Chapter Two

Literature Review

This chapter discusses three topics. They are literature review, previous studies, and conceptual framework of the research. In literature review, the researcher provides some references that can support the results of this research. They are mastery, active voice and passive voice. Moreover, the researcher discusses three previous studies that are related to this research to provide more information of the topic. At the end of this chapter, conceptual framework concludes all of the literature review.

Mastery

When people are interested in learning or doing something, they will try to master what they learn. Moreover, after people master something, they will show in which level of mastery they are. The mastery will reveal whether the level is good, fair or low. Mastery can be defined as the real ability, or as the understanding symbol of an applied knowledge (Fegueiredo & Ipiranga, 2015). According to Terry, Harb, Hecker, and Wilding (2002), "The expected level of mastery is intimately connected to the types of practices, assessments, and feedbacks associated with a given competency. Once the mastery levels had been defined, each competency was evaluated and assigned an appropriate mastery level" (p.227). Therefore, when people are interested in learning or doing something they will try to master something and evaluate their mastery to know their level.

There are five levels of mastery based on the range of the score from the test (Purwanto, 2009). First, the students who can answer all or most of the questions in the test correctly or a get score in the range of 86 to 100 are in a very good level of mastery. Secondly, the students who are able to get a score in the range of 76-85 are in a good level. The third, the students who are able to get a score in the range of 60-75 are in a fair level. Fourth, the students who are able to get a score in the range of 55-59 have low level of mastery. The last, the students who get score below 54 are categorized the students with very low mastery. The level of mastery categories is summarized in Table 1 based on Purwanto (2009).

Table 1

Level of Mastery Distribution

Scores	Level of Mastery
86-100	Very Good
76-85	Good
60-75	Fair
55-59	Low
Below 54	Very Low

Table 1: Level of Mastery Distribution

Active Voice

The active voice is a type of writing where the doer or agent does the action of the sentence (Writing Explained, 2017). In addition, the active voice is used when people want to make a clear idea and direct expression. On the other hand, passive

voice is used when people have particular conditions that make them use indirect sentences (Toadvine, Brizee, & Angeli, 2017). Therefore, active voice is used to construct a strong thought directly. Below are the examples of the active voice (University of Wisconsin, 2017):

1. <u>The dog</u>   *<u>bit</u>*   <u>the man</u>.
   subject/   verb/   object
   agent   action

2. Researchers earlier *<u>showed</u>* that <u>high stress</u> *can cause* <u>heart attacks</u>.
            verb   subject/   object
                      agent

Passive Voice

According to Azar (1999), "the object of an active verb becomes the subject of the passive verb. The noun that follows by is called the agent. Only transitive verbs are used in the passive"(p. 208). Azar (1999) also defined, "The passive is most frequently used when it is not known or not important to know exactly who performs an action. The by-phrase is included only if it is important to know who performs an action" (p. 211). Moreover, according to Ali (2010) "passive voice is sentence that the subject got an action or verb that in English begin with *by*" (p. 292).

When to use passive voice. There are three conditions when to use passive voice. The first is when the doer or the actor is unknown (Corson & Smollett, 2017). There is a time when the actor in in a sentence is unknown. For example, "The cave paintings of Lascaux were made in the Upper Old Stone Age." In this sentence, people do not know who made the cave painting. Next is when the doer or the actor is not important (English Grammar, 2017). For example, "The rice is grown in India." In this sentence, it is not important to know who plants the rice. The last is when people want to focus their attention on the process or materials rather than on the actor, as in scientific or technical writing (University of Minnesota, 2015). In this matter, people only want to emphasize the action in a sentence in technical writing. For example, "Next, salicylic acid was added to the test tube."

The ways to transform active voice to passive voice. According to Ali (2010) there are three steps to transform active voice to passive voice. First, the active sentences have to have the object and transitive verb. Passive voice is used when the subject or agent or the doer in the active voice is unimportant or unknown. Thus, the important thing in passive voice is the object. Moreover, the verb that can be used in passive voice is past participle. Second, the subject in active voice becomes the object in passive voice and the object in active voice becomes subject in passive voice. In this way, the agent or the doer in active voice is being acted upon in passive voice. The last is the verb in passive voice should be past participle followed By. In this way, by is only used if people want to emphasize the actor.

Forming the passive voice. According to Azar (1999) there are three formulas of forming the passive voice. The first formula is to be + past participle. This form is used for tenses. The example for this formula is provided in Table 2.

Table 2

Examples of Forming Passive Voice with be + past participle

No.	Form in	Active voice	Passive voice
1	*Simple present*	Marry **helps** the boy.	The boy *is **helped*** by Marry.
2	*Present progressive*	Marry *is **helping*** the boy.	The boy *is **being helped*** by Marry.
3	*Present perfect*	Marry **has helped** the boy.	The boy **has been helped** by Marry.
4	*Simple past*	Marry **helped** the boy.	The boy **was helped** by Marry.
5	*Past progressive*	Marry ***was helping*** the boy.	The boy ***was being helped*** by Marry.
6	*Past perfect*	Marry ***had helped*** the boy.	The boy ***had been helped*** by Marry.
7	*Simple future*	Marry ***will help the*** boy.	The boy ***will be helped*** by Marry.
8	*Be going to*	Marry *is **going to help*** the boy.	The boy *is **going to be helped*** by Marry.

No.	Form in	Active voice	Passive voice
	Table 2		
	Examples of Forming Passive Voice with be + past participle		
9	*Future perfect*	Marry **will have helped** the boy.	The boy **will have been helped** by Marry.

Table 2 : Examples of Forming Passive Voice with be + past participle

The second formula is modal + *be* + past participle. This formula uses some modals that combines with *be* and past participle. The modals are *will, can, should, may, had better, ought to, has to and is supposed to.* According to Azar (1999: 218), the examples of modal + be + past participle is presented in Table 3.

Table 3

Examples of Forming Passive Voice with modal + be + past participle

No.		Modal +	be +	past participle	
1	Tom	*will*	*be*	*invited*	to the picnic.
2	The window	*can't*	*be*	*opened*	
3	Children	*should*	*be*	*taught*	to respect their elder.
4		*May I*	*be*	*excused*	from class?
5	This book	*had better*	*be*	*returned*	to the library before Friday.
6	This letter	*ought to*	*be*	*sent*	before June 1st.
7	Marry	*has to*	*be*	*told*	about our change

Table 3					
Examples of Forming Passive Voice with modal + be + past participle					
					in plans.
8	Fred	*is supposed to*	*be*	*told*	about the meeting.

Table 3: Examples of Forming Passive Voice with modal + be + past participle

The last formula is modal + have been + past participle. The modals in this formula are *should, must,* and *ought to.* According to Azar (1999: 218), the examples of the formula are presented in Table 4.

Table 4				
Examples of Forming Passive Voice with modal + have been + past participles				
No		**Modal +**	**have been +**	**past participle**
1	The letter	*should*	*have been*	*sent* last week.
2	This house	*must*	*have been*	*built* over 200 years ago.
3	Jack	*ought to*	*have been*	*invited* to the party.

Table 4: Examples of Forming Passive Voice with modal + have been + past participles

Review of Previous Studies

There are three previous studies related to this research. First, Bintang (2014) managed a research under the title An Analysis of the Second Year Students at SMP

Swasta Muhammadiyah 5 Medan in Using Passive Voice. The aim of this research was to find out how students analyze passive voice is while they were using it. In addition, this research organized a test that consist of multiple questions and essay form as the instrument to gather the data. There were 40 students as the sample of the research. The result of this research showed that there were 85% students who succeeded to answer the test.

The second, Aprilia (2011) organized a research under the title Students' Ability in Identifying Passive Voice in Reading Text at the Second Year of SMAN 3 Teluk Kuantan. This research aimed to investigate the students' ability in identifying passive voice in reading text and find the factors that caused it. There were 40 students as the sample for this research. Moreover, to collect the data, test and interview were used in this research. The result of this research showed 55.8 as the mean of the students' level on ability to identify the passive voice which means their range levels were poor to average.

The last study is a research by Rahmawaty (2013). The title of the research is An Error Analysis on the Use of "to be" and Verb in Passive Voice Among the Seventh Grade Students at SMPN 22 Purworejo in the Academic of Year 2012/2013. The aim of the research was to discover an error analysis on the use of "to be" and verb in passive voice among the seventh grade students of SMPN 22 Purworejo in academic year 2012/2013. 64 students were selected as the sample for this research. To collect the data, a test was managed for this research. The research showed

54.68% students got insufficient level which means they did not master the passive voice.

These three previous studies have the similarities and differences with this research. First, the similarities of these three studies with this current research are discussing about grammar especially passive voice and giving test as the instrument. However, the differences of these three previous studies lie on the participants and the purposes of doing the research. These three previous studies take the middle and high school students as the participants. On the other hand, this research takes under graduate students as the participants. Moreover, the purposes of these three studies are to investigate the students' ability in identifying passive voice, and to discover the error that students make in passive voice. This current research aimed to find out the students' mastery on passive voice whether they are in categories very good, good, fair, low or very low. These three previous studies contribute to this research to give more detailed informations about passive voice.

Conceptual Framework

From the literature reviews and previous studies, the researcher concludes that students' mastery level on passive voice are students' skill or knowledge on practices, assessments, and feedbacks associated with a given competency related to passive voice. In order to know the students' mastery on passive voice at EED of UMY, the researcher used simple present, simple past, modal with "be" and modal with "have been" to restrict the research. The summarized of conceptual framework of this research provides in Figure 1.
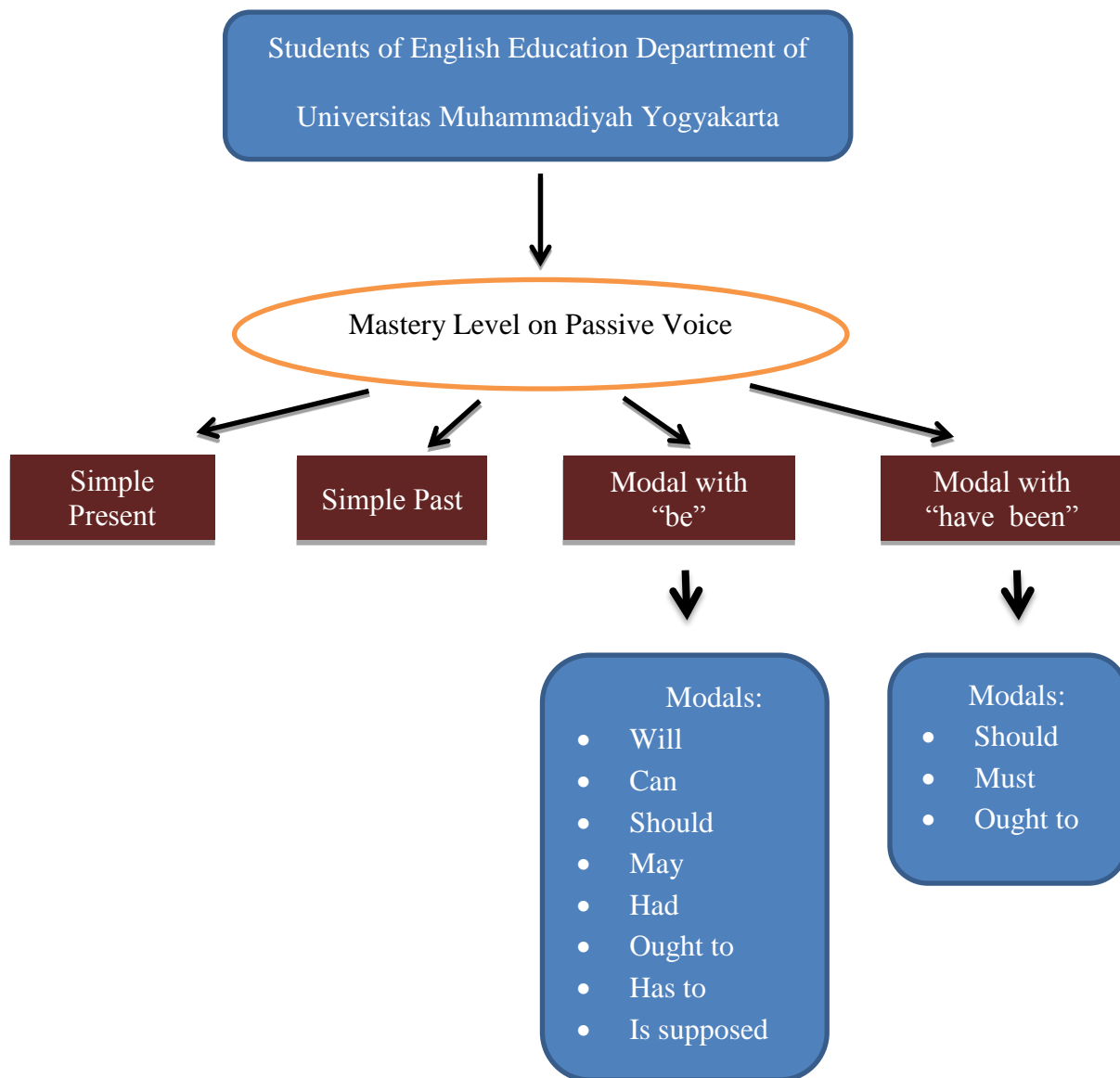
Figure 1. Conceptual Framework of Students' of EED of UMY Mastery Level on Passive Voice