

PASSIVE AND MEDIO-PASSIVE CONSTRUCTIONS IN ENGLISH: Why are They Necessarily Learnt by EFL Learners in West-Sumatera?

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Abstrak

Diatesis aktif dan pasif yang diwujudkan dalam klausa bahasa Inggris telah dikenal oleh sebagian besar pembelajar bahasa Inggris di Indonesia. Akan tetapi, konstruksi klausa yang dikenal sebagai mediopasif masih kurang dikenal dan belum menjadi perhatian sungguh-sungguh dalam pembelajaran sehingga sering menimbulkan masalah ketatabahasa dan komunikasi di kalangan pembelajar bahasa asing itu. Makalah, yang merupakan telaah lanjut dari bagian hasil penelitian yang dilakukan tahun 2012¹, ini membahas hakikat konstruksi mediopasif bahasa Inggris secara gramatikal dan mengapa konstruksi tersebut penting dipelajari dan dipahami oleh pembelajar bahasa Inggris di Sumatera Barat khususnya, dan di Indonesia pada umumnya. Data dikumpulkan melalui penelitian kepustakaan dengan sumber data tesis-tesis mahasiswa S2 Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana Universitas Negeri Padang, ditambah dengan data pendukung dari kegiatan pembelajaran dan diskusi berbahasa Inggris di Universitas Negeri Padang.

Key words/phrases: *voice, English mediopassive, EFL learner, active, passive, grammar*

A. INTRODUCTION

It may be scientifically true to state that serious observation and studies on human languages may be both interesting and challenging. For some points, those can be highly confusing and full of linguistic problems. They become interesting and fascinating since human languages reflex a great amount of socio-cultural properties possessed by human beings. The linguistic studies become problematic and confusing because human languages are not simple; they are highly tied in complicated and complex ways with other non-linguistic features. Linguists have been continuously learning and analyzing human languages from many sides and aspects. Linguists and others who are interested in the phenomena of languages, of course, never stop studying and researching the linguistic phenomena to answer a basic-philosophical question: *what is the nature of human language?*

It has been shared knowledge and common opinion among language methodologists that linguistic studies and theories are really needed to construct and develop linguistic and grammatical data for the programs of approaches, methods, and techniques on language teaching. The amount of data and linguistic features are practically used in many sessions of language teaching and learning. Following Valdman's, Corder's, and Spolsky's, Stern (1994:174) states that a linguist may seek validity in a coherent and consistent linguistic theories, while a language teacher judges a theory for its usefulness in the design of materials, in curriculum development, or in other parts of language instructions. Different linguistic theories may offer different perspectives on language teaching, and they can be treated as equivalent resources. It can be argued that the descriptions of language made by linguists can be academically 'applied' in the sense that they provide the data needed for writing teaching grammar, course book, dictionary, and other materials for language teaching programs.

The linguistic studies and those of language teaching programs should mutually work in order to have their better results. Conceptual and theoretical foundations of language teaching need data and information provided by linguists as the products of their works. Linguistic data and information supplied by various linguistic studies reveal that grammatical features of human languages convey different semantic and pragmatic messages. Those are not only universal, but also unique and specific. Therefore, learning a language, moreover learning a second language (L2) or a

¹ Mukhaiyar and Jufrizal. 2012. "Masalah Ketatabahasa dan Kecenderungan Konstruksi Pasif Bahasa Inggris dalam Tesis Mahasiswa Pascasarjana Universitas Negeri Padang". *Laporan Penelitian*. Padang: Program Pasacasarjana Universitas Negeri Padang.

foreign language (FL) should concern serious attention to grammatical features of the learnt language (see also Jufrizal, 2013).

The grammatical-semantic properties of voice system in one particular language are the linguistic phenomena which need serious attentions in order to know specific grammatical features of the language. As an accusative language (in which $S = A, \neq P$), English grammatically differentiate between active and passive clause constructions based on voice system. In accordance with this, the learners of English as a foreign language (EFL) in Indonesia have already been introduced that English grammatically differentiates between active and passive constructions. It has been academically introduced to the learners that the passive clause construction in English is grammatically indicated by the formula: *BE + Past Participle*. However, the following active constructions (see Mukhaiyar and Jufrizal, 2012; Jufrizal, 2013) must be semantically understood as the passive ones:

- (1) *It happens everyday, sir.*
- (2) *Your idea sounded controversial, but we were ...*
- (3) *It seems that you are not ready for that moment.*
- (4) *The golden window opened only twice a year.*
- (5) *Reservoir fills with tap water like in the left position.*

It is frequently found, both in speaking and writing, most EFL learners in Indonesia use the following constructions, instead.

- (1*) *It is happened everyday, sir.*
- (2*) *Your idea was sounded controversial, but we were ...*
- (3*) *It is seemed that you are not ready for that moment.*
- (4*) *The golden window was opened only twice a year.*
- (5*) *Reservoir is filled with tap water like in the left position.*

The English clause constructions like in (1) – (5), which are linguistically called by some linguists as mediopassive constructions, are not seriously introduced and discussed as the mediopassive in EFL classroom. The constructions do not follow the grammatical rules of passive voice, but they have to be semantically comprehended as passive ones. This is one ‘stylistic’ construction in English (see Hundt, 2007).

Meanwhile, constructions like (1*) – (5*) are not naturally accepted in English, although they “formally” follow the formula of English passive voice. The unacceptable constructions are caused by the fact that there is stylistic construction in English, so called mediopassive construction as in (1) – (5). The mediopassive constructions are the stylistic constructions, but they frequently become academic problems faced by EFL learners in Indonesia at almost all levels (see Jufrizal, 2013).

As a matter of fact, the linguistic-academic problems faced by most EFL learners in Indonesia in understanding and using the mediopassive constructions such as (1) – (5) are not “small learning problems”. That English has the mediopassive constructions should be learned; it is natural and a style of English. Therefore, less attention on this type of construction may bring serious problems in using English communicatively. In accordance with this, it is necessary to know: (i) *what is the nature of the mediopassive constructions in English?;* and (ii) *why are they necessarily learnt by EFL learners in West-Sumatera?* This paper, developed based on a part of research results conducted in 2012, presents the further analysis and discussion based on these two questions.

The data and information presented in this paper are mainly those collected through a library research conducted in 2012 (see Mukhaiyar and Jufrizal, 2012). The sources of data are 40 theses written by English Department students of Pascasarjana Universitas Negeri Padang. The theses were chosen randomly out of 363 theses available in the library of Program Pascasarjana Universitas Negeri Padang. In addition, some supporting data presented in this paper were collected from oral interactions had by the English Department students during classroom activities. Therefore, most data are written expressions of passive and/or mediopassive constructions found in the EFL learners’ theses and some others are those of EFL students’ oral expressions in some speech events.

B. BRIEF REVIEW OF RELATED THEORIES

1. Voice system and Mediopassive Constructions

Grammatical studies on language commonly concern also with the phenomena of voice system. To linguists, the word “grammar” has more than one meaning. In the broadest linguistic sense, grammar is simply everything a person needs to know in order to be fluent speaker of a language. In many cases, however, most native speakers un-consciously “know” the grammar; they naturally use cultural and psychological properties in using and creating various forms to communicate ideas and messages. Most people simply use their grammar without thinking about it, just as they use their tacit knowledge of other aspects of social behavior, like facial expressions, ways of eating, walking, expressing emotions, and many others. Grammar is internal to the human mind, but allows the mind to “connect” to other minds that have similar grammatical patterns (Payne, 2006:7). In accordance with voice system, for example, native speakers and others who have high linguistic sensitivity in one particular language may vary the linguistic patterns to mean different things.

Traditionally, the term voice in linguistics refers to the name for a verbal form according as it primarily expresses the action or state with regard to its subject, which may be represented as acting (active voice), undergoing (passive voice), or affected by its own action (reflexive [middle] voice). Whereas this and other traditional views see the opposition between active and passive in terms of whether the subject represents an actor, or agent, or an undergoer, or patient, consideration of the so-called impersonal passives would require a slightly broader view of the passive category if it were to embrace both personal and impersonal passives, both which in fact stand in opposition to active forms (Shibatani in Kulikov and Vater (eds.), 1998:117; see also Shibatani in Shibatani (ed.), 1988:3). Then, the fundamental opposition of the three categories of voice system in human languages cross-linguistically can be figured out as:

- (i) *active category*: action occurs under the subject’s control
- (ii) *passive category* : action occurs not under the subject’s control but under that of another entity apart from the subject.
- (iii) *middle category* : action occurs under the subject’s control and its development is confined within the sphere of the subject.

Most linguists use these three categories of voice system (active voice, passive voice, and middle voice) to indicate the types of clause constructions typologically, especially in grammatical typology. The three types of voice are naturally possessed by nominative-accusative languages (accusative languages for short), such as English. These grammatical are the formal styles of many languages in the world. In other side, some languages may have non-formal style of clause constructions. The non-formal styles may have the same grammatical constructions as one of the three voice systems but it has different semantic senses. Therefore, different language styles can influence semantic and pragmatic meanings of language. Naturally, it is caused by the phenomena that style in the use of language is the speakers’ intuition and cultural creativity. Darbyshire (1971:11) states that the intuition is simply that there are varieties of language-uses which are felt, but not made explicit, in some vaguely social and non-linguistic way; speakers use language in a different way from that which they would use in ordinary conversation.

The examples (1 – 5) introduced in part A above are the ‘deviation’ of grammatical constructions and its semantic senses; formally, the grammatical constructions are in active voice but semantically it has passive senses. This type of clause constructions may have something to do with language styles and practical uses socio-culturally in one particular speech community. These “fascinating” constructions are linguistically called by linguists as the mediopassive constructions (see Hundt, 2007). According to Hundt (2007:1 – 3), mediopassive constructions in English are normatively fascinating and stylistic. The fact is that a verb in the active voice without any additional morphological marking can be used a functional notion that is neither clearly active nor a straightforward passive. In addition, mediopassive constructions are also of interest because they are a potential source of variation between different national varieties of English. For examples, New Zealanders and Australians often say that a television programme *screens*, Americans prefer to say *air*, and British speakers tend to use *show*. Following Legenhausen’s, Hundt (2007:3) furthermore says that mediopassive construction is described as a marginal structural type, which flourishes mainly in special registers. It is liable to show varying degrees of conventionalization, pattern irregularities and individual idiosyncrasies.

The linguistic and theoretical discussions and analyses on mediopassive constructions are relatively difficult and problematic for pedagogical goals, such as in the teaching-learning processes of EFL. The mediopassive constructions are theoretically related to the phenomena of voice systems in general, and have complex relationships with active, passive, and middle-passive voices. Then it also has semantic relations with the ergative constructions, the basic clause constructions in ergative-absolutive languages. This paper does not discuss all aspects of mediopassive constructions as linguists do, but it just introduces the basic-general views of the mediopassive constructions in English as the bases for the discussion of the nature of these constructions in English and why they should be learnt by EFL learners in West-Sumater in particular, and in Indonesia in general.

A comprehensive illustration about mediopassives is given by Hundt (2007:7). According to him, there are some syntactic aspects that are important for the description of mediopassive constructions, especially in English. The aspects include transitivity and voice, (adverbial) modification, aspectual restrictions, and the relation between mediopassive and reflexive constructions. Typically, the object of the transitive pattern occurs in subject position in a mediopassive construction. Another important characteristic of mediopassive constructions is that they are morphologically active but semantically passive-like. They are not straightforward passives semantically because the subject-NP in mediopassive typically shares in the responsibility for the action expressed by the verb: often, a property inherent in the subject-NP facilitates the action. What are dealing with it is thus not only simply a question of morphology or syntax but an aspect at the interface between syntax and semantics.

Dealing with then stylistic constructions, the followings are other examples of those “fascinating-stylistic” constructions in English (quoted and simplified from Hundt (2007)).

- (6) *Sealed controls wipe clean easily.*
- (7) *Morton's newest product turns out to sell as well as its stock did.*
- (8) *Windows can be closed and locked since the feeder does not install between the sill.*
- (9) *After almost four years in the Senate, Barbara Boxer doesn't shock easily.*
- (10) *... the bed cloth cleans easily with soap and water.*
- (11) *Continuous-cleaning side oven cleans itself as you bake.*
- (12) *The book reads well.*
- (13) *Heat-sensitive material molds to your body shape.*
- (14) *Uses body heat to mold itself to fit your shape exactly.*
- (15) *The turtleneck collar cuddles up warmly beneath the chin.*

The examples of mediopassive constructions (6) – (15) above show that they are grammatically constructed in active voice, but their meanings should be understood as passive-like ones. The term *passive-like* is practically preferred because the meaning in the constructions are not real passive one; the senses active are still semantically inside. Naturally, the construction is influenced much by the conventional-cultural style and practical-made constructions of language uses. It can be assumed that those constructions are less formal and commonly used for certain registers. However, it does not mean that they are used limitedly. They are, in fact, semantically and pragmatically productive constructions in English (see also Jufrizal, 2013). The native speakers of English or those who socio-culturally include in English speaking-countries know and use such kind of stylistic constructions frequently.

2. Foreign Language Learning and Language Interference

The terms first language (L1), second language (L2), and foreign language (FL) are frequently appeared and used in Sociolinguistics and language teaching. Linguists and language teaching methodologists propose various definitions on the terms. Stern (1994:9 – 18), for instance, explains that L1 is the language naturally and firstly acquired and used since childhood. It is the language someone has in the first environment and develops in such a way in the natural processes. Second language is the language possessed and used after the L1 through learning process in bigger environment. Then, foreign language is the language possessed by someone through academic learning and particular occurs he has L1 and/or L2. The ideas imply that language teaching and learning should get certain attention on the characteristics and phenomena of L1, L2, and FL in many cases.

Language learning practically includes all kinds of language learning for which no formal provision is made through teaching; language learning takes place all time. This is the definition about language learning as the natural processes. In academic point of view, language learning should be related to the concept of language teaching. Language teaching, in other side, can be defined as the activities which are intended to bring about language learning. In this sense, it can be said that language teaching widely so as to include all activities to bring about language learning. Foreign language teaching and learning, of course, need some planned and programmed activities in order to assign and provide learners with the FL features (see further Stern, 1994:19 – 21).

In nature, the teaching and learning of English as a foreign language are more complicated than those of L2 and L1. EFL is learned by people who have actively use at least one other language and who live in a community in which English is not normally used. This community is inevitably influenced by norms that are not those of English-speaking countries and those norms influence the teachers' and learners' expectations of the language learning processes (Tomlinson in Hinkel (ed.), 2005:137). The condition may cause several linguistic and socio-cultural problems in many EFL learning programs. Among the others, the phenomena of language interference, inter-language communication, and semantic-pragmatic transfer are naturally occur.

Language interference, the rearrangement of patters that result from the introduction of foreign elements into the more highly structured domains of language learnt. It is a common-sense notion that L2 and FL learners use elements or structures of their native language in speaking and writing in the language they are learning. The language interference phenomena can come to all levels of language because of linguistic and non-linguistics factors. That is why it is easy to find EFL learners in Indonesia, for example, use Indonesian and/or their local language features when they speak or write (see further Appel and Muysken, 1988; Stern, 1994; Tomlinson in Hinkel (ed.), 2005).

For the standard constructions, such as the active and passive ones, most intermediate and advanced learners are not really in serious problems anymore. But, for non-standard construction, such as the mediopassive one, most EFL learners in Indonesia are in problems; they speak and write grammatically, but those are not naturally accepted in nature. It is frequently found in many EFL learning programs at any levels since they are more on stylistic matter than formal one (see also Mukhaiyar and Jufrizal, 2012; Jufrizal, 2013).

C. DATA ANALYSIS AND DISCUSSION

1. The Nature of Mediopassive Construction in English

Some linguists say that the English mediopassive construction is the 'deviation' construction of formal voice system naturally found in accusative languages, the active and passive voice constructions. According to Legenhausen as quoted by Hundt (2007:3), the mediopassive construction is described as "a marginal structural type, which flourishes mainly in special registers, is liable to show varying degrees of conventionalization, pattern irregularities and individual idiosyncrasies. The mediopassive construction belongs to 'specific' grammatical construction that has stylistic uses and linguistic meanings. This is really necessary to know that to understand the mediopassive needs socio-cultural background of English uses in several English speaking-countries; different countries may have different forms and particular communicative uses of mediopassives.

In formal linguistics, the English mediopassive constructions concern with morphosyntactic aspects and voice system. Typically, the object of the transitive pattern occurs in subject position in a mediopassive construction. They are morphologically formed in active constructions, but they are semantically passive-like ones. They are not straightforward passives semantically because the subject-NP in mediopassives typically shares in the responsibility for the action expressed by the verb; often, a property inherent in the subject-NP facilitates the action. In this case, mediopassives are not simply a question of morphology and syntax, but also an aspect at the interface between syntax and semantics (see further Hundt, 2007). If it is the reality, the non-native speakers of English as well as EFL learners in West-Sumatera and in Indonesia should have grammatical properties and socio-cultural awareness of English uses.

In clear-cut cases of mediopassive constructions, the verb is modified either by an adverb (like in (16)) or by a modal verb (like in (17)). Negation (like in (18)) is the third way of focusing on inherent properties or 'design features' of the subject-NP (the data are adopted from Hundt, 2007:7 – 8).

- (16) *Morton's newest product turns out to sell as well as its stock did.*
(17) *Scraps of fleece may combine to make a multi-colored fleece hat, ...*
(18) ... *Barbara Boxer doesn't shock easily.*

Linguistically, mediopassive constructions are similar to ergative ones, but of course they should not be grammatically treated as 'identical' constructions. In one side, ergatives can be used intransitively without modification and in non-generic context; they are not usually do not imply an external agent. The followings are the examples of ergative constructions in English (see Hundt, 2007:12 – 16).

- (19) *The door opened.*
(20) *The vase broke.*
(21) *The cat was drowning.*

Mediopassive constructions, on the other hand, (i) need for (adverbial) modification (22); (ii) need for temporal-aspectual restrictions (23); and (iii) need the implication of an external agent (24) (the examples are taken from Hundt, 2007).

- (22) *Keep the finger in for a longer time and it will "freeze".*
(23) *According to Ian, the work finished satisfactory at the end of February.*
(24) *The boat sank all by itself.*

The data presented above show that the mediopassives are morpho-syntactically active, but they should be semantically understood as passive ones. Accordingly, the mediopassives are more on a language style rather than grammatical features. The English native speakers create and use the constructions as they like, and then socio-culturally accepted as a language style. This is the consequence of stylistic creativity on sentential constructions made by English native speakers (see for example Payne, 2006). In reality, British English may have different forms and particular verbs used as mediopassives compared with those commonly used in American or in New Zealand. Related to the case, the mediopassives should be introduced to the EFL learners in West-Sumatera and/or in Indonesia, because the construction has "deviation" from the formal patterns. Furthermore, the grammatical and semantic properties of the stylistic construction should be 'acquired' as they are naturally used in English.

2. Why are the Mediopassives Necessarily Learnt by EFL Learners?

For many Indonesian learners of EFL, the phenomena of mediopassive constructions cause serious linguistic and academic problems, as well. The constructions such as (1*) – (5*) are frequently found in students' writings and heard in their spoken expressions. Furthermore, such types of "unacceptable" constructions are also appeared in students' translations. The followings are more examples of English clause constructions written by EFL learners as they are found in their theses (see Mukhaiyar and Jufrizal, 2012; Jufrizal, 2013).

- (25) **Secondly, it is implied that ...*
(26) **Each cycle was consisted of plan, action, observation, and reflection.*
(27) **This research was focused on the implementation ...*
(28) **The questions were related to the topics ...*
(29) **The research was aimed at improving ...*

The native speakers of English tend to use active constructions for (25) – (29); therefore the followings are semantically acceptable in English.

- (30) *Secondly, it implies that ...*
(31) *Each cycle consisted of plan, action, observation, and reflection.*
(32) *This research focused on the implementation ...*
(33) *The questions related to the topics ...*
(34) *The research aimed at improving ...*

Jufrizal (2013) claims that these constructions (25) – (29) appeared in students' writing and speaking caused by the "direct" transfers of Indonesian (or Malay) 'sense' of passive meanings into English. It can be categorized as grammatical transfer of the first language or a kind of language interference, particularly on grammatical interference. If it is still allowed at advanced level of EFL learning and no suitable corrections given, it becomes negative grammatical transfer. In addition, it is a type of "negative" fossilization possessed by Indonesian learners of EFL. This unexpected

language interference may cause academic linguistic and communicative problems for EFL learners, especially in academic writing.

Jufrizal (2013) then argues that, at least, there are three linguistic factors assumed as the sources of problems for EFL learners. Firstly, mediopassive construction has complicated and complex theoretical bases; it relates to the grammatical combinations of active and passive voice, ergative constructions, and the interface between syntax and semantics, as well. Elementary and intermediate students are not in fine “understanding” of theoretical explanations on the constructions yet. They have not been ready enough to comprehend the nature of the ‘stylistic constructions’. This condition practically leads students to have direct transferring of grammatical feature of their mother tongue.

Secondly, such construction is more on language style rather than grammatical regulations. Mediopassive constructions are stylistic and marginal constructions which appear as the speakers’ creativity in language uses and cultural senses of the speakers. To comprehend and to be able to use the constructions communicatively, the learners not only need to study the descriptive grammar, but they should study the cultural-stylistic factors of language also. The third factor which makes the English mediopassive constructions problematic for many Indonesian learners is that the language style and speakers’ creativities are not static. Language styles and socio-cultural background of language uses and its meanings tend to change at any time naturally.

Concerning with the nature of English mediopassive constructions and why they cause academic and linguistic problems for most EFL learners in Indonesia, *why are they necessarily learnt by EFL learners in West-Sumatera?* This question rises since most data of problematic constructions were taken from theses written by English Department students of Universitas Negeri Padang. Based on the students’ data, most of them are Minangkabauese; they are the native speakers of Minangkabauese. Therefore, the necessity of discussion presented in this paper is basically addressed to EFL learners in West-Sumatera, although it can be addressed to EFL learners in Indonesia, as well.

As a matter of fact, there are many factors and academic reasons why EFL learners in West-Sumatera need to learn and communicatively use the English mediopassive construction. However, it is argued here that there are three main academic reasons why the stylistic construction should be learnt and understood by the EFL learners in West-Sumatera. Firstly, they have to learn and comprehend the mediopassive constructions in order to avoid “direct and negative” grammatical transfer from Minangkabauese to English. A common way of having written and spoken English used by many EFL learners in West-Sumatera (and in Indonesia, perhaps) is through translating; they construct clauses and sentences in Minangkabauese, then they translate them into English. They psychologically think that passive constructions in Minangkabauese (grammatically marked by prefixes *di-*, *ta-*, and *ba-*) can be directly translated into English passives. In fact, such kind of grammatical transfer is not grammatically accepted. Therefore, the understanding and communicative use of mediopassive construction are highly necessary. This reason is not only for EFL learners whose mother tongue is Minangkabauese, but also for most EFL learners in Indonesia.

Secondly, it is necessarily learnt in order to minimize and to reduce overgeneralization in practical uses of certain grammatical patterns and properties. The EFL learners in West-Sumatera, particularly at university level, have already known the concepts and uses of active and passive clauses because their mother tongue (for example, Minangkabauese) has the dichotomy active – passive, as well. They have learned the grammatical properties and the uses of active – passive constructions since they learned bahasa Indonesia or they have analogy of daily uses of Minangkabauese. However, the grammatical properties as possessed by English medio-passive constructions are not naturally found in *bahasa Indonesia* or Minangkabauese; most EFL learners think that “*passive is for passive, and active is for active*”. Indeed, they do not have sufficient grammatical information about English mediopassive constructions. This condition may bring about the phenomena of *overgeneralization* in using active and passive constructions in the learnt language.

The last reason is to have international acceptability of written-academic works. They may have ability and capability to write well-formed academic English; their writing is reasonably recommended for international journals. One important thing the university students, especially those of English Department, have to know is that they have write for international journals. If the learners write in good and standard English, then they are able to write in accepted English style, like in using

mediopassive constructions, it is academically believed that their articles and papers may be published in many international journals. It should be known that frequent grammatical problems on the uses of mediopassive constructions, both in writing and speaking may cause inappropriate expressions in the foreign language, especially in writing. It causes low achievement of academic writing. Less understanding on mediopassive constructions may lead learners to speak and to write as they intuitively like. If it is so, they will not be successful students of EFL academically.

D. CONCLUDING REMARKS

That English has mediopassive constructions should be realized by the English teachers and EFL learners, especially at intermediate and advanced levels. So that, the English mediopassive constructions should be instructionally involved in the EFL teaching-learning programs, particularly at university level. Although the discussion presented in this paper is addressed to EFL learners in West-Sumatera, the ideas argued here are possibly appropriate for most EFL learners in Indonesia, as well. It can be reasonably recommended also that the teaching-learning processes of English Grammar at university level need the information about some relevant language styles.

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