CHAPTER II
REVIEW OF LITERATURE

2.1 Passive Voice

2.1.1 Definition of Passive Voice

Passive voice is a voice that indicates the subjects as the patient or receipt of the action denoted by the verb. To create this, the passive voice is used if the thing receiving the action is put as the subject of the sentences.

The passive voice occurs in both English spoken and written English. It is used very frequently in technical writing.” Most verbs that take object can be used in passive voice, the primary focus is on the subject (the agent or doer of the action)”.

Passive verb-form are made with the different tenses of tobe, followed by a past participle.” The tense, the rules for their use are the same as for active verb-forms”. It is in line with the statement of Betty Azhar who says that “by phrase” is used in passive sentence when it is important to know who forms an action. And usually there is no “by phrase” when it is not important to know who performs action.

2.1.2 The Characteristics of Passive Voice

Passive sentence has some characteristic. The characteristics of passive voice are:

a. The object in active sentence will be the subject in passive sentence by using “by”.
Example: Sintia sold he computer (active)

The computer was sold by Sintia

According to Azar (1981: 125) a passiv verb is followed with a “by phrase” only if it is important to know who performs an action. Usually the “by phrase” is omitted from a passive sentence. The passive is most frequently used when it is not known or not important to know exactly who performs an action.

b. The use of “be + Past Partciple (transitive verb)”.

Students will recognize passive sentence if they find “be+Past Partciple” in a sentence. “Be” that is used can be in present (is, am, are), past (was, were), perfect (has been, have been, had been) and future (will be, shall be). “be” can also used in progresive (am being, is being, are being, was being, were being).

c. Modal auxiliary + be + Past Partciple

If the active sentence does not have form of “be”, but it has modals, we can add “be” after modals to construct passive sentence.

d. Direct and Indirect Object

Sometimes there are two objecta in a sentence. Alter (1991: 219) they are the direct object and indirect object. In this case the passive sentence can be formed as follows.
Example: He gives the women some money

Indirect  Direct

The woman is given some money by him (Active)

Some money is given to the women by him (Passive)

Meanwhile, Milada Broukal and Ingrid Wisniewska make rules informing passive voice in their book, “Grammar from and Function”. They are:

a. To form the passive voice, we change the object of an active voice sentence into the subject of a passive voice one. The subject of active sentence can become the agent in a passive sentence. The agent tells who or what did the action in a passive sentence. It is introduced by the preposition “by”.

Table 2.1

<table>
<thead>
<tr>
<th>FORM</th>
<th>SUBJECT</th>
<th>VERB</th>
<th>OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>The pilot</td>
<td>Vlew</td>
<td>The airplane</td>
</tr>
<tr>
<td>Passive</td>
<td>The airplane</td>
<td>Was flown</td>
<td>By the pilot</td>
</tr>
</tbody>
</table>

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

Table 2.2

Passive Voice verb be + Past Participle

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>BE</th>
<th>OTHER</th>
<th>PAST</th>
<th>OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>AUXILIARY</td>
<td>PARTICIPLE</td>
<td></td>
</tr>
</tbody>
</table>
The great wall was built by the Chinese.

We use the Passive Voice in the following tenses. Note that the form of be is in the same tense of the active verb.

**Table 2.3**

**Passive Voice in Tenses**

<table>
<thead>
<tr>
<th>TENSE</th>
<th>ACTIVE</th>
<th>PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present</td>
<td>He washes the car</td>
<td>The car is washed by him</td>
</tr>
<tr>
<td>Present Progressive</td>
<td>He is washing the car</td>
<td>The car is being washed by him</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>He was washed the car</td>
<td>The car has been washed by him</td>
</tr>
<tr>
<td>Simple Past</td>
<td>He washed the car</td>
<td>The car was washed by him</td>
</tr>
<tr>
<td>Past Progressive</td>
<td>He was washing the car</td>
<td>The car was being washed by him</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>He had washed the car</td>
<td>The car had been washed by him</td>
</tr>
<tr>
<td>Future with Will</td>
<td>He will wash the car</td>
<td>The car will be washed by him</td>
</tr>
<tr>
<td>Future with Be Going to</td>
<td>He is going to wash the car</td>
<td>The car is going to be washed</td>
</tr>
<tr>
<td>Future Perfect</td>
<td>He will have washed</td>
<td>The car will have been</td>
</tr>
</tbody>
</table>
We do not use the passive voice with some tenses because they sound awkward. These tense are the present perfect progressive, the future progresssive, the past progressive, and the future perfect progressive.

Object pronoun (me,him,her,etc) in active voice become subject pronouns (i, he, she, etc) in the passive voice.

**Table 2.4**

**Object and Pronouns in Passive Voice**

<table>
<thead>
<tr>
<th>Active Sentences</th>
<th>Passive Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
</tr>
<tr>
<td>Thousand of People</td>
<td>Elected</td>
</tr>
<tr>
<td>The chinese</td>
<td>Built</td>
</tr>
</tbody>
</table>

**2.2 Learning**

Mostly people want to learn something because there is a self-interest for learning. According to Frandsen (1957) in Istiana (2014) says, “The reason of the person learns because there are encouragement or nature curious and want to investigate the wider world, the nature of the creative people and the desire to always go forward, the desire to gain sympathy, the desire to fix failure with doing new
effort, the desire to get a sense of security, and the appearance of reward and punishment as the end in learning process.”

Schmeck (1988 : 3) mentions there are much definition of learning:

- From the experiential (or phenomenological) perspective, learning is defined by individuals engaged in learning. The learners (students) describe their experience of events involved in learning, learning can categorized in several different ways, that is, everyone’s experience of learning is not the same. One learner might describe learning as the literal retention of knowledge often achieved through repetition and recitation, while another might describe it as an interpretative process aimed at understanding reality.

- From the perspective when studying learning is behavioral. That means learning is an observable change in a person’s reaction to an equally observable stimulus situation. The change in reaction (i.e., in behavior) is traditionally said to be relatively permanent once it has been learned. In any educational setting, we expect student’s reactions to test events (e.g., examinations, essays, recitations) to change as a result of educational experiences.

- From the neurological perspective, learning is the process whereby the nervous system is transformed by its own activity. It is the ‘tracks’ left behind by thoughts, that is, neural activity changes the neurons that are active and that change is the structural basis of learning. The change occurs as a direct result of the neural activity itself, that is, as a direct result of processing information.

knowledge, skills, habits and attitudes. Gagne also tells that learning is behavior through experiencing. Learning is about a process, an activity, not a result or purposes.

Winkel (2002) in Susanto (2013) says, “Belajar adalah suatu aktivitas mental yang berlangsung dalam interaksi aktif antara seseorang dengan lingkungan, dan menghasilkan perubahan-perubahan dalam pengetahuan, pemahaman, keterampilan dan nilai sikap yang bersifat relative konstan dan berbeka.” From that, we know that learning is something will be effect to our cognition and can change our skills and attitudes, we can be capable to apply what material we have learned in our daily life and we remembered that for a long time.

Educators should consider the development of the whole person as one of legitimate purposes of education. It stored and referenced more effectively by embedding them in the overall conceptual framework of the student rather than simply repeating the materials to learners until they are memorized or might just give them the materials and ask them to memorize it. Actually, we need simple repetition deceptively rewarding since something observable is accomplished, but what is accomplished might, in reality, contribute very little to the overall development of the individual. As a whole, Schmeck (1988 : 5) said that the definition of learning is integration of mental contents and functions to promote versatility and formation of individuality and personal identity that doing deliberate and consciously to gain a concept, understanding or new knowledge so that might the person has a change of consistent attitude include thinking, sensing and acting.
2.3 GRAMMAR

2.3.1 A Brief Description of Grammar

Grammar in this study is related to English teaching. Grammar in the area of English teaching is still different among different people and especially among people of different beliefs forward the teaching itself.

In the context of education in the learning and teaching of foreign language, grammar is usually considered one of the language components beside the vocabulary and sound system which student should acquire. Knowing grammar means understanding what the text means correctly. The experts Stewart and Vailette point that “The word of grammar meant the sort of thing they learned in English class or in other language classes, when they were taught about the subject and predicates and part of speech...” The statement indicates that the students were taught about the rules of target language in school. They learned about it because the teacher aware that as foreign language learned, students should know about the language rules that native speaker use a communication tool. Students commonly do not realize that when they express themselves through writing or speaking, what they write or speak have its pattern and they keep subconsciously applying the patterns in their communication.

Grammar gives language users the control of expression and communication in everyday life. Grammar deals with the form of sentences and smaller units such as clauses, phrases, and words.

According to Radford “Grammar is traditionally subdivided into two different but interrelated areas of study morphology and syntax. Morphology is the study of how words are formed out of smaller units (called morphemes). And syntax is the...
study of the way in which phrases and sentences are structured out of words. In learning grammar means learning of morphology and syntax because of them are the components of language.

Grammar is the system of rules in our heads. It means that the study of grammar a lifetime of “knowing” how to produce sentence. This subconscious system of rules is your “language competence”. It is important to recognize that these internalized rules vary from one language, the subject matter of books like this one, which identify in an objective way form and structure, the syntax of the sentence. Grammar is the social implications of usage, sometimes called “Linguistic Etiquette”.

2.3.2 Types of Grammar

2.3.2.1 Mental Grammar

Mental grammar is about grammar in our mind, which consist of academic grammar and grammatical conversations. In other word, it is about the rule that involves all sentences, phrases and the mind of speaker which is applied in our daily conversations. Furthermore, language is produced by left hemisphere in our brain. So when the left hemisphere is damaged, the speaker cannot perform language well.

2.3.2.2 Descriptive Grammar

Descriptive grammar is a set of rules about language based on how actually used. In descriptive grammar there is no right or wrong language. A descriptive grammar looks at the way a language is actually used by its speakers and then attempts to analyze it and formulated rules about the structure. Descriptive grammar
dose not deal with what is good or bad language use; forms and structure that might not be used by speakers of Standart English would be regarded as valid as included.

2.3.2.3 Linguistic Etiquette

Linguistic Etiquette is identification of the proper or best structure to be used in language.

2.3.2.4 Traditional Grammar

Traditional grammar involves the analysis study of the structure found in a language. The structuralist recognize the importance of describing language on its own terms. Instead of assuming that English words could fit into the traditional eight word groups of Latin, the structuralist examined sentence objectively, paying particular attention to how words change in sound and spelling (their form) and how they are used in sentences (their function). Another important feature of structuralism, which came to be called “new grammar”, its emphasis on the systematic nature of English.

2.3.2.5 Transformational Grammar

Unlike the structuralist, whose goal was to examine the sentence we actually speak and to describe their systematic nature, the transformationalist wanted to unlock the secret language; to build a model that would produce all of the grammatical- and no grammatical-sentences. The transformationalist are trying to describe the program. The several important concepts of transformational grammar are: first, the recognition that basic sentence can be transformed into variety of forms, depending on intent or emphasis, while retaining its essential meaning; for example, questions and exclamations and passive sentence. Another major adoption
from transformational grammar is the description of our system for explaining the verb

Grammar still an important component in English no matter how many expert classified it into several types. In conclusion, the most important thing in learning language is the learners have to know the language structure as well as possible in order to increase their ability in using the target.

2.3.3. Definition of Mastery

The Oxford English Dictionary defines mastery as “comprehensive or skill a particular subject or activity”. In other words, mastery a construct that cannot be observed directly but can be inferred from observable performance on a set of items or tasks related to a particular concept, skill, or subject.

2.3.4 Grammatical Mastery

This grammatical mastery covers a lot of aspects, such as about the arrangement of words, tense, phrases, clauses, sentences, etc. Putting all those aspects into this research seems to be impossible because they are very complex and complicated. Its because of the limited time and ability of the writer.

To make practical, tenses that involved in this research are those that have taught by their teachers at school, either in active or passive voice form.

Those sentences are:
1. The Simple Present Tense
2. The Future Tense
2.3 Product Moment Method

2.4.1 Definition of Correlation

In some studies, sometimes we need to know how the relationship between objects we observe with other objects. To know the relationship, can be done correlation analysis. In general, the correlation comes from two words, namely "Co-" and "Relation". The word "Co-" denotes the same joint, join, pair, or degree. And "relation" denotes relation, impact or relationship. So in general, the definition of correlation according to the use of statistics is a method to determine the relationship between the factors or variables observed. The use of correlation is often known as a method to see the strength, direction, and magnitude of relationships between variables, and know whether or not the relationship between variables.

The most basic method used to determine the relationship between variables is a simple linear correlation or Pearson product moment correlation. Simple linear correlation is a correlation method used to measure the direction and strength of the relationship of two variables.

2.4.2 Definition of Product Moment Method (Pearson Correlation)

Pearson correlation is commonly used to determine the relationship of two variables. Correlation with Pearson requires data to be normally distributed. Correlation analysis is used to explain the strength and direction of the relationship between two variables. The correlation numbers ranges from -1 to
+1. The closer to 1 the correlation is nearer perfect. While the negative and positive values indicate the direction of the relationship.

If the correlation coefficient is positive (+), then:

- If the variable value is increased, it will increase the value of the other variable
- If the value of the variable is lowered, it will decrease the value of the other variable

If the correlation coefficient is negative (-), then:

- If the variable value is increased, it will decrease the value of the other variable
- If the variable value is lowered, it will increase the value of the other variable

The formula of simple linear correlation or pearson product moment correlation is defined as follows:

\[ r_{xy} = \frac{N\sum{XY} - (\sum{X})(\sum{Y})}{\sqrt{N\sum{X^2} - (\sum{X})^2} \cdot N\sum{Y^2} - (\sum{Y})^2} \]

\( r \) = Pearson correlation coefficient

\( N \) = Number of sample

\( \sum{XY} \) = The totally of X and Y products

\( \sum{Y} \) = Sum of variable Y

\( \sum{X} \) = Sum of variable X
The correlation coefficient marked positive (+) indicates the direction of the unidirectional relationship, while the negative correlation coefficient (-) indicates the direction of the opposite relationship. In addition, the correlation strength between variables is shown from the range of values on the correlation coefficient, both positive and negative. The following is the correlation strength between variables of certain hoses according to Walpole (2004):

**CORRELATION DIRECTION**

- (A) Positive Correlation
- (B) Negative Correlation
- (C) No correlation

**POWER OF CORRELATION**

- (A) Strong Positive Correlation
- (B) Weak Positive Correlation
- (C) Strong Negative Correlation
- (D) Weak Negative Correlation

Based on the above results show the direction of correlation (left) and correlation power (right) based on scatter plot (scattered plot). The direction of positive correlation (positive correlation) is indicated by a set of dots that form a linear pattern rising to the top right. The direction of the negative correlation (negative correlation) is shown by a collection of dots that form the linear pattern down to the right down. While there is no correlation (indicated by the correlation that forms in addition to the two linear patterns, such as vertical patterns, horizontal patterns, or other patterns. Strong correlation is indicated by a set of points adjacent
to each other, while the weak correlation is represented by a set of points that are far from each other.

The bivariate Pearson correlation indicates the following:

- Whether a statistically significant linear relationship exists between two continuous variables
- The strength of a linear relationship (i.e., how close the relationship is to being a perfectly straight line)
- The direction of a linear relationship (increasing or decreasing)

Your data must meet the following requirements:

1. Two or more continuous variables
2. Cases that have values on both variables
3. Linear relationship between the variables
4. Independent cases
   - There is no relationship between the values of variables between cases. This means that:
     - the values for all variables across cases are unrelated
     - for any case, the value for any variable cannot influence the value of any variable for other cases
     - no case can influence another case on any variable
   - The bivariate Pearson correlation coefficient and corresponding significance test are not robust when independence is violated.
5. Bivariate normality
   - Each pair of variables is bivariately normally distributed
• Each pair of variables is bivariately normally distributed at all levels of the other variable(s)

• This assumption ensures that the variables are linearly related; violations of this assumption may indicate that non-linear relationships among variables exist. Linearity can be assessed visually using a scatterplot of the data.

6. Random sample of data from the population

7. No outlier