

Chapter One

Introduction

In this chapter, the researcher introduces some problems to show the background of the research. This chapter also covers the statement and limitation of the problem, research question, the purpose of the research and significances of the research. At the end of this chapter, the researcher provides the outline of the research.

Background

Delivering an idea correctly through a sentence is important, whether it is in a written or spoken form. According to Sideny and Greenbaum (2002), "A sentence is a group of words that express a complete thought." Sentences are divided into three. They are sentences based on their structure, subject or voice, and function or mood. Based on their structures, sentences are divided into simple, compound, complex, and complex-compound (Nadia, 2014). Moreover, based on their function, sentences are divided into declarative, interrogative, imperative, and exclamatory (Brinton, 2000). Based on their subjects, sentences are divided into two. They are active voice and passive voice. According to Benner (2015) if "the subject does or 'acts upon' the verb in such sentences, the sentences are said to be in the active voice" and when "the subject is being 'acted upon' (or is *passive*), such sentences are said to be in the passive voice." Therefore, to deliver an idea, people need to understand the sentences to avoid the bias of the meaning or idea.

As explained before, one of the kinds of sentences based on the subject is passive voice. Passive voice is used when the action in a sentence is more important to know than the actor or doer. Moreover, it is also important to understand the use of action in a sentence to avoid the bias of the ideas delivered, so that it is important to understand the action on a sentence while using a passive voice. Therefore, passive voice is important in teaching learning especially in English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY). It is also important to know the students' English Education Department mastery on passive voice because they are going to be a teacher that should deliver the knowledge without mistake.

As the students at English Education Department of Universitas Muhammadiyah Yogyakarta, they have already learned about passive voice on *Capita Selecta* on Grammar subject. The exercises and the assessments were given to the students after they learned about passive voice. However, in the real usage, there were many students who did not really understand about passive voice. It can be proved by the lecturer complaining about there were so many students who could not differentiate between the active and passive voice when checking their writing and speaking. In addition, the researcher also often made mistakes while converting the active voice to passive voice. Therefore, based on the issues above, the researcher was interested in conducting a research on the EED's passive voice mastery as the topic of the research.

Statement of the Problem

Understanding sentences is important for EED of UMY students in a written and spoken form. One of the important things in writing and speaking is identifying the sentence based on the subject or voice of the sentences. However, the students at EED of UMY still lack on mastery of passive voice. Some lecturers complained that there are many students at EED of UMY who made mistakes while using passive voice. For example, they made mistakes on differentiating the active and passive voice. Moreover, the students also lack of the ability in converting the active voice to passive voice. Additionally, they also find it difficult to make passive voice sentence whether it is based on the tenses, modal or passive voice with *get*. The researcher also found another problem on the students' understanding on passive voice by interviewing the lecturers who taught passive voice. Therefore, seeing the students at EED of UMY lack of passive voice, the researcher thought that it is important to find out the EED of UMY Students' Mastery Level in Passive Voice.

The Limitation of the problem

To avoid the bias of the research and considering the limitation time on conducting the data, the researcher limits the problem of the research to focus on the EED of UMY students' mastery in intermediate level in passive voice. The reason why the researcher used intermediate level is because the students at EED of UMY have already learned and got assessment about passive voice. Thus, as the students at EED of UMY at least they have to comprehend the intermediate level. Additionally, due to the limitation of time to conduct the research, because there are many formulas

on passive voice such as based on tenses, modal and get, the researcher used the tenses of simple past and present, modal with *be* and modal with *have been* to limit the problem. The reason why the researcher choose the simple present, simple past, modal with “*be*” and modal with *have been* is because they are commonly used in passive voice (Azar, 1999).

Research Questions

Based on the students’ difficulties to differentiate or to use the active and passive voice at EED of UMY, the researcher formulates a research question. The research question is how is the EED of UMY students’ mastery on passive voice?

Purpose of the Research

After formulating the research question, the researcher investigated the EED of UMY students’ mastery on passive voice.

Significance of the Research

This research is expected to give valuable data and information for the following subjects:

Students. From this research, the students will get detailed information of the level of EED students’ understanding on passive voice. As the result reveals the students’ average mastery of passive voice, they can be more aware of how they will use passive voice. In addition, they can put effort or find ways or strategy to develop their understanding on passive voice.

Lecturers. The lecturers will know how their students' understanding level on passive voice is, so they can emphasize the learning focus on passive voice more. They can use suitable materials and strategies to support the students in mastering passive voice.

The other researchers. The other researchers will get information on EED of UMY students' understanding on passive voice. The other researchers also can use the result of this study as comparison and reference for further research about passive voice mastery.

Outline of the Research

This research consists of five chapters. Chapter one is introduction that consists of the background of the research that reveals the researcher's reason to choose the students' mastery in passive voice at EED of UMY as the topic. The researcher states the problem that the researcher wanted to investigate in the statement of the problem of the research and limits the problem of the research in the limitation of the problem to specify the research. Moreover, the researcher presents research question and states the objective of the research in the purpose of the research. The researcher states the values of the research in the significance of the research, and gives a brief description of the research in the outline of the research.

Chapter two covers the literature review related to mastery, active voice and passive voice. Review of previous studies discusses the previous studies related to the

mastery of passive voice and concludes the literature that the researcher read about passive voice in the conceptual framework.

Chapter three is methodology that discusses the quantitative research as the design and EED of UMY students as the participants of the research in the population and sample. A grammar test was used to gather the data. In addition, in the setting of the research, the researcher discusses where the research occurred, and in the data collection procedure, the researcher explains the way of taking the data. In data analysis, the researcher discusses how to analyze the data and the validity of the instrument of the research.

Chapter four reveals the results of the research, and discusses the data. The data of the test is presented to support the results. The discussion of the results is presented to explain the meaning of the data.

The last, chapter five provides the conclusion and recommendation of the research. The researcher concludes the results of the research. Additionally, the researcher provides some recommendations for the students, lecturers and other researcher based on the research.