

STUDENTS' GRAMMATICAL PROBLEMS IN ENGLISH PASSIVIZATION: What to Do for Having Better Learning on EFL Grammar at University?

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Abstract

Most EFL learners in Indonesia have local languages as their native languages (L1) with different grammatical features and properties. Such linguistic condition causes different problems on learning English at any levels in Indonesia. In addition to L1 interference, students' problems on having better grammatical competence in the foreign language are caused by problematic learning materials, methods and techniques of learning. Many students of English Department were in serious problems in writing passive voice and related constructions as found in their academic writings. It was also found that some students did not know the nature of English passivization and did silly mistakes in writing passives and medio-passives. This paper, which is derived and further developed based on research results conducted in 2012, discusses: (i) *the types and causes of students' grammatical problems in English passivization*; and (ii) *how the English grammar instruction at university level should be better shaped in order that the students' grammatical problems can be academically overcome*. The data presented in this paper are those collected based on library research conducted in 2012 and additional one collected when reading texts written by English Department students of Universitas Negeri Padang. The analyses and discussion are based on the theories on grammatical typology of English passivization and learning principles of foreign language learning related to linguistic-grammatical competency.

Keywords/phrases: *grammatical problems, passivization, passive, medio-passive, languageinterference, grammar instruction*

A. Introduction

As a tool of communication, human languages must have both form and function. It is logically caused by the case that any tool has form and its function (function of the form); no tools without form and function, in fact. It is reasonable to say that there is no language without form and function, as well (see further Payne, 2006:1 – 3). The complex-systematic interactions between forms and their function in human languages may be scientifically interesting and challenging. The studies on languages become interesting and fascinating since human languages reflex many socio-cultural properties and the abstract capacities of humans. In other side, the linguistic studies may be problematic and confusing because human languages are not simple; they are highly complicated, complex, and full of linguistic and non-linguistic phenomena. Linguists, however, have been learning and analyzing human languages from many sides based on particular philosophical bases and theories in order to answer the question: *what is the nature of human language?*³

The results of linguistic studies are obviously needed to construct and to develop linguistic theories and to supply linguistic and grammatical data for the programs of language teaching in general. Language data and linguistic features are practically accommodated in any language teaching and learning processes. According to Valdman, Corder, and Spolsky as quoted by Stern (1994:174), a linguist may seek validity in 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 instruction. Furthermore, different linguistic theories may offer different perspectives on language, and they can be treated as equivalent resources. Then, it can be claimed also 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.

In accordance with the ideas, academic 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 studies of linguistics reveal that grammatical features of human languages convey different semantic and pragmatic messages. Therefore, learning a language, moreover learning a second language (L2) or a foreign language (FL) should concern serious attention to grammatical features of the learnt language. Among the others, voice system in one particular language is one of so many linguistic phenomena which need serious attentions in order to know specific grammatical features of the language, particularly for grammar learning at university.

Related to linguistic studies, English has active and passive clause constructions as the grammatical constructions based on voice system. Most learners of English as a foreign language (EFL) in Indonesia have already known that English grammatically differentiates between active and passive constructions. It has been academically known that the passive clause construction in English is grammatically indicated by the formula: *BE + Past Participle*. This is the general grammatical "formula" of passivization in English. However, there are still other grammatical features related to passivization in English, such as GET PASSIVE and *medio-passives*. Concerning with *medio-passive* constructions (see Jufrizal, 2013), many students of EFL in Indonesia do not know that the following active constructions 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.*

Many students at the English Department of Universitas Negeri Padang (see Mukhaiyar et al., 2012) did make grammatical mistakes in constructing passives. They forgot many grammatical features to grammatically construct the passive sentences. Moreover, they did not have sufficient information about *medio-passive* constructions, as in (1) – (5) above. In other words, most students of EFL face serious grammatical problems in passivization. Such linguistic and academic problems faced by most EFL learners in Indonesia in understanding and using the passive and *medio-passive* constructions (passivization) should not be regarded as a "simple" learning problem. In reality, particularly in writing, passives and *medio-passives* are frequently used. Thus, less grammatical and academic attentions on passivization may bring serious problems in using English communicatively. Therefore, it is highly necessary to know why the students of EFL at the English Department of Universitas Negeri Padang do make serious grammatical problems in passivization and how the grammatical features concerning with passivization should be at university level. Accordingly, this paper specifically discusses: (i) the types and causes of students' grammatical problems in English passivization; and (ii) how the English grammar instruction at university level should be better shaped in order that the students' grammatical problems can be academically overcome.

The data and information presented in this paper are those collected through a library research conducted in 2012 (see Mukhaiyar and Jufrizal, 2012) and added by several data and related information obtained during the learning processes of English grammar at the undergraduate study program, the English Department of FBS Universitas Negeri Padang. The sources of main 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 Program Pascasarjana Library. Therefore, the data were only written expressions of passive and/or *mediopassive* constructions found in the EFL learners' theses and their sentences written and produced in the grammar learning.

B. Brief Review of Related Theories

1. Linguistics, Grammar, and Language Teaching

That language consists of four main layers, *form, meaning, function, and value*, has become shared knowledge among linguists. The four layers interact systematically as performed and used by human beings in verbal communication. It is believed that human beings naturally acquire and intentionally learn the four layers for their first, second, or foreign language(s). The languages are learnable and teachable due to the fact that the four layers are naturally systematic and conventionally regulated. The description of regulations and rules governing the language forms are simply referred to *grammar*. In any type of language learning, in nature, the grammar of a language learnt should be academically taught and learnt in order that the linguistic competence and language awareness are built.

The term grammar originally goes back to a Greek word which may be semantically translated as "the art of writing". But quite early in the history of Greek scholarship, this word went to a much wider sense and come to embrace the whole study of a language (Lyons, 1987:133). In the development of language learning methodology, linguistic theories and grammatical concepts have been progressively giving essential contributions to the theories and practices of language learning in any forms. Language teaching methodologists and practitioners argue that teaching directly implies learning with a further implication that language teaching should be treated as the activities which are consciously intended to bring about language learning. The ideas confirming that grammar is mostly essential in a foreign language instruction are declared by most methodologists and practitioners of language teaching and learning (see Stern, 1994).

Grammatical theories and descriptions should be accommodated in order to construct appropriate approaches, methods, and/or techniques for successful language teaching and learning. In addition, the

grammatical descriptions may provide particular data and information for suitable materials of instructions. In relation, Stern (1994: 166) states that the idea that language teaching theory implies the theory of language and that of linguistics had a direct contribution to language pedagogy become more and more accepted. Based on Spolski's, Stern (1994) also states that the relations between linguistics and language teaching as dual: 'applications and implications'. The descriptions of language made by linguists can be 'applied' in the sense that they provide the data needed for writing about teaching grammars, course books, and dictionaries. The need for grammar teaching in any form and level of language teaching and learning is not only for the first language (L1) and the second language (L2) but also for foreign language (FL).

According to Brown (2001: 65), one thing that must be concerned with is that the language itself and how learners deal with complex linguistic systems. The grammatical features and specifications need to introduce in language learning activities in order to build learners' linguistic competency, particularly in second and/or foreign languages. Therefore, it is course that well-planned programs and selective materials on grammatical features are more highly needed in a foreign language teaching. The needs for having detail information of grammatical features are not only for foreign language and second language learning, but also for first language one. As argued by Tonkyn (in Bygate et al. (eds.), 1994) grammar, for many (language) teachers and educationists, had never gone away. And of course, foreign language teaching-learning should not be free from grammar instructions. All language learning programs need to include the appropriate methods and materials of grammar learning, as what EFL programs have in Indonesia. Among the others, the main purposes of having grammar instruction in foreign language learning are to have sufficient linguistic-grammatical competence and to build language awareness on the learnt language. These are psychologically and academically needed to support the learners' communicative competence.

2. Descriptive, Prescriptive, and Pedagogical Grammar: a Brief Review

In linguistic studies, descriptive linguistics studies and describes the language phenomena as what they are; the results concerning with grammar are in the form of descriptive grammar. In contrast, prescriptive linguistics explains and expresses the language phenomena as what they should be. Prescriptive linguistics discusses the "purity" or "correctness"; it is about "right" and "wrong" in language uses (see Lyons, 1987: 42-43). The results of the studies are in the form of prescriptive grammar. Prescriptive grammar is also frequently called as normative grammar. Following the ideas, the terms descriptive grammar and prescriptive grammar are well-known among linguists, grammarians, and language learning methodologists, as well. Consequently, these terms are also brought into language teaching and language planning theories.

Lyons (1987: 43-44) claims that the linguists' first task is to describe the way people actually speak and write their language, not to prescribe how they ought to speak and write. Thus, linguistics is descriptive, not prescriptive (or normative). However, it does not mean that linguists have to say 'no place' for prescriptive studies on language. In particular, there are of course obvious administrative and educational advantages in having a natively unified literary standard. The descriptive grammar as one form of descriptive linguistic works contributes to theories and frameworks in linguistics, while the prescriptive grammar may be useful in literary uses of language such as language in school and researches, standardization, administrative language, or language planning (see also Jufrizal, 2011; Jufrizal, 2013).

In addition to these two types of grammar, for academic purposes, there are, at least, three types of grammar necessarily introduced. They are (i) academic grammar for university students, (ii) teachers' grammar, and (iii) grammar for learners. The academic grammar for university students should be more theoretical and descriptive. The grammar for learners is intended to be practical, selective, sequenced, and task-oriented. Then, the teachers' grammar may be in the matter of academic and learners' grammar (Leech in Bygate et al. (eds.), 1994:17). Leech also argues that the types and levels of grammar for academic purposes at schools should be selected.

In addition, Chalker in Bygate et al. (eds.), 1994) introduces one more type of grammar called pedagogical grammar. The idea of pedagogical grammar introduced by Chalker can be said as the accommodation of the ideas of academic and learners' grammar by making pedagogical modifications in order to achieve specific and practical goals in learning a language. The main aim of learning grammar in pedagogical sense is to enable learners to be skillful in listening, speaking, reading, and writing. The term grammar in this case does not refer to theoretical and complex phenomena as linguistics tells; it simply refers to rules (see also Jufrizal, 2011; Jufrizal, 2012; Jufrizal, 2013).

Pedagogical grammar, as explained by Chalker (in Bygate et al. (eds.), 1994: 32-33; see also Jufrizal, 2011; Jufrizal, 2013), is grammar for pedagogues. Quoting Greenbaum, she describes that pedagogical grammars (that is, grammar books) teach the language and not about the language. They are inherently prescriptive, since their purpose is to tell students what to say and to write. A pedagogical grammar is a course book, books intended for self-help and offering comprehensive coverage. Such kind of books has five desirable characteristics:

- (i) it must be constrained by the length of class-lessons;
- (ii) it should be determined on psycholinguistic grounds (i.e. in accordance with the best methods for learning a foreign language);
- (iii) grammar topics and material should be graded;
- (iv) learners should be helped by having their attention drawn to general rules; and
- (v) it should be provided for practical applications (possibly with exercises in a separate book).

It can also be said that pedagogical grammar is not merely as grammar for learners, but as a specific type of course book. Pedagogical grammars are the books specifically designed for teaching a foreign language, or for developing an awareness of the mother tongue.

In addition to ideas above, Tomlin in Odlin (ed.) (1994:143 – 144) states that pedagogical grammars are defined in taxonomic opposition to linguistic grammars. Linguistic grammars are descriptions of language forms, and in some cases functions, cast in a coherent, constrained, and self-contained meta-language. A complete grammar includes descriptions of all major components of language – syntax, semantics, phonology, morphology, lexicon, and conditions on use. Pedagogical grammars, in other side, may well address several distinct audiences. They may be used by language students to augment or clarify classroom activities. They may be used by prospective teachers and their professors to intensify their detailed knowledge of the workings of some target language. For teachers, pedagogical grammars are ultimately translations of linguistic descriptions, translations which should help them enhance instructional efforts in two ways. One, they must provide explicit descriptions of grammatical structures and use in a simple and straightforward manner. Two, they should provide the basis, either explicitly or by examples, for creating additions and amendments to pedagogical descriptions. A pedagogical description must provide the language teacher with information sufficient to construct learning activities targeting the selected grammatical problems.

Swan, in additional ideas of pedagogical grammar, (see Bygate et.al. (eds.) (1994:45 – 52) states that, at least, there are six 'design criteria' for pedagogical language rules that should be involved in pedagogical grammar. First, rules presented in pedagogical grammar should be true. It is obviously desirable to tell learners the truth. The writers of pedagogical grammar need to consider and decide which rules are "relatively" right for educational and practical purposes. Second, a pedagogical language must have demarcation; a pedagogical rule should show clearly what the limits on the use of a given form are. Third, a pedagogical rule should be clarity. In other words, the rules should be clear because teachers tend to be good at making things clear. Fourth, a pedagogical rule has to have simplicity; a pedagogical rule should be simple. Simplicity is not quite the same thing as clarity, though it may contribute to it. Clarity relates above all to the way an explanation is worded; simplicity, in other side, relates to the way it is constructed. Fifth, a pedagogical rule should be conceptual parsimony. An explanation must make use of the conceptual framework available to the learner. It may be necessary to add to this. If so, one should aim for minimum intervention. The last one, a pedagogical rule should have principle of relevance. A rule should answer the question (and only the question) that the student's English is 'asking'.

The understanding on grammatical features and rules, both in linguistic and pedagogical perspectives is the fundamental for building linguistic competence. The linguistic competence is one of the principles that should be had by language learners in order to be able to have language performance or communicative competence. Moreover, the linguistic competence followed by communicative competence as practically realized through four language skills are highly needed for students of English Department of FKIP Universitas Bang Hatta. Although the grammatical competence is not the 'sole' feature supporting the communicative competence as performed through four language skills, it is a basic component of having language awareness and grammatical competence (see further Brown, 2001). These are all needed to construct grammatical sentences in verbal communication.

3. Passivization: Passives and Mediopassives in English

As a nominative-accusative language, English has active and passive constructions. In this type of language, S = A, ≠ P (subject of intransitive clause is the same with agent of transitive clause, and different from patient of transitive clause). Grammatically, English has grammatical and semantic categories of deriving active voice into its passive construction. Typologically, a clause in active voice is the underlying clause construction, while that in passive construction is the derived one. Passivization in English involves the grammatical and semantic processes (Shibatani (ed.), 1988). In addition to universal passivization, many languages in the world have various grammatical rules to derive actives to passives.

Semantically, passive voice is used to emphasize the agent's condition which is not on agent focus; it is patient oriented construction. Passive constructions follow the passivization rules which involve in the morphological, syntactical, and semantic features. The grammatical subject of a passive construction is the patient argument of its underlying construction, the active construction. In this case, grammatical and

semantic processes promote the patient to subject relation. The agent in passive construction demotes to oblique relation, and the verb is marked by passive prefix. According to Leech and Svartvik (1979:258 – 259), passive constructions are related to the impersonal style of language use; it is the constructions which do not focus on agent. These types of sentential constructions are commonly used in academic and scientific writings.

There are several reasons why passive (voice) constructions are appeared in verbal communication and commonly used in academic and/or scientific writings. Firstly, passive constructions are used to avoid the focus on the agent of action. This is important in scientific writing in order to have neutral and objective statements. Secondly, the passive constructions are semantically used to have information focus on object (-patient) of clause. In this case, the focus of information is not on who does/did it, but on the result of the actions. Thirdly, the passive constructions aim at placing topic into core grammatical relation, the subject. By these ways, the information in scientific works is more neutral and objective, not on agent (see Dixon, 1992:299 – 305; Parrott, 2001).

The understanding on passive and active constructions is academically needed by learners of EFL in Indonesia, especially those who are at university level. They have to know how to construct the passive constructions grammatically, how to use them appropriately, and how to create them variously. In English, there three main types of passives: (i) *common passive (indicated by be + past-participle)*; (ii) *get passive*; and (iii) *causative passive*. The teaching-learning materials on passive voice in formal education in Indonesia are mostly dominated by be + past-participle passive (common passive). Consequently, most of students' passive constructions are in the type, and there is no variation in style. This condition cause stylistic problems of passive constructions in students' writings (Parrott, 2001; Saeed, 1997; Jufrizal, 2012).

In addition to passive voice, English has medio-passive construction as well. The medio-passive construction (or middle-passive construction) is the type voice system in between active and passive. It is semantically passive, but it is grammatically written in active construction. Sometimes, it needs pragmatic views to get the meanings (see Saeed, 1997; Payne, 2002; Hundt, 2007). Thus, the medio-passives are more on stylistic constructions rather than grammatical ones. So that, the followings are semantically passives, although they are grammatically written in active forms.

- (6) *The book sells well.*
- (7) *Heat-sensitive material molds to your body shape.*
- (8) *The turtleneck collar cuddles up warmly beneath the chin.*
- (9) *The film script reads like a demented kind of literary....*

The medio-passive constructions, in nature, are those derived through passivization, as well. This fact causes other grammatical problem for most Indonesian learners. Most Indonesian learners think in the nature of bahasa Indonesia and then they translate it into English. Consequently, they often forget the nature of English grammar. Moreover, the teaching-learning processes of English grammar rarely give enough grammatical information and practical uses of the characteristics of English medio-passive constructions (see Jufrizal, 2012).

C. Data Analysis and Discussion

A library research conducted in 2012 (see Mukhaiyar and Jufrizal, 2012) reports that there are seven groups of ungrammatical constructions of English passive voice. The following table shows the percentage of the seven groups of ungrammatical constructions of the passive voice found in 40 theses written by postgraduate students of English Department of PPs UNP.

Types of the Grammatical Problems	Number of Data	Percentage
I. Problem on Tense and Voice (Active for passive)	98	34.4%
II. Problem on Agreement of Subject, Copula, with V3	51	17.9%
III. No subject, copula, and verb agreement	81	28.4%
IV. Problem on using Prepositional Phrase and Adverb	11	3.86%
V. Misuse of passive voice	32	11.23%
VI. Problem of using double <i>to be</i>	3	1.05%
VII. Problem on using subject and sentential logics	8	2.8%

It can be seen that the EFL learners are in serious problems in constructing (writing) passives concerning with tense (s) and in having agreement of subject, copula, and verb. The followings are the examples of the ungrammatical passive constructions written by English Department of FBS Universitas Negeri Padang found in their theses (and please compare with the correction codified by a below).

- (10) *... *the researcher will do the research...*

- (11) *This research has been conducted at ABA BIAS Bukittinggi...
 (10a) ...the research was conducted in ...
 (11a) This research was conducted at ...
 (12) *The data was analyzed by using simple regression technique...
 (13) *It is hope for the next researchers to conduct...
 (12a) The data were analyzed by using simple regression technique...
 (13a) It is hope for the next researchers to conduct ...
 (12) *The students collected in their own classes, and gave them ...
 (13) *Instruments are used in this research, as the followings: ...
 (12a) The students were collected in their classes, they were given...
 (13a) Instruments which were used in this research, as the followings:...
 (14) *For vocabulary test was also given by using multiple choice.
 (15) *After the researches was evaluated the task of the students...
 (14a) For vocabulary test, it was also given by using multiple choice.
 (15a) After it, the tasks of the students were evaluated by the researcher.
 (16) *Secondly, it is implied that ...
 (17) *Each cycle was consisted of plan, action, observation, and reflection...
 (18) *This research was focused on the implementation...
 (16a) Secondly, it implies that...
 (17a) Each cycle consisted of plan, action, observation, and reflection...
 (18a) This research focused on the implementation...
 (19) *It was be held by a collaborator...
 (20) *The observation was be done by the researcher ...
 (19a) It was held by a collaborator...
 (20a) The observation was done by the researcher...
 (21) *This research was analyzed based on the theory conducted by...
 (22) *The graphs above can be seen that ...
 (21a) The data of this research were analyzed based on the theory proposed by...
 (22a) Based on the graph above, it can be seen that ...

Based on the ungrammatical passive constructions constructed by the English Department of post-graduate study program of Universitas Negeri Padang as illustrated above, it is obviously seen that there are many grammatical problems faced (made) by the students in writing passive sentences. Ideally, they should not have had the grammatical problems anymore. Why is it so? Firstly, they are postgraduate students, master degree level, and of course they must have had enough knowledge on the English passive constructions. Second, they had followed academic processes and supervisor before they handed their theses. Third, they had learned how to write scientific papers and theses since they were at undergraduate degree (see also Jufrizal, 2012).

However, the facts say differently. There are still elementary and logical problems made by students in writing passive sentences. As claimed by Jufrizal (2012), at least, there are two natural factors causing the grammatical problems, namely: (i) the interference of learners' L1 (first language); and (ii) the inflectional and formal changes of verb and *copula be* following the tenses change. The students' problem in understanding English passivization and to construct passives leads them to have more serious grammatical problems; they were in "critical" grammatical problems in understanding and constructing medio-passive constructions in English. The data (16 – 18) are the examples of students' problems on medio-passives; those sentences should be written in active construction as in (16*, 17*, 18*). Related to the case that medio-passives are one of English stylistic constructions, it is argued that there are three academic factors causing the students' grammatical problems on English passivization which includes passives and medio-passives. They are: (i) less pedagogical attention, grammatical explanation, and communicative exercises on the features of passive voice constructions; (ii) there is learners' tendency to focus on transferring the content of messages rather than the attention on grammatical features of sentences used; and (iii) there is no sufficient information about English style as so called medio-passive constructions (see also Jufrizal, 2012; Jufrizal, 2013).

Following Jufrizal's (Jufrizal, 2013) students' problems and difficulties concerning with medio-passive constructions in English may be caused by, at least, three linguistic factors, namely: (i) 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; (ii) such construction is more on language style rather than grammatical regulations; and (iii) 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.

Referring to the types and causes of grammatical problems faced (and made) by the English Department students of Universitas Negeri Padang, *how the English grammar instruction at university level should be better shaped in order that the students' grammatical problems can be academically overcome?* Based on pedagogical-academic and practical considerations, the grammar instruction of EFL at university should be understood as that of learning for adult and at intermediate-advanced level. In accordance with the facts, better shape of grammar instruction in classroom practices should be held in four linguistic principles. These four principles may be operationally integrated with relevant methods and techniques of teaching and learning, then. Firstly, it is necessary to introduce and inform to the learners that English has grammatical properties and systems which make them specifically occur in the language. Thus, the grammatical constructions should be constructed based on the grammatical features and systems. In this case, linguistic and typological explanations on the English grammar should be academically presented in the learning processes.

Secondly, the ideas and principles of pedagogical grammar need to be held in order to avoid the complex and complicated explanation of descriptive grammar. In the teaching-learning processes, complex-complicated explanation as in descriptive grammar and prescriptive grammar may lead students to learn about language, not to learn language. The principles of pedagogical grammar academically help classroom interactions run well. In addition, students may develop their ways of thinking about grammar, particularly on English passivization, become linguistic-grammatical competency. This condition will successfully support their ability to have better language skills.

Thirdly, lecturers of English grammar are expected to introduce the specific grammatical systems and features on passivization which includes the grammatical properties of passive and medio-passive constructions. Passives and medio-passives are derived from passivization naturally occurred in nominative-accusative languages, such as English. More information should be added by the lecturers that medio-passive constructions are more on stylistic rather than on grammatical one. Therefore, grammatical and stylistic information should be presented in classroom in such a way that the learners theoretically and academically know the characteristics and uses of medio-passive constructions.

Lastly, relevant and sufficient data, examples, and exercises on English passives and medio-passives are highly needed in order that the learners are aware of passivization in the language. It is really recommended that the data and examples of English passives and medio-passives presented are taken from authentic materials and/or modification of relevant sources based on pedagogical principles. Exercises given to the students may be helpful if they are integrated with writing skill. For example, the students are gradually asked to write short scientific essays or to analyze passivizations found ready-made texts. Having sufficient exercises on English passivization may also help students to write scientific papers.

D. Conclusion and Suggestion

Students' problems and difficulties in understanding, constructing, and using English passive and medio-passive constructions may be caused linguistic, psychological, and practical factors. Those problems and difficulties lead students to have further grammatical inability performing through language skills. Better shapes and models should be created to overcome such grammatical problems based on principles and ideas of teaching-learning methodology proposed by language learning methodologists. This paper has just presented the data and information related to students' ungrammatical passives and medio-passives in English. The possible causes of the problems are also discussed in this paper. However, this paper does not explicitly propose the appropriate models of grammar instruction in practice yet. So that, it is suggested to others to construct and propose specific models and/or shapes of grammar instruction at university, particularly those which are relevant to English passivization based on the principles argued in this paper.

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