

THE ENGLISH PASSIVE VOICE
AND
THE POSSIBLE DIFFICULTIES IN LEARNING IT

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CHAPTER I

INTRODUCTION

It is inevitable that when a student wishes to master English, he should learn the elements of grammar. Grammar is essential to enable the students to produce correct sentences because it provides rules applied in every English sentence from the very simple sentences until the most complicated ones. Grammar also comprises the greater part of both Curriculum 1975 and 1984, which reflects the extent of its importance.

One of the grammar elements taught in every English course or lesson is Passive Voice.

Background

During two years of teaching, the writer notices that most of the students complain when they come to learn passive voice. They say that it is difficult. Even when they have learned it and have done a lot of exercises, they still make a lot of mistakes. Other teachers also admit their students' difficulty in learning passive voice and usually they devote much more time for teaching passive voice than for teaching a tense or some other grammar elements.

Finding such a fact, the writer wonders what makes them feel such a difficulty. Is passive voice really difficult to learn? What kind of difficulties do the students face in learning passive voice and how can teachers help them overcome the difficulties?

Objective

This thesis attempts to find out what kinds of difficulties the students possibly face in learning Passive Voice by analyzing the errors made by the students, and then tries to suggest alternative ways of teaching passive voice which enable the students to either avoid or overcome the difficulties.

Scope

In this thesis, first of all, we will talk about the description of English Passive Voice, then we will see the number of errors and the types of errors made by the learners of English. The errors are examined and analyzed to enable us to discuss about the possible causes of difficulty in learning Passive Voice which are predicted based on the analysis. Finally, we will talk about an alternative way of teaching passive which is designed to make learning Passive Voice easier and more effective - thus to improve the achievement of learning Passive Voice.

Methodology

First of all, the writer composed a test which can be found in Appendix. She gave the test to the students of D2 and D3 program. Then, she asked a writing lecture to give the students of S1 program group B a

writing assignment. The writing papers were then used as the source of data. Again, by asking a favour from another writing lecturer, the writer collected the writing exercise books of the students of SI program group A. From each writing book, the writer took two or three articles and the answers to a conversion test given by the lecturer as the source of data.

Having collected the source of data, the writer began the analysis by identifying passive items in the articles and writing papers. Then the writer examined the passive items both in the articles and in the tests and gave a sign to the erroneous ones.

The writer counted the number of passive items in the articles and the number of correct items and then counted the percentage of correct items against the total number of passive items. This was done for each group separately. The same thing was done to the passive items in the tests. In this way, the achievement of the group was found out.

After that, the writer examined the writing paper or the test answers from each student. The writer counted the number of passive items each student confronted or used and the number of correct items each student managed to achieve. Then the percentage of correct items is counted for each student. In this way, the achievement of the individuals was found out.

All erroneous items both in the writing papers and the tests were then put together and examined. The errors

were classified into some parts. The total number of errors and the number of each type of errors were counted. The percentage of each type of errors against the total number of errors was counted as well. In this way, the writer found out which type of errors is more common and which is less common.

The errors were then examined and the writer tried to draw some conclusion about what kind of difficulties the students faced in learning passive voice by looking at the errors they had made.

Organization

This thesis is organized in the following way :

First of all, in Chapter One, we have the introduction. It gives us the overview of the whole thesis. It presents the background, objective, scope, methodology, organization, the purpose of using Error Analysis, and the basis of judgement.

Chapter Two talks about the description of English passive voice. This description is composed by combining the descriptions of passive voice made by some grammarians who are listed in the Bibliography.

Chapter Three deals with the data collected by the writer. This chapter talks about the achievement of learning passive voice, the number and the types of errors made by the students and the possible causes of difficulty predicted based on the error analysis, on the comparison between English and Indonesian passive constructions, and

also on the writer's observation about the techniques applied in teaching passive voice.

Chapter Four discusses an alternative approach and procedure of teaching passive voice which hopefully can reduce the difficulty of learning passive voice, and therefore help the students to improve their achievement.

The Purpose of Using Error Analysis

Error Analysis plays an important part in teaching. This is also stated by Pit Corder in his book "Introducing Applied Linguistics":

"Errors provide feedback, they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques and show him what parts of the syllabus he has been following have been inadequately learned or taught and need further attention. They enable him to decide whether he can move on to the next item on the syllabus or whether he must devote more time to the item he has been working on. This is the day-to-day value of errors. But in terms of broader planning and with a new group of learners they provide information for designing a remedial syllabus or a programme of reteaching."
(p. 265)

To be able to help the students learn passive voice in spite of the difficulties they face, the teacher should know what kind of difficulties that they face and what causes the difficulties to emerge. These are reflected on the errors made by the students in using passive voice. The analysis done on the errors enables the teacher to predict what difficulties the students face in learning passive voice and the possible causes, which in the remedial program or in a new program designed to achieve a better

result are avoided and overcome.

Basis of Judgement

The writer made a judgement about the correctness of a passive item based on the description of passive voice presented in Chapter II.

CHAPTER II

ENGLISH PASSIVE VOICE

II.1. What is Voice

There are many definitions offered by grammarians to describe Voice in English. The writer will quote some of them which more or less capture the ideas expressed in all other definitions the writer has read.

A Grammar of Contemporary English presents this definition:

"Voice is a grammatical category which makes it possible to view the action of a sentence in two ways, without change in the facts reported:

(a) The butle murdered the detective.

(b) The detective was murdered by the butler.

Sentence (a) is in the active voice, and sentence

(b) in the passive voice. (p. 336)" 1)

The above definition doesn't say exactly what the difference of the two voices is. Paul Procter in Longman Dictionary of Contemporary English, J.C.Nesfield in his book Outline of English Grammar, G.L.Kittredge and F.E. Farley quoted by Jack E. Conner in his book A Grammar of Standard English, and some other grammarians offer a more specific definition:

"Voice is the form of the verb which shows whether the subject of a sentence acts or does something to some other person or thing (active voice) or is acted on and becomes the victim of the verb (passive voice)."

Jack E. Conner tries to attack the second definition:

"This definition creates error of claiming that the acting of the subject, or its being acted upon is a controlling feature of voice.(p. 161)" 2)

He puts forward the following examples and arguments:

(1) Water squirts from the hose.

According to the definition above, 'water' is acting, however, according to Jack E. Conner, "actually it only obeys physical law because a pump somewhere makes it squirt." So 'water' in this case is not really acting.

(2) That unconscious patient underwent an operation. This is an active sentence and the unconscious patient is said to be acting. However, Jack E. Conner argues that in fact it is the surgeon who acts, the patient is acted upon.

According to the writer, Jack E. Conner's argument is not based on a strong ground. In the example "Water squirts from the hose", 'water' does the action of squirting, not the pump, although it is the pump which makes the water squirt. In the second example "The unconscious patient underwent an operation", it is the patient who does the action of undergoing an operation, the surgeon does the action of performing the operation.

In an attempt to be more exact, the writer suggests the following definition to describe Voice: "Voice is the form of the verb which shows whether the subject of a sentence acts or does the action expressed in the verb (active voice) or is acted on and becomes the victim of the action expressed in the verb (passive voice)."

II.2. The Verb Forms of the Passive Voice

Sentences in the passive voice always contain some form of the verb be followed by the main verb in past par-

ticiple form. The form of be which occurs in the sentences is the same as the form of the main verb in the corresponding active sentence. Other auxiliaries, if any, precede be.

The table below shows verb forms of different tenses in both voices, with the main verb 'keep'.

<u>Tense/verb form</u>	<u>Active Voice</u>	<u>Passive Voice</u>
Simple Present	keep/keeps	am/is/are kept
Present Continuous	am/is/are keeping	am/is/are being kept
Simple Past	kept	was/were kept
Past Continuous	was/were keeping	was/were being kept
Present Perfect	has/have kept	has/have been kept
Past Perfect	had kept	had been kept
Future	will/shall keep	will/shall be kept
	am/is/are going to keep	am/is/are going to be kept
Conditional	would keep	would be kept
Modal	can/may keep	can/may be kept
Modal + Perfective	can/may have kept	can/may have been kept
Present Infinitive	to keep	to be kept
Perfect Infinitive	to have kept	to have been kept
Gerund/Past Participle	keeping	being kept
Perfect Participle	having kept	having been kept

Note that we usually avoid saying be being and been

being, so that Future Continuous and Perfect Continuous passive sentences are very uncommon.

II.3. Other Passive Auxiliaries

The passive auxiliary used is normally be, as written in I.2. However, sometimes get is used instead of be in constructions without an agent.

The girl got hurt on her way home from work.

*The girl got given a dress by her mother.

The passive auxiliary get is usually used only in informal English, even so, it is used far less frequently than be.

The fence is getting painted.

If they behave so badly, they will get treated badly too.

The novel finally got translated into Indonesian.

Get is much more common as a 'resulting copula' in sentences which look superficially like the passive but they cannot have expressed agents:

He is getting bogged down in all sorts of problems.

We have to get dressed before six o'clock.

I don't want to get mixed up with them again.

Your explanation gets a bit confused here.

"As a resulting copula, get is often equivalent to become, which is used to express gradual change, often enhanced by modification with more and more, increasingly, etc." 3)

The explanation is becoming increasingly specialized.

He becomes more and more confused as he reads the report further.

II.4. Meaning

In terms of meaning, there are two kinds of passives, namely, actional passive and statal passive. Actional passive refers to the action expressed in the verb, whereas statal passive refers to the state or the result of the action expressed in the verb.

The pub was closed.

This sentence can have two meanings:

The pub was closed by the police on the order of the mayor (Actional Passive).

When I got to the pub, I found that it was closed (Statal Passive).

The active voice of such statal passive requires "an aspectual shift to the perfect." 4)

The land is already sold.

Someone has already sold the land.

*Someone already sells the land.

A present statal passive, therefore, often has the same meaning as a present perfect passive.

The goods are packed.

The goods have been packed.

II.5. The Use and Distribution of Passive Voice

Highschool students have always been taught that passive voice is used when the main interest of the speak-

er is on the action and the receiver of the action, not on the performer of the action or the subject. This is also confirmed by Virginia French Allen in her article A New Look at the Passive:

"Whatever else may have changed in the teaching of grammar, students are still being given much the same impression of the purpose of the passive. They are told that it highlights an action and the receiver of the action, diverting attention from the action's agent.(p. 8) " 5)

Allen presents some examples which clearly show that passive voice is also used when the performer of the action or the agent is important, not less important than the action itself. The examples are:

1. After Mrs. Faus died, the property was owned by the Blackmarr family, which also owned a furniture store for many years.
2. It was purchased by the First Methodist Church in 1959.
3. The foundation was set up by the popular pianist, Liberace, who dazzles audiences with candelabras, glittering jackets and keyboard acrobatics.
4. The day after his 11th birthday, one of your Daily Camera carriers' bicycle was stolen from his home - along with the bicycle of his friend - by thieves who entered our courtyard after dark.

The use of passive voice is in fact quite complicated. In an attempt to make it less confusing, the writer will divide the uses of passive voice into two parts :

- II.5.1. When the agent is not important
- II.5.2. When the agent is important

II.5.1. When the Agent is Not Important

When the agent is not important, we prefer not to mention it in the sentence, and we use passive voice constructions, normally without any agent expressed. The writer managed to list some situations in which the agent is not the main interest of the speaker - thus not important.

1. When the agent is unknown

He was murdered last night.

This building was built 2 centuries ago.

Benny's bicycle was made in China.

The new book had been written in, so he returned it.

2. When the agent is implied in the context and therefore it is obvious and unnecessary to be mentioned.

The robber has been arrested.

English is spoken all over the world.

Doni has been promoted to the next class.

3. When the agent is indefinite, i.e. when the subject of the active voice is one of the following: somebody/some one, anybody/anyone, nobody/no one, everybody/everyone, people, they, which is used indefinitely.

4. When it is preferable, due to some specific reasons, not to mention the performer.

I was given some bad advice when I first arrived at this town.

5. When the main interest of the speaker is on the action itself and the receiver of the action, not particular-

ly on the doer of the action.

Paul was assigned a project.

Another person had been assigned the same project.

The mistake was discovered immediately.

6. In official notes, instructions or prohibitions, to make them sound impersonal and thus more polite.

Books must be returned by the end of this month.

Question papers are not to be taken outside this room or taken home.

Passengers are requested to leave the aircraft as soon as it lands.

7. When the speaker wishes to make a statement sound impersonal or less direct for reasons of tact, diplomacy, discretion, etc. as the passive makes it less clear who the actual doer is.

Another applicant has already been given the post.

(Less direct than: I have already given the post to another applicant.)

8. In describing a process and also in helping the writer maintain an air of anonymity.

"It's based on the principle of compression pump.

It has a barrel and the piston is fitted with a rubber washer, V_2 . The other valve, V_1 , is fixed to the cycle tube into which air is to be compressed. When the handle is moved up, V_2 just contacts When the handle is moved down, air in the barrel is forced into the cycle tube." ⁶⁾

II.5.2. When the Agent Is Important

When the agent is also important, it is usually expressed in the sentence in the form of a by-phrase. Such uses of passive voice are in situations as follow:

1. In situations of social and historical significance, i.e. when the work resulting from the action as well or better known than the performer, as in the case of famous music, writing, paintings and inventions.⁷⁾ In the sentences of this type, the agent is important too and must be mentioned to complete the statement.

The novel Love Story was written by Erich Segal.

The song Apanya Dong was composed by Titiek Puspa.

The Reaper was painted by Vincent van Gogh.

Dynamite was invented by Alfred Nobel.

2. When the passive voice may facilitate the connection of one sentence with another.

He eats what he finds in garbages and what is
given to him by other people.

The grass was cut, brought into the stables and
given to the horses.

He spoke clearly and was listened to with enthusiasm by the great crowd present.

3. When the agent is represented by a heavily modified noun phrase too unwieldy to be used in the subject position.⁸⁾ There is a tendency to put longer and 'heavier' expressions at the end of a sentence which is referred to as "the principle of End Weight" in the book

University Grammar of English.⁹⁾ We may compare the following:

Anne's behaviour annoyed me. (or: I was annoyed by Anne's behaviour.)

I was annoyed by Anne wanting to tell everybody else what to do.

If the second sentence was active, the subject would be very long.

Anne wanting to tell everybody else what to do annoyed me.

In this case, a passive structure is more natural. In its after-verb position, the agent can be treated at length comfortably.

4. When the speaker wants to focus attention to the agent. "We usually like to start sentences with what is already known, and to put 'new' information later in the sentence." ¹⁰⁾ This tendency to place new information towards the end of the clause is referred to as the principle of End Focus in the book University Grammar of English.¹¹⁾

John's just written a play.

This play was probably written by Marlowe.

"In the first sentence, John is somebody that the hearer knows; the news is that he has written a play. The speaker prefers to put this at the end, so he begins with John and uses an active verb. In the second sentence, a passive structure allows the speaker to begin with the play (which the hearer already knows about), and to put

the news (who wrote it) at the end."¹²⁾

Virginia French Allen puts forward another reason why passive voice is used when the speaker wants to focus attention to the agent. She said:

"Since the end of a sentence is often marked by pitch-change and strong stress, a writer may draw attention to the agent through the use of the passive. The by-phrase is placed where the major stress falls.(p.10)" ¹³⁾

5. When the writer or the speaker wants to create suspense by delaying to state the agent and shifting the agent to the end position, which can only be done by using a passive structure.

Summarizing the discussion on the use of passive voice, the writer reaches a conclusion that passive voice without an expressed agent is used when the agent is not important. When the agent is important, the speaker may use either passive voice with an expressed agent or active voice. The choice depends on the individual situation faced by the speaker. It would be wrong, however, to assume that active sentences are the normal way of saying things and passive voice is just an alternative way of expressing the same meaning to provide variations. Passive voice plays its own role in English. This is obviously shown by the fact that there are passive sentences which do not have active equivalents.

For example:

He was born in Padang. (*His mother bore him in Padang.)

This decision was based on a misconception. (*A mis-

conception bases on this decision.)

Normally, passive sentences are more commonly found in scientific writing and other kinds of expression where we are more interested in talking about things that happen and about processes, whereas active sentences are more commonly found in imaginative writing such as novels and stories, and in other cases where we are more interested in the people or agents who make things happen.

II.5.3. The Distribution of Passive Voice

In a sentence, passive voice may have some different functions. They are:

1. As the predicate of the main clause

The girl is named after her grandmother.

Dinner will be served at eight o'clock.

2. As the predicate of a subclause

The police will question the boys who were arrested in a supermarket yesterday.

The books which are read only for entertainment are relatively cheap.

Because she is forced to support the whole family, she tries to search for a job in Jakarta.

This function is also possible without an auxiliary/copula.

The police will question the boys arrested in a supermarket yesterday.

The books read only for entertainment are relative-

ly cheap.

Forced to support the whole family, she tries to search for a job in Jakarta.

3. As a subject

Only a gerund and a to-infinitive suit this function.

Being suspected makes me uneasy.

To be forced is something that I hate very much.

4. As an object

Again, only a gerund and a to-infinitive can be used in this function.

I don't like being ordered around.

She wants to be respected.

However, not all verbs can take either a gerund or a to-infinitive as its object. Some verbs which can take a gerund as its object are: avoid, keep on, enjoy, like, begin, prefer, continue, etc. The verbs which can take a to-infinitive are for instance: need, expect, hope, plan, like, begin, prefer, continue, etc.

5. As an object complement

This function is only possible with the past participle, which expresses passive meaning even though there is no auxiliary/copula be.

We had the fence painted.

They get the bicycle repaired.

6. As a noun modifier

This function is also possible only with the past participle, without the presence of an auxiliary or copula.

A fried egg

A rented room

A well organized meeting

However, there are some exceptions, for instance:

An escaped prisoner

A faded curtain

The past participles in the above noun phrases express active meaning.

II.6. Agent

An agent is the person, animal or thing that does the action expressed in the verb.

II.6.1. When It Is Needed and Not Needed

An agent is an optional part of a passive sentence. However, "in fact, approximately four out of five English passive sentences have no expressed agent."¹⁴⁾ The agent is only expressed when it is important. When it is not important, it is usually not expressed, for instance when it is irrelevant or unknown:

The Prime Minister was attacked last night after the meeting with the President.

or when it is redundant:

Jack fought Daniel last night and Jack was beaten. The agent phrase by Daniel would be clearly unnecessary to be expressed since it is obviously shown by the context.

Some more situations in which an agent is not im-

portant can be found in section I.5.1.

II.6.2. How to Form an Agent Phrase

An agent in passive sentences is formed with the preposition by which is followed by a noun phrase or, when it is a pronoun, by an object pronoun, not a subject pronoun. However, the agent phrase with a pronoun is hardly ever expressed in the sentence.

The flowers were arranged by my sister, Tina.

The flowers were arranged by her.

*The flowers were arranged by she.

II.6.3. The Position of an Agent

The position of an agent is usually after the verb.

The trouble was caused by your mother.

I was shocked by her attitude.

However, when there is an adverb of manner or an adverb of place, the agent is usually placed after the adverb. When there is an adverb of time, the agent is usually placed before the adverb of time.

The aid was given regularly by the local Catholic Church.

The letter was sent to the wrong address by the foolish secretary.

The work was finished by Sardi in three days and by Shinta in four days.

All of the cookies had been eaten up by the children

before you came.

However, when the agent is heavily modified, it is placed at the end of the sentence.

His leg was operated on by Dr. Sanjaya yesterday.

His leg was operated yesterday by Dr. Sanjaya, who is one of the best surgeons in Indonesia.

II.6.4. Prepositions Which Can Indicate an Agent

There are some prepositions which are used instead of the preposition by to indicate an agent. They are for instance: about, at, with, of, in, etc.

He was worried about her silence.

I was excited at the prospect of going to Britain.

I am frightened of worms.

She won't be bothered with me anymore.

John was interested in Arithmetics.

The objects of such prepositions are considered to be agents because they can act as the subjects of the active counterparts of the above passive sentences, just exactly like by-agents.

Her silence worried him.

The prospect of going to Britain excited me.

Worms frightened me.

I won't bother her anymore.

Arithmetics interested John.

II.6.5. The Difference of By-Agent from Other (Preposition + Agent) Constructions

The past participles used in the sentences in II.6.4. have two kinds of properties, namely verbal and adjectival properties. They have verbal properties because they have active analogues:

Arithmetics interested John.

John was interested in Arithmetics.

They have adjectival properties because (1) they can have such adjectival modifications as quite, rather, more, very, etc., whereas real verbal past participle cannot, and (2) the auxiliary be can be replaced by linking verbs. The following are examples with adjectival modifications:

John was very interested in Arithmetics.

He was rather worried about her silence.

*Agus was very beaten by his father.

In the following examples we can see that be is replaced by linking verbs.

John was interested in Arithmetics.

John seemed interested in Arithmetics.

He was rather worried about her silence.

He felt rather worried about her silence.

Agus was beaten by his father.

*Agus became beaten by his father.

Beaten is a real verbal past participle, therefore the auxiliary be used with the past participle beaten cannot be replaced by a linking verb.

By-agent is not normally used with past participles which are used like an adjective. However, exceptions do occur, for example:

*John was interested by Arithmetics.

I feel rather let down by her indifference.

Even when the past participle doesn't have an active counterpart - it doesn't have an infinitive - sometimes it has a by-agent.

She was unimpressed by his attempts.

*His attempts unimpressed her.

His attempts did not impress her.

Sometimes a by-agent is used with the past participles which have adjectival properties; however, there is a slight difference in the meaning.

Compare these sentences:

She was frightened by a mouse that suddenly appeared.

He's always been terribly frightened of dying.

The kids were so excited by the noise that they could not get to sleep.

I am excited about the possibility of going to New York.

I was annoyed by the way she spoke to my mother.

I'm annoyed with her.

The second sentence in each pair of sentences denotes a state of mind, whereas the first sentence denotes an action.

A.J. Thomson and A.V. Martinet present these sentences: 15)

The room was filled with smoke.

The lock was covered with paint.

These sentences look like passive sentences with smoke and

paint as agents. They also have the active counterparts as follow:

Smoke filled the room.

Paint covered the lock.

However, the past participles do not have adjectival properties described previously in this section.

*The room was very filled with smoke.

*The lock was quite covered with paint.

?The room became filled with smoke.

?The lock looked covered with paint.

A.J. Thomson and A.V. Martinet in their book A Practical English Grammar consider smoke and paint as the materials used to do the action expressed in the verb, not the agents.¹⁶⁾

We also have this construction:

This edition was not known to us.

We did not know this edition.

This construction is different from the constructions with the past participle: worried, surprised, etc. because know doesn't have the causative feature of worry, surprise, etc. Also, it doesn't take modifiers like quite and rather.¹⁷⁾

Her behaviour made us rather surprised.

*We did not make this edition rather known.

This boy was not very surprised at her behaviour.

*This edition not very known to everybody here.



II.7. Relationship Between Active and Passive Voice

II.7.1. Conversion

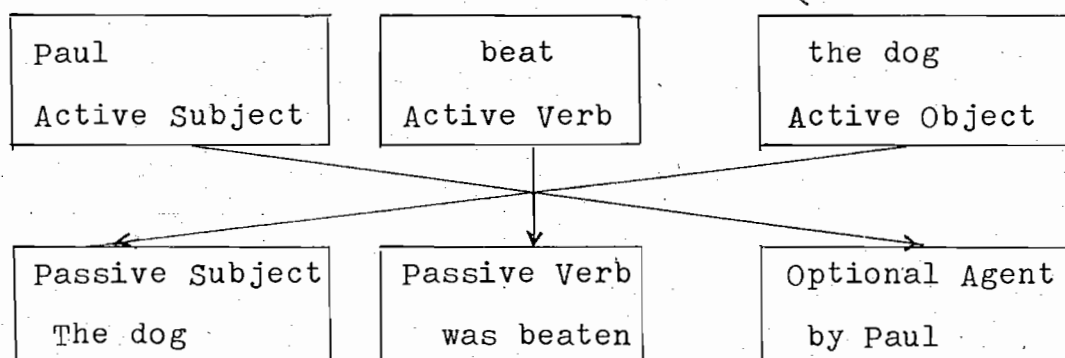
II.7.1.1. Sentences With One Object

An active sentence can be transformed into a passive one. The passivization involves the following changes:

- (a) The active subject becomes the passive agent.
- (b) The active object becomes the passive subject.
- (c) The active verb phrase is changed into the passive verb phrase.
- (d) The preposition by is introduced before the agent.

"The prepositional agent phrase of passive sentences is an optional sentence element."¹⁸⁾ This has been discussed in II.6.1.

The active-passive transformation for sentences with one subject can be represented in this diagram:



Although the sentence structure is different, these two sentences have approximately the same meaning. Paul, in both sentences, is still the performer of the action of beating and the dog, the receiver.

II.7.1.2. Sentences with Two Objects

Some verbs can take two objects in the active voice, a direct object and an indirect object. An indirect object usually refers to a person, and a direct object usually refers to a thing.

She gave her sister the pen.

The estate agent showed Peter and Ann the old house. In the above sentences, the indirect objects precede the direct object, and it is not necessary to put a preposition before the indirect object. "In this case, both the direct object and the indirect object can become the subject of the passive sentences."¹⁹⁾

Her sister was given the pen.

The pen was given to her sister.

Peter and Ann were shown the old house.

The old house was shown to Peter and Ann.

Note that in passive sentences the indirect object usually take the preposition to or for. This will be discussed further in II.7.1.6.

It is more common, however, to have an indirect object as the subject of the passive sentence, especially when the direct object is long.

He's just been sent a lot of information.

We were lent ten thousand pounds last year.

She was shown all the different ways of making whisky.

Other verbs which are used like this are for instance: pay, promise, tell, offer, award, bring, hand, pass, and teach.

"Note also that the passive suggesting condition or

state is not found with the indirect object as the subject."²⁰⁾

Compare these sentences taken from Modern English Grammar:²¹⁾

The serenity of spiritual satisfaction was denied him.

You'll be denied Extreme Unction.

The first sentence expresses a condition or state, whereas the latter expresses an action.

II.7.1.3. The Position of Adverbs of Frequency

The position of an adverb of frequency in active voice is normally (1) before the main verb, and when there are auxiliaries, (2) after the first auxiliary.

They frequently cut the grass.

They will always improve the dialogue until it is satisfactory.

In the passive voice, the position is still the same.

The grass is frequently cut.

The dialogue will always be improved until it is satisfactory.

II.7.1.4. The Position of Subclauses and Prepositional Phrase Modifying the Subject or Object.

The subject or object of an active sentence can be modified by a subclause or a prepositional phrase which follows directly after the noun modified.

They have taken the books on the table to the library.

The man near the gate shot the girl.

She stole the money that I put in my left pocket.
Dr. Sulis, who is one of the best doctors in Yogya,
 examined us yesterday.

In the conversion, the subclause or the prepositional phrase follows the sentence element it modifies.

The books on the table have been taken to the library.

*The books have been taken on the table to the library.

The girl was shot by the man near the gate.

*The girl was shot near the gate by the man.

*Near the gate the girl was shot by the man.

The money that I put in my left pocket was stolen.

*The money was stolen that I put in my left pocket.

We were examined by Dr. Sulis, who is one of the best doctors in Yogya.

*We, who is one of the best doctors in Yogya, were examined by Dr. Sulis.

II.7.1.5. Object Complement

"After some verbs, the direct object can be followed by an object complement - a noun or adjective which describes the object."²²⁾

His classmates considered him a genius.

The other students called him stupid.

I made the room comfortable.

They elected him manager.

These sentences can be transformed into passive:

He was considered a genius.

He was called stupid.

The room was made comfortable.

He was elected manager.

In this case, there is a change of function of the complement. In the active voice, it is an object complement because it modifies the object; but in the passive voice, it modifies the subject - and thus a subject complement. J.C. Nesfield confirms this in his book *Modern English Grammar*.

"Whenever a verb which takes an object and a complement is changed from the active voice to the passive, the objective complement becomes a subjective one.(p.56)" 23)

The position of the complement in the active sentence is after the object, in the passive sentence its position is after the verb.

His classmates considered him a genius.

He was considered a genius.

*He a genius was considered (by his classmates).

II.7.1.6. Prepositions

"When a verb + preposition + object combination is put into the passive, the preposition will remain immediately after the verb." 24)

I must write to him.

He must be written to.

You can play with these toys quite safely.

These toys can be played with quite safely.

II.7.1.6.1. Prepositions Added in Conversion

When a sentence with two objects is transformed into passive with the direct object as the passive subject, the indirect object usually takes the preposition to or for.

He gave Robert a book.

A book was given to Robert.

His father bought her a new dress.

A new dress was bought for her.

Some other verbs which take the preposition to are: write, read, show, teach, tell, sell, send, lend, bring, take, and pass. Some other verbs which take the preposition for are : get, make, find, do.

II.7.1.6.2. Prepositions Omitted in Conversion

Verbs like give and buy can have an indirect object preceded by a preposition or not preceded by a preposition.

He gave Robert a book.

He gave a book to Robert.

His father bought her a new dress.

His father bought a new dress for her.

When these sentences are transformed into passive with the indirect object as the passive subject, the prepositions are omitted.

Robert was given a book.

She was bought a new dress.

However, with verbs like explain and prepare, the indirect object of which should be preceded by the prepositions to or for, such transformation cannot take place.

He explained the answers to the students.

*The students were explained the answers.

The answers were explained to the students.

He prepared dinner for all of us.

*All of us were prepared dinner.

Dinner was prepared for all of us.

II.7.1.7. Idiomatic expressions

Some verbs followed by a noun phrase and a preposition can make an idiomatic unit, for instance:

They had made good use of the rooms.

There are two possible passive constructions of the above active sentence.

Good use had been made of the rooms.

The rooms had been made good use of.

The second passive construction is more commonly found and it is usually used in informal style. Other examples are:

She was taken no notice of.

The house was set fire to.

"But if the combination has not merged into a whole, passive expressions have the object of the verb as the patient."²⁵⁾

I wonder why such attentions are paid to the girl.

II.7.1.8. Prepositional Verbs, Phrasal Verbs and Phrasal Prepositional Verbs.

Passive constructions can occur with prepositional verbs:

Someone will have to deal with this matter right away.

This matter will have to be dealt with right away.

with phrasal verbs:

Paul called up the man.

The man was called up.

and with phrasal prepositional verbs:

John couldn't put up with Andy easily.

Andy couldn't easily be put up with.

They should do away with these prejudices.

These prejudices should be done away with.

II.7.1.9. Sentence Patterns and Their Passive Equivalents

A.1. Transitive verb + direct object

I hit the guy.

They have eaten the chicken.

Passive: can be used with all the verbs which occur in this pattern.

The guy was hit.

The chicken has been eaten.

Notes: (1) There is an exception for the following sentence:

The Consul married John and Susan.

They can have two possible passive cons-

tructions:

John was married to Susan.

John and Susan were married by the
Consul.

(2) Although have is a transitive verb, when it is used in the meaning of possess or hold, it has no passive equivalent. With other meaning, however, it has its passive equivalent.

I had two cars.

*Two cars were had (by me).

They had a party yesterday.

*A party was had yesterday.

All had a good time.

A good time was had by all.

A.2. Transitive Verb + direct object + adjunct

I put the key on the table.

They set the spoons on the table.

Passive: can be used with all the verbs which occur
in this pattern.

The key was put on the table.

The spoons were set on the table.

B.1. Verb + preposition + object

They have accounted for all the expense.

He is a man who people always listen to.

We have paid for the food.

Passive: There are some verbs which fit into this pat-

tern but which cannot be transformed into passive. Those which can occur in passive take this model:

All the expense has been accounted for.

He is a man who is always listened to.

The food has been paid for.

B.2. Transitive verb + indirect object + preposition + direct object

They told us about the accident.

They accused him of the robbery.

He congratulated them on their success.

Passive:

We were told about the accident.

He was accused of the robbery.

They were congratulated on their success.

Some other verbs which fit into this pattern are:

ask ... about	remind ... of	charge ... with
thank ... for	blame ... for	punish ... for

B.3. Transitive verb + to infinitive

They decided to go by plane.

She tried to sing the song.

Passive: Normally, this pattern has no passive equivalents except with the verbs agree, arrange and decide.

It was decided	to go by plane.
agreed	
arranged	

C.2. Transitive verb + noun phrase + to infinitive

We expect you to help us tomorrow.

Passive: can be used with the verbs:

allow	force	teach	tell
ask	order	urge	intend
advise	permit	help	etc.

You are expected to help us tomorrow.

They have been forced to do that.

The infinitive can be put into passive freely.

We allowed him to be informed.

I expect him to be promoted.

C.3. Transitive verb + preposition + noun phrase + to infinitive

We rely on Margareth to help us.
 depend on
 count on

Passive: The passive is only possible with can or could.

Margareth can be relied on to help us.
 depended on
 counted on

D.1. Transitive verb + (possessive adjective) + gerund

We regret your breaking your promise.

They suggest jogging.

Passive: The passive is used in formal style.

Your breaking your promise is regretted.

Jogging is suggested.

The gerund can be put into passive freely.

I appreciate being invited.

They avoid being talked about.

E. Transitive verb + object + stem

I heard the door bell ring.

We saw the car crash.

They let him stay here longer.

I had Bob teach my sisters.

They have never known him behave like that before.

Passive: can be used with all the verbs below:

bid feel help

make see know

But it requires the infinitive with to.

The car was seen to crash.

The door bell was heard to ring.

He has never been known to behave like that before.

Verbs like let, have, notice, watch, do not occur in passive in this pattern.

*Bob was had to teach my sisters.

*He was let to stay here longer.

Note: With the verb let, it is possible to use the infinitive without to, particularly in this sentence:

The prisoner was let go.

*He was let go on board.

F. Transitive verb + object + V-ing

I found him waiting at the door step.

We saw the car pulling over to the left side.

He kept us working.

Passive: can be used with the verbs:

catch	discover	find	hear	set
keep	leave	observe	see	

He was found waiting at the door step.

The car was seen pulling over to the left side.

We were kept working.

G.1. Transitive verb + object + past participle

We found the door closed.

Some people can always make their presence noticed.

He saw the door safely locked.

Passive : can occur with the verbs find and keep on this model:

The door was found (to be) closed.

The windows were kept (to be) latched.

Some verbs take an additional to be.

The door was seen to be safely locked.

Their presence can always be made to be noticed.

H. Transitive verb + that-clause

I believe that he is lazy.

I believe that he is expecting me.

I believe that he solved/has solved the problem.

Verbs which occur in this pattern are :

agree	bet	accept	claim
assume	consider	admit	indicate
acknowledge	learn	say	etc.

Passive: There are three possible passive constructions of this pattern.

I. That he is lazy is believed.

That he is expecting me is believed.

That he solved/has solved the problem is believed.

II. It is believed that he is lazy.

It is believed that he is expecting me.

It is believed that he solved/has solved the problem.

III. He is believed to be lazy.

He is believed to be expecting me.

He is believed to have solved the problem.

Notes:

Construction I is rarely used. Construction II is much more common than construction I, it can be used with most of the verbs which occur in this pattern. Construction III is frequently used with the verbs:

assume	declare	know	understand	think
believe	expect	report	see	suppose
consider	feel	say		

H.2. Transitive verb + object + that-clause

He convinced us (that) he could pass the exam.

We warned him (that) it was dangerous.

Verbs which fit into this pattern are:

assure	remind	warn	inform
teach	tell	show	

Passive: There is only one possible passive construction for this pattern.

We were convinced (that) he could pass the exam.

He was warned (that) it was dangerous.

H.3. Transitive verb + to + object + that-clause

He reported to us that he had finished his study.

She explained to us that she was on a diet.

Verbs which fit into this pattern are:

announce	mention	report	suggest	remark
confess	point out	say	describe	state
explain	propose	complain		

Passive: can be used with all verbs which fit into this pattern except complain and remark.

It was reported to us that he had finished his study.

It was explained to us that she was on a diet.

I. Should or Subjunctive

We recommend (that) he (should) join us.

Verbs which can occur in this pattern are:

agree	command	desire	propose
arrange	consider	disagree	request
ask	decide	insist	intend
suggest	urge		

Passive: There is only one possible passive construction for this pattern. The passive occurs with all verbs which fit into this pattern except desire, disagree and insist.

It is recommended that he should join us.

Note: The sentence "He was recommended to join us." will be the passive equivalent of "Someone recommended him to join us."

J.1. Transitive verb + indirect yes-no question

I asked if/whether he had left.

I didn't know if/whether he would come.

Verbs which occur in this pattern are:

doubt	enquire	forget	not know
not say	wonder	ask	

Passive:

It was asked if/whether he had left.

It was not known if/whether he would come.

J.2. Transitive verb + object + indirect yes-no question

I asked you if/whether they have called you up.

Note: Only the verb ask can be used in this pattern.

Passive:

You were asked if/whether they have called you
up.

Other verbs can occur in negative constructions only.

They didn't tell me if/whether anyone had
inform
come.

I wasn't told if/whether anyone had come.
informed

J.3. Transitive verb + indirect wh-question

They never explained what happened to her.

They don't know what to do.

Passive: can occur with the verbs:

forget	ask	show	find out
know	understand	remember	

What happened to her was never explained.

what to do is not known.

J.4. Transitive verb + object + indirect wh-question

He told me where he had hidden his money.

They advised her where to go.

Verbs which fit into this pattern are:

advise	remind	ask
show	inform	teach

Passive : Only one passive construction is possible.

I was told where he had hidden his money.

She was advised where to go.

J.5. Transitive verb + to + object + indirect wh-question

He explained to us what he had done.

Note: Verbs which fit into pattern H.3. also fit into this pattern.

Passive: The passive construction is possible on this model:

It was explained to us what he had done.

It was reported to us how much money they spent.

K.1. Transitive verb + indirect object + direct object

I showed you the house

They bring us some coconuts.

Verbs which only fit into this pattern, not pattern

K.2. or K.3. are : afford, cost, bet, forgive, charge, and guarantee.

Passives: can be formed with all the verb which fit into into this pattern except call, cost, cut, fix, get, mean, reach, and wish. there are

two possible passives for this pattern. See
I.7.1.2.

You were shown the house.

The house was shown to you.

K.2. Transitive verb + direct object + to + indirect object.

He gave the book to Robert.

Note: This pattern is preferred if the indirect object is longer, for instance in this sentence:

"Give those papers to the girl at the door."

Verbs which fit into this pattern, but not into pattern K.1. are:

announce	describe	mention	report	suggest
confess	entrust	say	point out	
demonstrate	explain	propose	state	

Some other verbs which fit into this pattern but also into pattern K.1. are:

allow	assign	bring	deny	do
get	give	grant	leave	lend
offer	pay	promise	recommend	sell
send	show	take	tell	write

Passive: can be used with all the verbs which fit into this pattern except wish on the following model:

A book was given to Robert.

Nothing was said to me about it.

K.3. Transitive verb + direct object + for + indirect ob-

ject.

He provided books for Robert.

This pattern is also preferred if the indirect object is longer.

Verbs which fit into this pattern are for instance:

book	call	cook	order	spare
bring	catch	find	prepare	leave
build	change	fix	reach	
buy	choose	get	save	

Passive: can be used with all verbs which fit into this pattern except reach.

Books were provided for Robert.

K.4. Transitive verb + indirect object + preposition + direct object.

We reminded him of the agreement.

Passive: "Ditransitive verbs whose object must be introduced by a preposition (i.e. ditransitive prepositional verbs) normally allow only one passive with the indirect object as subject."²⁶⁾

He was reminded of the agreement.

Verbs which fit into this pattern are for instance:

charge with	compare to	congratulate on
punish for	blame for	accuse of

L.1. Transitive verb + object + object complement

They elected him captain.

We found the house empty.

We painted the wall blue.

Passive: There is only one possible passive. The passive can occur with all verbs which fit into this pattern except have, like, wish, and want.

He was elected captain.

The house was found empty.

The wall was painted blue.

L.2. Transitive verb + object + optional to be + complement

We consider him (to be) a fool.
foolish.

Verbs which fit into this pattern are for instance:

declare, find, prove, think.

Passive:

He is considered (to be) a fool.
foolish.

L.3. Transitive verb + object + to be + complement

We know him to be reliable.
a good worker.

Verbs which fit into this pattern are for instance:

acknowledge	judge	believe	report
discover	suppose	feel	imagine

Passive:

He is known to be reliable.
a good worker.

L.4. Transitive verb + object + as + complement

We regard him as an eccentric.
brilliant.

Verbs which fit into this pattern are for instance:

accept	consider	recognize	count
acknowledge	describe	see	claim
treat	look on		

Passive :

He is regarded as an eccentric.
acknowledged brilliant.

L.5. They took him for an Italian.
mistook

Passive:

He was taken for an Italian.

M. We	consider	it	a pity	to-infinitive
	believe		strange	that-clause
	think		foolish	

We consider it a pity that he treats you that way.

We believe it strange to go there alone.

We think it foolish to hire him.

Passive: can be used with consider

It is considered a pity that he treats you that way.

N. We leave it to you to decide.
your discretion

Passive:

It is left to you to decide.
your discretion

O. Intransitive verb + adjunct

Peter sat down.

The party lasted three hours.

Passive: Normally, there is no passive for this pattern,
but there are some exceptions:

Someone sat on my skirt.

My skirt was sat on.

Peter hasn't slept in his bed.

His bed hasn't been slept in.

People have never walked this distance under five minutes before.

This distance has never been walked in under five minutes before.

We came to no conclusion.
arrived at

No conclusion was come to.
arrived at.

Note: come to and arrive at can occur in passive only when they are in figurative meaning/sense.

II.7.2. Impossibility of Active-Passive Conversion

There are some conditions in which conversion from active to passive voice is impossible. These conditions are grouped into four parts:

II.7.2.1. Verbs

There are some verbs which cannot occur in passive voice.

II.7.2.1.1. Intransitive verbs

"Intransitive verbs cannot be used in the passive: since they do not have objects, there is nothing to act as the subject of a passive verb."²⁷) Some examples of intransitive verbs are: die, arrive, smile, laugh, sleep.

II.7.2.1.2. Certain Transitive Verbs

"Some transitive verbs cannot be used in the passive, at least in certain of their meanings. Most of these are 'stative' verbs (verbs which refer to states, not actions, and which often have no progressive forms)." 28)

Verbs which fit into this group are, for instance:

- (1) Reciprocal verbs such as: resemble, look like, equal, agree with, mean.
- (2) Verbs of containing or the opposite such as: contain, hold, lack, comprise.
- (3) Verbs of suiting such as: quit, fit, become.
- (4) Verbs of possessing such as: have, possess, own.

Examples:

I have a good book.

*A good book is had (by me).

She lacks confidence.

*Confidence is lacked.

The suit becomes her.

*She is become (by the suit).

Nita resembles her mother.

*Her mother is resembled (by Nita).

Note: The verbs contain and hold occur in the passive but without a by-phrase.

A million books are contained in that library.
held

II.7.2.1.3. Transitive Verbs Used Intransitively.

Verbs like eat, write, and see are transitive verbs,

but they can be used intransitively, and in that case, they do not have passive forms.

Men eat to stay alive.

He writes clearly.

A new born child sees but a new born kitten is blind.

School opens at 7 o'clock.

II.7.2.1.4. Verbs Having Passive Meaning But Active Forms

"Transitive verbs are sometimes used in a passive sentence without being put into the passive voice." 29)

The floor feels rough. (It is rough when it is felt.)

Sugar tastes sweet. (It is sweet when it is tasted.)

Your short story reads well. (It sounds well when it is read.)

That jeans will wear thin. (It will become thin when it is worn.)

These verbs do not occur in passive form because they have already had passive meanings although they appear in active forms.

II.7.2.1.5. Certain Prepositional Verbs

"Not all prepositional verbs can be used in passive structure. There are no clear rules about this; the student has to learn, one by one, which expressions can be used in the passive." 30)

Examples:

That bench is not to be sat on.

The baby has been very well looked after.

*I was agreed with by everybody.

*The room was walked into.

"Other prepositional verbs do not occur in the passive freely, but will do so under certain conditions, such as the presence of a particular modal."³¹⁾

Visitors didn't walk over the grass.

*The grass wasn't walked over.

Visitors can't walk over the grass.

The grass can't be walked over.

Some prepositional verbs may occur in passive when they are used in figurative meaning, for instance, the verbs: go into, arrive at, and look into.

The murder case was very carefully gone into by the police.

*The cave was very carefully gone into by the mountain climbers.

The same conclusion was arrived at.

*The Borobudur temple was arrived at.



II.7.2.1.6. Other Verbs

Not all phrasal verbs and phrasal prepositional verbs can be transformed from active to passive; however, there are no clear rules about this. So, like prepositional verbs, the expressions which can occur or cannot occur in passive should be learned by heart.

Also there are verbs like depend on which has passive meaning but active form. The verb depend on is rather different from the verbs listed in I.7.2.1.4. in that it is

never used with active meaning. Since it already has a passive meaning, it doesn't occur in passive form, except in the presence of a certain modal: can or could.

Her children depend on her.

*She is depended on by her children.

She can be depended on to help us.

II.7.2.2. Object

"The passive transformation is blocked when there is co-reference between subject and object, ie. when there are reflexive, reciprocal, or possessive pronouns in the noun phrase as object."³²⁾

(1) Reflexive pronouns

Budi could see himself in the mirror.

*Himself could be seen in the mirror.

(2) Reciprocal pronouns

We could hardly see each other in the dark.

*Each other could hardly be seen in the dark.

(3) Possessive pronouns

The girl wiped her hands.

*Her hands were wiped.

The teacher shook his head.

*His head was shaken (by the teacher).

II.7.2.3. Meaning

Sometimes, an active sentence doesn't have any passive equivalent because when it is transformed into passive, it expresses a different meaning. "A shift of meaning may

accompany shift of voice in verb phrases containing auxiliaries that have more than one meaning, e.g. shall, will and can."³³)

Jane cannot do it.

It cannot be done (by Jane).

In the active sentence, can expresses ability, whereas in the passive sentence it expresses possibility. Even when can expresses the same meaning in both voices, a shift of meaning is still possible.

Jane can't be taught. (She is unable to learn.)

He can't teach Jane. (He is unable to teach Jane.)

When there are no auxiliaries such as can, will, etc., a shift of meaning is also possible.

I suppose you know how to cook rice.

(I think you know how to cook rice.)

You are supposed to know how to cook rice.

(It is your duty to know how to cook rice. You should know how to cook rice.)

II.7.2.4. Frequency of use.

"There is a notable difference in the frequency with which the active and passive voices are used. The active is generally the more common, but there is considerable variation among individual texts. The passive has been found to be as much as ten times more frequent in one text than another. ... The passive is generally more commonly used in informative than in imaginative writing, notably in the objective, non-personal style of scientific articles and news

items."³⁴⁾

A passive sentence, therefore, cannot be automatically used in place of an active sentence. They are not simple paraphrases of each other.

II.8. Negative passive sentences and interrogative passive sentences.

Negative passive sentences are formed by adding not to the first auxiliaries in the verb phrases. The interrogative passive sentences are formed by shifting the position of the first auxiliaries in the verb phrases with the position of the subject.

The table below shows the examples of negative and interrogative passive sentences.

<u>Positive</u>	<u>Negative</u>	<u>Interrogative</u>
They are kept ...	They aren't kept ..	Are they kept ...?
They are being kept ...	They aren't being kept ...	Are they being kept ...?
They were kept ...	They weren't kept ..	Were they kept ..?
They were being kept ...	They weren't being kept ...	Were they being kept ...?
They have been kept ...	They haven't been kept ...	Have they been kept ...?
They had been kept ...	They hadn't been kept ...	Had they been kept ...?
They will be kept ..	They won't be kept..	Will they be kept ...?
They are going to be kept ...	They aren't going to be kept ...	Are they going to be kept ...?

They would be kept...	They wouldn't be kept...	Would they be kept ...?
They can/may be kept...	They can't/may not be kept ...	Can/may they be kept ...?
They can/may have been kept...	They can't/may not have been kept...	Can/may they have been kept...?

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25. Schibsbye, loc. cit.
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28. ibid.
29. Nesfield, op.cit., p. 163.
30. Swan, loc. cit.
31. Quirk and Greenbaum, op.cit., p.349.
32. ibid. p. 359
33. Quirk, et.al.,loc. cit.
34. ibid., p. 807 - 808.

CHAPTER III

ERROR ANALYSIS

After composing and giving tests to English language learners in IKIP Sanata Dharma and examining their writing papers in May 1986, the writer managed to obtain enough data for the error analysis which will be presented in this chapter.

III.1. The Source of the Data

The necessary data for this error analysis are provided by the second semester students of the English Department of IKIP Sanata Dharma. They are graduates of Senior Highschools who are supposed to have learned passive voice. They come from various provinces in Indonesia, therefore, the writer hopes they are representative enough to be the source of data about the difficulties of learning passive voice faced by Indonesian students.

They consist of students from D2 and D3 programs and S1 program. In the following table, the number of students providing the data is presented.

Program	Group	Number of students
S1	A	37
S1	B	34
D2	-	20
D3	-	24
Total Number		115

III.2. The Means of Obtaining the Data

Due to the difficulties to find time for giving tests to the students, it was not possible for the writer to give the same tests to the students. Therefore, the writer used three means of collecting the data.

1. Examining the students' writing papers.

This means was used to obtain data from the students of S1 program group A and B.

2. An active-passive conversion test given by the structure lecturer consisting of 25 items.

This means was used to obtain data from the students of S1 program group A.

3. A test on passive voice consisting of three parts:

(a) A completion test consisting of 10 items.

(b) A conversion test consisting of 10 items.

(c) A translation test consisting of 20 items.

This means was used to obtain data from the students of D2 and D3 programs.

The tests given to the students of D2 and D3 programs and S1 program group A can be found in Appendix at the last pages of this thesis.

III.3. The Result of the Observation of Data

As the means used to collect the data are not uniformed, the data obtained by means of witing papers, for instance, shouldn't be treated in the same way as those obtained by means of tests on passive voice. When one

writes a composition, one will not use passive voice very often. Therefore, the possibility of making errors is little. On the other hand, when one does a test on passive voice, one has to apply one's knowledge of passive voice to every item in the test. Therefore, there is greater possibility to make errors.

Another reason is that when one does a test on passive voice, one knows exactly what pattern one is expected to use in his answers. That is why one can concentrate one's attention on the tested pattern, and this decreases one's possibility to make an error. On the other hand, when one writes a composition, one has to use many other sentence patterns besides passive voice. One, therefore, cannot concentrate on the passive voice only. This makes him more likely to make an error in using passive voice.

Still another reason is that when one writes a composition, one can choose to use patterns which are obviously correct to him. One can avoid using patterns the correctness of which one is not sure. In this way, one can avoid making errors. When one does a test, one should use the tested pattern, whether or not one masters it.

With respect to these reasons, the data obtained from each group of students will be treated separately.

III.3.1 The Achievement of Each Group

The following tables present the data about the students' mastery of passive voice. The mastery is shown by the result of the tests and examination of writing papers.

1. Writing Papers

Program	Group	Number of passive items	Number of correct items	Percentage of correct items
S1	A	128	94	73,44 %
S1	B	245	197	80,4 %

2. Tests

Program	Group	Number of passive items	Number of correct items	Percentage of correct items
S1	A	925	751	81,19 %
D2		800	511	63,87 %
D3		960	664	69,17 %

From these tables, it can be seen that the students of D2 and D3 programs do not master passive voice quite well. They cannot achieve 75 % correct items, the limit set up by Curriculum 1975.

II.3.2. Individual Achievement

To have a more specific and clearer idea of the students' mastery of passive voice, the following tables present the students' individual mastery.

1. D2 program

Percentage of correct items	Number of students
95 - 100 %	1
85 - 95 %	2
75 - 85 %	2
65 - 75 %	5
55 - 65 %	5
45 - 55 %	3
35 - 45 %	1
25 - 35 %	-
15 - 25 %	1
5 - 15 %	-
0 - 5 %	-

2. D3 program

Percentage of correct items	Number of students
95 - 100 %	1
85 - 95 %	5
75 - 85 %	7
65 - 75 %	4
55 - 65 %	2
45 - 55 %	1
35 - 45 %	3
25 - 35 %	1
15 - 25 %	-

5 - 15 %

-

0 - 5 %

-

3. SI program group A, tests

Percentage of correct items	Number of students
95 - 100 %	4
85 - 95 %	6
75 - 85 %	19
65 - 75 %	6
55 - 65 %	2
45 - 55 %	-
35 - 45 %	-
25 - 35 %	-
15 - 25 %	-
5 - 15 %	-
0 - 5 %	-

4. SI program group A, writing papers

Percentage of correct items	Number of students
95 - 100 %	12
85 - 95 %	1
75 - 85 %	7
65 - 75 %	7
55 - 65 %	4
45 - 55 %	6
35 - 45 %	-

25 - 35 %	-
15 - 25 %	-
5 - 15 %	-
0 - 5 %	-

5. S1 program group B, writing papers

Percentage of correct items	Number of students
95 - 100 %	14
85 - 95 %	4
75 - 85 %	7
65 - 75 %	5
55 - 65 %	2
45 - 55 %	3
35 - 45 %	-
25 - 35 %	-
15 - 25 %	-
5 - 15 %	-
0 - 5 %	-

In the table below, the complete information about the percentage of students in each group who managed to achieve 75 % correct use of passive voice is presented.

Program	group	Number of students	Number of students who achieve 75 %	Percentage
S1	A (test)	37	29	78,4 %
S1	A (w.p.)	37	20	54 %

S1	B (w.p.)	34	25	73,5 %
D2	- (test)	20	5	25 %
D3	- (test)	24	13	54,2 %

III.4. The Type, the Percentage and the Total Number of Errors

In the discussion of the type, the percentage and the total number of errors, the data are treated as a whole because whatever the means of obtaining the data is, the types of errors indicated are more or less similar.

In an erroneous item, sometimes the writer found more than one error. Take for example this sentence:

They regard him as a genius.

A student converted it into passive this way:

*He was regard as a genius.

The student made two types of errors, those are: an error in tense used and an error in making the passive construction (to be + past participle).

Another example is the translation of this sentence:

Apakah sepeda saya akan diperbaiki hari ini ?

A student translated it as follows:

*Is my bicycle will be repair today ?

The student made two types of errors namely: an error in question construction and an error in making the passive construction (to be + past participle).

Due to the above reasons, the total 841 erroneous items can produce 864 errors. These errors will be classi-

fied in the following table, together with the percentage of each type of errors compared to the total number of errors.

No	Type of errors	Total number of errors	Percentage
I.	VERB FORMS	418	48,38 %
1.	Wrong to be (concord)	118	13,66 %
2.	Wrong tense	125	14,47 %
3.	Failure to make passive construction (to be + past participle)	104	12,04 %
4.	Wrong spelling of the past participle	32	3,7 %
5.	Failure to construct the correct form of to be	39	4,51 %
II.	MEANING	42	4,86 %
1.	Passive sentences for active meaning and the other way around	34	3,93 %
2.	Verbs are not suitable for passive sentences	5	0,58 %
3.	Subject and object do not change in conversion	3	0,35 %
III.	AGENT	130	15,05 %
1.	Unnecessary agent	121	14 %
2.	Wrong choice of agent	1	0,11 %
3.	Wrong position of agent	1	0,11 %
4.	Wrong agent pronoun	1	0,11 %

5.	No agent preposition 'by'	4	0,46 %
6.	Wrong agent preposition ('by' is replaced by 'for')	2	0,23 %
IV.	NEGATIVE STATEMENTS AND QUESTIONS	67	7,75 %
1.	Positive sentences for negative meaning	7	0,81 %
2.	Wrong question construction	56	6,48 %
3.	Yes-no question is confused with wh-question	4	0,46 %
V.	ADVERBS		
	Wrong position of adverbs	7	0,81 %
VI.	SUBCLAUSES		
	Wrong position of subclauses	12	1,39 %
VII.	COMPLEMENTS	36	4,17 %
1.	Object complement in active sentences becomes subject in passive sentences	25	2,89 %
2.	Wrong position of complements	11	1,27 %
VIII.	PREPOSITIONS	32	3,7 %
1.	Wrong choice of prepositions added in conversion	18	2,08 %
2.	Omission of necessary preposi- tion 'to'	9	1,04 %
3.	Addition of unnecessary prepo- sition	1	0,11 %
4.	Preposition 'of' is replaced by preposition 'by'	1	0,11 %
5.	Wrong position of preposition	3	0,35 %

IX. SPECIAL CONSTRUCTION

Failure to make a special construction passive	86	9,95 %
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X. OTHERS

1. Complete failure	4	0,46 %
2. No answer	13	1,5 %
3. Not complete answers	17	1,97 %

The examples of each type of errors are presented in the Appendix, at the end of this thesis.

III.5. The Possible Causes of Difficulty

In this section, the writer presents the possible causes of difficulty in learning passive voice, which are predicted partly based on the errors made by the students and partly on the writer's library study and observation.

The possible causes of difficulty in this thesis will be divided into three groups. The first is the possible causes of difficulty which lie in the nature of the target language itself. This will be discussed in section II.5.1. The second is the possible causes of difficulty which are related to the present teaching techniques which are commonly applied. The third is the possible causes of difficulty which are related to the students' mother tongue, in this case, Indonesian language. The latter two groups will be discussed in sections II.5.2. and II.5.2.

III.5.1. The Possible Causes of Difficulty Which Lie in the Nature of the Target Language Itself

III.5.1.1. Complicated Variations of Verb Forms

From the table showing types of errors made by the students, it is obvious that the students made the most errors in verb forms. This is the greatest source of difficulty which involves almost 50 % of the total number of errors.

The verb forms in passive voice vary greatly according to the tenses. Some students are unable to identify the basic verb form of passive voice, that is to be + past participle. Even when they are able to do so, it is still difficult for them to recognize or to produce this basic verb form in its various representations in various tenses. Actually, the verb form is not so difficult to master. The variations are systematic and, therefore, easy to master if the students also master the verb forms of all the tenses. The problem is that most of the students do not yet master the verb forms of the tenses. This is either because they are not motivated enough to memorize the verb forms or because they have already had difficulties to master the tenses.

Some students understand what is explained to them in the class about the verb form of each tense. They are able to do the exercises following the explanation well. However, after some time, they begin to forget the verb form, or they confuse the verb form of a tense with that

of another tense. One way to avoid this is memorizing the verb forms and the tenses in which they occur. However, only a few students are motivated enough to do so. If the students do not memorize the verb form of each tense as it is learned, the verb forms of the tenses will get mixed up and the students will feel it very difficult and less interested in learning them again.

The question of motivation, however, is not the thing to be discussed in this thesis. In spite of this, we should find a way to make the task of memorizing the verb forms easier, and to make the students think of this task as a not-so-difficult one, because the mastery of verb forms is essential in learning passive voice.

The difficulties in learning the tenses, although they affect the mastery of passive voice, are not to be discussed in this thesis.

III.5.1.2. No clear Boundary Between When One Should

Express the Agent in Passive Sentences and When
One Should Not

The presence of an agent is not so important in passive sentences. Therefore, the agent is often left out. In the case of the data obtained by the writer, what happened is the opposite. The students expressed the agents almost whenever they had the chance. About 14 % of the errors made by the students are errors of expressing agents unnecessarily.

It is in fact quite difficult to judge whether an agent is necessary or unnecessary because it is relative. An agent is necessary if it is considered quite important to make the sentence in which it occurs meaningful and complete. The importance of an agent, therefore, depends on the meaning of the sentence. In a composition it also depends on the context.

There is not doubt that the correct expression of an agent depends entirely on whether a student senses its importance by considering the context. As we know, this is not a simple nor easy task. It requires sensitivity and common sense which are difficult to find in the SMA students since a lot of them are already distasteful of English, or they do not have enough knowledge of English to enable them to go further than a mere understanding of the meaning of the sentences.

III.5.1.3. Similar Sentence Patterns Can Have Different Passive Equivalents

As the writer has observed from her learning experience, other teachers' teaching techniques, and the result of the test, many teachers teach passive voice by comparing it to the active counterpart. This makes the students think of passive voice by way of conversions and makes them greatly influenced by the active construction. However, they have difficulties in conversing certain patterns which are not very familiar to them with. For instance: They

convert a special construction in the same way as they convert another similar construction they are already familiar with.

They has made my uncle captain.

They told him a story.

These constructions look similar, but in fact they are examples of very different constructions.

They had made my uncle captain.

O O.C.

My uncle had been made captain.

*A captain had been made to my uncle.

*A captain had been made for my uncle.

They told him a story.

O₁ O₂

He was told a story.

A story was told to him.

This kind of error is often made because the students can not differentiate similar patterns as a result of inadequate knowledge of sentence patterns.

The students' inadequate knowledge of sentence patterns also creates minor errors which are fairly disturbing such as:

(a) The wrong position of subclauses modifying nouns

The shop is displaying the books you are interested in.

*The books are displayed you are interested in.

The books you are interested in are being displayed.

(b) Wrong position of Object Complement

They regard him as a genius.

*As a genius he is regarded.

He is regarded as a genius.

(c) Wrong position of agent

*All the chicken had been fried before you came
to help by them.

All the chicken had been fried by them before
you came to help.

(d) Wrong position of prepositions

*The flag was put the sand castle on by them.

The flag was put on the sand castle (by them).

(e) Omission of necessary prepositions

*The old building will be shown them.

The old building will be shown to them.

(f) Addition of unnecessary prepositions

*We are promised of higher wages.

We are promised higher wages.

(g) Wrong position of adverbs

*We always are forced to obey his orders.

We are always forced to obey his orders.

Some more examples of these types of errors can be found in Appendix at the end of this thesis.

III.5.1.4. Special Constructions Have Special Ways of Transformation from Active to Passive Voice.

Some sentence patterns can not be made passive in the ordinary way, that is by changing the object of the active

sentence into the subject of the passive sentence and using the passive verb phrase instead of the active one. These special patterns are referred to as special constructions in this thesis.

Examples:

We recommend that he should go.

It is recommended that he should go.

We saw the door safely locked.

The door was seen to be safely locked.

I believe that he is ill.

He is believed to be ill.

The special constructions also refer to patterns which are more or less unfamiliar to SMA students such as:

People speak well of my friend Cyril.

They took him for an Italian.

He took great care of his wife.

The difficulty in converting special constructions into passive is reflected on the amount of errors made by the students, that is 9,95 % of the total errors. Some errors are made probably because the students do not recognize the sentence patterns. This is shown by the chaotic order of the words.

Examples:

People say that he is mad.

It is said that he is mad.

He is said to be mad.

*He is said that he is mad.

*He is said as a mad.

*He is said that is mad.

*He is mad is said.

Some other errors are made probably because the students see a similarity between the seemingly-correct pattern and another pattern they know.

People speak well of my friend Cyril.

My friend Cyril is spoken well of.

*My friend Cyril is well spoken.

The last sentence is similar to the following sentence.

Slamet Raharjo is well known.

Probably, the student who wrote the last sentence felt that it was more reasonable to be the correct passive sentence compared to the actually correct one.

The difficulty faced by the students in converting special sentence patterns is a result of the students' inadequate knowledge of sentence patterns, and also of the students' relatively poor vocabulary. Take for instance the active sentence: "They took him for an Italian." If the students know the meaning of the verb 'take for', that is 'consider wrongly', they will make it passive this way:

He was taken for an Italian.

They will not make it passive as follows:

*An Italian was taken for him.

*An Italian was taken him for.

The above two sentences do not have the same meaning as the active sentence, and therefore, the student will know that the sentences are not correct.

III.5.1.5. There Are No Clear Rules About Verbs Which Can Occur in Passive, Especially for Prepositional Verbs, Phrasal Verbs and Phrasal Prepositional Verbs.

The students and a lot of teachers are left in the dark and have to search their way themselves. They usually decide which verbs can occur in passive based on their feelings because it is impossible for them to memorize all verbs which can or cannot occur in passive.

III.5.1.6. In Consequence of the Complicated Variations of Passive Verb Forms, Various Auxiliaries Are Used and This Makes the Formulation of Negative Sentences and Questions Is Also Complicated.

Negative sentences are made by adding not to the auxiliaries whereas questions are made by shifting the position of the subject and the auxiliary. When the auxiliaries of two passive sentences are not the same, the sentences are put into negative and questions in different ways.

She was killed instantly.

Was she killed instantly.

She was not killed instantly.

They will be informed immediately.

Will they be informed immediately.

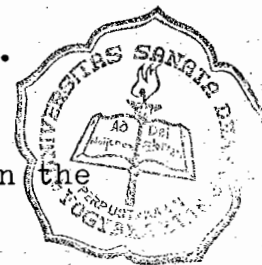
They will not be informed immediately.

III.5.1.7. There Are No Clear Cut Rules About When Passive Voice Can Be Used More Appropriately than Active Voice and the Other Way Around.

Despite the description about the uses of passive voice in Chapter II, in fact it is still not clear when English language learners can use passive voice more appropriately than active voice and the other way around because there are no clear cut rules about this.

When the agent is not important, it is obvious that passive voice is more appropriate to use. When the agent is important, we can use either passive or active voice. What is the basis of choosing to use passive voice instead of active voice ? This choice should be taken with sensitivity by considering the style of writing and many more considerations which students normally find difficult.

III.5.2. The Possible Causes of Difficulty Which Lie in the Present Teaching Techniques



Teachers of English normally teach passive voice by relating it to the active voice.

(1) They may introduce the passive voice by converting an active sentence. The ordinary procedure is:

- . The teacher writes an active sentence on the black-board.
- . He converts it to get a passive sentence.
- . He explains that the two sentences have the same meaning.

- . He identifies the basic verb form of passive voice, that is to be + past participle.
 - . He and the students do more conversion activities to introduce passive sentences of different tenses.
 - . He gives exercises in the form of conversion for further practice.
- (2) They may introduce the passive basic verb form by translation, and then the exercise is given in the form of conversion. The ordinary procedure is:
- . He introduces the basic verb form of passive voice.
 - . He gives the student an Indonesian passive sentence.
 - . The students translate the sentence into English with his help.
 - . He gives the students other Indonesian passive sentences which can elicit English passive sentences of different tenses.
 - . The students translate the sentences into English, in this way practicing the basic verb form of passive in different tenses.
 - . He gives an example of active-passive conversion and then gives conversion exercises for further practice.

In either way, conversion comprises a great part of the learning teaching process. These techniques of teaching are based on the assumption that it is best to start learning something from what we already know and are familiar with. This assumption is not a bad one, however, when it is applied to the teaching of passive voice, some problems arise.

When teachers use conversion as the primary means of teaching and practicing passive voice, there is a danger that the students will be influenced by the active construction. Ronald V. White gives his comment on this in his article Teaching the Passive;

"Teaching the use of passive voice constitutes a problem area in many language courses. Often it is treated as a transformation exercise, the student being required to rewrite active statements as passive ones. The result can be a confusion of forms, with a combination of elements which are neither active nor passive.(p.188)" 1)

Ronald V. White mentions a confusion of forms as the result of using too much conversion in the teaching of passive voice, for instance:

*The rainbow is could seen in the South.

The rainbow could be seen in the South.

Other examples can be found in Appendix: Examples of Each Type of Errors, section I.3. and I.5. In fact, there are some more shortcomings of this teaching technique.

- (1) The students tend to look upon passive voice just as a paraphrase of the active and they tend to use it in the same circumstances as the active. Actually, active sentences are used in different situations from passive sentences. This has been discussed in II.5. and II.7.2.4. in Chapter II. It is also possible that a passive sentence has a meaning that is different from the active sentence from which it is transformed. For further explanation, we can read again II.7.2.3. in Chapter II. So, a passive sentence can't always be used to replace the active equivalent. This is obvious in the example

below. A student wrote this in his composition:

They arrived at the beach. After that the sand
was played by them while their parents were swim-
 ming.²⁾

The passive sentence in the above example is not properly used. It is more appropriate to use an active sentence.

They arrived at the beach. After that they played
 with the sand while their parrents were swimming.

The students will make such a mistake because in conversion activities they are given the impression that the two voices are alternative ways of saying the same meaning.

- (2) The natural use of passive voice may become less clear and more difficult to establish in the students' mind.

Ronald V. White also confirms this:

"Furthermore, the actual function of the passive, as a means of describing a sequentially ordered process, may not be obvious to the student as a result of such practice exercises (p. 188)." 3)

It is very difficult for the students to learn the natural uses of passive voice from conversion exercises because:

- (a) Conversion exercises usually emphasize on the forms of the verbs only, and they are done mechanically.
- (b) The passive sentences produced in conversion are sometimes hardly ever used in the natural use of English.

Why didn't they tell me the truth about this ?⁴⁾

Why wasn't I told the truth about this ?
Miss Hartini was not giving us a reading text
then.⁵⁾

A reading text was not being given then.
Everybody will see this film soon.⁶⁾

This film will be seen soon.

A.S. Hornby says something about this which confirms the above point.

"If the passive voice is taught through grammatical rules, there is the danger that pupils (and even some teachers) may produce sentences that are unlikely to be heard or seen outside the classroom. To convert 'I ate a good breakfast' to 'A good breakfast was eaten by me' may illustrate rules, but it is a wrong and harmful procedure. It results in artificial English. (p.91)" ⁷⁾

- (3) In conversion, it is sometimes difficult to state whether or not an agent is necessary to be expressed in the passive sentence. The agent is an optional element in a passive sentence. It is expressed only when it is necessary. However, it is sometimes difficult for both the teacher and the student to decide whether the agent is necessary to be expressed or not because the sentences used in conversion are usually out of context. Normally, they are separated individual sentences, while the presence of an agent is determined on the basis of whether it is important according to the context. Example:

Is the headmaster going to ask the students questions about Diponegoro ? ⁸⁾

Are questions about Diponegoro going to be asked to the students by the headmaster ?

In the example above, the agent is important to be expressed to avoid confusion because normally it is a history teacher who asks students questions about Diponegoro. However, when the sentence becomes a part of a text where 'the headmaster' as the agent has been discussed previously, it may not be necessary to express the agent.

Mary took the book from the desk. 9)

The book was taken from the desk by Mary.

Is Mary important to be mentioned in the second example ? If the sentences above are meant to answer the question: "Where did Mary take that book ?" or "Where was the book taken from ?", by-agent is more likely considered not important. However, if the sentences are meant to answer the question: "Who took the book from the desk ?", the agent is very important; in this case, the more appropriate answers will actually be: "Mary did." or "It was taken by Mary."

Questions about the presence of an agent may arise in the students' mind during the conversion exercises, and teachers should give reasons why it should be present in one item and not in another.

- (4) The students may produce passive sentences through the process of conversion in their mind. Since they are accustomed to producing passive sentences through conversion, they may do it unconsciously when they are writ-

ing a composition, that is when they are supposed to use passive automatically and naturally. This explains why a student made this error in a composition.

*Our hands were clapped in happiness.

In fact the student should have written: "We clapped hands happily." The student probably wanted to use passive voice, so he simply converted the active sentence kept in his mind into passive and used it without even realizing that the verb 'clap hands' never occurs in passive.

Having discussed about the shortcomings of conversion exercises, we can get the idea that conversion exercises should be limited in use. On the other hand, it can not be denied that conversion is easy to conduct and it doesn't need a lot of preparation on the part of the teacher. There are a lot of exercise books which contain conversion exercises. The teacher need not compose their own sentences. However, knowing that conversion also has some shortcomings, we should try to search for an alternative way of teaching and practicing passive voice.

III.5.3. The Possibility of Interference from the Mother Tongue

An interference from the mother tongue can always happen because we are accustomed to thinking and expressing ourselves in the mother tongue, in this case, the Indonesian language. The target language, English, is different

from Indonesian language in many parts. One of them is in its passive constructions. These differences may be the cause of interference mistakes made by the students when they are learning the English passive voice.

Before discussing further about interference, we need to know at least a little about Indonesian passive constructions.

III.5.3.1. Indonesian Passive Constructions

Unlike the English language, Indonesian passive constructions are formed with the addition of affixes to the verb stem or with the constructions of pronoun + verb stem and proper noun + verb stem.

(1) Affix + verb stem

Affixes that are added to the verb stem can be divided into (a) prefixes and (b) the combination of prefixes and suffixes. The prefixes used to form a passive construction is the prefixes *di-* and *ter-*.
Examples:

Mereka dipukul ayah.

Dia terbunuh dalam keributan itu.

The combination of prefixes and suffixes used to form a passive construction are *ke-an* and *di-nya*.

Examples:

Dia kehujanan di jalan.

Kucing itu dipukulnya.

(2) Pronoun + verb stem

The pronouns used in this construction are for instance: ku, kau, saya, kamu, dia, kami, mereka.

Examples:

Dia kudorong keras-keras.

Pisang itu kau makan

Rumah itu mereka jual dengan harga tinggi.

(3) Proper noun + verb stem

Examples:

Buku yang Ani pinjam itu tidak menarik isinya

Nyamuk itu Ali bunuh

The agent is marked with the preposition 'oleh' but this preposition can be omitted.

Keledai itu dicuri olehnya.

Keledai itu dicurinya.

Keledai itu dia curi

III.5.3.2. Differences Which Probably Create Interference Mistakes

From the differences between English passive voice and Indonesian passive voice, some possible areas of interference can be predicted.

- (1) English agent preposition by cannot be omitted whereas Indonesian agent preposition can. The students may confuse them and omit the agent preposition by. Some of this kind of mistake appear in the data (See Appendix: Examples of Each Type of Errors II.5.).

The books in the library can be borrowed everybody who is interested.

- (2) Some verbs are passive in Indonesian, but they appear in active form in English although they still express passive meaning.

Kopi itu terasa pahit.

The coffee tastes bitter.

Suaranya terdengar meyakinkan.

Her voice sounds convincing

Batu itu terasa kasar.

The stone feels rough.¹¹⁾

Anak-anak itu tergantung kepada saya.

The children depend on me.

Dia terbukti bersalah.

He proves to guilty.

Some students made these mistakes:

*The children are depended on me.

*He is proved to be guilty.

They may also make these mistakes:

*The coffee is tasted bitter.

*Her voice is sounded convincing.

*The stone is felt rough.

- (3) Some verbs look like passive in Indonesian, but they are active in English.

Linda terjatuh dari pohon kemarin.

Linda fell down from a tree yesterday.

Kecelakaan itu terjadi di depan rumahku.

The accident happened in front of my house.

Some mistakes with the verb happen appear in the data

(Appendix: Examples of Each Type of Errors II.2.).

*I was 9 years old when this was happened.

*What we guess before was happened.

*When I got home, I didn't tell anything that was happened to me.

- (4) Some sentences are passive in Indonesian, but the same meaning is not expressed in passive voice in English. Active voice is used instead of passive. This is possible since passive voice is used in Indonesian much more frequently than in English.

Example :

Buku yang dibelinya kemarin sangat mahal.

*The book which was bought by him yesterday is very expensive.

It is more appropriate, in this case, to use active voice.

The book which he bought yesterday is very expensive.

References:

1. Ronald V. White, Teaching the Passive, p. 188.
2. Appendix : Examples of Each Type of Errors II.2.
3. White, loc.cit.
4. Stannard Allen, Living English Structure for Schools, p. 153.
5. Departemen Pendidikan dan Kebudayaan, English for the SLTA : Students' Book I, p. 364.
6. Robert J. Dixon, Graded Exercises in English, p. 104.
7. A.S. Hornby, The Teaching of Structural Words and Sentences, p. 91.

8. Departemen Pendidikan dan Kebudayaan, loc.cit.
9. Dixon, op.cit., p. 103.
10. Appendix, loc.cit.
11. J.C.Nesfield, Modern English Grammar, p. 163.

CHAPTER IV

SUGGESTIONS TO IMPROVE

THE ACHIEVEMENT OF LEARNING PASSIVE VOICE

From the discussion about the possible causes of difficulty in Chapter II, we can draw some conclusions:

1. Before learning passive voice, the students should master tenses and their verb forms quite well. The mastery of tense-verb-forms is vital because the complicated variation of passive verb forms is based on the tenses.
2. Conversion shouldn't be used too much. When it is used, the active sentences should be carefully selected so that they produce passive sentences which are used in natural conversations outside the classroom; and it should be clear from the meaning of the sentence whether the agent is important or not. The students should also be informed that the active and passive voices are not exactly the same in meaning and use.
3. Conversion from active to passive is a complicated process. There are patterns which cannot be put into passive and those which can are put into passive in different ways. There are also verbs which occur in active but not in passive and some other conditions which make transformations into passive impossible. It is possible that the students will get confused because they should learn so many patterns and rules. If the patterns and verbs are learned directly in passive, it will be simpler and easier for the students.
4. The students need sensitivity to determine whether an

agent is important or not because there are no rules about this. They should determine it by considering the context. This sensitivity can be acquired through a lot of practice and exposure to the use of passive with or without agents. Such sensitivity is also necessary to decide when to use passive voice and when to use active voice.

Based on these conclusions, the writer tries to put forward some suggestions which hopefully can improve the achievement of learning passive voice. These suggestions are:

1. The Approach of Teaching Passive Voice

In III.5.2. in Chapter III, we have discussed the tendency of using conversion as the main part of teaching and practicing passive voice, and its shortcomings. In this thesis, the writer wants to suggest an alternative approach of teaching passive voice, that is, teaching passive voice as one of the verb forms, just like one of the tenses. This means that passive constructions are introduced not through conversion process and it is not learned in pairs with the active construction.

This approach is meant to avoid too much influence from the active construction and to avoid the too-heavy task of learning patterns and verbs both in passive and active voices.

2. The Procedure of Teaching

Based on the approach described above, the writer

suggests a procedure of teaching passive voice. It is divided into some steps:

Step I : Introducing the idea of passive and active voice

In this step, the teacher explains the idea of passive and active voice. A sentence is a passive sentence when the subject suffers from the action expressed in the verb, and it is active when the subject does the action expressed in the verb. The teacher had better not use the same sentence to describe the two voices, for instance:

The student finished the homework.

The homework was finished (by the student).

This may make the students divide their attention to the difference between the verb forms 'finished' and 'was finished'. For the first time, let them concentrate their attention on the difference of ideas, not the verb forms, because the verb forms are complicated and confusing.

The teacher had better use separated sentences as follow:

They built the house in 1980.

The fish has been eaten up.

The man was taken to the hospital.

The nurse has examined me.

Practice:

The teacher gives some sentences consisting of active and passive voices to the students and ask them to identify whether a sentence is active or passive. The teacher has to make sure that the students understand the meaning of every word in the sentences so that they don't have any difficulty.

step II : Introducing the basic passive verb form and its variations according to the context.

The variations of the verb form are very complicated. The students are usually not very motivated to learn them, so it is important that the teacher makes the task look easy and assures them that it is easy if they try.

The writer suggests this procedure:

- II.1. The teacher tells the students that the basic passive verb form is to be + past participle.
- II.2. The teacher explains that the past participle doesn't change, but to be can change according to the tenses.
- II.3. Together with the students, the teacher lists the verb forms of all tenses that the students have learned and writes the list on the blackboard.
- II.4. The teacher gives the students some passive sentences but the verb is put in the brackets in the stem form. The students are required to change the verb in the brackets into the correct passive verb phrase according to the tense indicated at the end of the sentence.

Example:

This quarrel (forget) in a few years' time.

(Fut) ¹⁾

With the teacher's guide, the students are required to find the form of to be first, that is, by putting the verb to be into the verb form of the tense required.

Example:

Future tense : will/shall + stem

Form of to be : will/shall + be

Next, they add the past participle form of the main verb, that is, forgotten.

The passive sentence produced will be :

This quarrel will be forgotten in a few years' time.

Notes:

If the students forget the verb form of a tense, they may look at the verb forms written on the blackboard.

In this way, they will feel that the task is easy. At the same time, the students improve their mastery of tense-verb-forms by using them.

Practice:

The exercises given are the same as the activities in step II.4. above. After sometime, the teacher may erase the list of tense-verb-forms on the blackboard and the students try to do the exercises without any help.

Step III : Practicing both step I and step II.

The practice can be done using a text or sentences. When a text is used, the verbs in the sentences, both active and passive, are put into the brackets in the stem form. By looking at the context, the students are required to rewrite the text, changing the verb in the brackets into the correct verb phrase of either active or passive voice. The tense required is indicated after the verb in the brackets.

Example:

One day shortly after my third child (bear)(past),
I (receive)(past) a note from another young mother, a
friend of mine who (live)(past) just three blocks from
me. We (not see)(past perfect) each other all winter.

"Hi, friend," she (write)(past). "I (think)(pre-
sent) of you often. Someday we (have)(future) time to
spend together like in the old days. Keep plugging.
I (know)(present) you're a super mother. See you soon,
I (hope)(present)." It (sign)(past): "Your friend on
hold, Sue Ann."²⁾

The rewritten text will be:

One day shortly after my third child was born,
I received a note
..... It was signed : "Your friend on hold, Sue Ann."

Notes:

1. It is better if the text used in this step is taken from English articles so that the students are exposed to the natural use of English, not classroom English.
2. When the text provides enough clues and when the students are ready for it, this kind of exercise can be done without any help in indicating the tenses. So the students are required to decide by themselves which tense to be used.
3. The teacher should make sure that the students understand every sentence in the text. The difficult words can be given a short note indicating their meaning.

Step IV : Introducing and, when it is possible, practicing each use of passive voice, starting from the uses in which the agent is not important, and proceeding to the uses in which the agent is important.

The teacher introduces one use of passive voice, and when it's possible, gives some practice on that use.

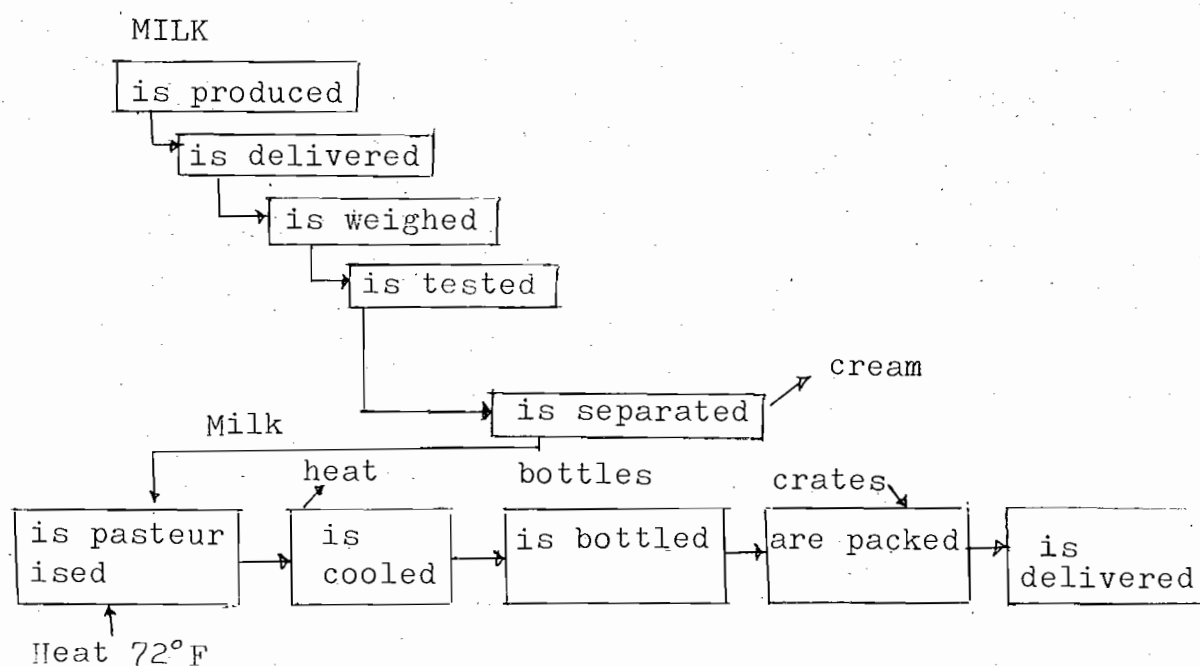
Example:

- (1) The teacher explains that passive voice is used to describe a process.

The practice given to the students is, for instance, the practice suggested by Ronal V. White in his article Teaching the Passive which, having been simplified, is as follows:

- (a) The teacher selects a text containing the description of a process.
 (b) He reads the text twice or three times and the students make a diagram to describe the process with his help.

Example of the diagram: 3)



- (c) The students reproduce the text in written form using necessary conjunctions.

The text which is expected to be reproduced is for instance:

Milk is produced on dairy farms. The milk is delivered to a factory by tanker. The milk is weighed and then it is tested. Next, the milk is separated. After this the milk is pasteurised at a temperature of 72°F. Then it is cooled. Next, it is bottled. After this, the bottles are packed into crates. Finally, the milk is delivered to customers.4)

- (2) The teacher explains that passive voice is used in situations of social and historical significance ie. when the work resulting from the action is as well or better known than the performer, as in the case of famous music, writing, paintings and inventions.

To practice this use, the teacher can ask questions about well known books, poems and plays and their authors, well known paintings and their painters, well known songs and their composers or singers and well known inventions with their inventors, etc.

Example:

Have you read 'Hamlet' ? It was written by Shakespeare.5)

The above sentences are meant to be the example for the students. Next the teacher can ask questions this way:

Have you read the poem called 'Aku' ?

(or: Do you know the poem called 'Aku' ?)

If the answer is 'yes', the teacher can proceed with this question:

Who wrote it ?

The teacher guides the students to produce the answer:

It was written by Chairil Anwar.

The next questions can be:

Do you know the painting called 'Monalisa' ?

Who painted it ?

Have you seen the film 'Ibunda' ? Who directed it ?

The teacher should choose names and titles which are familiar to the students, both from our own country and other countries.

Practice for each use of passive voice is necessary to establish the habit of using passive voice properly. This practice should be designed by the teacher himself because there are hardly any exercise books which provide exercises of this kind. Therefore, it depends largely on the creativity of the teacher.

Step V : Comparing English passive constructions to Indonesian passive constructions and giving the information about where interference mistakes usually occur.

Some mistakes are made because of interference from the mother tongue. This is discussed in III.5.3. in Chapter III. The students should be informed about this so that they can correct themselves when they make such mistakes, or at least they are aware that they may make such mistakes - thus become more careful.

Step VI : Introducing Conversion to show the relation be-

tween active and passive voice, and giving information about the conditions in which the active constructions cannot be transformed into passive.

To give a clearer and more thorough idea of passive voice and its uses, conversion may be introduced, but at the latter step of teaching, when the students have acquired the habit of using passive voice without comparing it to the active, so that the students are not influenced by the active constructions and they accept conversion only as a comparison.

General notes:

1. Phrasal verbs, prepositional verbs and phrasal prepositional verbs can be used in step II and III so that the students are accustomed to seeing and using some of them which can occur in passive. The teacher should make sure that the students understand their meanings. In this way, they learn which verbs can occur in passive more easily compared to conversion.
2. Some special patterns, for instance, patterns with an introductory it with passive:

. It is recommended that he should wait in Singapore.
are also used in step II and III so that those patterns are familiar to the students. To make them more familiar, a substitution exercise may be conducted.

Example:

It is recommended that he should wait in Singapore.
It is recommended that she should sleep at the ho-

tel

It is suggested that she should sleep at the hotel.

It was suggested that she should sleep at the hotel.

3. Passive negative sentences and passive questions are introduced in step II. Since the students have learned negative sentences and questions, it is not difficult for them to learn the negative sentences and questions in passive. The teacher's main task is to guide the students to find the right auxiliary which should be added with not in negative sentences and which should be shifted to the position before the subject in questions. The exercises for negative and questions in passive can be a part of the exercise in step II and III. This means that some of the sentences used in the exercises in step II and III are negative and questions.
4. The presence of an agent is discussed in step IV. When the teacher discusses the uses in which the agent is not important, the agent is not expressed. When he discusses the uses in which the agent is important, the agent is expressed. While practicing the uses of passive voice, the students also practice when and why they express the agent.

References:

1. Stannard Allen, Living English Structure for Schools, p. 150.

2. Ann Bateman, Send Someone a Smile, Readers' Digest, April 1983, p. 4.
3. Ronald V. White, Teaching the Passive, p. 190.
4. *ibid.*
5. A.S. Hornby, The Teaching of Structural Words and Sentence Patterns Stages Three and Four, p. 95.

CONCLUSION

The analysis done on the errors made by the students shows that passive voice is really difficult to learn primarily because it requires the mastery of some other grammatical elements such as the tenses and some sentence patterns which many students do not yet master.

However, in teaching passive voice, teachers normally suppose that they master the prerequisite knowledge, and do not give much review on it. Then they normally teach passive voice by comparing it to the active in pairs. The students become more confused in a jumble of so many verb forms and patterns they are not familiar with.

Another primary difficulty is that there is no clear cut rules for the uses of passive voice which separate them from the uses of active voice, especially when the agent is important in the sentence. The students and even a lot of teachers are never sure when to use passive in that circumstance.

With the procedure of teaching presented in Chapter III, in which the teacher gives a review on the tenses and practice on some necessary patterns and uses of passive voice, the writer hopes that some difficulties of learning passive voice can be reduced. There is no perfect teaching technique which can eliminate all difficulties in learning since some difficulties can only be overcome with long-time practice and strong motivation to learn.

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Teaching Journal, volume XXXII, number 3, April 1979.

APPENDIX

I. EXAMPLES OF EACH TYPE OF ERRORS

I. VERB FORMS

1. Wrong to be (Concord)

*The wounded was left behind.

The wounded were left behind.

*The new baby were showed to the visitors.

The new baby was showed to the visitors.

*Preparation are also made at home.

Preparation is also made at home.

*The visitors shall be shown the old building.

The visitors will be shown the old building.

*The spades and buckets was brought by them.

The spades and buckets were brought by them.

*Newspapers is sold in bookshops, bus stations, railway stations and along the streets.

Newspapers are sold in bookshops, bus stations, railway stations and along the streets.

*Was the boys being punished yesterday?

Were the boys being punished yesterday?

*The books you are interested in is being displayed.

The books you are interested in are being displayed.

*The letter have been received by his secretary.

The letter has been received by his secretary.

2. Wrong tense

*I imagine that most of Egyptian buildings are founded by a good architect.

I imagine that most of Egyptian buildings
were founded by a good architect.

*Every year Christmas was celebrated on December
25th and New Year was celebrated on January 1st.

Every year Christmas is celebrated on Decem-
ber 25th and New Year is celebrated on
January 1st.

*One day I agreed to come to the meeting that is
held by some friend in church.

One day I agreed to come to the meeting that
was held by some friends in church.

(They told her to be quick.)

*She had been told to be quick.

She was told to be quick.

(Apakah buku saya sedang dibaca sekarang?)

*Is my book going to be read now?

Is my book being read now?

(She gave Mary the book last week.)

*The book is given to Mary last week.

The book was given to Mary last week.

(They have given Tony all of their things.)

*All of their things were given to Tony.

All of their things have been given to Tony.

(Kemarin anjing itu dipukuli oleh beberapa anak
nakal.)

*Yesterday the dog is being hit by some naughty boy.

Yesterday the dog was hit by some naughty
children.

*They were sure that the place can't be reached from
the waves.

They were sure that the place couldn't be reached
by the waves.

*The sand castle was finished and it cannot be destroyed by the waves.

The sand castle was finished and it couldn't
be destroyed by the waves.

(Someone can read you another chapter.)

*Another chapter could be read to you.

Another chapter can be read to you

(We can see the rainbow in the South.)

*The rainbow could be seen in the South

The rainbow can be seen in the South.

3. Failure to make passive construction (to be + past participle)

*..... and their castle damaged.

..... and their sand castle was damaged.

*So we looked for a new place that could not washed.

So we looked for a new place that could not
be washed.

*There was a boat which bound with a rope near them.

There was a boat which was bound with a
rope

*The books in the library may borrowed by someone
who interested.

The books in the library may be borrowed by
anyone who is interested in them.

*My friend Cyril is spoked well.

My friend Cyril is spoken well of.

*Several questions may be ask to us.

Several questions may be asked to us.

*Two spades and two buckets were being hold.

Two spades and two buckets were being held.

*A flag was putting on top of the castle by John.

A flag was put on top of the castle by John.

*Cheating should be avoid by students.

Cheating should be avoided by students.

*The dog was hitted by the naughty boys.

The dog was hit by the naughty boys.

*All the chicken had been frieden before you came to help.

All the chicken had been fried before you came to help.

4. Wrong spelling of past participle

*I was tought French.

I was taught French.

*The person who has been cought helps him to catch the others until all of them are cought.

The person who has been caught helps him to catch the others until all of them are caught.

*The blind should not be distrubed.

The blind should not be disturbed.

*Who has been choosen as captain of your class?

Who has been chosen as captain of your class?

*Yesterday the dog was bitten by some naughty boys.

Yesterday the dog was beaten by some naughty boys.

*Yesterday the dog was beatten by some naughty boys.

Yesterday the dog was beaten by some naughty boys.

*The books you are interested in are being displaed.

The books you are interested in are being displayed.

*The next lesson has not been prepaired yet.

The next lesson has not been prepared yet.

5. Failure to construct the correct form of

*Yet his work has not being appreciated.

Yet his work has not been appreciated.

*The rainbow is could seen in the South.

The rainbow could be seen in the South.

*We usually be forced to follow his command.

We are usually forced to follow his command.

*He didn't be given pocket money.

He wasn't given pocket money.

*The next class hasn't be prepared yet.

The next class hasn't been prepared yet.

*The assignment being done when you came.

The assignment was being done when you came.

*The rice may not was eaten by babies.

The rice may not be eaten by babies.

*Were the children been punished yesterday?

Were the children being punished yesterday?

II. MEANING

1. Passive sentences for active meaning and the other way

around.

*We were then cried out to have finished it.

We shouted to tell them that we had finished it.

*We were enjoyed our vacation in the beach.

We enjoyed our vacation at the beach.

*I want to pick it ... but Menik was not allowed me.

I want to pick it ... but Menik doesn't allow me.

*Some people were listened to the radio almost continuously.

Some people listen to the radio almost continuously.

*It is said that the government will be helped poor people in Jawa Tengah.

It is said that the government will help poor people in Jawa Tengah.

2. Verbs are not suitable for passive sentences.

*I was 9 years old when this was happened.

I was 9 years old when this happened.

*What we guess before was happened too.

What we had expected happened too.

*When I got home I didn't tell anything that was happened to me.

When I got home I didn't tell anything that happened to me.

*Our hands were clapped in happiness.

We clapped hands happily.

*The sand was played by them.

They played with the sand.

3. Subject and Object do not change in conversion

(We must look into this matter.)

*We must be looked into this matter.

This matter must be looked into.

(They had fried all the chicken before you came to help.)

*They had been fried all the chicken before you came to help.

All the chicken had been fried before you came to help.

(Kapan pekerjaan rumahmu akan diselesaikan?)

*When will you been finished your homework?

When will your homework be finished?

III. AGENT

1. Unnecessary agent

(We can see the rainbow in the South.)

*The rainbow can be seen in the South by us.

The rainbow can be seen in the South.

(Someone reads to the old lady every evening.)

*She is read to by someone every evening.

She is read to every evening.

(Someone asked the students a very difficult question.)

*The students were asked a very difficult question by someone.

The students were asked a very difficult question.

*The beach was washed by the sea waves and the sand castle was damaged by the waves.

The beach was washed by the sea waves and the sand castle was damaged.

*We were very happy when the sand castle was finished by us.

We were very happy when the sand castle was finished.

*A bucket and a spade were brought by us because we wanted to build a sand castle.

A bucket and a spade were brought because we wanted to build a sand castle.

2. Wrong choice of agent

(She showed the baby to the visitors.)

*It was showed by them.

It was shown to the visitors by her.

3. Wrong position of agent

*All the chicken had been fried before you came to help by them.

All the chicken had been fried by them before you came to help.

4. Wrong agent pronoun

*The house was found empty by we.

The house was found empty by us.

5. No agent preposition 'by'

*The books you are interested in is being displayed
the shop.

The books you are interested in is being
displayed by the shop.

(They regard him as a genius.)

*He was regarded them as a genius.

He was regarded as a genius by them.

*The books in the library can be borrowed everybody
who is interested.

The books in the library can be borrowed by
everybody who is interested in them.

6. Wrong agent preposition

*Cheating should be avoided for students.

Cheating should be avoided by students.

*The books in the library may be borrowed for every-
one who interested.

The books in the library may be borrowed by
everyone who is interested in them.

IV. NEGATIVE STATEMENTS AND QUESTIONS

1. Positive sentences for negative meaning

*We hoped that it would be damaged by waves.

We hoped that it would not be damaged by waves.

(Orang-orang buta itu seharusnya tidak diganggu.)

*The blind people should have been disturbed.

*The blind people must have been disturbed.

The blind people shouldn't be disturbed.

(Lagu itu tidak diciptakan oleh Minggus Tahitu.)

*The song was created by Minggus Tahitu.

The song wasn't composed by Minggus Tahitu.

(Buku-buku di perpustakaan boleh dipinjam oleh siapa saja yang tertarik.)

*The books at the library might not be borrowed by whom was interested in.

The books in the library may be borrowed by anyone who is interested in them.

2. Wrong question constructions

(Dimana buku-buku semacam ini dijual?)

*Where kind of these books are sold?

Where are this kind of books sold?

(Mengapa pohon-pohon itu ditebang?)

*Why those trees are cut?

Why are those trees cut down?

(Apakah sepatu dapat dibuat dari kain?)

*Are shoes can be made from cloth?

Can shoes be made of cloth?

(Apakah sepeda saya akan diperbaiki hari ini?)

*Is my bicycle will be repaired today?

*Does my bicycle will be repaired today?

Will my bicycle be repaired today?

Is my bicycle going to be repaired today?

(Apakah anak-anak itu sedang dihukum kemarin?)

*Did the children were being prisoned yesterday?

Were the children being punished yesterday?

(Apakah buku saya sedang dibaca sekarang?)

*Whether my book is being read now?

Is my book being read now?

3. Yes-no question is confused with what-question

(Apakah sepeda saya akan diperbaiki hari ini?)

*What my bicycle will be repaired today?

Will my bicycle be repaired today?

(Apakah buku saya sedang dibaca sekarang?)

*What my book is being read now?

Is my book being read now?

(Apakah sepatu dapat dibuat dari kain?)

*What the shoes can be made from cloth?

Can shoes be made of cloth?

(Apakah anak-anak itu sedang dihukum kemarin?)

*What the children was being punished yesterday?

Were the children being punished yesterday?

V. ADVERBS

Wrong position of adverbs

*We always be forced to obey his order.

*We always are forced to obedient his instruction.

*We usually be forced to obey his order.

We are always forced to obey his order.

*The chicken before you came to help had been fried.

The chicken had been fried before you came to help.

*The assignment when you came were being done.

The assignment was being done when you came.

VI. SUBCLAUSES

Wrong position of subclauses

(The shop is displaying the books you are interested in.)

*The books are displayed you are interested in.

*The books are being displayed you are interested in.

*The books are being displayed (by the shop) I am interested in.

*The book is being displayed you are interested in.

The books you are interested in are being displayed (by the shop).

VII. COMPLEMENT

1. Object Complement becomes the subject of the passive sentence

(They had made my uncle a captain.)

*A captain had been made to my uncle

*A captain had been made for my uncle.

My uncle had been made a captain.

2. Wrong position of object complements

(Siapa yang telah terpilih sebagai ketua kelasmu?)

*Who was the captain of the class elected?

Who has been elected captain of your class?

(We found the house empty.)

*The house empty was found by us.

*The house was found by us empty.

The house was found (to be) empty.

(They regard him as a genius)

*As a genius he is regarded.

*He is as a genius was regarded by them.

He is regarded as a genius.

VIII. PREPOSITIONS

1. Wrong choice of prepositions added in conversion

(Someone bought them cakes.)

*Cakes were bought to them.

Cakes were bought for them.

(They promise us higher wages.)

*Higher wages are promised for us.

Higher wages are promised to us.

(They gave me tenpence change at the shop.)

*Tenpence change was given for me at the shop.

Tenpence change was given to me at the shop.

2. Omission of necessary preposition to

*The old building will be shown them.

The old building will be shown to them.

*Another chapter can be read you.

Another chapter can be read to you.

*A very difficult question was asked the student.

A very difficult question was asked to the student.

*A box of chocolate was promised him.

A box of chocolate was promised to him

3. Addition of unnecessary preposition

*We are promised of higher wages.

We are promised higher wages.

4. The preposition of is replaced by agent-preposition by

*Can the shoes be made by cloth?

Can shoes be made of cloth?

5. Wrong position of prepositions

*The flag was put the sand castle on by them.

The flag was put on the sand castle (by them).

*It is time the cows in were brought.

It is time the cows were brought in.

IX. SPECIAL CONSTRUCTIONS

Failure to make a special construction passive

(People say that he is mad.)

*He is said mad.

*He is said by the people that he is mad.

*"He was mad," said people.

*He is said a mad.

*He is said as a mad.

*He is said that is mad.

*He is mad is said.

He is said to be mad

It is said that he is mad.

(Dikatakan bahwa pemerintah akan membantu orang-orang miskin di Jawa Tengah.)

*The government will help the poor people in Central Java.

*Be said that the government will help the poor men in Central Java.

*Say that a government will help the poor people in Central Java.

*Said that the government will help the poor people in Jawa Tengah.

It is said that the government will help the poor in Central Java.

People speak well of my friend Cyril.)

*My friend Cyril is spoken well.

*My friend Cyril is well spoken of.

*My friend Cyril is well spoken.

My friend Cyril is spoken well of.

X. OTHERS

1. Complete Failure

*The assignment being to by them.

*The assignment had been doing when you came.

The assignment was being done when you came.

(They have given all of their things to Tony.)

*All of their things have give Tony.

All of their things have been given to Tony.

2. Not Complete Answers

(Someone promised me a bicycle if I passed my examination.)

*A bicycle was promised if I passed my exam.

A bicycle was promised to me if I passed my examination.

(She gave Mary the book last week.)

*The book was given last week.

The book was given to Mary last week.

(We must look into this matter.)

*This matter must be looked.

This matter must be looked into.

(Somebody gave her a box of chocolate for her birthday.)

*A box of chocolate was given.

A box of chocolate was given to her on her birthday.

Name :

NO :

THE TEST GIVEN TO D2 AND D3 PROGRAMS

1. Fill in the blanks with the active or passive form of the following verbs in Simple Present Tense.

teach	take	park	like	listen
make	speak	read	use	sell

1. A table of wood which from the forests in Indonesia.
2. English in all schools in Indonesia and it all over the world.
3. Jimmy to show off his car. It in front of his house during the days.
4. Newspapers in bookshops, bus stations, railway stations and along the streets. Almost every person newspapers nowadays.
5. Radio as a means of communication. Some people to the radio almost continuously.

II. Change these sentences into passive.

1. We can see the rainbow in the South.
2. She gave Mary the book last week.
3. They have given Tony all of their things.
4. We found the house empty.
5. Students should avoid cheating.
6. The shop is displaying the books you are interested in.
7. People say that he is mad.

8. They had fried all the chicken before you came to help.
9. They regard him as a genius.
10. They were doing the assignment when you came.

III. Translate these sentences into English.

1. Surat itu telah diterima oleh sekretarisnya.
2. Kita selalu dipaksa untuk mematuhi perintah-perintahnya.
3. Kemarin anjing itu dipukuli oleh beberapa anak-anak nakal.
4. Apakah sepeda saya akan diperbaiki hari ini?
5. Dia tidak diberi uang saku kemarin karena ia berkelahi dengan adiknya.
6. Apakah buku saya sedang dibaca sekarang? Saya membutuhkannya.
7. Di manakah buku-buku semacam ini dijual?
8. Mengapa pohon-pohon itu ditebangi?
9. Orang-orang buta itu seharusnya tidak diganggu.
10. Kapan pekerjaan rumahmu akan diselesaikan?
11. Dikatakan bahwa pemerintah akan membantu orang-orang miskin di Jawa Tengah.
12. Nasi tidak boleh dimakan oleh bayi.
13. Apakah anak-anak itu sedang dihukum kemarin?
14. Siapa yang telah terpilih sebagai ketua kelasmu?
15. Lagu itu tidak diciptakan oleh Minggus Tahitu.
16. Buku-buku di perpustakaan boleh dipinjam oleh siapa saja yang tertarik.
17. Apakah sepatu-sepatu dapat dibuat dari kain?
18. Pelajaran berikutnya belum disiapkan.
19. Saya kemarin diminta untuk membuat pidato.
20. Bangunan itu akan digunakan sebagai gudang.

GROUP A

- I.
1. They gave my little sister a ticket.
 2. People will show the visitors the old buildings.
 3. They promise us higher wages.
 4. Someone taught me French.
 5. The newsmen gave him a dictionary.
 6. They may ask us several questions.
 7. They had offered her a job.
 8. Someone can read you another chapter.
 9. They had made my uncle a captain.
 10. The others bought them cakes.

- II.
1. She showed the visitors the new baby.
 2. Someone asked the student a very difficult question.
 3. We must look into this matter.
 4. People speak well of my friend Cyril.
 5. They told her to be quick.
 6. Someone reads to the old lady every evening.
 7. Somebody told the students to wait outside.
 8. Someone promised me a bicycle if I passed my examination.
 9. Somebody gave her a box of chocolate for her birthday.
 10. They gave me tenpence change at the shop.
 11. She promised him a book.
 12. It is time they brought the cows in.
 13. They told me to go away.
 14. She will look after the little girl well.
 15. They left the wounded behind.

