number of item = 5

Each item is scored = 2

Total score = 10

2. Second meeting:

Attitude

Form : Performance

Technique : Observe students’ activities
in the learning process

Aspect to be assessed : Honesty and discipline

Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Honesty	Students do not cheat during the lesson	1
		Students cheat during the lesson	0
2.	Discipline	Students collect the assignments on time	1
		Students do not collect the assignments on time	0

Knowledge

Form : Written
Technique : Students change Verb 2 becomes Verb 3
Aspect to be assessed : Grammar
Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Grammar	Students can change verb 2 “grabbed” becomes Verb 3	2
		Students can change verb 2 “got” becomes Verb 3	2
		Students can change verb 2 “cut” becomes Verb 3	2
		Students can change verb 2 “threw” becomes Verb 3	2
		Students can change verb 2 “destroyed” becomes Verb 3	2
Total score			10

Number of item = 5

Each item is scored = 2

Total score = 10

Skill

Form : Written
Technique : Students make passive voice using 5 verbs provided by teacher
Aspect to be assessed : Grammar
Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Grammar	Students can make passive of simple past tense sentence by using word “grabbed”	2
		Students can make passive of simple past tense sentence by using word “got”	2
		Students can make passive of simple past tense sentence by using word “cut”	2
		Students can make passive of simple past tense sentence by using word “threw”	2
		Students can make passive of simple past tense sentence by using word “destroyed”	2
Total score			10

Number of item = 5

Each item is scored = 2

Total score = 10

3. Third meeting:

Attitude

Form : Performance

Technique : Observe students’ activities
in the learning process

Aspect to be assessed : Honesty and discipline

Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Honesty	Students do not cheat during the lesson	1
		Students cheat during the lesson	0
2.	Discipline	Students collect the assignments on time	1
		Students do not collect the assignments on time	0

Knowledge

Form : Written

Technique : Students change active into passive sentences

Aspect to be assessed : Grammar

Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Grammar	Students can change “a postman sent a letter to my house” into passive sentence	2
		Students can change “A hurricane destroyed the small fishing village” into passive sentence	2
		Students can change “Rara returned the book to the library” into passive sentence	2
		Students can change “The	2

		girls played handball in my house” into passive sentence	
		Students can change “Rio invited his friends to his party” into passive sentence	2
Total score			10

Number of item = 5

Each item is scored = 2

Total score = 10

Skill

Form : Written

Technique : Students make 5 passive voice sentences by their own words

Aspect to be assessed : Grammar

Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Grammar	Students can make passive of simple past tense sentence by their own words	2
		Students can make passive of simple past tense sentence by their own words	2
		Students can make passive of simple past tense sentence by their own	2

		words”	
		Students can make passive of simple past tense sentence by their own words	2
		Students can make passive of simple past tense sentence by their own words	2
Total score			10

Number of item = 5

Each item is scored = 2

Total score = 10

Semarang, 18 August 2017

The English Teacher

The Researcher



Mualifah, S. Pd

Umuntiatu Sholechah

Appendix 19

LESSON PLAN FOR CONTROL CLASS

School	: MTs Darul Hikmah Jepara
Subject	: English
Class/Semester	: IX/1
Theme	: Passive voice
Skill focus	: Reading and writing
Time Allotment	: 3 X 2JP (240 minutes)

A. CORE COMPETENCE

1. Respect and comprehend the religion doctrine they believe
2. Respect and comprehend the behaviors, such as honest, discipline, responsibility, tolerant, mutual cooperation, good manner, self confidence, in interaction with the social environment extend to society and its existence
3. Understanding and applying a knowledge (factual, conceptual, and procedural) based on their curiosity about the knowledge, technology, art and culture related to the phenomena and an eye-seen event
4. Processing, providing and thinking in concrete domain (using, analyzing, modifying, and making) and abstract domain (writing, reading, counting, illustrating and arranging) based on the students learn in the school and some other education source which has same theory

B. BASIC COMPETENCE

No.	Basic Competence	Indicators
3.12	Applying text structure and linguistic to implement social function to state and ask about actions/ activities/ events without mentioning the agent, according to the using context	3.12.1. Students are able to identify passive voice sentences: social function, text structure and linguistic elements 3.12.2. Students are able to mention the pattern of passive voice simple past tense
4.13	Arranging text to state and ask about actions/ activities/ events without mentioning the agent, based on the social function, text structure, and linguistic elements which is correct and according to the using context	4.13.1. Students are able to change active into passive voice sentences 4.13.2. Students are able to make passive voice simple past tense

C. LEARNING OUTCOME

The students are able to:

1. Identify the function, structure text and language feature of passive voice

2. Mention the pattern of passive voice simple past tense
3. Change active into passive sentences
4. Make some sentences in passive voice simple past tense

D. LEARNING METHOD

1. Approach : Scientific approach
2. Method : conventional

E. SOURCE, MEDIA, AND AIDS

1. Media : Power Point of the examples
2. Source : Schrampter Azar, Betty., *Understanding and Using English Grammar*, (USA: Prentice Hall Regents, 1989) 2nd Edition.
3. Aids : board marker, white board, and LCD

F. MATERIAL

1. Regular
 - a. Passive voice
 - 1) Definition of passive voice is an action or activities without mentioning the agent or subject
 - 2) Social function: to state and ask an action or activities without mentioning the agent or subject
 - 3) Structure text: Subject+ be+ Verb³+ (by agent)
 - 4) Language features: (1) Verb³ form and be (was/were) (2) grammar, speech, word pressure, intonation, spelling, punctuation, handwriting and print are clear and neat.

5) Topic: various things related to an action or activities without mentioning the agent or subject.

b. Simple past tense

1) Simple Past Tense indicates that an activity or situation began and ended at a particular time in the past.

a) Verbal

(+) S + Verb₂ + O

(-) S + did + NOT + Verb₁ + O

(?) Did + S + Verb₁ + O?

For example:

(+) She ate an apple

(-) She did not eat an apple

(?) Did she eat an apple?

b) Nominal

(+) S + was/were + Complement

(-) S + was/were + NOT + Complement

(?) Was/were + S + Complement?

To be is used in simple past tense:

Was for I/She/He/It

Were for We/You/They

For example:

(+) Ana was a student

(-) Ana was not a student

(?) Was Ana a student?

2. Enrichment

- a. Here the pattern to change active into passive sentence:

Active : Subject + Verb + Object

Passive: Subject + to be + Verb (past participle) + Object

- b. Here the pattern of the passive voice of the simple past tense:

Sentence	Subject	Verb ₂	Verb ₃	Object
Active	Diana	Ate	–	rice
Passive	Rice	–	was eaten	by Diana

3. Remedial

Remember that every verb in the passive form should be followed by **be** and the all the verbs that followed by to be are **the past participle verb**.

Here the pattern of the passive voice of the simple past tense:

Sentence	Subject	be (was/were)	Past Participle (V ₃)	Object
Passive	My bag	Was	Washed	by my mother

G. LEARNING ACTIVITIES

First meeting

Activity	Teacher's activities	Students' activities
Pre Activity (10 minutes)	1. Teacher greets the students. 2. Teacher guides the students' to pray together 3. Teacher checks the students' attendance 4. Teacher explains the purpose of learning, learning activities and the task that will be given	The students respond what teacher does
Main Activities (60 minutes)	Observing (5 minutes) Teacher shows example of simple past tense sentence in verbal and nominal <i>Nana ate rice</i> <i>Rice was delicious</i>	The students comprehend the examples
	Questioning (10 minutes) Teacher lets students to ask about the differences between example of simple past tense sentence in verbal and nominal	The students ask about the differences between example of simple past tense sentence in verbal and nominal
	Exploring (15 minutes) 1. Teacher guides students to identify the differences between them 2. Teacher guides students to mention the pattern of the simple past tense in verbal and nominal	1. The students identify the differences between them 2. The students mention the pattern of the simple past

	sentence.	tense in verbal and nominal sentence
	<p>Associating (15 minutes)</p> <p>1. Teacher asks students to make a group consists of 4 students in each group “please make a group consists of 4 students in each group”</p> <p>2. Teacher asks each group to make the examples of simple past tense in verbal and nominal sentence “please make the examples of simple past tense in verbal and nominal sentence”</p>	<p>1. The students work in a group who consists of 4 students</p> <p>2. The students make the examples of simple past tense in verbal and nominal sentence</p>
	<p>Communicating (10 minutes)</p> <p>Teacher asks each group delivers their result in front of the class</p>	Each group gets feedback from the teacher and the other groups based on their performance
	<p>Creating (5 minutes)</p> <p>Teacher gives students a homework to make verbal and nominal sentences and categorize them</p>	The students write their homework
Closing (10 minutes)	<p>1. The teacher and students make reflection :</p> <ul style="list-style-type: none"> - what is the material that have been learned? - what is the material that have been understood? - what is the material that have not been understood? <p>2. Teacher explains the material and learning activities in the next meeting</p>	The students respond what teacher does

	3. The teacher closes the class by reciting hamdallah together	
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Second meeting

Activity	Teacher's activities	Students' activities
Pre Activity (10 minutes)	<ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher guides the students to pray together 3. Teacher checks the students attendance 4. Teacher gives review material in previous meeting 4. Teacher explains the purpose of learning, learning activities and the task that will be given 	The students respond what teacher does
Main Activities (60 minutes)	Observing (5 minutes) Teacher shows example of passive voice of the simple past tense <i>The floor was swept by Susi yesterday</i>	The students comprehend the example
	Questioning (10 minutes) Teacher lets students to ask about the example	The students ask the example
	Exploring (15 minutes) <ol style="list-style-type: none"> 1. Teacher guides students to compare the example with the pattern of simple past tense in the last meeting 2. Teacher guides students to mention the pattern of passive voice of the simple past 	<ol style="list-style-type: none"> 1. The students identify differences between them 2. The students mention the pattern of passive voice of the simple past tense
	Associating (15 minutes) 1. Teacher asks students to make a	1. The students

	<p>group consists of 4 students in each group “please make a group consists of 4 students in each group”</p> <p>2. Teacher asks each group to make the examples of passive voice of the simple past tense sentence “Please make the examples of passive voice of the simple past tense sentence”</p>	<p>work in a group who consists of 4 students</p> <p>2. The students make the examples of passive voice of the simple past tense sentence</p>
	<p>Communicating (10 minutes) Teacher asks each group delivers their result in front of the class</p>	<p>Each group gets feedback from the teacher and the other groups based on their performance</p>
	<p>Creating (5 minutes) Teacher gives students a homework to writes 10 sentences of passive voice of the simple past tense by their own words</p>	<p>The students write their homework</p>
<p>Closing (10 minutes)</p>	<p>1. The teacher and students make reflection : - what is the material that have been learned? - what is the material that have been understood? - what is the material that have not been understood? 2. Teacher explains the material and learning activities in the next meeting 3. The teacher closes the class by reciting hamdallah together</p>	<p>The students respond what teacher does</p>

Third meeting

Activity	Teacher's activities	Students' activities
Pre Activity (10 minutes)	1. Teacher greets the students 2. Teacher guides the students to pray together 3. Teacher checks the students attendance 4. Teacher gives review material in previous meeting 4. Teacher explains the purpose of learning, learning activities and the task that will be given	The students respond what teacher does
Main Activities (60 minutes)	Observing (5 minutes) Teacher guides students to know the characteristics of passive voice (social function, structure text and language feature)	The students comprehend the characteristics of passive voice
	Questioning (10 minutes) Teacher lets students to ask about the characteristics of passive voice	The students ask about the characteristics of passive voice
	Exploring (15 minutes) Teacher asks students to discuss the pattern to change active into passive sentences	The students do what teacher asks
	Associating (15 minutes) Teacher asks each student to change active sentences which are made by teacher into passive sentence	The students change active into passive sentences
	Communicating (15 minutes) Teacher chooses some students to share their task in front of class and other students to collect	The students get feedback based on their performance

	<p>Creating (5 minutes)</p> <p>Teacher gives students a homework to use active and passive voice of the simple past tense in simple text (2 paragraph)</p>	The students write their homework
<p>Closing (10 minutes)</p>	<p>1. The teacher and students make reflection:</p> <ul style="list-style-type: none"> - what is the material that have been learned? - what is the material that have been understood? - what is the material that have not been understood? <p>2. Teacher explains the material and learning activities in the next meeting</p> <p>3. The teacher closes the class by reciting hamdallah together</p>	The students respond what teacher does

➤ Enrichment

First meeting:

- a. Teacher writes 3 verbs (take, send and swim) and be (was/were) on the white board
- b. Teacher asks students to make example of simple past tense (verbal and nominal) by their own words based on the verbs and be
- c. Teacher gives challenge to students who can make sentence as fast as possible, he/she will get score.

Second meeting:

- a. Teacher writes 5 verbs (threw, drank, killed, destroyed, and sang) on the white board

- b. Teacher asks students to make example of passive voice of the simple past tense by their own words based on the verbs
- c. Teacher gives challenge to students who can make sentence as fast as possible, he/she will get score

Third meeting:

- a. Teacher gives a text
- b. teacher asks students to read a text and find active sentences in the text
- c. Teacher asks students to change active into passive sentences

➤ Remedial

First meeting:

- a. Teacher explains the formula of simple past tense in verbal and nominal by giving example
- b. After students have understood the formula, teacher asks students to make 5 examples of simple past tense in verbal and nominal by their own words

Second meeting:

- a. Teacher explains the formula of passive voice of the simple past tense by giving example
- b. After students have understood the formula, teacher asks students to make 5 examples of passive voice of the simple past tense by their own words

Third meeting:

- a. Teacher explains the formula how to change active into passive sentence by giving example
- b. After students have understood the formula, teacher writes 5 active sentences on the white board
- c. Teacher asks students to change 5 active sentences into passive sentences

H. ASSESSMENT

1. First meeting:

Attitude

Form : Performance

Technique : Observe students' activities
in the learning process

Aspect to be assessed : Honesty and discipline

Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Honesty	Students do not cheat during the lesson	1
		Students cheat during the lesson	0
2.	Discipline	Students collect the assignments on time	1
		Students do not collect the assignments on time	0

Knowledge

Form : Written
Technique : Students change Verb 1
becomes Verb 2
Aspect to be assessed : Grammar
Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Grammar	Students can change verb 1 “grab” becomes Verb 2	2
		Students can change verb 1 “get” becomes Verb 2	2
		Students can change verb 1 “cut” becomes Verb 2	2
		Students can change verb 1 “throw” becomes Verb 2	2
		Students can change verb 1 “destroy” becomes Verb 2	2
Total score			10

Number of item = 5

Each item is scored = 2

Total score = 10

Skill

Form : Written
Technique : Students make simple past
tense using 5 verbs provided
by teacher
Aspect to be assessed : Grammar

Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Grammar	Students can make simple past tense sentence by using word “grabbed”	2
		Students can make simple past tense sentence by using word “got”	2
		Students can make simple past tense sentence by using word “cut”	2
		Students can make simple past tense sentence by using word “threw”	2
		Students can make simple past tense sentence by using word “destroyed”	2
Total score			10

Number of item = 5

Each item is scored = 2

Total score = 10

2. Second meeting:

Attitude

Form : Performance

Technique : Observe students’ activities
in the learning process

Aspect to be assessed : Honesty and discipline

Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Honesty	Students do not cheat during the lesson	1
		Students cheat during the lesson	0
2.	Discipline	Students collect the assignments on time	1
		Students do not collect the assignments on time	0

Knowledge

Form : Written

Technique : Students change Verb 2
becomes Verb 3

Aspect to be assessed : Grammar

Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Grammar	Students can change verb 2 “grabbed” becomes Verb 3	2
		Students can change verb 2 “got” becomes Verb 3	2
		Students can change verb 2 “cut” becomes Verb 3	2
		Students can change verb 2 “threw” becomes Verb 3	2
		Students can change verb 2 “destroyed” becomes Verb 3	2
Total score			10

Number of item = 5

Each item is scored = 2

Total score = 10

Skill

Form : Written

Technique : Students make passive voice using 5 verbs provided by teacher

Aspect to be assessed : Grammar

Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Grammar	Students can make passive of simple past tense sentence by using word “grabbed”	2
		Students can make passive of simple past tense sentence by using word “got”	2
		Students can make passive of simple past tense sentence by using word “cut”	2
		Students can make passive of simple past tense sentence by using word “threw”	2
		Students can make passive of simple past tense sentence by using word “destroyed”	2
Total score			10

Number of item = 5

Each item is scored = 2

Total score = 10

3. Third meeting:

Attitude

Form : Performance

Technique : Observe students' activities
in the learning process

Aspect to be assessed : Honesty and discipline

Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Honesty	Students do not cheat during the lesson	1
		Students cheat during the lesson	0
2.	Discipline	Students collect the assignments on time	1
		Students do not collect the assignments on time	0

Knowledge

Form : Written

Technique : Students change active into
passive sentences

Aspect to be assessed : Grammar

Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Grammar	Students can change "a postman sent a letter to my house" into passive sentence	2

	Students can change “A hurricane destroyed the small fishing village” into passive sentence	2
	Students can change “Rara returned the book to the library” into passive sentence	2
	Students can change “The girls played handball in my house” into passive sentence	2
	Students can change “Rio invited his friends to his party” into passive sentence	2
Total score		10

Number of item = 5
Each item is scored = 2
Total score = 10

Skill

Form : Written

Technique : Students make 5 passive voice sentences by their own words

Aspect to be assessed : Grammar

Scoring rubric :

No.	Aspect to be assessed	Indicators	Score
1.	Grammar	Students can make passive of simple past tense	2

		sentence by their own words	
		Students can make passive of simple past tense sentence by their own words	2
		Students can make passive of simple past tense sentence by their own words”	2
		Students can make passive of simple past tense sentence by their own words	2
		Students can make passive of simple past tense sentence by their own words	2
Total score			10

Number of item = 5

Each item is scored = 2

Total score = 10

Semarang, 18 August 2017

The English Teacher

The Researcher



Mualifah, S. Pd

Umuntiatu Sholechah

Appendix 20

Students' Result in Tryout Test

Name : Hidayah Nur Fitriah
Class : X IPA
No. Absent : 12

Theme : Passive voice
Tense : Simple past tense
Text : Recount text

INSTRUCTION: Change the active sentences underlined into passive sentences!

Went Camping

Last Sunday, my friends and I went camping on the mountain. We went to Palutungan, Kuningan. We chose Palutungan because it was not too far from our home. We brought cooking utensils and the food from home.

On the first day, we sat up the tent on the camping area. The air was so fresh there. Then, we cooked the food for the lunch. The first night of our camping, the air was so cold so, we made a campfire. Then, we sang songs together. We used sleeping bag when we slept.

On the second day, we packed everything. We cleaned the area. We took photos together and then went home happily.

- * Palutungan was chosen by us ✓
- * Cooking utensils (was) brought by us ✓
- * The tent was set up by us ✓
- * The food was cooked by us ✓
- * a ~~campfire~~ campfire was made by us ✓
- * songs were used sung by us together ✓
- * Sleeping bag was used by us ✓
- * ~~Everything~~ were packed by us ✓
- * the area were cleaned by us ✓
- * Photos were taken by us ✓

60

Name : Hidayah Nur Hikmah

Class : X IPA

No. Absent : 12

Theme : Passive voice

Tense : Simple past tense

Text : Recount text

INSTRUCTION: Make passive sentences based on the verbs underlined by your own words!

Stomachache

I loved spicy foods so much. I ate them for my breakfast, lunch, dinner, and snacks.

Until one week, my mother cooked meatballs for the party to night. She bought me it to my lunch. I put too many spoons of sambal into it. On the next day and I got diarrhea. I checked my condition in the hospital but my mom asked me to let my food out one more time. I chose to do what my mom suggested.

My parents were worry and they made me promise myself not to eat anymore crazy amount of spicy food.

- * My cat was loved by my mom ✓
- * a plate of rice was eaten by me ✓
- * a noodle was cooked by mom ✓
- * bag was brought by me ✓
- * Sambal was put by me ✓
- * Money was got by me ✓
- * my condition was checked by doctor ✓
- * bread ~~was~~ asked my sister ✓
- * T-shirt were ~~chosen~~ chosen by him ✓
- * a juice was made by me ✓

80

Name : M. Eggy Pratana Dzulfitriar
Class : X IPA
No. Absent : 15

Theme : Passive voice
Tense : Simple past tense
Text : Recount text

INSTRUCTION: Change the active sentences underlined into passive sentences!

Went Camping

Last Sunday, my friends and I went camping on the mountain. We went to Patulungan, Kuningan. We chose Patulungan because it was not too far from our home. We brought cooking utensils and the food from home.

On the first day, we sat up the tent on the camping area. The air was so fresh there. Then, we cooked the food for the lunch. The first night of our camping, the air was so cold so, we made a campfire. Then, we sang songs together. We used sleeping bag when we slept.

On the second day, we packed everything. We cleaned the area. We took photos together and then went home happily.

Answer :

- Patulungan was chosen by us ✓
- Cooking utensils were brought by us ✓
- The tent was sat up by us ✓
- The food was cooked by us ✓
- a ~~campfire~~ campfire was made by us ✓
- songs were sang by us ✓
- Sleeping bag was used by us ✓
- Everything was packed by us ✓
- The area were cleaned by us ✓
- Photos were took by us ✓

70

Name : M. Eggy Pradana Dzulfitriar
Class : X IPA
No. Absent : 15

Theme : Passive voice
Tense : Simple past tense
Text : Recount text

INSTRUCTION: Make passive sentences based on the verbs underlined by your own words!

Stomachache

I loved spicy foods so much. I ate them for my breakfast, lunch, dinner, and snacks.

Until one week, my mother cooked meatballs for the party to night. She bought me it to my lunch. I put too many spoons of sambal into it. On the next day and I got diarrhea. I checked my condition in the hospital but my mom asked me to let my food out one more time. I chose to do what my mom suggested.

My parents were worry and they made me promise myself not to eat anymore crazy amount of spicy food.

Answer :

- She ^{loved} loved by me
- Tomato was eaten by me ✓
- Carrot was cooked by Nafis ✓
- Pen was brought by me ✓
- Spoon ^{were} were put by me
- Books were got by Syaiful ✓
- My hand was checked by doctor ✓
- My bag was asked by Lala ✓
- Class was chosen by student ✓
- Foods were made by chef. ✓

80

Appendix 21

Students' Result in Pre-test (Experimental Class)

Name : Dimas Danang

Class : IX A

No. Absent : 5

Theme : Passive voice
Tense : Simple past tense
Text : Recount text

INSTRUCTION: Change the active sentences underlined into passive sentences!

Went Camping

Last Sunday, my friends and I went camping on the mountain. We went to Palutungan, Kuningan. We chose Palutungan because it was not too far from our home. We brought cooking utensils and the food from home.

On the first day, we sat up the tent on the camping area. The air was so fresh there. Then, we cooked the food for the lunch. The first night of our camping, the air was so cold so, we made a campfire. Then, we sang songs together. We used sleeping bag when we slept.

On the second day, we packed everything. We cleaned the area. We took photos together and then went home happily.

1. Palutungan was chosen by us
2. cooking utensils were brought by us
3. the tent was set up by us
- ✓ 4. the food was cooked by us
- ✓ 5. a campfire was made by us
6. songs together was sung by us
7. sleeping bag was used by us
8. everything were packed by us
- ✓ 9. the area was cleaned by us
10. photos were taken by us

30

Name : Laila Nur Ahadiyah

Class : IX A

No. Absent : 10

Theme : Passive voice
Tense : Simple past tense
Text : Recount text

INSTRUCTION: Change the active sentences underlined into passive sentences!

Went Camping

Last Sunday, my friends and I went camping on the mountain. We went to Palutungan, Kuningan. We chose Palutungan because it was not too far from our home. We brought cooking utensils and the food from home.

On the first day, we sat up the tent on the camping area. The air was so fresh there. Then, we cooked the food for the lunch. The first night of our camping, the air was so cold so, we made a campfire. Then, we sang songs together. We used sleeping bag when we slept.

On the second day, we packed everything. We cleaned the area. We took photos together and then went home happily.

1. palutungan was chose by us
2. cooking utensils were brought by us
3. The tent was sat up by us
4. The foods were cooked by us
5. a campfire was made by us
6. songs were sung us together
7. sleeping bag was used by us
8. everything was packed by us
9. The area was cleaned by us
10. photos were taken by us

70

Appendix 22

Students' Result in Pre-test (Control Class)

Name : M. Syamsul Ma'arif

Class : IX B

No. Absent : 17

Theme : Passive voice
Tense : Simple past tense
Text : Recount text

INSTRUCTION: Change the active sentences underlined into passive sentences!

Went Camping

Last Sunday, my friends and I went camping on the mountain. We went to Palutungan, Kuningan. We chose Palutungan because it was not too far from our home. We brought cooking utensils and the food from home.

On the first day, we sat up the tent on the camping area. The air was so fresh there. Then, we cooked the food for the lunch. The first night of our camping, the air was so cold so, we made a campfire. Then, we sang songs together. We used sleeping bag when we slept.

On the second day, we packed everything. We cleaned the area. We took photos together and then went home happily.

1. Palutungan was ~~was~~ chosen by us ✓
2. Cooking utensils were brought by us ✓
3. The tent was set up by us ✓
4. the food was cooked by us ✓
5. a campfire was made by us ✓
6. songs were sung by us together ✓
7. bag was used by us ✓
8. Everything was packed by us ✓
9. The area was cleaned by us ✓
10. Photos was taken by us ✓

60

Name : Lutfi Nur Amalia

Class : 14 / IX B

No. Absent :

Theme : Passive voice
Tense : Simple past tense
Text : Recount text

INSTRUCTION: Change the active sentences underlined into passive sentences!

Went Camping

Last Sunday, my friends and I went camping on the mountain. We went to Palutungan, Kuningan. We chose Palutungan because it was not too far from our home. We brought cooking utensils and the food from home.

On the first day, we sat up the tent on the camping area. The air was so fresh there. Then, we cooked the food for the lunch. The first night of our camping, the air was so cold so, we made a campfire. Then, we sang songs together. We used sleeping bag when we slept.

On the second day, we packed everything. We cleaned the area. We took photos together and then went home happily.

1. Palutungan was chosen by us
2. Cooking utensils was brought.
- ✓ 3. The tent was sat up by us.
- ✓ 4. The food was cooked by us
5. A campfire was made by us
- ✓ 6. Songs were sang by us together
- ✓ 7. Sleeping bag was ~~packed~~ ^{used} by us.
8. Everything were ~~was~~ packed by us
- ✓ 9. The area cleaned by us
- ✓ 10. Photos were taken by us

60

Appendix 23

Students' Result in Post-test (Experimental Class)

Name : Dimas Daning

Class : IX A

No. Absent : 5

Theme : Passive voice
Tense : Simple past tense
Text : Recount text

INSTRUCTION: Make passive sentences based on the verbs underlined by your own words!

Stomachache

I loved spicy foods so much. I ate them for my breakfast, lunch, dinner, and snacks.

Until one week, my mother cooked meatballs for the party to night. She bought me it to my lunch. I put too many spoons of sambal into it. On the next day and I got diarrhea. I checked my condition in the hospital but my mom asked me to let my food out one more time. I chose to do what my mom suggested.

My parents were worry and they made me promise myself not to eat anymore crazy amount of spicy food.

1. Bear loved by me
- ✓ 2. rice was eaten by me
- ✓ 3. noodle was cooked by mom
- ✓ 4. bag was brought by me
- ✓ 5. pen was poken by me
6. diarrhea got me
- ✓ 7. my bag was checked by Rosa
- ✓ 8. bread was asked by him
- ✓ 9. Kartini was chose by me
- ✓ 10. bread was made by my sister

60

Name : Laila Nur Anadryah
Class : IX A
No. Absent : 10

Theme : Passive voice
Tense : Simple past tense
Text : Recount text

INSTRUCTION: Make passive sentences based on the verbs underlined by your own words!

Stomachache

I loved spicy foods so much. I ate them for my breakfast, lunch, dinner, and snacks.

Until one week, my mother cooked meatballs for the party to night. She bought me it to my lunch. I put too many spoons of sambal into it. On the next day and I got diarrhea. I checked my condition in the hospital but my mom asked me to let my food out one more time. I chose to do what my mom suggested.

My parents were worry and they made me promise myself not to eat anymore crazy amount of spicy food.

1. shoes were loved by my mother ✓
2. apple was eaten by me ✓
3. soup was cooked by my aunty ✓
4. Glasses were bought by my sister ✓
5. pen was put by me ✓
6. stomachache was got by me ✓
7. my bag was checked by teacher ✓
8. my mom ^{to}asked by me
9. Lisa was chosen by teacher ✓
10. Coffe was made by father ✓

90

Appendix 24

Students' Result in Post-test (control Class)

Name : M. Syamsul Ma'arif

Class : IX B

No. Absent : 17

Theme : Passive voice

Tense : Simple past tense

Text : Recount text

INSTRUCTION: Make passive sentences based on the verbs underlined by your own words!

Stomachache

I loved spicy foods so much. I ate them for my breakfast, lunch, dinner, and snacks.

Until one week, my mother cooked meatballs for the party to night. She bought me it to my lunch. I put too many spoons of sambal into it. On the next day and I got diarrhea. I checked my condition in the hospital but my mom asked me to let my food out one more time. I chose to do what my mom suggested.

My parents were worry and they made me promise myself not to eat anymore crazy amount of spicy food.

1. I was loved ✓
2. Bread was eaten by me ✓
3. Soup was cooked my mom ✓
4. TV was brought by father ✓
5. Cake was puten by him ✓
6. Money was got by you ✓
7. Para was checked ✓
8. My bag were asked by mother ✓
9. Latif was chosen ✓
10. Moodle was made by me ✓

80

Name : Lutfi Nur Amalia
Class : IX B
No. Absent : 14

Theme : Passive voice
Tense : Simple past tense
Text : Recount text

INSTRUCTION: Make passive sentences based on the verbs underlined by your own words!

Stomachache

I ate spicy foods so much. I ate them for my breakfast, lunch, dinner, and snacks.

Until one week, my mother cooked meatballs for the party to night. She bought me it to my lunch. I put too many spoons of sambal into it. On the next day and I got diarrhea. I checked my condition in the hospital but my mom asked me to let my food out one more time. I chose to do what my mom suggested.

My parents were worry and they made me promise myself not to eat anymore crazy amount of spicy food.

- ✓ 1. Roni was loved by Rona
- ✓ 2. Orange was eaten by Zahra
- ✓ 3. Soup was cooked by me.
- ✓ 4. Shoes were brought by me.
- ✓ 5. Books were put by students
- ✓ 6. Cat was got by Dika.
- ✓ 7. I were checked by doctor
- ✓ 8. Bag was asked by teacher
- ✓ 9. I was chosen by him
- ✓ 10. Soup was made by mother

90

Appendix 25

Documentation

Teacher gives the treatment by using inductive instruction to teach passive voice simple past tense in the Experimental class



Teacher gives the treatment without using inductive instruction to teach passive voice simple past tense in the control class



Pre and Post Test in the Experimental class



Pre and Post Test in the control class





KEMENTERIAN AGAMA R.I.
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 18 Agustus 2017

Nomor: B.3265/Un.10.3/D.1/TL.00./8/2017

Lamp :-

Hal : **Mohon Izin Riset**

a.n : Umuntiatu Sholechah

NIM : 133411011

Kepada Yth.

**Kepala Sekolah MTs Darul Hikmah
Di Jepara**

Assalamu'alaikum Wr,Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama : Umuntiatu Sholechah

NIM : 133411011

Alamat : Desa Menganti rt 01 rw 01, Kecamatan Kedung, Kabupaten Jepura

Judul Skripsi : **USING INDUCTIVE INSTRUCTION TO TEACH PASSIVE VOICE
OF THE SIMPLE PAST TENSE**

Pembimbing : Siti Tarwiyah, SS., M. Hum

Mahasiswa tersebut membutuhkan data-data dengan tema/ judul skripsi yang sedang disusun, oleh karena itu kami mohon mahasiswa tersebut diizinkan melaksanakan riset selama 1 bulan, pada tanggal 28 Agustus sampai dengan 28 September 2017.

Demikian atas perhatian kerja sama Bapak/Ibu/Sdr. Disampaikan terimakasih.

Wassalamu'alaikum Wr,Wb.



Bidang Akademik

J. Fatah Syukur, M.Ag

NIP. 19681212 199403 1003

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



**YAYASAN DARUL HIKMAH MENGANTI
"MADRASAH TSANAWIYAH"**

Jl. Kedung-Jepara KM. 07, Menganti, Jepara, Jawa Tengah
Kode Pos (59463)

E-mail : mtsdarulhikmahmenganti@yahoo.co.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Darul Hikmah Menganti Kedung Jepara, menerangkan dengan sesungguhnya bahwa:

Nama : Umuntatus Sholechah
NIM : 133411011
Nama Perguruan : UIN Walisongo Semarang
Fakultas/Jurusan : Ilmu Tarbiyah dan Keguruan / PBI

Mahasiswa tersebut telah melakukan penelitian di MTs Darul Hikmah Menganti Kedung Jepara selama 30 hari terhitung sejak tanggal 28 Agustus 2017 sampai 28 September 2017 dengan judul penelitian "USING INDUCTIVE INSTRUCTION TO TEACH PASSIVE VOICE OF THE SIMPLE PAST TENSE (An Experimental Study at the Ninth Grade of MTs Darul Hikmah Jepara in the Academic Year of 2017/2018)"

Selama melakukan penelitian mahasiswa tersebut tidak merugikan pihak MTs Darul Hikmah Menganti Kedung Jepara dan bertindak baik.

Demikian surat keterangan ini dibuat agar dipergunakan sebagaimana mestinya. Kemudian kepada yang berkepentingan harap maklum.

Jepara, 01 Oktober 2017

Kepala MTs Darul Hikmah



...ain, S.Ag.



**LABORATORIUM MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG**

Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt.3) ☎ 7601295 Fax. 7615387 Semarang 50182

PENELITI : Umuntiatius Sholechah
NIM : 133411011
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : USING INDUCTIVE INSTRUCTION TO TEACH PASSIVE VOICE OF THE SIMPLE PAST TENSE

HIPOTESIS :

a. Hipotesis Varians :

H_0 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

H_1 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

b. Hipotesis Rata-rata :

H_0 : Rata-rata hasil belajar siswa kelas eksperimen \leq kontrol.

H_1 : Rata-rata hasil belajar siswa kelas eksperimen $>$ kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

H_0 DITERIMA, jika nilai hitung $\leq t_{tabel}$

H_0 DITOLAK, jika nilai $t_{hitung} > t_{tabel}$

HASIL DAN ANALISIS DATA :

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
nilai awal	eksp	26	56.9231	25.88733	5.07692
	kontr	26	51.9231	20.00385	3.92308
nilai akhir	eksp	26	78.8462	14.78565	2.89970
	kontr	26	68.4615	12.55143	2.46154



Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai awal	Equal variances assumed	4.602	.037	.779	50	.436	5.00000	6.41605	7.88701	17.88701
	Equal variances not assumed			.779	47.009	.440	5.00000	6.41605	7.90736	17.90736
nilai akhir	Equal variances assumed	2.098	.154	2.730	50	.009	10.38462	3.80361	2.74484	18.02439
	Equal variances not assumed			2.730	48.716	.009	10.38462	3.80361	2.73984	18.02939

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,154. Karena sig. = 0,154 \geq 0,05, kontrol H_0 DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
2. Karena identiknya varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata hasil belajar siswa kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t_{hitung} pada baris pertama (*Equal variances assumed*), yaitu $t_{hitung} = 2,730$.
3. Nilai $t_{tabel} (50;0,05) = 1,671$ (*one tail*). Berarti nilai $t_{hitung} = 2,730 > t_{tabel} = 1,671$ hal ini berarti H_0 DITOLAK, artinya - Rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata hasil belajar siswa kelas kontrol.

Semarang, 3 Januari 2018
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A. Self Identity

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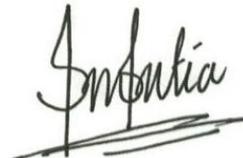
B. Education Background

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