ANALYSIS OF RESEARCH ARTICLES USING PASSIVE VOICE IN THE CONCLUSION SECTIONS

* Djuwari Djuwari

Universitas Nahdlatul Ulama Surabaya, Indonesia
Ulama Surabaya, Indonesia

Mark – Jhon R. Prestoza

College of Education
Isabela State University, Cauayan City, Philippines

Email: djuwari@unusa.ac.id
*Corresponding author: Djuwari Djuwari

Abstract: Many researchers always get notified while composing sentences on a computer and checking grammar using the review and spelling check menu. They experience this notification frequently when typing passive sentences. They are always suggested to revise passive sentences into active sentences. In the conclusion sections of research journal articles, authors sometimes contemplate the necessity of sticking to active sentences. This research aims to investigate the prevalence of passive construction in articles authored by research articles (RAS) published in the international journals. Specifically, purposive sampling was employed by the researchers to select the conclusion sections as the sample sub-genres. It is presumed that all articles underwent blind review, ensuring homogeneity in their academic status. The 10 articles with their conclusion sections (3,962 words) were analyzed after being selected based on certain criteria such as being published and found in Google Scholar website. The findings reveal that authors in research articles still use passive sentences. This pattern is observed in each of the RAS for the purposes of presenting information, describing actions and results, maintaining objectivity, and emphasizing the content (objects being discussed) rather than the doers.

Keywords: academic writing, conclusion sections, discourse, passive voice, research articles, subjectivity

INTRODUCTION

Everyone always gets used to writing using the Microsoft Word program. When using this program, they tend to be frequently notified, especially when typing passive sentences. They are recommended to revise it, and the recommendation is to make it active. In other words, they are suggested for revision. By right-clicking, a notification prompts users to consider

revising their sentences into an active form. Many writers heed this advice, opting to convert their sentences accordingly. Nevertheless, there is also the option to right-click and select "ignore all."

However, in scientific article writing, authors often grapple with the dilemma of whether to use active or passive sentences. Some try to revise it others may not, for example by clicking the right mouse and click "ignore", This confusion is exacerbated when using the review menu in Microsoft Word, as it frequently recommends transforming passive sentences into active ones. However, when crafting statements with a focus on the object rather than the subject, as in passion claims, writers may find the use of passive sentences efficient. In these instances, the passive voice is employed without specifying an agent or actor, allowing the author to underscore the topic or object under discussion (Rhodes, 1997).

There are some aspects to be understood in relation to passive sentences. For example, if passive sentences are employed by the writer, the subject of the sentence remains unwritten, creating a passive construction without explicit actors. When the subject is omitted in a passive sentence, it is anticipated that the statement becomes more objective (Coffin, C., Donohue, J., & North, S. (2013). Consequently, the use of the passive voice conveys a more objective message. In terms of expressing verbs, passive sentences convey a greater sense of objectivity, devoid of subjective elements from the author (Carpenter, J. M. (2022).

The sentences can be crafted without specifying an actor. In the passive voice, the emphasis shifts away from the actor to the topic. Nevertheless, the agent in the sentence doesn't disappear; its significance persists and generalizes. Consequently, verbs in passive sentences differ from those in other sentence structures, particularly reflexive sentences. In passive constructions, the writer directs attention to the dialectical relationship between objects and the logical conditions being presented (Fang, 2021). Specifically, the purpose of a sentence in the passive voice is to characterize an object, delineate its inherent features, and subsequently convey specific information.

In a broader context, the emergence of information is attributed to an object assuming a state expressed in passive form, indicating a particular process. The logical subject in sentences featuring passive constructions typically lacks explicit expression or may not be necessary. Consequently, this type of construction can be regarded as one of the distinct forms of language. Such declarative statements are interpreted as expressions of action outcomes, representing the correlation between objects and states (Jimenez, 2020).

This explains why sentences are composed without explicitly mentioning the actor or subject. Nevertheless, acknowledging the existence of agents is entirely reasonable, as every action, including research, results from the direct influence of a subject.

Passive sentences, noted for their practicality and efficiency in directing focus toward the object under discussion, find application in academic writing. While some academic articles may employ active patterns to some extent (Carpenter, 2022), the expression of subject activity varies in situations with verbs. In syntactic constructs like passive sentences, the agent is characterized by minimal specificity.

Conversely, in the active voice, the agent exhibits maximum specificity, with its activity or existence dependent on its relationship with the predicate within a specific sentence form. Sentences mentioning actors serve as primary or secondary elements, differing in syntactic-functional scope but limited in verbal-functional-universality due to constant expression of the agent.

This study specifically analyzes the conclusion sections of research articles (RAs) subgenres. The aim is to offer readers, particularly authors of research journal articles, insights that may allow them to disregard notifications about passive sentences. Additionally, the study provides journal editors and reviewers with information about the review process, addressing concerns related to the controversial use of passive sentences.

REVIEW OF LITERATURES

There has been some previous research that has been dedicated to analyzing the passive sentence structures, with select grammar manuals even dedicating specific chapters to elucidate this syntactic construct. These scholarly inquiries and educational resources serve as valuable references for constructing a comprehensive framework pertaining to passive sentences, particularly within the specialized context of research articles (RAs) as a distinct subgenre. The intent is to confine this sub-genre within the framework sections, allowing the resultant research to scrutinize the prevalence or applicability of passive sentences in the composition of academic articles destined for international journal publication. Hence, the imperative task at hand involves the establishment of a robust theoretical framework to guide this exploration. Several antecedent research endeavors have contributed significantly to our understanding of passive sentences. Research on passive sentences was also done by (Paolazzi, 2019; Paolazzi, et al, 2019). He discusses the processing difficulty of passive and active sentences, presenting contrasting findings in online and offline measures. Passives are initially read faster online but show more errors offline. The study explores an overlooked factor: the interaction between passivation and predicate semantics. Overall, passives aren't inherently more difficult; their processing depends on task characteristics and predicate semantics. Thus, it is easier to understand, although sometimes challenging.

Notably, their examination focused on spoken language rather than written discourse. The findings revealed that both native and non-native speakers faced similar challenges in processing passive constructs, suggesting a persistent use of passive sentences in academic writing. Paolazzi et al. (2019) also explored the readability and comprehension of passive versus active sentences in writing. The research disclosed that passive sentences were, even though, perceived as more challenging to comprehend but were consistently read more swiftly than their active counterparts. Consequently, it can be inferred that while crafting in the passive voice may pose challenges for writers, it enhances the efficiency of reading for the audience. Another study was conducted by Warren et al. (2021), employing two experiments and text analysis of articles in leading marketing journals. Their findings indicated that, within the realm of academic writing, comprehension difficulty was associated with passive constructions (Warren et al., 2021). However, an intriguing contradiction emerged when examining marketing research articles, wherein authors predominantly utilized the passive voice for description. This contradicts the earlier findings of Paolazzi et al. (2019) suggesting a nuanced relationship between the use of passive voice and reader comprehension. Not only Warren et al (2021) and Paolazzi et al (2019), but the same study was also done by Lghzeel and Radzuan (2020). They focused on the use of passive sentences among Arabic EFL learners. More importantly, their study revealed a higher frequency of passive voice utilization in the writing articles of these learners. Collectively, these studies provide a multifaceted perspective on the role and impact of passive sentences in diverse linguistic contexts.

Passive Sentences in English

Recent studies have examined the use of passive voice in academic writing, revealing its prevalence and impact. Passive structures are more common in the methodology and results sections of research articles (Djuwari, 2023). Despite style guidelines advising against passive voice, journals originating in Indonesia showed higher passive voice frequency compared to those from English-speaking countries (Humairah Fauziah & Yazid Bashtomi, 2024). Interestingly, increased use of passive voice in abstracts is associated with greater efficiency (Article Info et al., 2023; Djuwari, 2023). However, Warren et al. (2021) argue that passive writing, along with abstraction and technical language, can make academic writing difficult to

understand. This "curse of knowledge" phenomenon occurs when authors forget readers are less familiar with their research. To address this, Warren et al. (2021) suggest tools to help scholars recognize and improve unclear writing, potentially increasing the impact of their work through better comprehension and more citations.

The Role of Passive Voice in Academic Writing

Research indicates significant disciplinary variation in the use of passive voice and other impersonalization strategies in academic writing. Agentless passive constructions are prevalent in English research articles, serving writer-oriented hedging functions and varying across disciplines (Hardjanto & Roselani, 2022). While active voice generally outnumbers passive voice, disciplinary differences are observed in specific rhetorical units of research papers (Dastjerdi et al., 2021). Syntactic complexity, including passive structures, also varies systematically across disciplines, reflecting form-function mappings in academic writing (Jihua et al., 2022). Journal guidelines appear to influence authors' use of passive voice, with journals from Indonesia showing higher frequencies of passive voice compared to those from English-speaking countries (Fauziah & Bashtomi, 2024). These findings highlight the complex interplay between disciplinary conventions, journal guidelines, and linguistic choices in academic writing, emphasizing the need for discipline-specific approaches to teaching academic writing.

Academic Discourse

Academic writing refers to a formal style of writing that is commonly used in educational and scholarly contexts. It is characterized by specific conventions, structure, and language to communicate ideas and information in a clear, organized, and objective manner (Fang, 2021). Here are some key features of academic writing:

Formality: Academic writing is generally more formal than everyday writing. It avoids colloquial language, slang, and contractions, maintaining a professional tone throughout.

Clarity and Precision: Academic writing aims to convey information and arguments clearly and precisely. It avoids ambiguity, using well-defined terms and providing explanations for concepts that may be unfamiliar to the audience.

Objectivity: Academic writing maintains an objective stance, avoiding personal opinions or biases. Writers strive to present information based on evidence and reasoned analysis rather than personal feelings.

Structured Organization: Academic papers typically have a clear and logical structure. This often includes an introduction, thesis statement, body paragraphs with supporting evidence, and a conclusion. Each section serves a specific purpose in presenting and developing the topic.

Citations and Referencing: Academic writing relies heavily on proper citation of sources. Writers must acknowledge the work of others by citing references, following a specific citation style (such as APA, MLA, or Chicago), and providing a bibliography or works cited page.

Academic Conventions: Academic writing follows specific conventions depending on the discipline or field. These conventions may include the use of particular terminology, formatting guidelines, and accepted writing styles.

Critical Thinking: Academic writing often requires critical thinking and analysis. Writers are expected to evaluate and synthesize existing research, contributing new insights or interpretations to the field.

Audience Awareness: Academic writers consider their audience, usually assumed to be knowledgeable peers or instructors in the field. This awareness influences the level of detail, language choice, and overall approach to the topic.

Revision and Editing: Academic writing involves a process of drafting, revising, and editing. Attention to detail, grammar, and coherence is crucial to producing a polished and well-organized final piece.

Academic writing is diverse and can take various forms, including essays, research papers, literature reviews, reports, and more. It serves as a means for scholars and students to contribute to academic discourse, share knowledge, and engage with existing research in a rigorous and systematic manner.

Passive Sentences in Prescribed Grammar

There are some scholars discussing the passive sentences in academic writing as it is prescribed in the grammar of English language. For one thing, passive constructions abound in various written works, including scholarly articles featured in global journals (Djuwari, 2013). For another thing, grammarians, like Celce-Murcia (2002), explore this theme extensively in their literary works, offering intricate insights into passive constructions. Celce-Murcia goes a step further by classifying passive constructions into three tiers: within phrases, as evident in topic discussions; in clauses, illustrated by predicting future outcomes; and in sentences, exemplified through detailed methodological descriptions.

Besides Djuwari (2013) and Celce-Murcia (2022), Shaw (2012) also contributes to the conversation by emphasizing that passive sentences can either involve agents or be devoid of them, with their prevalence notably conspicuous in academic writing, especially in journals. This perspective is reinforced by Hyland (2008), who contends that passive sentences are a recurrent feature in theses and dissertations produced by students.Additional scholarly voices contribute unique viewpoints on the use of passive voice, such as Omelyanenko and Sytnikova (2018), who elucidate its application in scenarios where the agent's significance is negligible, unidentified, or apparent. The most remarkably endeavor for this topic is Michael Swan (2001; 2005) who expands the dialogue by investigating how various nations, including Germany, the Netherlands, and the United States, employ passive sentences. In essence, passive constructions are employed for efficiency, with the emphasis shifting from the agent to the object under discussion.

METHODOLOGY

The investigation in this study employs a genre-based analysis approach, extracting data from documents in the form of research articles (RAS). They are done by Somphong, M. (2013), Cowan (2008), Adams (2021), Hyland (2008), and Djuwari (2009). Consequently, this constitutes a qualitative research endeavor involving content analysis, specifically targeting the identification of passive sentences within the conclusion sections of 10 international journal research articles (RAS). This research delves into research articles within the discourse communities associated with research, signifying their academic writing texts. The study concentrates on the analysis of sub-genres within the conclusion sections of the RAS taken from the international journal articles. Utilizing data extracted from research journal articles, of the conclusion sections, particularly those undergoing the review process. It is like the study done by Cortes (2013) who uses 1 million) word corpus of research article introduction. But this study uses 10 RAS with the total number of 3,962 words. They are the 10 selected articles.

These 10 conclusion sections were also taken from the research journal articles, and all were taken from Google Scholar website that are downloadable.

Passive construction analysis was implemented to meticulously analyze the gathered information. The initial phase entailed dissecting sentences within the conclusion sections, pinpointing instances of passive constructions, and subsequently arranging them systematically in tables for thorough examination. The frequency of sentences employing passive construction was then counted and transformed into percentages. This methodology finds notable references in Lakic (2010), Hyland (2008), and Djuwari (2009). The data under consideration were exclusively drawn from research articles (RAs) and scrutinized based on patterns pertinent to the study's focus.

This inquiry distinctly underscored passive sentence structures and their intricate patterns, employing documents from sub-genres for a careful exploration. The scrutiny concentrated on the identification of Passive Voice sentence patterns, summarizing data according to passive voice constructions. Through this analytical approach, profound insights into the prevalence and intent behind authors' use of passive sentences were revealed. The study culminates by drawing conclusions and underscoring implications for authors, reviewers, and editors engaged in the academic journal publication process.

FINDINGS AND DISCUSSION

This study was done for analyzing the Research articles in terms of the passive sentences. As the objectives of this study, the researchers had endeavored to find out passive sentences that are written by the authors of research articles (RAS). It is also expected to provide editors, reviewers, and publishers of academic journals with the fact of how the authors of the sub-genres of conclusion sections in research articles expressed their sentences, especially regarding the passive sentences.

Summary of the 10 RAS

According to the findings, within the 10 sub-genres of research articles (RAS) focusing on conclusion sections, a total of 54 passive sentences were identified. The average occurrence of passive sentences in each sub-genre of Theoretical Framework in Research Science is 6 percent. This implies that the remaining 94 percent of sentences are constructed in the active voice, with only 6 percent utilizing the passive voice. However, when examining the roles of passive sentences in the conclusion sections of RAS, the significance of this 6 percent becomes apparent. Thus, active pattern of sentences looks still dominant, However, when the functions is avoiding subjectivity, by focusing on the objects being discussed or argued or recommended, these passive constructions are required for making more academic writing text (Hyland, 1994; Hyland, 2002; Hyland, 2004; Djuwari, 2009; Djuwari 2013); and it might be considered more complex when constructing it as it is one of the academic text writing (Casal & Lu, 2021). Indeed, most passive sentences found are employed for making assertive statements in arguments, which can be for the conclusions as the authors' findings and evidence. This can also be in line with the study by Lghzeel and Radzuan (2020) and Djuwari (2009; 2013; 2022). This suggests that passive sentences be predominantly used to convey generalizations or conclusions, and recommendations. Such statements also are used for avoiding subjectivity, as also found in the passive voice without agents in Lghzeel and Radzuan (2020).

To summarize, the data from 10 Conclusion Sections in RAS reveal that 6 percent of sentences adopt the passive voice. This pattern of articulating general ideas and arguments in the

conclusion sections of the RAS seems to hold essential significance. (See Table 1 for the detailed breakdown of numbers and percentages in conclusion sections of the RAS).

Table 1: Summary of Passive Sentences in the Conclusion Sections

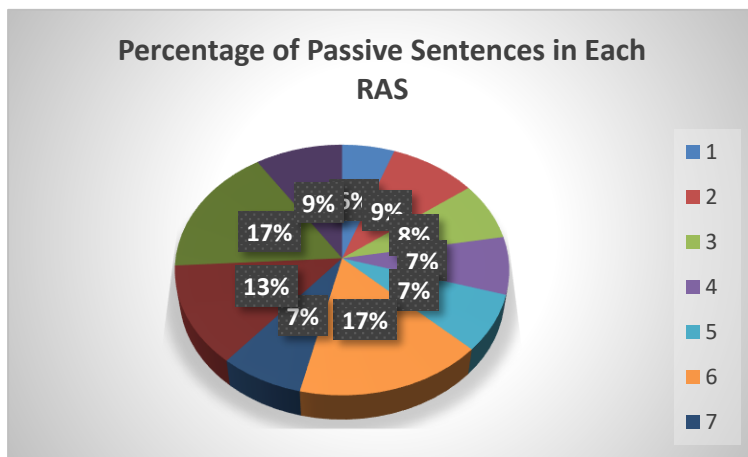| No. Ras	Σ Pass	Percent	Σ Words
1	3	6	**102**
2	5	9	490
3	4	8	155
4	4	8	250
5	4	8	678
6	9	16	332
7	4	8	644
8	7	12	290
9	9	16	342
10	5	9	679
Total	54	**100%**	3962
Averg	**5,4**	**6%**	**396,2**

Chart 1: Percentage of Passive Sentences in Each RAS

The instances of passive sentence usage, which convey the roles described above as indicated by ten authors in their respective research articles (RAS) presented in Chart 1, can be observed within the conclusion sections of the RAS (refer to Table 1 and Chart 1). These instances are exemplified in RAS No 1 (containing 3 passive sentences or 6%), followed by RAS No 2 (comprising 5 passive sentences or 9%), RAS No 3 (including 4 passive sentences

or 8%), RAS No 4 (featuring 4 passive sentences or 8%), RAS No 5 (containing 4 passive sentences or 8%), RAS No 6 (showcasing 9 passive sentences or 17%), RAS No 7 (with 4 passive sentences or 8%), RAS No 8 (containing 7 passive sentences or 13%), RAS No 9 (featuring 9 passive sentences or 17%), and RAS No 10 (containing 5 passive sentences or 9%).

Another evidence is dealt with the number of words contained by each RAS as the following: As in Table 1, it provides a comprehensive overview of the research articles (RAS) based on three key metrics: the RAS number, the number of passive sentences, and the word count for each article. This is the details: RAS No 1: Passive Sentences: 3, Word Count: 102, RAS No 2: Passive Sentences: 5, Word Count: 490, RAS No 3: Passive Sentences: 4, Word Count: 155, RAS No 4: Passive Sentences: 4, Word Count: 250, RAS No 5: Passive Sentences: 4, Word Count: 678, RAS No 6: Passive Sentences: 9, Word Count: 332, RAS No 7: Passive Sentences: 4, Word Count: 644, RAS No 8: Passive Sentences: 7, Word Count: 290, RAS No 9: Passive Sentences: 9, Word Count: 342, finally RAS No 10: Passive Sentences: 5, Word Count: 679.

This detailed breakdown allows for a comparative analysis of the passive sentence usage and word count across the different research articles. It provides valuable insights into the structure and length of each article, offering a nuanced perspective on the variations in their composition (Lghzeel and Radzuan, 2020). For example, the wordiest are the RAS no 5 (678 words), RAS No: 7 (644 words), and RAS No: 10 (679 words) Casal & Lu (2021); Lghzeel and Radzuan, 2020).

In other words, based on the provided evidence, it seems that the generalization could involve analyzing the relationship between the number of passive sentences, word count, and the RAS (Research Article) number in the research articles (Djuwari, 2009; 2013; 2022). Here are some potential generalizations or observations. First of all, the variability in Passive Sentences as observed shows that the number of passive sentences varies across the different research articles, ranging from 3 to 9. This suggests diversity in writing styles and perhaps in the complexity or formality of the content. Secondly, it deals with Word Count Variation: There is considerable variation in word counts among the research articles, ranging from 102 to 679 words. This could indicate differences in the depth or breadth of the research presented in each article. (Casal & Lu, 2021); Lghzeel and Radzuan (2020); and Djuwari (2009; 2013; 2022). This suggests that passive sentences be predominantly used to convey generaizations or conclusions, and recommendations. Such statements also are used for avoiding subjectivity, as also found in the passive voice without agents in Lghzeel and Radzuan (2020). Therefore, words count may also be the cause of passive sentences are related to the number of words.

Other evidence concerns the Identification of Outliers: RAS No 6 stands out with a higher number of passive sentences (9) compared to others. Investigating this outlier might reveal unique characteristics or content in that research article. However, there is a consistency in some metrics (Djuwari, 2022): Despite variations, there is a consistent number of passive sentences (4) in RAS No 3, RAS No 4, RAS No 5, RAS No 7, and RAS No 9. This could be indicative of a common writing style or pattern among these articles (Hyland, 2009).

In summary, a generalization could involve understanding the patterns, trends, and variations in the number of passive sentences and word counts across the given research articles, providing insights into writing styles and potential correlations between these metrics.

Table 2: the Passive Voice in Each Research Articles (RAS)

RAS No	Sentences With Passive Voice
1	1) "Understanding the dynamics of … <u>factors associated</u> with IPV can facilitate…. etc." 2) "Furthermore, the social <u>policies adopted </u>to control……….. etc.." 3) "More robust data <u>is still needed</u> in order to clearly define…. Etc ." (to emphasize the description/ objects rather than the person describing them).)
2	1) "From the description of the problem formulation and…, the conclusions in this thesis <u>are described</u> as follows:" (to emphasize the description/ objects rather than the person describing them). 2) **"Whereas, legal arrangements,,, in the previous chapter, <u>it can be concluded</u> that in Indonesia already has several laws and regulations… etc." (to highlight the conclusion drawn from legal arrangements..). 3) **"The solution <u>carried out by</u> the Batam City Social and Community Empowerment Service in anticipating and… etc.." (to emphasize the solution carried out by…). 4) **"The training <u>was carried out</u> to all street children who had been,,, etc.." (highlighting the action of carrying out). 5) **"<u>It is hoped</u> that the Government and law enforcement officers will pay more attention and take firm action,,,etc. (emphasizing the hoped-for actions) Note: The passive construction is used to emphasize actions, results, or conclusions, often shifting the focus away from the entity or person performing the action.
3	1. "The implementation of…etc because it <u>has already been implemented in the</u> practice of drafting laws." 2. "Such practice provides convenience and goodness in the context of….even though <u>it is not normally practiced</u> in countries…" 3. "The success of tax collection <u>cannot be separated from</u> the success of ….etc." 4. "Therefore, tax omnibus law <u>is needed</u> in order to… etc." It is for a level of formality and objectivity by not explicitly stating who cannot separate the success, It is also for avoidance of blaming or assigning responsibility, used to avoid directly attributing responsibility or blame, creating a more neutral tone.
4	1) "The first company as … <u>owned</u> by …& Co." Function: Describing an action without specifying the doer. 2) "The Kaliklatak Plantation conducts coffee and rubber planting and business, which are in great demand in Europe, and <u>the robusta coffee they produce is claimed</u> to be the best." Function: Describing an action without specifying the doer. 3) "The impact of the presence of this foreign plantation." Function: Expressing a general statement without specifying the doer. 4) "First, the presence of plantations in Onderafdeeling Kaliklatak <u>can be seen from</u> the change in the position of the local elite as landlords who leased land to the colonialists." Function: Presenting a passive construction to describe an action without specifying the doer.
5	1) "Being a type <u>of decentralized</u> transaction and data management technology..." Function: Introducing the subject of the sentence. Function: Describing what block chain technologies do. 2) "without having to use" is a passive construction, as the subject (blockchain technologies) <u>is not explicitly mentioned</u>. "A review of the <u>limited literature</u> reveals that most of the studies on … aspects." Function: Reporting the results of a review.

	3) "most of the studies" is the subject, but the actor (who conducted the studies) is <u>not explicitly mentioned.</u>
	"The literature review of <u>this study presented</u> the state of current knowledge in….context..."
	Function: Describing what the literature review did.
	  4) "The categorization of the factors <u>was based</u> on the work of….chain adoption."
	   Function: Explaining the basis for categorization.
	  5) "Factors <u>presented in</u> this framework (institutional factors, ,,,,each other."
	Function: Describing the interaction between factors.
	  6) "The way how different factors will interact with…block chain <u>will be adopted."</u>
	Function: Discussing the dependence of interactions on context.
	  7) "It is clear from the literature review <u>conducted in</u> this study that…and evolving."
	Function: Expressing a conclusion.
	  8) "Yet, <u>based on</u> the number of factors <u>identified in</u> the study, …."
	Function: Stating a necessity.
	.These passive constructions are often used to convey information without explicitly stating the doer of the action, focusing on the action or the result itself.

6	1) "Authors of the paper believe that this brief study can be… <u>widely understood culture</u> broadcasters to the Internet sphere."
	Function: Expressing the belief of the authors.
	  2) "The European perspective sets a firm example for… is <u>widely accessible and used."</u>
	Function: Describing the European perspective.
	  3) Passive construction: "is widely accessible and used" is a passive construction as it doesn't specify who makes the Internet widely accessible and used.
	"Of course, such a trend had been visible (especially in the well <u>Internet-connected</u> regions) already before the <u>pandemic started</u>, but just after.. directions."
	Function: Describing the development of a trend.
	  4) Passive construction: "had been visible," "<u>was introduced," and "was developed</u>" are passive constructions.
	  5) "The still vivid question is how …will be done ………..the end of the pandemic."
	Function: Expressing a question.
	  6) "The Council of Europe <u>has been engaged</u> in the protection of..."
	Function: Describing the engagement of the Council of Europe.
	  7) "Binding international conventions <u>were signed</u> in the …culture <u>has never been as exposed as</u> other fundamental human rights, ………and <u>culture allowed keeping</u> …resulting in <u>adopted laws. </u>"Function: Describing the historical context.
	Function: Indicating a legal perspective.
	  8) "The COVID-19 pandemic <u>resulted,</u> in fact, that access… <u>has been transferred</u> to the online dimension."
	Function: Describing the result of the pandemic.
	  9) "As the COVID-19 outbreak may not be … treasures should <u>be well protected and prepared</u> for many challenges to come."
	Function: Highlighting the need for protection.

7	1) "There are many projects … block chain <u>technology applied in</u> global logistics by …."
	Function: Describing the ongoing projects.
	  2) "With block chain, LC <u>can be presented</u> as smart contracts…."
	Function: Describing the application of block chain.
	  3) Passive construction: "can be presented" is a passive construction.
	"The value of block chain technology <u>is expected to be focused</u> on three primary areas:…."
	Function: Expressing expectations regarding the focus of block chain technology.
	  4) Passive construction: "is expected to be focused on" is a passive construction.
	"It is possible that a <u>paper was missed</u> because it did not….

	These passive constructions are used to emphasize the actions, characteristics, or consequences without explicitly stating the doer of the action.
8	1) "In this study, we investigate the roles of <u>self-directed learning</u> … framework." Function: Describing the focus and purpose of the study. 2) Passive construction: "results show" is an active verb, but the focus is on the results. "The results from structural modeling imply that <u>self-directed learning</u> plays…not." Function: Interpreting research results. 3) Passive construction: "results imply" is an active verb, but the focus is on the results. "Course designers and instructors shall… <u>students' self-directed </u> learning in a more flexible learning context." Function: Providing recommendations. 4) Passive construction: "indicates" is an active verb, but the focus is on the impact. "Technology readiness has a stronger… <u>compared to</u> the NBL setting." Function: Describing the influence of technology readiness. 5) "Though the sample size was not that big due to the <u>restricted enrollment</u> number for…and <u>was only offered to</u> a selected… experiment." Function: Describing limitations of the study. Passive construction: "was not that big" and "was only offered" are passive constructions. 6) "Given the above constraints, and with…, <u>is considered acceptable</u> for providing insights…." Function: Explaining the rationale for the sample sizes. 7) "Due to the resource limit of this study…system usage data, <u>are not incorporated</u> here." Function: Highlighting study limitations. Passive construction: "are not incorporated" is a passive construction, focusing on what is not included rather than specifying who did not incorporate it.
9	1) "The bacteria <u>were screened and identified</u> as…". Function: Describing the process of screening and identification. Passive construction: "were screened and identified" is a passive construction. 2) "Analyzing the utilization of …, it may <u>be bridled into</u> …." Function: Discussing the potential application of the enzyme. 3) "In the study of …two best strains from… <u>were considered for</u> their photolytic effectiveness." Function: Referring to a previous study and its findings. Passive construction: "were considered" is a passive construction. 4) "Both P5 and P12 strains indicated high… <u>under submerged</u> fermentation." Function: Describing the results of the study. "In this present study, it <u>was found</u> that both…this <u>can be employed</u> in industrial applications." Function: Presenting the study's findings and suggesting potential applications. Passive construction: "can be employed" is a passive construction. Passive construction: "it was found" is a passive construction. 5) "According to…bacteria <u>was screened</u> and identified as…" Function: Referring to another study and its findings. 6) "In this present study, the isolation of bacteria <u>was done</u> from… <u>are deposited</u> on a….". Function: Describing the context of the bacterial isolation. Passive construction: "the isolation of bacteria was done" is a passive construction. 7) "Thus, these protease… <u>can be utilized</u> in Waste…." Function: Stating potential applications of the organisms. Passive construction: "can be utilized" is a passive construction. 8) "The protease-producing bacteria <u>was screened and identified</u> as…."Function: Describing the potential usefulness of the identified bacteria. Passive construction: "was screened and identified" is a passive construction.
10	1) <u>Based on</u> this categorization, we were able to…." 2) "Our findings…novel implications for …that <u>has been declared</u> a public health

continued

	emergency of international concern, and its effects on policing in return."
	3) "<u>Based on</u> our review, a number of recommendations <u>can be made</u> for…."
	4) "First, we found that police-community relations <u>can be adversely affected</u> during a public health emergency."
	5) "Appropriate interventions and…<u>should be designed</u> and made accessible…<u>should be procured and provided</u> to …the job."

Based on Table 2, the functions of passive sentences in the conclusion sections of the RAS are as following. The classification of the functions of passive sentences can be listed in the provided summary below:

Introducing the subject of the sentence:
Passive construction is used to initiate the discussion by presenting the identified bacteria: "was screened and identified."

Describing the result:
Passive sentences are employed to articulate study results without explicitly stating the doer of the action.

Reporting the results of a review:
Passive constructions are utilized to convey the outcomes of a review without emphasizing the reviewer.

Presenting the study's findings and suggesting potential applications:
Passive sentences play a role in presenting study findings and proposing potential applications without explicitly mentioning the doer.

Describing an action without specifying the doer:
Passive construction allows for the description of actions without pinpointing the entity performing them.

Explaining the basis for categorization:
Passive constructions are employed to explain the rationale behind categorization without focusing on the doer of the categorization.

Indicating a legal perspective:
Passive sentences are utilized to convey a legal perspective, often used to create a more objective and neutral tone.

Avoidance of blaming or assigning responsibility:
Passive construction is employed to avoid attributing direct responsibility or blame, fostering a neutral tone.

Emphasizing actions, results, or conclusions:
Passive sentences are used to highlight actions, results, or conclusions, shifting the focus away from the entity performing the action.

Emphasizing the description/objects rather than the person describing them: Passive construction is used to underscore the description or objects rather than placing emphasis on the person providing the description.

In summary, the functions of passive sentences in the study encompass a range of purposes, including presenting information, describing actions and results, maintaining objectivity, and emphasizing the content rather than the doer.

However, the impact of passive voice on reader comprehension is nuanced. While passive constructions can enhance objectivity, they might also obscure clarity if overused, as they tend to be more complex. This complexity can affect readers' understanding, requiring more cognitive effort to follow the arguments. Therefore, instruction in academic writing should address the balance between passive and active voice, emphasizing the strategic use of the passive voice for specific rhetorical purposes, such as summarizing findings or emphasizing results. This approach ensures that writing remains accessible while retaining the necessary academic rigor.

CONCLUSION

The findings from this research indicate a significant prevalence of passive voice within the conclusion sections of Research Articles (RAs). This syntactic choice not only reflects the authors' stylistic preferences but also serves critical functions in articulating their arguments. The frequent occurrence of passive constructions in topic sentences suggests that authors leverage this grammatical structure to assert their claims robustly, drawing upon the theories they reference.

In summation, passive voice fulfills several important roles in academic writing. It facilitates the introduction of subjects, articulates results, and reports findings derived from literature reviews, all while maintaining a focus on the actions, results, or conclusions rather than the individuals conducting the research. This linguistic strategy enhances objectivity and neutrality, which are paramount in scholarly discourse. Furthermore, the strategic implementation of passive voice aids in categorizing information, providing legal perspectives, and emphasizing descriptions of objects, thereby fostering a tone that is consistent with the formal conventions of academic writing.

While the study offers valuable insights into the multifaceted functions of passive voice in academic writing, its scope is limited to the conclusion sections of RAs. Consequently, the implications for pedagogical practices, particularly in teaching passive voice in academic writing courses, could be articulated more explicitly. Future research would benefit from exploring a wider array of sub-genres to enhance the generalizability of these findings. By examining additional sections of academic texts and various types of scholarly writing, researchers can provide a more comprehensive understanding of how passive voice is employed across different contexts and its implications for effective academic communication.

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