

THE PASSIVE VOICE IN ENGLISH AND INDONESIAN



A THESIS

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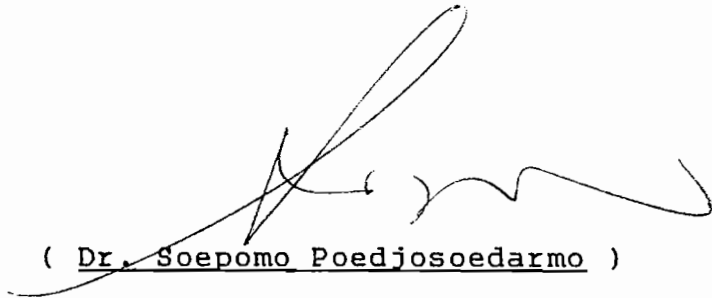
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..... the failure is caused by physical factors,
and in order to prevent it he does a harsh
self-discipline.

J. Oswald Sanders

So, the wall was finished.

Nehemia 6 : 15

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Mahargono

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CHAPTER I
INTRODUCTION

I.A. Background

In Indonesian the use of Passive Voice is very common both in spoken and written language. In spoken language, an Indonesian may ask, "Mengapa obatnya tidak diminum?", or "Bu, pohon pisangnya ditebang saja, ya?". And he may say, "Lebih baik dipangkas atau ditebang."1), or "Mungkin perlu diberi pagar supaya kendaraan tidak terlalu mendekat, ya kan dik?" 2), or "Tidak ada yang perlu dikhawatirkan, pak Atmo." 3) And he may also order someone by saying, "Dibetulkan dulu kesalahannya, baru kaukumpulkan!", or "Dibuang saja nasi yang sudah basi itu!" In written language, Passive is also used in high frequency. As a proof, Passive constructions frequently occur in newspapers, magazines, and any Indonesian books. For examples, Ia menilai kegiatan yang dilakukan impresario perlu ditertibkan termasuk menyangkut istilah "hiburan" dan "kesenian". 4) Film pilihan yang dapat kita pakai adalah film dengan ASA 400 atau 1000 ASA. 5) Sangat berbeda bila dibandingkan dengan penyemprotan pestisida yang dilakukan pada tanaman padi atau

-
- 1) Marselli, 1986, page VI.
2) i b i d
3) i b i d
4) Kompas, 1986, page I.

palawija, yang rata-rata hanya dilakukan seminggu sekali. 6)

From the examples given above, it can be concluded that Indonesians tend to use Passive Voice rather than Active Voice. Therefore, in Indonesian the performer or the agent is rarely mentioned in both spoken and written language as long as the agent can be understood through the context. What is emphasized is the object or the patient, or the action or the happening or the process, or the idea.

In English, on the contrary, Passive Voice is rarely used. English native speakers do not like to use Passive Voice. Although they sometimes use it, they try not to use it as long as possible. As the result of this difference, many Indonesians especially Indonesian students who learn English often find difficulties in speaking and writing in English. What they produce both in speaking and writing are often sentences which use too many Passive constructions. Certainly, they are not common in English. So, although the grammar is right, the sense of language of their sentences does not fit the sense of English language. The result is that the sentences they produce sound clumsy.

Related to the examples in Indonesian, those sentences cannot be said in English by using too many

6) Wijayatno, 1986, page 40.

Passive construction such as "Why isn't the medicine drunk?". But they have to be said as "Why don't you drink the medicine?", "Mom, may cut the banana tree?", "It's better for you to prune or to cut the tree.", "Maybe, it is necessary to build a fence in order to prevent the vehicles to come nearer, isn't it?", "You should correct the mistakes first before submitting it!", "Please, throw away that foul rice." And, "The selected film we can use are ASA 400 and 1000 ASA", "He considers the activities done by the impresario should be put in order including the terms of consolation and art", "It is different when we compare it to the pesticide spraying for rice and cereal plants which is only done once a week".

So, it is clear that Passive Voice is seldom used in English but there must certain contexts that allow the usage of Passive Voice. This fact makes the writer eager to know the reasons that cause it.

To overcome the tendency of using too many Passive constructions, the learners should know when they are allowed to use them. That is why the writer does the thesis on the subject of Passive Voice. One of its purposes is trying to find the description of how and when Passive Voice is allowed to be used in English. It may help the students who are learning English to be able to use Passive constructions correctly. Through this thesis the writer hopes that he may contribute to

the study on English grammar. And he certainly hopes that the learners and the teachers who are teaching English may take benefits from it. The learners may improve their way of learning English especially about Passive Voice so that when they master active English, they can really master it. And for the teachers of English, the writer hopes that this thesis may contribute an idea in order to improve the way of their teaching. Maybe, they have to give some exercises which use many English Passive constructions or the other way round. The advantages of these exercises are to make the learners recognize the usage of the English Passive constructions correctly and they will be accustomed to use the English Passive construction properly.

The Passive Voice, however, is an interesting subject to discuss and there have been a lot of English grammar books which discuss it. The writer has read some of them such A Handbook of English Grammar written by R.W. Zandvoort, A Grammar of Contemporary English written by Randolph Quirk, Sydney Greenbaum, and Jan Svartvik, and English Grammar written by George O. Curme. But so far the writer has not been satisfied yet. Certainly, all of the English grammar books discuss the forms of Passive Voice although some of the them are not complete. Unfortunately, the distribution of Passive Voice are little discussed or even in some books are not discussed at all. This also happens with the conditions

of using Passive Voice which are only little discussed in some books and not at all in others.

In this thesis the writer tries to discuss them to confirm what has been discussed in the English grammar books and he also tries to add something new based on the research he has done before writing this thesis. As a basis the writer has also read some books on linguistics such as Language Two written Heidi Dulay, Marina Burt and Stephen Krashen, and Exploration in Applied Linguistics written by H.G. Widdowson. He has also read some books and papers on English teaching such as Developing Second Language Skills written by Kenneth Chastain, and Helping the Unsuccessful Learner by Mary Ann Reiss which was published in English Teaching Forum volume XXI, April 1983. Those books on linguistics and English teaching, certainly, are used as theoretical bases in order to apply what has been discussed in teaching English in Indonesia.

However, because of the limited time and knowledge, the writer cannot discuss them profoundly and completely. Even though there are some shortages, he still hopes that this thesis has benefits for the readers.

I.B. Scope

There have been so many experts that make researches into Passive Voice but they discuss it from

many different points of view. In this thesis, after doing a research, the writer tries to discuss Passive Voice with the stress especially on the semantic point of view that is the conditions of using Passive Voice. In this discussion the writer also make a contrast with the conditions of using the Indonesian Passive Voice. This is done in order to have a clear distinction that the English Passive Voice is different from the Indonesian Passive Voice. This is, certainly, important as a basis of the suggested new teaching method. This new teaching method tries to help the learners to attend to meaning of Passive Voice so that they will be able to use it properly.

However, there are two other things that will be discussed before it. The first is about the forms of Passive Voice. This is also discussed because it is impossible to use certain constructions before mastering the forms of the constructions themselves. In this discussion the writer also contrasts the forms of the English Passive Voice with the Indonesian Passive Voice. The second important thing before coming to the discussion of the conditions of using Passive Voice is the discussion about the distribution of Passive Voice.

The distribution of Passive Voice certainly has a close relationship with the functions held by the Passive Voice in a sentence. So, in this discussion those functions are also talked about. And the writer

will also contrast them with the distribution of the Indonesian Passive Voice in order to see the differences between them.

I.C. Aim

Through this thesis the writer essentially wants to study the meaning of the English Passive. It is hoped that it can lead to a suggestion as how to handle the explanation of meaning in the classroom. So far, the teaching of the English Passive Voice in Indonesia stresses the forms and their usage to produce sentences. The teachers often neglect the important of making the learners able to use them in communication consciously. In other words, the teachers do not pay attention whether the sentences produced by the learners, that contain Passive constructions, represent what the learners really mean and fit the rules of the English language or not.

The discussion in this thesis tries to claim that the English Passive Voice is different from the Indonesian Passive Voice. So, the learners are not allowed to use the English Passive Voice by merely translating them from the Indonesian Passive Voice. The teachers of English should be aware of this and should also make their students aware of the differences.

Therefore, it is hoped that the teachers can use the result of the research in this thesis to deepen

their knowledge about the English Passive Voice. And they will improve their method of teaching from teaching only the forms of Passive Voice and their usage to the teaching that also makes the learners, certainly the learners of higher level, use the English Passive Voice properly. In other words, it can be said that the learners of higher level will and should become aware of what they produce.

I.D. Methods

For the sake of this thesis the writer has made a research by collecting data from any sources of English books and magazines, such as English Teaching Forum - a journal for the teacher of English outside the United States, Scarlet Pimpernel - a short story written by Baroness Orcy, Who's Afraid of Virginia Woolf - a drama written by Edward Albee, Reader's Digest - a magazine, and An Outline of American Geography. The writer hopes that the data from those different kinds of books will represent the usage of the Passive Voice in English. Therefore, there are scientific, popular scientific, short story, and drama books. Besides those books there are also magazines. The short story and the drama books, in this case, also become the sources of data of the spoken language. Besides those English books and magazines, the writer has also collected data from any Indonesian books, magazines, and newspaper as the

materials for contrasting. The examples of the Indonesian sources of data are Kompas - a daily newspaper, Intisari - a monthly magazine, and Tempo - a weekly magazine. The writer also hopes that these some different sources will give representative data. While reading those books, the writer identifies the Passive forms by underlining them. The writer also reads and consults some English grammar books that have been mentioned above. And for the Indonesian grammar books, the writer reads and consults some books such as Tatabahasa Indonesia written by I.R. Poedjawijatna and Dr. P.J. Zoetmulder, Tatabahasa Baru Bahasa Indonesia written by S. Takdir Alisjahbana, and Sintaksis written by Prof. Drs. M. Ramlan.

In Analysing the data, the writer uses Analytical Technique and Contextual Procedure. Analytical Technique is used in finding the forms and the distribution of Passive Voice. In finding the forms, after underlining the Passive forms from any sources, the sentences which contain Passive forms are quoted and put in lists. The next step is to classify them according to the forms. The sentences containing a certain Passive form are separated from the others and put in one list. The other sentences containing a different Passive form are separated from the others and put in a different list, and this is done again and again until the writer finds several specific Passive forms. In finding the

distribution, the writer also uses the same technique as in finding the forms that is Analytical Technique. From the data, the writer tries to identify where Passive Voice usually occurs and what functions that are held by certain Passive forms in sentences. And then, like the procedure in analysing data in order to find the forms, the data are classified according to the certain distributions and functions until the writer finds several specific distribution and functions of Passive Voice.

In finding the meaning of the Passive Voice that is the conditions of using Passive voice, the writer uses Contextual Procedure. He reads the data from any source and tries to understand the context. And he determines the meaning of Passive Voice by considering the influence of certain context. However, sometimes it is very difficult for him to determine the meaning by himself. So, as long as it is possible he tries to determine it by himself or he consults the grammar books or native speakers.

Those research methods are applied both for the English and the Indonesian data. Based on the results, the writer makes a contrast between the English and the Indonesian Passive Voice in the fields of form, distribution, and meaning. In this case, the writer use Contrastive Technique, and this is done in order to find the similarities and the differences between them. The

results of this contrast are then used as bases to construct a better teaching strategy.

I.E. Theoretical Approaches

Like any grammatical research, in the research for the sake of this thesis, the writer uses Structural Approach and Contextual Approach. Structural Approach is used when the writer tries to find the forms of Passive Voice and their distribution. This research which uses Structural Approach is in the level of taxonomical-descriptive. It means that the research is done by classifying the data to find specific items of forms and distribution. The steps of this research by using Structural Approach have been discussed in the Methods above.

Contextual Approach is used in order to find the meaning of Passive Voice that is the conditions of using Passive Voice instead of Active Voice. This kind of research certainly has a higher level than the research in order to find the forms and the distribution since the writer has to consider the importance of the context and not just to analyze and classify the data before determining the meaning.

Besides those two approaches the writer also uses another approach that is higher than both of the previous ones. Due to the aim of this thesis, the writer tries to contrast the English Passive Voice with the

Indonesian Passive Voice. Therefore, after using the Structural and Contextual Approaches, Contrastive Approach is used in order to find the similarities and the differences between them.

I.F. Plan

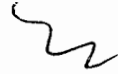
This thesis consists of five chapters, and it begins with Introduction in which the outline of the overall process in writing this thesis is explained. In the Introduction the writer gives the background of choosing the topic, the scope of what will be discussed, the aim of this thesis, and also the methods and approaches which are used in doing the research and composing this thesis.

The items that comprise Chapter II will deal with the forms of the English Passive Voice. And the forms of the Indonesian Passive Voice are also discussed in order to find the similarities and the differences between them. Chapter III will discuss the distribution of the English Passive Voice and its contrast to the Indonesian Passive Voice.

Chapter IV will explain the conditions of using the English Passive. In this chapter they will also be contrasted to the the conditions of using the Indonesian Passive Voice. And the teaching of the English Passive Voice to the Indonesian learners which is based on the

previous discussion will make up Chapter V. There are two sections in the Chapter V. The first section is the General Guidelines, and the second one is the Procedure of Teaching English Passive Voice. The General Guidelines consist of four sub-topics : the Steps of Language Learning, the Handicaps of Language Learning, Socio-Emotional Climate Approach, and Life and Its Manifestation. The steps of language learning is important to consider so that the teachers realize the ultimate goal of language learning; and they should present the lessons systematically. But, they will face many difficulties especially when they are at the communication stage and the learners are already adult. The causes of the difficulties will be explained in The Handicaps of Language Learning. The solution of the difficulties will be discussed in the Socio-Emotional Climate Approach. And then, the further discussion about the ultimate goal of language learning and teaching will be presented in The Life and Its Manifestation.

Finally, a conclusion, a bibliography, and a list of sources of data will end this thesis.



CHAPTER II

THE FORMS OF PASSIVE VOICE

The general form of Passive Voice is 'to be plus past participle'. This is certainly true but it has not been enough in order to claim the real forms of Passive Voice. Frequently, Passive Voice does not appear in the form of 'to be plus past participle'. After observing a discourse, Passive Voice can also be found in the forms of just 'a past participle' or preceded by some verbs that function as copulas.

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Therefore, the forms of Passive Voice can be classified into two. First, the form of Passive Voice with copula. And the second is the form of Passive Voice without copula.

II.A. With Copula

A copula is a word that functions as a link between the complement and the subject. In a Passive construction, certainly, the complement is the past participle. And there must be two kinds of copula in the Passive construction. The first kind is copula 'to be' and its derivatives. And the second kind is the other copulas that consist of some verbs that function as copulas.

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II.A.1. Copula To Be

II.A.1. Copula To Be

The form of Passive Voice of a copula 'to be' plus a past participle can be further divided into several forms since the copula 'to be' can be divided into eight new copulas. They are 'be, am, is, are, was, were, been, and being'. These eight derivatives are made in order to follow the rule of English grammar that 'to be' as a verb should be changed according to the changes of the subject and the tense. Thus, concerning with this, in the area of copula 'to be' the Passive Voice has eight forms.

II.A.1.a. Be + Past Participle

The Passive form of 'be plus past participle' is possible when it occurs after an auxiliary verb and after 'to'. The auxiliary verbs can be 'can, may, must, shall, will, have to, be going to, could, would, might, to be to, ought to', or the other auxiliaries.

Examples :

1. But what they have been able to do this far has made them appreciate how much more can be done.
7)
2. The required stations may be visited in any order the student wishes. 8)

7) Mittleman, page 19.

8) Chadwell, 1980, page 5.

3. Once the stations are defined and the materials for each obtained, an operational system must be established. 9)
4. Why should the poor learners be penalized for not knowing something that nobody ever tried to teach them and which nobody told them they should know ? 10)
5. The last regions to be settled were the dry plains just east of the Rocky mountains. 11)

II.A.1.b. Am + Past Participle

The Passive form of 'am plus past participle' is only used when the subject is the first person singular, and the tense is present.

Example :

6. "Lady Blakeney is the central figure of social London, so I am told, you see everything, you hear everything." 12)

II.A.1.c. Is + Past Participle

This Passive form is used in the present tense for the third person singular, the countable noun singular, and the uncountable noun.

9) Chadwell, loc. cit.
 10) Showstack, 1980, page 6.
 11) Mittleman, op. cit., page 17.
 12) Orczy, 1978, page 36.

Examples :

7. Much of the remainder is processed into oil, syrups, and straches. 13)
8. The thick scattering of dark red over almost the whole eastern half shows that the land there is thickly inhabited. 14)
9. If nothing is done, given earth enough and time, the spilled stones of Angkor or even buildings still standing will eventually be covered over by a mound. 15)
10. In many areas like the Great Plains, land once used inefficiently for grazing is now used to produce food. 16)
11. An almost unbelievable quantity of freight is carried across the Great Lakes, and most of the shipments are raw materials. 17)

II.A.1.d. Are + Past Participle

On the contrary to the previous two forms which always occur after singular noun, this form almost always come after plural noun. However, there is an exception for the second person singular since it is never followed by the derivative of 'to be' which is for

13) Mittleman, op. cit., page 39.

14) Mittleman, op. cit., page 17.

15) White, 1983, page 25.

16) Mittleman, op. cit., page 19.

17) Mittleman, op. cit., page 34.

the singular noun. So, the Passive form of 'are plus past participle' is for the first person plural, the second person singular and plural, the third person plural and the countable noun plural. All of them are in the present tense.

Examples :

12. Today, most of the farms are devoted primarily to one type of farming: dairy cattle, or vegetables, or chicken, or fruit. 18)
13. The deep-green forests of the north-west coast are drenched with more than 250 centimetres of rain each year. 19)
14. In the Northern Hemisphere, the western portions of the continents are especially favored by the prevailing winds. 20)
15. Different kinds of hybrids are developed for such basic quantities as higher yields, stronger stalks, and hydrotropic roots. 21)
16. Furthermore, when these industries are established in the market area, more workers are employed, then further adding to its economy. 22)

18) Mittleman, op. cit., page 23.
 19) Mittleman, op. cit., page 8.
 20) Mittleman, op. cit., page 9.
 21) Mittleman, op. cit., page 40.
 22) Mittleman, op. cit., page 23.

II.B.1.e. Was + Past Participle

Certainly, this form is in the past tense. And because 'was' is the preterite form of both 'am' and 'is', the Passive form of 'was plus past participle' is used for the first person singular, the third person singular, the countable noun singular, and the uncountable noun of the past tense.

Examples :

17. When in the years which followed, traffic on the Great Lakes was joined to that on the Mississippi River . 23)
18. Much of the geography and hystory of the United States was determined some 10,000 to 25,000 years ago. 24)
19. Shipping on the Erie Canal was so such cheaper that Philadelphia's effort was little used. 25)
20. Washington proclaimed a state of neutrality, and when Genet arrived, he was treated with cool formality. 26)
21. Some were seedlings when Troy fell, and already giants when Rome was founded. 27)
22. His Vice President, John Adams of

23) Mittleman, op. cit., page 25.

24) Mittleman, op. cit., page 8.

25) Mittleman, op. cit., page 25.

26) Olson, page 54.

27) Mittleman, op. cit., page 16.

Massachusetts, was elected the new President.

28)

II.A.1.f. Were + Past Participle

Copula 'were' is the preterite form of copula 'are'. Because of that the Passive form of 'were plus past participle' is used for the first person singular, the second person singular and plural, the third person plural, and the countable noun plural of the past tense.

Examples :

23. Metal smelters, or ore refining plants, were built near richer mines. 29)

24. We were accompanied by Jack Renirie, head of public information for the National Science Foundation, and Frank Williamson, chief Scientist of the foundation's polar-research programs. 30)

25. Hugh, Frank Williamson, and I were roped together; nor did we have crampons or ice cleats, since we would not be scaling the cliffs. 31)

26. When Adams sent three other commisioners to

28) Olson, op. cit., page 55.

29) Mittleman, op. cit., page 33.

30) Orick, 1983, page 17.

31) Orick, op. cit., page 19.

Paris, and they too were rejected. 32)

27. Yet the men of her fleet were so poorly treated that it was impossible to obtain crews by free enlistment. 33)

II.A.1.g. Been + Past Participle

Copula 'been' is the past participle form of 'to be'. So, it can be guessed that copula 'been' will occur after auxiliaries 'have, has, and had'. As a result, the Passive form of 'been plus past participle' is used either in the present or past tense, and for all nouns and pronouns. The auxiliary 'have' is used for the first person singular and plural, the second person singular and plural, the third person plural, and the countable noun plural of the present tense. And the auxiliary 'has' is used for the third person singular, the countable noun singular, and the uncountable noun of the present tense. And the auxiliary 'had' is used for the first person singular and plural, the second person singular and plural, the third person singular and plural, the countable noun singular and plural, and the uncountable noun of the past tense.

Examples :

28. Two pasture plants, lezpedez and kudzu, have

32) Olson, loc. cit.

33) Olson, op.cit., page 58.

been brought to the United States from Asia.

34)

29. Many tenant farmers have also been helped to buy land of their own. 35)

30. The Mississippi has been called the father of waters. 36)

31. Much of this work has been completed. 37)

32. No question: I had been given a second chance - an opportunity to right a terrible wrong. 38)

33. In addition, northwestern settlers had suffered from attacks by Indians, who they believed had been encouraged by British agents in Canada. 39)

II.A.1.h. Being + Past Participle

Like the form of Passive Voice which is preceded by copula 'been', this Passive form is also used for all nouns and pronouns of both present and past tenses. Therefore, the Passive form of 'being plus past participle', which is used for either present or past continuous tense, is preceded by the auxiliary 'to be' and its derivatives.

Examples :

-
- 34) Mittleman, op. cit., page 47.
 35) i b i d.
 36) Mittleman, op. cit., page 10.
 37) Orick, op. cit., page 21.
 38) i b i d.
 39) Olson, loc. cit.

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34. I know something about history. I know when I'm being threatened. 40)
35. This southeastern region is changing more rapidly than any other part of the United States - not because the land is being given new life. 41)
36. While the Erie Canal was being built, the people of Philadelphia began to worry about the future of their own port. 42)
37. It was their first experience of communicating in a foreign language, and the resultant response left unambiguous evidence that they were being understood. 43)

II.A.2. Other Copula

Besides copula 'to be', there are also some verbs which function as copulas. Certainly, they have more essential meaning than copula 'to be'. The users often use them when they have some purposes to express what they really mean. They are different from copula 'to be' which merely expresses the state or the condition of the subject.

The copulas which are usually used can be divided

40) Albee, 1970, page 47.

41) Mittleman, op. cit., page 51.

42) Mittleman, op. cit., page 25.

43) Diemer, 1980. page 11.

into two, they are current copulas and resulting copulas. 44)

II.A.2.a. Current Copulas

Current copulas which consist of 'appear, feel, lie, look, remain, rest, seem, and stand' are used to express the state and the condition of the subject, and what experienced by the subject. So, the use of the current copulas is to give more stress on the state of the subject.

Examples :

38. Hawaii appears separated from the continental United States by a very large and wild ocean of the Pacific.
39. He felt annoyed with the boy for being so stupid.
40. The fields lay covered with snow.
41. He looked dejected with the bad news he had heard.
42. Only four per cent of southern workers remain employed by land lords.
43. You should rest assured by every fruitful thing you has done.
44. The Biology Department of course.
I seem preoccupied with hystory. Oh! What a

44) Quirk, 1972, page 820.

remark. 45)

45. When the first explorers reached a point near the present city of St. Louis, they sounded amazed by the mighty stream of dirty pouring down from the west.

46. Most forests stand protected by law and preserved as a national treasure.

II.A.2.b. Resulting Copulas

Resulting copulas, which are slightly different from current copulas, are used to express the changing condition of the subject. Therefore, what is stressed is the changing condition into the present state. These resulting copulas consist of 'become, come, get, go, grow, fall, run, and turn'.

Examples :

47. However, I believe it serves little or no function. In this situation the student can become encouraged by native speakers to practice speaking outside of class.

48. The tick scattering of dark red over almost the whole eastern half shows that the land there comes settled by the people from other regions.

49. The students get annoyed with the teaching technique which put them too frequently into

45) Albee, op. cit., page 36.

small group.

50. This tradition of the individual farm family went further reinforced by government policy.
51. As with other grains, different strains have grown developed for different soil and climate conditions and for different purposes by the experts on agriculture.
52. In many great part of that territory, therefore, farmers must depend on irrigation water from the snows and rains that fall trapped by the mountains.
53. Then all of the advantages associated with doing group work run eliminated by this change.
54. The stony farms turn devoted to dairy cattle by the farmers who also tap the maple trees to make sugar.

II.B. Without Copula

It means that the next Passive form is just a 'past participle'. Although the form which is found in the discourse is really just a 'past participle', this form can be divided into two forms when it is further examined by considering the meaning through the context. The first form is that it is actually preceded by copula 'to be' but the copula is implicit. This first form is possible when it is in a subclause. And the second form is that it is really just a past participle and not

preceded by copula 'to be'. This second form happens when it is in a noun phrase.

II.B.1. Implicit To Be + Past Participle

This form occurs in a subclause either in an adverbial clause or in a relative clause. This form is actually the same as the Passive form which is preceded by copula 'to be' but because of the process called 'ellipsis', the copula 'to be', and maybe also the other words, is omitted.

Examples :

55. Faced with the problems of a new and uncharted land, these settlers had to give up many of the traditional patterns of Europe. 46)
56. Converted by crusted snow and indistinguishable from the surface of the solid ice, the narrower crevasses can be lethal. 47)
57. Known as the Pick-Sloan plan after the engineer who devised it, the project called for a series of man-made lakes, dams, navigations channels and dikes. 48)
58. In many areas like the Great Plains, land once used inefficiently for grazing is now used to

46) Mittleman, op. cit., page 21.

47) Orick, op. cit., page 18.

48) Mittleman, op. cit., page 19.

produce food. 49)

59. These great trees, some of which are 3,000 years old, are among the largest and the oldest living things known. 50)

60. I was a robot, conditioned by years of punishment and verbal abuse to do only as I was told. 51)

The sentences in the examples (55), (56), (57) show the Passive Voice when it is in an adverbial clause. And the examples (58), (59), (60) clarify the Passive Voice when it is a relative clause.

II.B.2. Past Participle

The second possible form of the Passive form of without copula is that it is really just a 'past participle'. It happens when it is in a noun phrase either as a modifier or an object complement.

Examples :

61. Yet only a short time ago, the protected valley yielded scarcely enough food for its own people because nature had failed to balance its gift.
52)

62. But often the imported vines would die in the

49) Mittleman, op. cit., page 49.

50) Mittleman, op. cit., page 16.

51) Orick, op. cit., page 20.

52) Mittleman, op. cit., page 109.

new soil, or the change in climate and conditions would give the grapes a different flavor. 53)

63. Consequently, in rainy seasons the plowed earth would often hold the water while the crops spoiled. 54)

64. You should make your views known.

65. I heard John called by his father.

It is clear from the examples (61), (62), and (63) that a Passive of just a 'past participle' can occur before a noun, and can occur after a noun as shown in the examples (64), and (65).

Indonesian, on the contrast, does not have such Passive form. So, it can be said that the forms of the English Passive Voice are completely different from the Indonesian Passive Voice. The Indonesian Passive Voice is not preceded by a copula but it is preceded and or ended by an affix. The affixes can be preffixes or suffixes. The preffixes which precede the Passive forms are 'di-, ter-, ke-, and the pronoun and proper noun'. The suffixes which end the Passive forms are '-an, and -nya'. The prefix 'ke-' cannot form a Passive by itself, but it will form a Passive simultaneously with

53) Mittleman, op. cit., 111.

54) Mittleman, op. cit., 37.

the suffix '-an'. And also, the suffix '-ny' form a Passive by itself, but it will form simultaneously with the preffix 'di-'.

Since Indonesian does not have any tense and concord between the subject and the predicate, a Passive form may be used at any time and for any subject.

II.C.1. Di- + Stem

This Passive form is the most common in Indonesian. It is often that the Passive form is ended by the suffix '-kan' or '-i'. These suffixes are used in accordance with the intention of what the subject do to the object. Certainly, it will not be discussed since it is not so related to the Passive Voice, but what is more important is the preffix 'di-' itself. And the other suffix that may end the Passive form of 'di- plus stem' is '-nya'. The suffix '-nya' is a possessive pronoun of the third person singular.

Examples :

1. Setiap wanita yang ingin dipandang, menyelipkan bulu burung unta di topinya atau mengenakan syal bulu burung unta. 55)
2. Tahun demi tahun ratusan ribu burung raksasa itu dibunuh untuk diambil bulunya. 56)

55) Jungblut, 1986, page 100.

56) i b i d

3. Mereka kini merumpuk di tanah peternakan yang dipagari kawat berduri. 57)
4. Sehingga tanah seluas 100 ha. lebih yang semula dimiliki penduduk Pantee Riek, langsung dikuasai penduduk Lambuk. 58)
5. Di tokonya itu bisa didapatkan semua yang ada hubungannya dengan burung unta. 59)
6. Lebih dari itu, sudah lama pohon itu dikeramatkan sebagian penduduk. 60)
7. Hanya beberapa hari berikutnya tak muncul di kelurahan untuk istirahat total, terutama yang disukainya adalah pijat param lulur. 61)
8. Dia menerangkan secara mendetail kepada Fliess berapa jumlah yang diterimanya pada hari-hari tertentu atau seminggunya. 62)
9. Menurut Tuanku Abdul Jalil, 56 tahun, ahli hukum adat Aceh, akibat diluruskannya jalur sungai itu akan menimbulkan persoalan adat cukup pelik. 63)
10. Mestinya banyak uang yang dikeluarkannya selama kepemimpinannya dua kali berurutan, pak lurah lebih dari cukup. 64)

57) Jungblut, op. cit., page 101.

58) Tempo, 1981, page 30.

59) Jungblut, op. cit., page 97.

60) Marselli, loc. cit.

61) Marselli, loc. cit.

62) Goleman, 1986, page 148.

63) Tempo, loc. cit.

64) Marselli, loc. cit.

Besides those varieties of the Passive form of 'di- plus stem', there is one more variety that is by doubling the stem.

Examples :

11. Pembuatan bendungan, yang baru akan selesai tahun depan, tak bisa ditunda-tunda kecuali panen akan merosot disebabkan pendangkalan sungai. 65)
12. Dengan kondisi bangunan sekolah asal jadi dinding sebuah kelas nyaris roboh. Mungkin dibentur-bentur. 66)
13. Tidak perlu dikait-kaitkan dengan status wanita sebab nanti bisa muncul polemik berkepanjangan.

II.C.2. Ter- + Stem

The Passive form of 'ter- plus stem' is also commonly used in Indonesian, but it is less common than the Passive form of 'di- plus stem'. This Passive form can also be followed by an affix '-kan' or '-i'.

Examples :

14. Kalau sedang tidak malas, dia akan berlari tanpa tujuan sampai ia terbentur suatu penghalang. 67)
15. Di Karoo Kecil beredar cerita tentang serangan

65) Marselli, loc. cit.

66) i b i d

67) Jungblut, op. cit., page 96.

- burung unta yang membuat manusia korbannya terbelah dua memanjang. 68)
16. Bukan. Aku penasihat para penguasa Tiongkok yang tercabik-cabik seperti kain tua dan saling cakar seperti anjing. 69)
17. Hendaknya kamu tidak hanya memikirkan hal yang bersifat akademis saja sehingga masalah yang bersifat sosial terabaikan.
18. Kami sangat sedih ketika para dokter mengatakan bahwa penyakit ayah sudah tak terobati.
19. Masalah ganti rugi bagi penduduk di Kabupaten Sukoharjo yang tanahnya akan dibangun menjadi daerah perumahan sampai sekarang belum terselesaikan.
20. Pertanyaan yang diajukan guru matematika itu sangat sulit dan tak terbayangkan sehingga mustahil bagi kami untuk menjawabnya.

II.C.3. Pronoun + Stem

The Passive form of 'pronoun plus stem' can be classified into two since in writing they are different according to the number of the syllable of the pronoun. When the pronoun consists of one syllable, it is attached to the stem like the affixes 'di-' and 'ter-'.

68) Jungblut, op. cit., page 104.
69) Djunaidi, 1981, page 71.

But, when the pronoun consists of two or more syllables, it should be separated from the stem.

II.C.3.a. One Syllable-Pronoun + Stem

Because the pronoun consists of one syllable, it is treated as the same as the affixes 'di-' and 'ter-'. So, it is attached to the stem. However, the one syllable-pronoun in Indonesia are only 'ku-' and 'kau-'. As a result, the Passive form of 'one syllable-pronoun plus stem' is only used for the first person singular and the second person singular.

Examples :

21. Namun ada kegembiraan yang kualami yakni menyaksikan orang-orang yang bebas mengutarakan pilihannya. 70)
22. Kupandang pak Atmo yang masih meram dan perlahan-lahan membuka matanya. 71)
23. Pernah kubaca di koran, tradisi pemilihan lurah di desa-desa sering menimbulkan bencana. 72)
24. "Buat apa kaubawa kunci pintu palsu itu, Petiot?" tanya hakim.
25. Hakim Leser lalu bertanya, "Petiot, apakah yang kaukatakan?"

70) Marselli, loc. cit.

71) i b i d

72) i b i d

II.C.3.b. More Than One Syllable-Pronoun + Stem

The pronoun which consists of more than one syllable can also be called as a prefix although in writing the pronoun is separated from the stem. It is so because there is no other word is allowed to be inserted between the pronoun and the stem. 73) The pronouns that can be used as the preffixes in this Passive form are 'saya, aku (= I), kami, kita (= we), kamu, anda, engkau, kalian (= you), dia, beliau, bapak, ibu (= he, she), and mereka' (= they). The pronoun of 'beliau, bapak, and ibu' are usually used for the respected people. Due to these, this Passive form is used for the first person singular and plural, the second person singular and plural, the third person singular and plural.

Examples :

26. "Akan saya sebutkan namanya begitu saya keluar dari sini!" jawab Petiot.
- 26a. * "Saya akan sebutkan namanya begitu saya keluar dari sini!" jawab Petiot.
27. Timbul yang mengenakan sarung palekat dan peci beludru warna bitu itu kami kenal sebagai anak santri.
28. "Apa yang telah Anda lakukan terhadap ayah, ibu, dan anak itu?" tanya jaksa. 74)

73) Poedjawijatna, 1958, page 23.

74) Stemmler, 1986, page 84.

- 28a. * "Apa yang Anda telah lakukan terhadap ayah, ibu, dan anak itu ?" tanya jaksa.
29. Soalnya, berbahaya kalau uang sejumlah tiga juta frank itu mereka bawa lewat pemeriksaan di perbatasan.
30. Dalam catatan tidak disebutkan tindakan pelanggaran yang dia lakukan tetapi tercatat Petiot muda mengalami pemeriksaan jiwa selama berbulan-bulan.

The sentences in the examples (26a) and (28a) are ungrammatical because there are strange words that exist between the preffixes the stems of the Passive constructions.

II.C.4. Proper Noun + Stem

Like the Passive form of 'more than one syllable-pronoun plus stem', this Passive form is preceded by a prefix which is separated from the stem in writing. The prefix is the name of the third person.

Examples :

31. Sebenarnya tak ada yang Narti janjikan. Bahkan Narti sendiri tidak tahu apa-apa.
32. Polemik Sumini sudah Marubi siapkan untuk kegiatan lima puluh yang akan datang.
33. Ini Juminten katakan sewaktu ia mengumpulkan bahan-bahan pemberitaan mengenai tewasnya Sumini.

Handwritten notes:
 placed up for the
 action (being 'blat')

34. Selain itu ada faktor lain, seperti yang Panqlaykim katakan, uang tidak lagi hanya berfungsi sebagai alat tukar tetapi merupakan komoditi seperti pangan dan pakaian.
35. Dengan tenaga yang tersisa Justin hunjamkan pisau itu ke dadanya. Dan bersamaan dengan jeritan Salim, napasnya pun putus.

But, sometimes there is a Passive form which is preceded by the name of the first person singular, especially in spoken language. However, when it is further examined, the proper noun there is not the preffix but it only modifies the pronoun which precedes it.

Examples :

36. Tadi sudah Pak Hasan katakan bahwa tugas itu erat hubungannya dengan teori yang sudah kaudapat.

In this Passive form the preffix is 'Pak Hasan', and the proper noun 'Hasan' modifies the pronoun 'Pak'. So, this Passive form is not 'a proper noun plus stem' but 'a pronoun plus stem'.

37. Coba perhatikan contoh yang akan Bu Ning peragakan.

Here, 'Bu Ning' is a call-name for the first person. This Passive form of 'a pronoun plus stem' with mentioning the name of the first person as a modifier

for the pronoun like 'Bu Ning peragakan' is used in order to make it sound familiar.

II.C.5. Stem + An

In term of meaning, the Passive form of 'stem plus an affix -an' is similar to the English Passive form of just 'a past participle'. Both of these Passive forms are used to express the state of the noun modified. So, both of them function as adjectives. The difference between them is only in terms of place where they occur. The Indonesian Passive form of 'stem plus an affix -an' occurs after a noun. But the English Passive form of just 'a past participle' occurs before a noun.

Examples :

38. Di Jepara anak-anak kecil sudah diajar membuat barang kerajinan dari kayu ukiran.
39. Para anggota DPR merupakan orang-orang pilihan rakyat.
40. Banyak orang yang tersenyum sinis ketika menyaksikan pameran mobil buatan Indonesia.
41. Pemain-pemain bulutangkis andalan Indonesia berhasil mengalahkan musuh-musuh mereka.
42. "Ah, mengapa engkau mudah sekali percaya ? Itu hanya cerita rekaan mereka saja !"

II.C.6. Ke + Stem + An

The Passive form of 'a preffix ke- plus stem plus a

suffix *-an*' also express the state of a noun but this Passive form does not function as a modifier. The stem which forms this Passive can be a verb such as 'lihat (= see), dengar (= hear), or tahu (= know)'; an adjective such as 'dingin (= cold), or lapar (= hungry)'; and a noun such as 'hujan (= rain)'. 75)

Examples :

43. Mulanya bukit itu kelihatan rendah dan mudah didaki tapi nyatanya sangat tinggi dan terjal.
44. Meskipun ia telah berusaha untuk menyembunyikan kekeliruannya, akhirnya ketahuan juga.
45. Kedua orang itu berbisik-bisik jangan sampai pembicaraan mereka kedengaran oleh orang di dekat mereka.

Sometimes this Passive form can be preceded by certain words that may be considered as copulas but they are actually not.

Example :

46. Burung itu tampak kedinginan oleh udara dingin di luar karena Amir lupa memindahkannya ke dalam rumah waktu hujan lebat.

The predicate of this sentence is 'tampak kedinginan'. It is a verbal phrase with 'kedinginan' as a central element and 'tampak' as an attribute. 76)

75) Ramlan, 1983, page 146.

76) Ramlan, 1982, page 138.

In Indonesian, actually there is no Passive construction which is preceded by a verb which functions as a copula. When it happens, it must be a translation from English.

Examples :

47. Ketika para siswa ramai bercakap-cakap di depan ruang kelas, guru yang mengajar di dalam kelas itu menjadi terganqgu.

This sentence may be a translation from the English sentence :

48. When the students were talking noisily in front of the classroom, the teacher who taught in it became annoyed by their noise.

Indonesians will not say such sentence, but instead of using the word 'menjadi' as a copula they commonly use an adverb or a conjunction such as 'akhirnya (= finally), akibatnya (= consequently), or sehingga (= so, so that)'; or they do not use it at all. So, the adverb or the conjunction here is optional. Therefore, the sentence in the example (48) will become :

49. (Akibatnya) guru yang mengajar di dalam kelas itu terganqgu oleh suara mereka ketika para siswa ramai bercakap-cakap di depan ruang kelas.

From the discussion above, it can be concluded that the forms of the English Passive Voice are very

different from the forms of the Indonesian Passive Voice. The first basic difference between them is about the basic elements that form a Passive construction. In order to form the English Passive Voice both a copula and an affix are needed. The copula can be the copula 'to be' and its derivatives, and either the current or resulting copulas. But the English language has only two affixes which are used in forming Passive Voice that are the affix '-ed' and the affix '-en'. Both of them are used to make the past participle form of the verb. However, the affix '-en' is only used for some verbs whereas the affix '-ed' is used for most of the verbs. In Indonesian, on the contrary there is no single copula but there are some kinds of affix. The affix can be 'di-, ter-, a pronoun, a proper noun, -an, and ke-an'.

| | | | | |
|---------|------|------|------|-----------|
| The dog | is | kick | ed | by Anwar. |
| | is | beat | en | |
| | | | aff. | |
| | cop. | | p.p | |

| | | | |
|------------|------|---------|------------|
| Anjing itu | di | tendang | oleh Anwar |
| | di | pukul | |
| | aff. | stem | |

Secondly, the Indonesian Passive Voice has more

variations than the English Passive. The Passive form using an affix 'di-' has four other alternatives of saying without changing the meaning. When the agent is the first or the second person, it can be said using the Passive form of 'a pronoun plus stem' or 'a proper noun plus stem'.

Examples :

50. Yang harus diperhatikan oleh kita adalah bila anak terus menerus batuk.

This sentence can be said as :

51. Yang harus kita perhatikan adalah bila anak terus menerus batuk.

52. Kriminalitas di stasiun yang diawasinya dengan ketat terbatas pada pencopetan.

This sentence can also be said as :

53. Kriminalitas di stasiun yang dia awasi dengan ketat terbatas pada pencopetan.

54. Kereta api bawah tanah Moskwa yang untuk pertama kalinya dipakai oleh Josef Stalin itu disebut Metrotoj.

This sentence can be said as :

55. Kereta api bawah tanah Moskwa yang untuk pertama kalinya Josef Stalin pakai itu disebut Metrotoj.

Still, the Passive form of 'an affix di- plus stem' in a nominal phrase which is preceded by the word 'yang',

can be expressed in another way using a Passive form of 'stem plus an affix -an'.

Examples :

56. Pemain-pemain bulutangkis yang diandalkan oleh Indonesia akhirnya harus mengakui keunggulan regu bulutangkis Cina yang tangguh.

This sentence can be expressed in another way as :

57. Pemain-pemain bulutangkis andalan Indonesia akhirnya harus mengakui keunggulan regu bulutangkis Cina yang tangguh.

And when the Passive form of 'an affix di- plus a stem' is preceded by the word 'dapat' (= can), on condition that the stem is 'tahu (= know), dengar (= hear), or lihat (= see)'. it can be substituted with a Passive form of 'a stem plus an affix ke-an'.

Examples :

58. Ia telah berhati-hati sekali dalam menyontek tapi akhirnya hal itu dapat diketahui juga oleh pengawas.
59. Ia telah berhati-hati sekali dalam menyontek tapi akhirnya ketahuan juga oleh pengawas.

On the contrary, in English only the Passive form of 'to be plus a past participle' in the relative clause can be said in another two ways without changing the meaning. It can be said in the form of just 'a past

participle' by dropping the copula as a process called 'ellipsis'. And it can also take the form of just 'a past participle' as

Examples :

66. There are pine forests which are dotted with lakes, and mountain peaks which are covered with snow. 77)

This sentence can be expressed in another way as :

67. There are pine forests dotted with lakes, and mountain peaks covered with snow.

68. Through methods of fertilization which have been improved, farms are yielding more than even before. 78)

The other way of saying of this sentence is :

69. Through improved methods of fertilization, farms are yielding more than even before.

77) Mittleman, op. cit., page 5
78) Mittleman, op. cit., page 19

CHAPTER III

THE DISTRIBUTION OF PASSIVE VOICE

A Passive is a verbal group consisting of one of the forms of to be plus the past participle of a transitive verb may denote an action undergone by the subject of the sentence. 79)

A Passive usually begins with a copula 'to be', however, the copula 'to be' here can be substituted with the other copulas as what has been explained in the previous chapter. But, what is more important here is that a Passive is a verbal group; and as a result of this, a Passive may function as a predicate, a modifier, an object complement, a subject, or an object.

When a Passive functions as a predicate either of a main clause or of a subclause, a modifier, or an object complement, it is often confused with an adjective. However, a Passive is different from an adjective. And also, when it functions as a subject or an object, it functions as a noun but it is not a noun.

III.A.1. As A Predicate of A Main Clause

When a Passive functions as a predicate of a main clause, it is always preceded by a copula. The copula can be the copula 'to be' and its derivatives, the

79) Zandvoort, 1975, page 53.

current copulas, and the resulting copulas. However, it does not always occur straightly after the subject; but it is sometimes delayed by an apposition or a relative clause..

Examples :

70. The Mississippi has been called the father of waters. 80)

71. In the Northern Hemisphere, the western portions of continents are especially favored by the prevailing winds. 81)

72. Adult students should not set their hopes too high or choose unrealistic goals; on the hand, they should not become discouraged by the failure of not being able to make progress as fast as they had hoped.

73. But another region, the High Columbia tableland to the North, was created as much as the same way as the great Decean Plateau of India. 82)

In this example, the stating of the predicate is delayed by the apposition : 'the High Columbia tableland to the North'.

74. Even today, the visitor who expects only factories, apartment houses, and crowded streets is surprised by these views.

80) Mittleman, op. cit., page 10.

81) Mittleman, op. cit., page 9

82) i b i d

In this sentence the stating of the predicate is delayed by the defining relative clause : 'who expects only factories, apartment houses, and crowded streets'.

III.A.2. As A Predicate of A Subclause

The distribution of the Passive as a predicate of a subclause has more variations than the one that functions as predicate of a main clause. The forms of the Passive must be preceded by a copula but sometimes because of the process called ellipsis the copula is dropped. Therefore, sometimes the Passive form is only a past participle. And when it is so, it may occur in the beginning, in the middle, at the end of a sentence, and after a comma.

Examples :

75. One region was formed of material which was washed down from Rockies and pressed into rock. 83)
76. Furthermore, when these industries are established in the market area, more workers are employed then further adding to its economy. 84)
77. Faced with the problems of a new and uncharted land, these settlers had to give up many of

83) Mittleman, op. cit., page 8.

84) Mittleman, op. cit., page 23.

the traditional patterns of Europe. 85)

78. After these settlers had been faced with the problems of a new and uncharted land, these settlers had to give up many of the traditional patterns of Europe.

79. This change from general farming to commercial farming represents another kind of agricultural revolution typified by a decline in the number of farm families concurrent with an increase in the size of farms. 86)

In a complete form, this sentence will become :

80. This change from general farming to commercial farming represents another kind of agricultural revolution which is typified by a decline in the number of farm families concurrent with an increase in the size of farms.

81. These great trees, some of which are 3,000 years old, are among the largest and the oldest living things known. 87)

The complete form of this sentence is :

82. These great trees, some of which are 3,000 years old, are among the largest and the oldest living things which are known.

83. Everywhere, the outer reaches of cities mingle

85) Mittleman, op. cit., page 21.

86) Mittleman, op. cit., page 48.

87) Mittleman, op. cit., page 16.

with farms, and in many towns, there are old farm houses and barns, changed into dwellings, now crowded close by taller buildings. 88)

In a complete sentence, this will be :

84. Everywhere, the outer reaches of cities mingle with farms, and in many towns, there are old farm houses and barns, which are changed into dwellings, now crowded close by taller buildings.

III.A.3. As A Modifier

A Passive which functions as a modifier must be in the form of just a *past participle*. And a Passive which has such distribution is the other expression of the Passive of a copula plus stem as it happens when it is a predicate of a subclause above.

Examples :

85. In United States, only about two or three percent of all farms are separated by hired managers and only slightly more than one-fourth of all farm labor is done by full-time hired workers or by transient farm labor. 89)

This sentence can be expressed as :

88) Mittleman, op. cit., page 23.

89) Mittleman, op. cit., page 47

86. In United States, only about two or three percent of all farms separated by managers which are hired and only slightly more than one-fourth of all farm labor is done by workers which are full-time hired or by transient farm labor.
87. The increased value of the crop more than pays for the extra cost. 90)
88. The value of the crop which is increased more than pays for the extra cost.
89. West of the line, one find man-made irrigation systems, dry-farming, grazing, and fewer people. 91)
90. West of the line, one find irrigation systems which are made by man, dry-farming, grazing, and fewer people.

III.A.4. As An Object Complement

A Passive which has such distribution is again in the form of just a past participle. A Passive which function as an object complement is actually a predicate of a sentence. But, because that sentence is embedded in another sentence which its object is the same as the subject of the sentence which its predicate is a

90) Mittleman, op. cit., page 40.

91) Mittleman, op. cit., page 14.

Passive, the Passive becomes an object complement of the new sentence.

Examples :

91. I found the dog beaten by Hasan.

This sentence actually consist of two sentences, they are :

92 a. I found the dog.

b. The dog was beaten by Hasan.

So, it is clear that the object of the sentence (92 a) is the same as the subject of the sentence (92 b). And when they are combined, the object of the sentence (92 b) become one; and the predicate of the sentence (92 a) become the complement of the sentence (91) with a little change of dropping the copula. The same process also happens to the following example :

93. I heard John dismissed from the service for neglect of duty.

This sentence can also be analyzes in another way. This sentence has the same meaning as :

94. I heard that John was dismissed from service for neglect of duty.

From this sentence it is more clear that the complement is actually a predicate of a sentence with the complete form of a copula plus a past participle. But, then the sentence become a sub clause of a new sentence (94). And, because the subject of the sub clause becomes the direct object of the main clause, the predicate becomes

a complement.

III.A.5. As A Subject

A Passive can also function as a subject with the consideration as follows :

1. a Passive is a verbal group
2. a verbal group, like a verb, can take the gerund form and the to-infinitive form
3. the gerund form and the to-infinitive form may function as a subject

Therefore, a Passive as a subject may be either in the gerund form or in the to-infinitive form.

Examples :

95. Being treated badly by its master changes it to be a fierce dog.
96. His being dismissed from his job makes him frustrated.
97. To be cursed forced her to commit suicide.

III.A.6. As An Object

Because a Passive can function as a subject, it must be able to function as an object. It is possible because a subject and an object have the same class that is a noun. Therefore, a Passive which function as a subject or an object must function as a noun. And the Passive which function as an object must have the same forms as the Passive which function as a subject that is

in the gerund form or in the to-infinitive form.

And as an object, this kind of Passive must occur after a certain verb which can be followed by a gerund, or a to-infinitive, or either a gerund or a to-infinitive; and it may also occur after a preposition. The verbs that can be followed by a gerund are : stop, finish, dread, detest, prevent, avoid, risk, admit, deny, recollect, resent, delay, postpone, defer, enjoy, fancy, imagine, forgive, pardon, excuse, suggest, keep (=continue), understand, mind (=object), consider, miss, involve, resist, save (=save oneself the trouble of), anticipate. 92) The verbs that can be followed by a to-infinitive are : learn, remember, forget, promise, swear, consent, agree, neglect, refuse, propose, regret, try, endeavour, attempt, fail, care, hope, hesitate, prepare, decide, determine, undertake, manage, arrange, cease, seem. 93) And some verbs that can be either a gerund or a to-infinitive are begin, continue, like, love, intend, remember, forget, and stop.

Examples :

98. He enjoys being punished during the class.
99. We do not like to be hated by others.
100. I am interested in being told a heroic story.

It is a rule that a Passive is a verbal group

92) Thomson, 1980, page 160.

93) Thomson, op. cit., 147.

consisting of a copula and the past participle of a transitive verb. 94) But, then it is very often that this definition cannot become a standard in order to determine whether a construction of a copula plus a past participle is a Passive or an adjective especially when it functions as a predicate, a modifier, or an object complement. This problem exists with the considerations as follows :

1. There are certain verbs that can be both transitive and intransitive.
2. Besides the pure adjective, there are also -ing participle and -ed participle which are fully adjectival in character. 95)
3. The past participle may be either adjectival or verbal in character. 96)

From the three considerations above, a construction of a copula plus a past participle does not always necessarily a Passive but it can be an adjective. However, there is one important rule that a Passive must refer to someone or something that cause an event. So, the Passive and the adjective can be clearly distinguished from the point of view of the cause or the doer. An adjective only describes the conditions of the thing or the person, but a Passive does not only

94) Zandvoort, loc. cit.

95) Aarts, 1982, page 109.

96) Schibsbye, 1979, page 49.

consider the condition by also the cause. 97) Krohn gives an example of this difference as follows :

Past Participle used as an adjective :

The dish is broken.

Passive Sentence :

The dish was broken by John.

The construction of 'to be plus a past participle' above can be an adjective or a Passive. But, using the rule above, it can be distinguished that the first construction is an adjective since it only describes the condition of the dish. But the second construction is a Passive since there is a cause that is 'John who broke the dish'.

Again, this rule sometimes cannot solve the problem if there are other considerations as follows :

1. In a Passive construction it is very often that the doer or the cause is not mentioned.
2. A Passive and an adjective are not always necessarily predicative but also attributive. And when it is attributive, almost all of the forms are the same. that are :
 - 2.1. only a past participle
 - 2.2. the doer or the cause is not mentioned

Therefore, there must be three other ways in order to distinguished the Passive from the adjective. The

97) Krohn, 1971, page 212.

three ways are by adding an intensifier, reversing the noun phrase of 'a past participle plus a noun' into an active statement of Perfect Tense, and by considering the context.

Certainly, there are some intensifier or intensifying adverbs which can be used to prove whether a certain word is an adjective or not, they are 'very, as, so, how, however, ever, so, that, this, too, enough, more, and less'. And the adjective can be put in the comparative degree and preceded by 'no, much, and far'.
98) But, the most common way is by using intensifier 'very'.

101. He is a respected businessman in my country.

The word 'respected' can be intensified with 'very' so that it is true that 'respected' is an adjective.

102. He is a very respected businessman in my country.

103. I wouldn't be surprised if you did take over the History Department one these days. 99)

The word 'surprised' here can also be intensified by 'very'. So, it is also an adjective.

104. I wouldn't be very surprised if you did take

98) Aarts, op. cit., page 110.

99) Albee, op. cit.. page 36.

over the History Department one these days.

105. But often the imported vines would die in the soil, or change in climate and conditions would give the grapes a different flavor. 100)

106. An almost unbelievable quantity of freight is carried across the Great Lakes, and most of the shipment are raw materials. 101)

The word 'imported' in the example (105) and the phrase 'is carried' in the example (106) are Passive since they cannot be intensified by an intensifier 'very'.

107. * But often the very imported vines would die in the new soil, or change in climate and conditions would give the grapes a different flavor.

108. * An almost unbelievable quantity of freight is very carried across the Great Lakes, and most of the shipments are raw materials.

109. The police took three days to catch the escaped prisoner.

The word 'escaped' here cannot be modified by an intensifier 'very', but it is not a Passive.

110. * The police took three days to catch the very escaped prisoner.

The word 'escaped' in the example (109) is actually

100) Mittleman, op. cit., page 111.

101) Mittleman, op. cit., page 34.

an adjective but an intensifier 'very' cannot prove it. It is an adjective since the corresponding verb can be used only intransitively. 102) This must be the second of proving that is by reversing the phrase of 'the escaped prisoner' into an active statement of the Perfect Tense. Therefore, the phrase of 'the escaped prisoner' means 'the prisoner had escaped'. And the sentence of the example (109) means :

111. The police took three days to catch the prisoner who had escaped.

This way of proving is also used to prove the similar adjectives such as :

112. the vanished jewels, means the jewels which had vanished

113. the fallen angels, which means the angles which have fallen

114. the divorced couple, which means the couple who has divorced

But, it may happen that is a past participle which is possible to be counted either as a Passive or an adjective, and the previous three ways are not able to solve it. In facing this problem the context is very important.

Example :

115. The increased value of the crop more than pays

102) Quirk, 1972, page 243.

for the extra cost. 103)

The phrase 'the increased value' can be considered as a Passive since it cannot be intensified by 'very'.

116. * The very increased value of the crop more than pays for the extra cost.

But, it should not immediately be claimed as a Passive since it is also possible that the corresponding verb can be used only intransitively.

117. The value of the crop which has increased more than pays for the extra cost.

The word 'increased' in the example (115) is actually a Passive. But, the possible sentence in the example (117) makes it unclear whether it is a Passive or an adjective. That is why, the context is very useful in proving that this is really a Passive.

118. The value of the crop which is increased more than pays for the extra cost.

According to the context, which is 'more than the pays for the extra cost' is not the value of the crop which has increased. It is so because it is certain that the value of the crop whether it is increased or not must be always 'more than the pays of the costs including the extra cost'. If it is not, the farmer will have no advantage or even he will suffer a loss. The 'increased value' here must have the meaning of the

103) Mittleman, op. cit., page 40.

extra value which is put on the previous value; and it is a result of the new value minus the old value. Therefore, if the old value is Rp. 500 and the new value is Rp. 625, the increased value is Rp. 125; and this is more than the pays for the extra cost that can be said as much as Rp. 100. So, the farmer still has an advantage as much as Rp. 25 from the increased value. Therefore, it is clear that the past participle of 'increased' here, according to the context, is a Passive; and it means 'which is increased' and not 'which has increased'.

From the discussion above, it can be concluded that in Passive construction there must be a doer or a cause and sometimes it can be modified by an intensifier 'very'. And for a Passive which the doer or the cause is not mentioned, it can be distinguished from an adjective. When it is predicative, a Passive cannot be modified by an intensifier 'very'. However, if it can be modified by 'very', the doer or the cause should be clear. And when it is attributive, it cannot be modified by an intensifier 'very', and then it must be checked to claim that the corresponding verb can be used only transitively. And finally, the consideration of the context will make the decision whether a past participle is a Passive or an adjective certain.

In Indonesian, on the contrary, a Passive only function either as a predicate or as an attribute. And it is different from the English Passive that often has the same form and distribution as the English adjective. The Indonesian Passive, although sometimes has the same distribution as the adjective, can be clearly distinguished from the adjective because of its specific forms which are different from the form of adjective. And Indonesian Passive must take a Passive affix. However, there are some exception that will be discussed later in this chapter.

III.B.1. As A Predicate

As a predicate, a Passive may take a Passive affix of 'di-, ter-, a pronoun, a proper noun, or ke-an'. And like the English Passive, an Indonesian Passive may function as a predicate of either a main clause or of a subclause.

Examples :

60. Pestisida itu disemprotkan pada tanaman dan setelah terurai akan aman untuk manusia.
61. Lolongan serigala terdengar dan secara naluri burung itu lari dan menabrak kawat berduri.
62. Di situ ia membuka pintu perapian sejenak, lalu ia pandanqi tiga orang polisi yang ada di lantai dasar.
63. Namun, soal mayat-mayat yang ada di Rue Le

Sueur tidak pernah Petiot akui.

64. Jejak Petiot akhirnya ketahuan oleh polisi setelah ditemukannya beberapa mayat di lantai dasar.
65. Jika sayuran itu dihasilkan oleh petani dengan mempertimbangkan jarak waktu penyemprotan pestisida terakhir dengan saat panen, sayuran itu baru pantas dikonsumsi oleh manusia.
66. Di Karoo Kecil beredar cerita tentang serangan burung unta yang membuat manusia korbannya terbelah dua memanjang. 104)
67. Karena ratusan balok es itu telah mereka tumpuk sedemikian rupa, perosotan es yang tingginya lebih dari 10 meter itu tidak perlu penopang lagi.
68. Ia membantu membunuh orang-orang Jerman itu karena orang-orang itu Petiot katakan sebagai pengkhianat.
69. Petiot berjalan merunduk sehingga pistol yang ia selipkan di balik baju tidak kelihatan oleh polisi.

The examples (60) until (64) show that a Passive can function as a predicate of a main clause; and the examples (65) until (69) show that a Passive can also

104) Jungblut, op. cit., page 104.

function as a predicate of a subclause.

III.B.2. As An Attribute

An Indonesian Passive may function as an attribute when it occurs after a noun. And the only possible form of this kind of Passive is 'a stem plus an affix -an'.

Examples :

70. Lagu Indonesia Raya ciptaan WR Supratman akhirnya menjadi lagu kebangsaan Indonesian.
71. Setelah WS Rendra mengadakan pentas di Jakarta dan Yogyakarta, semua buku kumpulan puisi gubahannya sangat laku.
72. Peningkatan mutu barang-barang buatan Indonesia sangat penting agar dapat bersaing dengan barang-barang import.

The Indonesian Passive which is attributive is actually similar to the English Passive which functions as a modifier. The difference between them is only on the place of their occurrence. The Indonesian Passive occurs after a noun but the English Passive occurs before a noun. This happens because of the different string of grammar between them. The Indonesian has a HM (=Head + Modifier) rule, it means that the Head, or the word being modified, should come first before the Modifier, but the English is the other way round.

Examples :

In Indonesian, the object of this sentence is 'anjing itu dipukul Anwar'. This object is actually a clause which has a subject and a predicate. The subject of this clause is 'anjing itu' and the predicate is 'dipukul Anwar'. And the English sentence in the example (76) can be explained as follows :

| | | | | | | | | |
|-----|----|--|-----|-------|---------|--|------------------|-------------------|
| 78. | I | | saw | | the dog | | beaten by Anwar. | |
| | | | | | ----- | | ----- | |
| | | | | | noun | | past participle | |
| | -- | | | ----- | | | ----- | |
| | S | | | P | | | DO | |
| | | | | | | | | object complement |

In this sentence, the word 'beaten by Anwar' functions as a complement of the direct object 'the dog'. However, the complement here can become a predicate of a subclause with a little change of sentence construction.

| | | | | | | | |
|-----|----|--|-----|-------|--------------|--|----------------------|
| 79. | I | | saw | | that the dog | | was beaten by Anwar. |
| | | | | | ----- | | ----- |
| | | | | | S | | P |
| | -- | | | ----- | | | ----- |
| | S | | | P | | | O |

The other difference between Indonesian and English is that the Indonesian Passive cannot function as an object. But, in some cases an Indonesian Passive is often considered as an object of a sentence because it is similar to the English Passive which functions as a an object.

Examples :

80. Saya tidak suka diperintah dengan cara seperti itu.

81. I do not like being ordered in such a way.

The Passive 'being ordered' in the example (81) is really the object of the transitive verb 'like'. But, the Passive 'diperintah' in the example (80) cannot be considered as an object since the word 'suka' here is not a verb but it is only a word modifier. The verb of the this word is 'menyukai', but if it is used in that sentence it becomes ungrammatical.

82. * Saya tidak menyukai diperintah dengan cara seperti itu.

Therefore, the Passive in the example (80) is not an object but it is a predicate; and 'tidak suka' is only a word modifier that modifies the word 'diperintah'. The other examples of this kind of Passive which is preceded by a word modifier are :

83. Di tokonya itu bisa didapatkan semua yang ada hubungannya dengan burung unta. 105)
84. Ia menyelipkan bulu burung unta di topinya atau mengenakan syal bulu burung unta karena ingin dipandang.
85. Dalam teorinya, penyemprotan tanaman, baik sayuran maupun tanaman pertanian lainnya, sudah harus dihentikan pada dua minggu sebelum panen.

105) Jungblut, op. cit., page 97.

It has been stated above that the Indonesian Passive can be clearly distinguished from the Indonesian adjective because of its affixes that make it specific although they have the same distribution. But, there are two other things which are often confusing. The first one is about a construction of 'an affix *ter-* plus a stem' which can be an Active verb, a Passive verb, or an adjective. And the second one is about the difference between a Passive form of 'an affix *ke-an* plus a stem' and an adjective on condition that the stem of the Passive form is the same as the adjective.

Examples :

86. Gelas itu pecah.

(= The glass was broken.)

87. Gelas itu dipecahkan (oleh) Arman.

(= The glass was broken by Anwar.)

From the examples above it is clear that the form of an adjective is different from the form of a Passive although the stem of the is the same as the adjective. An Indonesian adjective can be changed into a verb by adding an affix '*meN-*' or '*di-*'. An affix for the Indonesian verb is obligatory; and most of the Indonesian verbs are preceded by an affix '*meN-*' or '*ber-*' for the active verbs, and '*di-*' and the other Passive affixes for the passive verbs. The exception of this is that some verbs such as '*makan* (= eat), '*minum* (=drink), '*tidur* (=sleep), '*mandi* (=take a bath), '*pergi*

(=go), and naik (=climb, ride) usually do not take any affix when they are used in active sentences. Therefore, the Passive sentence in the example (87) can be reversed into an Active sentence as :

88. Arman memecahkan gelas itu.

(= Arman broke the glass.)

But, a Passive sometimes has the same form as an Active verb and an adjective when it takes an affix 'ter-'. If it happens the Passive can still be distinguished clearly from either an Active verb or an adjective. A Passive with an affix 'ter-' must be possible to be changed into a Passive with an affix 'di-', certainly with a little change in meaning. An 'sangat' (= very). But, an Active verb cannot be intensified with 'sangat', and it cannot be changed into a construction of 'an affix di- plus stem' unless it will change the meaning completely.

89. Dokter itu tercengang mendengarkannya sebab ia tahu bahwa hal itu tidak mungkin terjadi.

(= The doctor was astonished to hear that because he knew that it was impossible to happen)

90. Dokter itu sangat tercengang

(= The doctor was very astonished

91. Petani yang malang itu tertabrak mobil.

(= The poor farmer was hit by a car accidentally)

92. Petani yang malang itu ditabrak mobil.

(= The poor farmer was hit by a car intentionally.)

93. Saya teringat cerita Smith yang berkisah tentang seorang wanita Presbiterian.

(= I remember Smith's story which tells about a Presbiterian woman.)

94. Saya diingat cerita Smith

(= I was remembered by Smith's story)

Now, it is clear that 'tercengang' in the example (89) is an adjective, 'tertabrak' in the example (91) is a Passive, and 'teringat' in the example (93) is an Active verb.

However, the difference between a Passive form which takes an affix ke-an and an adjective on condition that the stem of the Passive form and the adjective is the same is unclear. It is so because both of the Passive and the adjective can be intensified with intensifier 'sangat' (= very).

95. Orang itu lelah.

(= The man was exhausted.)

96. Orang itu kelelahan karena perjalanan jauh.

(= The man was exhausted because of the long journey.)

The word 'kelelahan' in the example (95) is often confused as an adjective. It is so since it can be

modified by 'sangat' and it stresses the condition the subject although the cause is clearly mentioned.

97. Orang itu sangat kelelahan karena perjalanan jauh.

(= The man was very exhausted because of the long journey.)

The way of proving that the word 'kelelahan' in the example (96) is a Passive is by considering the meaning. In Indonesian the affix ke-an in such word means 'to suffer from something'. And a sentence which the subject 'suffer from something' is considered as a Passive sentence. Therefore, the sentence in the example (96) means :

98. Orang itu menderita lelah karena perjalanan jauh. (= The man suffered from being exhausted because of the long journey.)

Moreover, some of this kind of Passive can be made into Active; as a result, (96) can be changed into an Active sentence as :

99. Perjalanan jauh melelahkan orang itu.

(= The long journey exhausted the man.)

However, to change the Passive form of 'a stem plus an affix ke-an' is sometimes impossible. When it happens, the consideration is still valid that a construction of 'a stem plus an affix ke-an' means 'to suffer from

something' and it is considered as a Passive in Indonesian. 106) Some other examples of this construction which are frequently used are :

- 100. kelaparan means to suffer from starvation
- 101. kehausan means to suffer from being thirsty
- 102. kedinginan means to suffer from cold
- 103. kebanjiran means to suffer from being flooded
- 104. kehujanan means to suffer from being rained.

106) Poedjawijatna, op. cit., page 59.

CHAPTER IV

THE CONDITIONS OF USING PASSIVE VOICE

People must have intentions when they do something or when they say something. And the words or the certain constructions they use in speech must represent their intentions. It agrees with the statement that language without meaning is meaningless. It also happens when English native speakers use Passive constructions. They must have certain purposes when they use them. Actually, Passive constructions are seldom used in English, it makes the study about the conditions of using Passive Voice interesting. In this chapter, the eleven conditions or reasons of using Passive Voice instead of Active Voice are discussed.

IV.A.1. The Repetition of The Agent

The first condition must be the most common since people do not like monotonous thing but they like more variations. The usage of the same subject for several times will often make a discourse sounds boring. That is why when Active Voice is used, sometimes the user also uses Passive Voice.

Examples :

119. Many people who know the Missouri River well doubt that it can ever really be tamed. Yet

they know that somehow it must be. For as one Iowa farmer put it : "You can't live on a River that takes your future away." 107)

Let's compare this sentence to the following one :

120. Many people who know the Missouri River well doubt that they can ever really tame it. Yet they know that somehow they must. For as one Iowa put it : "You can't live on a River that takes your future away."

From the examples (119) and (120) above, actually there is no significant difference between them in terms of meaning and fluency. However, the users prefer the first example where they use some Passive construction. Here, the intention of using Passive constructions is only to vary the sentence style by avoiding the usage of the same subject for several times.

IV.A.2. The Patient Is More Important

Many users consider that what they are trying to stress in his writing or utterance should be conveyed first and then the details will follow. This consideration does not only influence the organization of a paragraph by putting the main idea in the beginning of it, but it also influences in choosing the certain construction. That is why, sometimes the patient, and

107) Mittleman, op. cit., page 49.

the agent, is put in the beginning of a sentence. When it happens, that is when the users want to stress the importance of the patient, they will prefer to use Passive constructions to Active constructions.

Examples :

121. This tradition of individual farm family was further reinforced by government policy. For many years, beginning 1862, the government gave land away free. 108)

122. To reverse this development and to help farmers keep their holdings, the national and state government provided loans in times of drought or crop failure. Many tenant farmers have also been helped to buy land of their own. 109)

let's compare to these following sentences :

123. Government policy further reinforced this tradition of individual farm family. For many years, beginning 1862, the government gave land away free.

124. To reverse this development and to help farmers keep their holdings, the national and state government provided loans in times of drought or crop failure. The national and

108) Mittleman, op. cit., page 47.

109) Mittleman, loc. cit.

state governments have also helped many tenant farmers to buy land of their own.

From the example (121), it is clear that the patient that is 'their tradition of the individual farm family' is considered more important than 'the government policy' so that it is put in the beginning of the sentence as the subject of the Passive sentence. The same thing also happens with 'many tenant farmers' in the example (122). 'Many tenant farmers' is given more stress than 'the national and state governments'. So, the users wants to convey that 'the farmers have been helped' and not that 'the governments have helped the farmers'.

The difference between the example (121) and the example (122) is that in the first example the agent is mentioned in a 'by-phrase', but in the second example the agent is not mentioned. This happens because in the example (121) the Passive construction is in the beginning of a paragraph and the agent has not been mentioned before, so that it is important to mention the agent in order to make the statement clear, On the other hand, in the example (122) the agent has been mentioned in the previous sentences, therefore, although the agent is not mentioned in the Passive sentence, it is already clear.

IV.A.3. The Agent Is Intentionally Not Mentioned

The user of the Passive construction with this third condition must be a wise person. It can be said like that since the user uses the Passive in order to hide the agent from being known by the person he is talking to. The user may think that if he mentions the agent, there will be a hatred or a conflict between the person he is talking to and the person from whom he gets the message or the agent.

Examples :

125. Your beautiful vase is broken.

In this example, the user tries to hide the agent in order to prevent the owner of vase from knowing who has broken her beautiful vase. The user knows that the owner loves her vase very much, so, it is possible that she will be very angry with the person who has broken it. And it will create a conflict. But, if the user likes seeing a conflict, he will prefer to use an Active construction.

126. Hasan broke your beautiful vase.

Let us examine the following dialogue :

127. Anne : You should not be irritable and mean,
Mary.

Mary : You say that I am irritable and mean ?

Anne : You are said to be; and I think it's
true.

Mary : Who says it ?

Anne : Someone .

Mary : Who is someone ?

Anne : It's no use for you to know who says it. But, what you should change your character. Be patient and kind, Mary.

Anne, in the example above, does not want to mention the name of the one who says that Mary is irritable and mean in order to avoid a conflict. But, she tells Mary about what he says so that Mary will change her bad character.

IV.A.4. The Agent Is Unkown 231

In this case the user really does not know who the agent is. So, it is impossible for him to mention it.

Examples :

128. Your dog was killed last night.

The condition of this statement is that the user finds the dog has already died but he does not know who has killed it. Maybe, there was a thief who entered the house and killed it last night.

It also happens when the user is in a bus and finds that his purse is not in his pocket anymore. He does not know where his purse is and he thinks that someone has taken it. And he will say :

129. My purse is stolen.

Under this condition, the Passive is also used

to describe a natural happening that the agent is really unknown except when it is said that God who does it.

130. Its waters are gathered from two-third of the United States and, together with the Missouri (its chief western branch), 110)

From the example above, the agent who gathers the waters is really unknown. Even it can be said that there is no agent and it is only a natural happening that happens like that.

131. But, another region, the high Columbia tableland to the North, was created in much the same way as the great Decean Plateau in India 111)

This example also proves that in the natural happening there is no agent. Because of that it is impossible to change the sentence into Active, except when this happening is claimed to be done by God.

132. But God created another region, the high Columbia tableland, to the North in much the same way as the great Decean Plateau of India

However, this kind of Active sentence is not common, even it is funny and strange. Therefore, the Passive is preferable in such case.

110) Mittleman, op. cit., page 10.

111) Mittleman, op. cit., page 9.

IV.A.5. The Agent Is Already Known

The usage of the Passive is very common in scientific articles since it sounds more formal than the Active. And when it is used in the scientific articles, the agent must be definite and certain. For examples, a doctor or an expert in medicine in medical, a teacher or a student in educational articles, or an expert in agriculture in agricultural articles. In such cases, the user prefers to use Passive constructions than Active constructions. Related to this, the user has two considerations :

1. The Passive sounds more formal
2. The agent is clear enough and it can be understood through the context.

Examples :

133. Why should the poor learners be penalized for not knowing something that nobody ever tried to teach them and which nobody told them they should know ? 112)
134. In many classes group work has been used occasionally to stimulate oral communication centered around problem-solving or role-playing tasks. It has also been used as a pre-writing activity and for peer correction

112) Showstack, loc. cit.

of compositions. 113)

The sentence in the examples (133) and (134) are quoted from the English Teaching Forum, a journal for the English teacher, So, it is clear that the agent is a teacher or teachers. And also, the usage of the Passive in this journal will make the language sounds more formal since it is in a scientific book.

It also happens in other books like An Outline of American Geography which some sentences from it are quoted here.

135. New processes have been developed for freezing foods so that many farmers can now profitably grow vegetables for city markets.

114)

From the context, it is certain that the agent is an expert in Agricultural Technology since the article is about farming in the United States

Certainly, this kind of condition is not necessarily always used in written language to make it sounds more formal. But, in spoken language it is also used when the context is already clear. For example, when there are two person who are talking about a subject they have known such as about medical treatment,

113) Celce-Murcia, 1980, page 2.

114) Mittleman, op. cit. page 50.

drama, or current event.

136. A certain number of sperm tubes will have to be cut. 115)

This sentence is taken from a novel of Who's Afraid of Virginia Wolf by Edward Albee. And it happens when the two person are talking about medical science.

IV.A.6. The Description of A Series of Happenings

Passive constructions are used in describing a process or a series of happenings where there are some actions with the same doer. In this case, certainly, Passive constructions are preferable.

Examples :

137. The wood was cut, brought to the house, and put into the stove.

138. He cut, brought to the house, and put the wood into the stove.

In the example (138) the predicates of the sentence are not directly followed by the objects, and it makes the sentence confusing. If it is spoken, it will sound incomplete; the listener will ask what he cut and what he brought. However, if the objects are always put after the verbs, it will sound monotonous and boring because of the repetition of the same object. Even if the second and the third object are changed with the pronoun 'it'.

115) Albee, op. cit., page 45.

the sentence will sound uncommon.

139. He cut the wood, brought the wood to the house, and put the wood into the stove.

140. He cut the wood, brought it to the house, and put it into the stove.

This reason will be more valid if it is applied to the following examples which contain more verbs as predicates.

141. The milk is weighed, tested, separated, pasteurized at a temperature of 72^o F, cooled, bottled, packed into crates, and delivered to customers. 116)

This sentence, certainly will sound clumsy when it is put into Active.

142. He weighs, tests, separates, pasteurizes at a temperature of 72^o F, cools, bottles, packs into crates, and delivers the milk to customers.

143. He weighs the milk, tests the milk, pasteurizes the milk at a temperature of 72^o F, cools the milk, bottles the milk, packs the milk into crates, and delivers the milk to customers.

144. He weighs the milk, tests it, separates it, pasteurizes it at a temperature of 72^o F,

116) White, 1978, page 37.

the sentence; and between the agent and the predicate there is only a limited space. Therefore, when the user wants to give it briefly. If he forces to give elaborate information about the agent, the relationship between the subject and the predicate will be broken. And if it is spoken, the listener will not be able to grasp what the speaker tries to convey.

Examples :

146. She was attended by her sister-in-law, Mrs. Jeffrey Bauer, who wore an empire gown of cranberry jersey and carried chrysanthemums, carnations, and snapdragons. 118)

147. Her sister-in-law, Mrs. Jeffrey, who wore an empire gown of cranberry jersey and carried chrysanthemums, carnations, and snapdragons. attended her.

The sentence in the example (147) is confusing. If it is spoken, the listener will be confused whether the speaker wants to say about 'who her sister-in-law was' or he wants to say that 'her sister-in-law attended her'. The elaborate information about the agent sounds disturbing the message because it breaks the relationship between the subject and the predicate. To avoid this, the Passive is used. In a Passive sentence, the elaborate information about the agent will not be

118) Allen, 1983, page 9.

disturbing since it is placed in an open space after the main point of the message has been conveyed.

148. The foundation was set by the popular pianist, Liberace, who dazzles audiences with candelabra, glittering jackets and keyboard acrobatics. 119)

149. The popular pianist, Liberace, who dazzles audiences with candelabra, glittering jackets and keyboard acrobatics, set the foundation.

As it has been stated above that the elaborate information about the agent in the example (149) has made the relationship between the subject and the predicate broke; and it results in the confusing message. Therefore, the Passive sentence in the example (148) where the information about the agent is stated at the end of the sentence is preferable.

IV.A.8. The State of The Patient Is More Important

Besides to stress the importance of the receiver, the use of the Passive is also used to stress the importance of the state or the condition of the patient. It is different from the Active which stresses the importance of the agent or the action done by the agent.

Examples :

152. The artist carved the wood.

119) Allen, loc. cit.

153. The wood was carved by the artist.

The example (152) stresses that 'the artist' who carved the wood, and it is the answer of : "Who carved the wood ?" Or, it may also stress the action done by the agent as the answer of : "What did the artist do ?" But, in the example (153), the stress is on the patient as what has been explained in the second condition, and it must be the answer of : "What was carved by the artist?" And also, the user may use this Passive in order to stress the state of the patient when it is used to answer : "How was the wood ?"

154. The shop is open.

155. The shop is opened (by the shopkeeper).

156. The shopkeeper opens the shop.

In the example (154), the word 'open' is an adjective, and it tells the state of the shop which is 'open' and not 'closed'. But in the example (155), the phrase 'is opened' forms a Passive construction, however, it also tells the state of the shop which 'is opened by the shopkeeper' and not 'closed by the shopkeeper'. The example (155) here is contrasted to the example (156) which stresses the action done by the agent that is the shopkeeper 'opens the shop' and not 'closes the shop'. The difference between the sentences in the examples (154) and (155) is on the elements which are contained in each predicate. In the sentence of the example (154), the predicate is an adjective and it only contains a

stative element. On the other hand, in the sentence of the example (155), the predicate is a Passive so that it contains both of the stative element and the actional element. 120) It means that the Passive has a stative element that describes the state of the shop; and it also has an actional element that describes the action of opening the shop. However, both of the elements cannot be separated and they always exist in any Passive construction. Due to this, there is no separate stative Passive and actional Passive.

IV.A.9. The Writing Sounds Forcible

English writers usually prefer to use Active sentences to the Passive sentences. For this tendency, the English writers have some reasons such as :

1. the Active Voice is usually more direct and vigorous
2. the Active Voice is more definite 121)

Up to now, this tendency has seemed to become a habit of the English writers and speakers. They like to use the Active Voice more than the Passive Voice. However, the usage of the Active constructions all the time makes the writing awkward. It means that the

120) Siewierska, 1979, page 127.
121) Strunk, 1972, page 18.

writing sound forcible. When it happens, Passive constructions are used to make it more convenient, lively and emphatic.

Examples :

157. I shall always remember my first visit to Boston. 122)

158. My first visit to Boston will always be remembered by me. 123)

159. My first visit to Boston will always be remembered. 124)

In the example (157) the sentence is more direct and vigorous than the sentence in the example (158) and (159). The sentence in the example (158) is less direct, less bold, and less concise than the sentence of the example (157). But, it can be made more concise by omitting 'by me'. The result is an indefinite sentence of the example (159).

160. At dawn the crowing of a rooster could be heard. 125)

161. The cock's crow came with dawn. 126)

The sentence of the example (160), however, sounds more convenient than the sentence of the example (161).

122) Strunk, loc. cit.

123) i b i d

124) i b i d

125) Strunk, op. cit., page 19.

126) i b i d

IV.A.10. The Certain Emphasises Using Certain Verbs

Besides the nine condition of using Passive Voice as what have been explained above, there are two more conditions of using Passive Voice with some certain verbs. And the verbs which are used represent the certain emphasis that the user tries to convey.

IV.A.10.a. The Information Conveyed Is An Opinion

The verbs that can be used for this purpose are : think, consider, know, acknowledge, believe, understand, find, claim, report, say, seem, and appear. The purpose of using the Passive Voice with these certain verbs is only to emphasize that the information conveyed is only an opinion so that the agent is really not important. When it happens that the Passive is reversed into Active, the agent must be a general agent that is 'people'.

Examples :

162. The Rockies are considered young mountains : of the same age as the Alps in Europe, the Himalayas in Asia, and the Andes in South America. 127)

163. It is considered that the Rockies are young mountains : of the same age as the Alps in Europe, the Himalayas in Asia, and the Andes

127) Mittleman, op. cit., page 8.

in South America.

164. People consider that the Rockies are young mountains : of the same age as the Alps in Europe, the Himalayas in Asia, and the Andes in South America.

The sentence of the example (163) is the other way of saying of the sentence in the example (162). The the example (163) is different from the example (162) because in the example, the information is in a 'that-clause'. The sentence in the example (164) is the Active form of the two sentences above it. In this sentence the agent is clear that is 'people'. However, the English writers and speakers rarely use sentence constructions with such general agent; therefore, the Passive is preferable.

IV.A.10.b. The Result of An Action Is Important

The verb that can be used for this kind of condition is the verb 'become'; but the verb 'become' will functions as a copula. The Passive with the copula 'become' stresses the result of an action since the 'become-Passive' is confined to perfective verbs. It is different from the 'be-Passive' which has two meanings, they are :

1. It underlines the habitual or continuous nature of an activity when it is associated with an

2. It conveys an additional remote or disjoint in time meaning when it is associated with a perfective verb. 128)

Examples :

165. Chevert is hated by his friends because of his bad attitudes.
166. Chevert was hated by his friends because of bad attitudes.
167. Chevert becomes hated by his friends because of his bad attitudes.

In the example (165), the 'be-Passive' underlines the continuous nature of an activity. Since it is associated with an imperfective verb of 'is hated', it means that now Chevert is still being hated. On the other hand, in the example (166), the 'be-Passive' is associated with the perfective verb of 'was hated'. So, it conveys an additional remote or disjoint in time meaning. It means that now Chevert is not being hated anymore. In the example (167), however, the Passive stresses the result of an action. It means that previously Chevert was not hated by his friends; but, because of his bad attitude, Chevert is now hated by his friends.

The 'get-Passive', actually, is only used in a colloquial speech and it does not have a specific

128) Siewierska, op. cit., page 129.

meaning. So, it does not express an actional Passive as what George O. Curme claims in his book of English Grammar. 129) It is so because a Passive contains both the stative and actional elements as what has been explained above. The usage of 'get-Passive' in one region is different in frequency from the other regions. This construction is less frequent in British than Australian English and more common in North American than in either of the two varieties. 130)

The conditions of using the Indonesian Passive, however, are sometimes not clear. Indonesians often try not to mention the agent for certain conditions but then it becomes a habit that they just do not want to mention the agent. For example, when the agent is the user himself, he just says that he tries to be humble and he does not want someone else to know who does it or he thinks that the action and the patient are more important than the agent. As it becomes a habit there is a generalization that he does not want to mention the agent and he considers it not important, or he thinks that it can be understood through a context.

However, basically there are some conditions of using the Indonesian Passive which are more or less the

129) Curme, 1953, page 53.

130) Siewierska, op. cit., page 134.

same as the conditions of using the English Passive. But, most of the Indonesians are not aware of them. The users often use the Indonesian Passive as a habit.

IV.B.1. The Repetition of The Agent

The usage of the same subject may make the paragraph sounds monotonous and boring. That is why, the Passive is preferable since in the Passive construction, it seldom happens that the subject is repeated for several times. It is different from the using of the Active Voice where it is often that the subject is repeated for several times.

Examples :

105. Stalin mengobrak-abrik Moskwa yang waktu itu berpenduduk tiga juta. Semua jalan raya dibenahi, jalur lalu-lintas diubah-ubah, rumah-rumah dipindahkan. 131)
106. Stalin mengobrak-abrik Moskwa yang waktu itu berpenduduk tiga juta. Stalin membenahi semua jalan raya, Stalin mengubah-ubah jalur lalu -lintas, Stalin memindahkan rumah-rumah.
107. Stalin mengobrak-abrik Moskwa yang waktu itu berpenduduk tiga juta. Ia membenahi semua jalan raya, ia mengubah-ubah jalur lalu-lin-

131) Mario, 1986, page 138.

tas, ia memindahkan rumah-rumah.

In the example (105), the Passive sentences do not always have the same subject. On the contrary, the Active sentences in the examples (106) and (107) always have the same subject and it makes the paragraph sound monotonous even though the second and the following subject have been changed from the proper-nouns into the pronouns.

IV.B.2. The Patient Is More Important

The user usually puts the main point of his speech first and then the detail will follow. And if it is in an Active sentence, the main point he wants to stress will become the subject of the sentence. If the user wants to stress the patient, certainly, he cannot use an Active sentence but a Passive one. It is so because the subject of the Passive sentence is the patient and not the agent.

Examples :

108. Pada tahun 1902 Freud ditunjuk sebagai guru besar di Universitas Wina, suatu status tinggi. Tulisan-tulisannya diterima baik, 132)

109. Salah satu kelemahan yang diakuinya

132) Goleman, op. cit., page 148.

adalah hasrat minum minuman keras. 133)

110. Ia mengakui salah satu kelemahannya yaitu hasrat minum minuman keras.

The sentence in the example (109) stresses the importance of the patient 'salah satu kelemahan' and not the agent 'ia'. If the user wants to stress the importance of the agent 'ia', he will use the Active sentence in the example (110). Because the agent in the Passive sentence is not important, sometimes it is not mentioned; and the example (108) will clarify it.

IV.B.3. The Agent Is Unknown

In an active sentence, the subject is the agent of an action. Therefore, if the agent is unknown, it is impossible to have an Active sentence. In such case, a Passive sentence is preferable.

Examples :

111. Saya pergi juga ke kawah Papandayan yang masih berbau belerang. Di situ telah terbentuk bongkahan lava dan belerang. 134)

112. Soalnya, batu granit besar-besar itu terletak lepas satu sama lain dan ada yang persis seimbang di tengah-tengah lapangan hujan. 135)

The sentences in the examples (111) and (112) really do

133) Goleman, op. cit., page 146.

134) Maurik, 1986, page 134.

135) Maurik, op. cit., page 185.

not have agents except when it is claimed that the agent is God. In such case, the user prefers to use a Passive of 'an affix *ter-* plus a stem'. For another action where there is actually an agent but the user does not know, he will use a Passive form of 'an affix *di-* plus a stem'.

113. Tas yang ditaruh di depan tadi sudah tidak ada. Mungkin dicuri (orang).

114. Tas yang ditaruh di depan tadi sudah tidak ada. Mungkin seseorang mencurinya.

The sentence in the example (114), although grammatically correct, sounds uncommon. Therefore, the sentence in the example (113) should be used. The word 'orang' as indefinite agent is optional.

IV.B.4. The Agent Is Already Known

The agent is already known means that the agent can be understood through the context. So, although the user does not mention the agent, the listeners or the readers will be able to understand it.

Examples :

115. Pada dasarnya model-model yang dibuat, berfungsi menjembatani konversi dan penelusuran hujan menjadi aliran sungai. Sehingga apabila masuknya hujan dengan besar dan sebaran tertentu diketahui dengan pemilihan model yang tepat, akan diperoleh simulasi

aliran yang sesuai dengan aliran yang sebenarnya terjadi. 136)

The paragraph in the example (115) above is quoted from an article about Hydrology. Therefore, the agent must be an expert on Hydrology. It also happens in any other scientific articles and books where the Passive is frequently without mentioning the agent because the agent is already clear.

IV.B.5. The Description of A Series of Happenings

A sentence, or sentences, that describes a series of happenings must contain several verbs as predicates, one agent, and one patient. In an active sentence, these verbs should be followed by the patient; and as a result, the sentence will sound clumsy because of the repetition of the same patient. Therefore the user likes to use a Passive sentence since the predicates will not need patients anymore so that the sentence can run fluently.

Examples :

116. Di depan kami duduk seekor kera tua dan ceking yang memegang kulit pisang. Kulit pisang itu diamati, dibaui, seratnya ditarik dengan hati-hati dengan jarinya, digosok-gosokkan pada

136) Harto, 1982, page 7.

tanah, diduduki, lalu dibuangnya.

117. Di depan kami duduk seekor kera tua dan ceking yang memegang kulit pisang. Ia mengamati kulit pisang itu, membaui kulit pisang itu, menarik seratnya dengan hati-hati dengan jarinya, menggosok-gosokkan kulit pisang itu pada tanah, menduduki kulit pisang itu, lalu membuangnya.

118. Di depan kami duduk seekor kera tua dan ceking yang memegang kulit pisang. Ia mengamatinya, membauinya, menarik seratunya dengan hati-hati dengan jarinya, menggosok-gosokkannya pada tanah, mendudukinya, lalu membuangknya.

119. Di depan kami duduk seekor kera tua dan ceking yang memegang kulit pisang. Ia mengamati, membaui, menarik seratnya dengan hati-hati dengan jarinya, menggosok-gosokkan pada tanah, menduduki, lalu membuangnya.

The Active sentence of the example (117) sounds clumsy because of the repetition of the same patient, even it still sounds clumsy when the patients have been substituted with pronouns as shown in the example (118). But, it will sound incomplete and confusing if the patients are omitted. The sentence in the example (119) proves it.

IV.B.6. The State of The Patient Is More Important

IV.B.6. The State of The Patient Is More Important

A Passive, besides it is used to stress the importance of the patient, is also used to stress the importance of the state or the condition of the patient. So, the user does not consider the action done by the agent important, but he stresses that the state of the patient.

Examples :

120. Dengan tangan disilangkan dan kepala dimiringkan ia melihat beberapa kera betina yang sedang bermain-main. 137)

121. Ia melihat beberapa kera betina yang sedang bermain-main dengan menyilangkan tangannya dan memiringkan kepalanya.

The difference between the example (120) and the example (121) is that in the example (120) the user stresses the state of the patients : 'tangan disilangkan dan kepala dimiringkan' (= his hands are crossed and his head is slanted); but in the example (121) the user stresses the actions done by the agent : 'menyilangkan tangannya dan memiringkan kepalanya' (= crossing his hands and making his head aslant).

IV.B.7. The Writing Sounds Forcible

137) Maurik, op. cit., page 181.

IV.B.7. The Writing Sounds Forcible

The usage of the Passive in the proper way will make the writing, especially a narrative writing, convenient and lively. It is different from the usage of the Active which sometimes makes the writing not fluent and forcible.

Examples :

122. Di kejauhan terdengar suara ayam jago. Lalu algojo dan pembantunya mendekat. 138)

123. Mereka mendengar suara ayam jago. Lalu algojo dan pembantunya mendekat.

The omission of the agent of the sentence in the example (122) and the inversion of the subject and the predicate make the sentence sound more poetic. And it sounds more convenient and lively. On the hand, the sentence in the example (123) is just a common statement which has no power to move the imagination of the reader



IV.B.8. The Action Happens Accidentally

For this condition, the user usually uses a Passive form of 'an affix *ter-* plus a stem'.

Examples :

124. Tahun 1916, Marcel Petiot terkena granat pada kakinya, sehingga dipekerjakan di rumah sakit

138) Maurik, op. cit., page 117.

tentara di Orleans. 139)

The word 'terkena' in the example (124) means 'to be accidentally hurt'. It is different from the Passive form of 'an affix di- plus a stem'. Therefore, a Passive form of 'dikenai' means 'to be intentionally hurt'.

125. Petani yang malang itu terbunuh oleh peluru nyasar seorang pemburu ketika ia sedang menyangi tanaman tebu.

126. Petani yang malang itu dibunuh oleh seorang pemburu ketika ia sedang menyangi tanaman tebu.

In the example (125) the farmer (= petani itu) was accidentally killed. But, in the example (126) the farmer (= petani itu) was intentionally killed by the hunter (= pemburu).

IV.B.9. The Information Conveyed Is An Opinion

The Indonesian Passive constructions can also be used to stress that the information conveyed is only an opinion. It means that the information is not necessarily true. It also means that the information is not necessarily spoken by the user or someone else; but, most of the people think so.

Examples :

127. "Lihatlah, bohong kalau dikatakan burung unta

139) Stemmler, op. cit., page 73.

memasukkan kepalanya ke dalam pasir bila menghadapi bahaya," kata Alex. 140)

(= Alex says, "Look ! It's a lie if it is said that an ostrich will put its head into sand when facing danger.")

In the sentence of the example (127), it is not Alex who says about the ostrich. Alex only says that it is a lie. And the statement about the ostrich is a general opinion. So, most people believe that 'an ostrich will put its head into sand when facing danger'.

The Indonesian Passive, however, is usually not used when the user does not want to mention the agent for certain purposes and when the user wants to give elaborate information about the agent.

When the user does not want to mention the agent for special purpose, he likes to use a statement which begins with the word 'katanya' (= he says, they say). '-nya' here refers to indefinite third person either singular or plural.

Example :

128. Katanya anda kawin lagi.

(= He says that you marry again.)

And when the user wants to give elaborate

140) Jungblut. op. cit., page 98.

information about the agent, he usually uses a nominal phrase which consists of the word 'yang' plus an active transitive verb.

Example :

129. Yang mewawancarai saya seorang aktivis gereja yang tahu secara mendalam tentang kehidupan keagamaan di Indonesia.

(= The one who interviews me is a church activist who knows well about the Indonesian religion life.)

130. Saya diwawancarai oleh seorang aktivis gereja yang tahu secara mendalam tentang kehidupan keagamaan di Indonesia.

(= I was interviewed by a church activist who knew well about the Indonesian religion life.)

The sentence in the example (129) is usually used when the user wants to give elaborate information about the agent. But, the Passive sentence in the example (130) is used when the user wants to stress either the patient (= I) or the state of the patient (= I was interviewed).

From the discussion above, it is clear that there is a basic difference between the English and the Indonesian Passive Voice although the conditions of using the Passive are not so different. the English speakers and writers like to use the Active Voice more

than the Passive Voice because they think that the Active Voice is more direct and vigorous. On the other hand, the Indonesian speakers and writers like to use the Passive Voice since they think that the agent is not important. And also, they like it because they want to give stress on the patient and the state of the patient.

Therefore, it seems that the English speakers and writers need something direct, vigorous, and definite. On the contrary, the Indonesian speakers and writers prefer something less direct, less vigorous, less definite. Perhaps, it is also influenced by the cultural and historical backgrounds.

Culturally, the Indonesians do not like to convey something directly. It seldom happens that they are willing to use personal pronoun 'saya or aku' (= I) in their utterances; but, instead of it they use personal pronoun 'kami' (= we). The tendency of being awkward to mention the name of a person as an agent of an action, especially when the agent the first person singular, results in choosing the Passive constructions which may not need to mention the agent.

Historically, the Indonesians were colonized for more than three and a half centuries; and it has influenced the Indonesians' attitudes much. As colonized people the Indonesians were afraid to express their utterances directly. They did this in order to be polite. They were less vigorous and less bold. Because

of this, they liked to say indirectly and they considered that the agent not important. And these consideration and belief continue until now. The Englishmen, on the contrary, who were formerly colonizers like something direct and definite. They are not afraid to use the personal pronoun 'I', even they like to use it. It is since so since they used to be arrogant colonizers. Due to these, they consider that the agent is important; and that is why they prefer to use the Active Voice.

Besides those reasons, the strings of grammar also influence the using either the Active or the Passive in a language. It often happens that the English Active sentences are Passive in Indonesian. And it also happens that some English Active sentence are Passive in meaning.

Examples :

131. The book I bought yesterday is very expensive.

132. * Buku yang saya membeli kemarin sangat mahal.

133. Buku yang saya beli kemarin sangat mahal.

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

From the examples above, the Active verb form of the sentence in the example (131) becomes the Passive verb in Indonesian as shown in the example (133). The Passive form in such sentence must be the most in Indo-

nesian. And it must be the major cause that makes the Passive frequently occurs in Indonesian.

135. The rock feels rough.

136. * Batu itu merasa kasar.

137. Batu itu terasa kasar.

138. * The rock is felt rough.

The sentence in the example (135) means 'The rock is rough when it is felt'. So, it is true that it has a Passive meaning since it has an agent who feels the rock. But, the English speakers like to say in an Active form. This construction is also used for some other verbs such as taste, and sound.

139. The problem is difficult to solve.

140. * Masalah itu sulit untuk memecahkan.

141. Masalah itu sulit untuk dipecahkan.

142. * The problem is difficult to be solved.

A 'to-infinitive' construction after an adjective in an Active sentence introduced by 'it is' on condition that the word 'it' can be substituted with a noun has a Passive meaning.

143. I am very hungry but there is nothing to eat.

144. * Saya lapar tapi tidak ada untuk makan.

145. Saya lapar tapi tidak ada yang dapat dimakan.

146. I am very hungry but there is nothing to be eaten.

The verb after 'there is' or 'there was' is usually in the Active form of 'to-infinitive'. But it can also be expressed in the Passive form as shown in the example (146). Therefore, both the Active and the Passive forms are correct for such construction. 141)

141) Zandvoort, op. cit., page 56.

CHAPTER V
THE TEACHING OF ENGLISH PASSIVE VOICE

V.A. General Guidelines

There has been a problem in teaching English in Indonesia that is the learners only give a little attention to meaning. But instead of it, they attend mostly to structure. Certainly, they just know about the meaning of words that can be translated into Indonesian, about the tenses, and the syntactic constructions. Yet, most of them do not know what the meaning and the purposes of using such constructions.

This happens in Indonesia since English is not considered so important and Indonesian has been able to be used in any fields. So, English which functions as a Foreign Language is only used as a means to study new technology and knowledge on the occasion of accelerating the country's development process. 142) Thereby, learning English in Indonesia is reading oriented. Indonesians only need to read on modern English books on politics, economics, medicine, and linguistics. For this purpose, they only need to master a lot of vocabulary and they will be able to guess the information conveyed. But, this is not all; in order to certainly know what the writers mean, the reader should understand and grasp

142) Kartono, page 22.

the implicit meaning by understanding the certain syntactic constructions. It is important for the learners who considerably want to use and master the four language skills that are speaking, listening, reading, and writing. Especially, in the productive aspect learners who do not provide themselves with enough mastery of the purposes of certain constructions will use them without any reason, that means errors.

V.A.1. The Step of Language Learning

There are three stages that the learners should pass in learning a language. 143) The first stage in the language learning process is *understanding*. And in this stage the learners need to be aware of the meanings and relationship involved in the material being introduced. Understanding involved two aspects that are understanding the explicit elements that include vocabulary and structure, and understanding the implicit element that is the meaning embedded in the context as a result of certain syntactic constructions. It is as what Rubin (1975) claims that in order to understand the message, it is not sufficient to pay attention to the grammar of the language. 144)

This kind of understanding is important as a basis

143) Chastain, 1976, page 411.

144) Rubin, 1975, page 47.

to step into the second stage that is *production*. In this stage the learners are assumed to have mastered and been able to use the grammatical forms which are combined with the expression of meaning. So, the learners should be conscious of what they have produced. they should not only conscious of the meaning that they simply translate from Indonesian into English but they should also be conscious of the constructions they use. In fact, many learners do not realize this. Therefore, when they are asked why they use such constructions, they will answer that because their teacher has taught them such constructions, they use them. They are not aware about the construction although they can do exercises which are given by their teacher without any mistake.

If in the stage of production, the awareness about the meaning of the sentence construction has not been felt to play a very important role, on the contrary, in the third stage which is called *communication*, it must be very important. Since it can influence the interpretation of the readers or the listeners towards what the speakers or the writers have produced, the speakers or the writers should really be aware about their sentence constructions. That is why this stage is also called as '*control the language*'. This third stage must become the ultimate goal of the English teaching, however, it is hardly achieved. The learners may have

the ability to speak or to write in English meaningfully in terms of information, but without paying much attention to the sentence constructions. For example, the learners use the Active and Passive constructions interchangeably.

V.A.2. The Handicaps in Language Learning

The two major handicaps for adults learning a new language is the sociolinguistic background and the age. The influence of the mother tongue often disturbs the language learning. Because the learners have mastered the mother tongue and they are accustomed to use it, it is difficult for them to leave it when they are learning a new language. It often happens that the learners apply the rules of their mother tongue in the target language or they simply translating the utterances they think in their mother tongue into the target language. This situation is even worsed by the environment which does not support the process of learning the target language. The major problem is the lack of practising in the target language.

The second handicaps is the age of the learners. The period of language acquisition begins when the child starts to walk and continuing until puberty. 145) So,

145) Richards, 1977, page 9.

the process of language acquisition in adults has stopped. Strategies of learning a new language may be more vocabulary oriented than syntactic because they have better memories. However, it is hard for the adults to achieve the native speaker competence in the new language.

V.A.3. Socio-Emotional Climate Approach

Socio-emotional climate approach is a set of activities by which the teacher develops good interpersonal relationships and a positive socio-emotional classroom climate. Such teaching approach is very important in order to overcome three major problems which can arise as the results of the two handicaps above. the problems are *motivation, self-confidence, and anxiety*. Actually, there must be no problem about motivation since the learners are already adult. But, it may happen that the learners become discouraged because of the difficult subject. The problem about *self-confidence* may arise since learning a new language is not an easy thing to do. So, the learners may think that they are not able to learn it. And the *anxiety* arises when the learners are afraid of making mistakes. to overcome these problems the teacher should give explanation clearly and attractively. the important role of the teacher is to prevent the learners from the attitude of rejection that is the time when the learners

reject to learn the target language.

Certainly, the teacher should be skillful in managing the class. He has to have a good rapport with the learners, to be easy to appraise the learners, to try to create relaxed but serious situation, and to try to present the lesson meaningfully. A relaxed but serious situation means a situation where the learners are paying attention the subject, they concentrate to the subject, but they are emotionally relaxed. They are not in the conditions of being stressed, anxious, and afraid.

V.A.4. Life And Its Manifestation

To present the lesson meaningfully is not always necessarily by translation but it is more significant to relate the presentation in the classroom with the real-life. So, any presentation in the classroom should have its application outside the classroom.

Concerning this application Whitehead says :

There is only one subject for education;
and that is Life and all its manifesta-
tion. 146)

Therefore, an English teacher has to give such explanation and examples that can be applied in real-life, so that the learners get a habit of being aware of

146) Whitehead, 1970, page 14.

the meaning from the simple thing, and more significant is that the learners can apply what they have learnt. It should be noted that the teacher has to avoid a tendency that teaching merely for structure. If the teaching is merely for structure, it will stop when the learners have been able to make good and correct sentences according to the rules of sentence constructions and tenses. This kind of teaching will force the learners to memorize only. For examples, the learners will memorize that in the Present Simple Tense the verb must be in the infinitive form and plus -s or -es for the third singular person; and the general form of the Passive is a copula to be plus a past participle. Consequently, it can be claimed that pattern-drill, reversing from one form to another form, and the other exercises that only stress the mastery of sentence constructions are only good for the learners of lower level. And for the learners of higher level where they are assumed to have mastered the sentence constructions, the stress should be on their proper usage in the real communication.

V.B. Procedures of Teaching English Passive Voice

Before producing English sentences, the learners often think of them in Indonesian first. Then they simply translate their Indonesian sentences into English. The fact is that Passive constructions have a

high frequency of usage in Indonesian. The learners cannot forget it completely when they learn English, and it creates a problem. The sentences which are produced by the learners contain a lot of Passive constructions. Actually, it does not need to happen since languages are different; each language has its own characteristics, so that the rules of a language cannot be applied to the other language. Therefore, the habit of using Passive constructions which are very frequent in Indonesian cannot be applied in English. English has its own rules about Passive constructions. And, certainly, there are some different conditions of using Passive constructions between English and Indonesian.

The problem is that the interference of the mother tongue cannot be stopped immediately. The learners need a period of time to adapt to the new habits and rules. In order to overcome this there are two major stages to pass. Firstly, the learners have to understand that there are some differences between the English and the Indonesian Passive Voice in terms of form, distribution, and especially condition of using the Passive Voice. And secondly, the learners have to practise using the target language with being aware that they use the Passive Voice properly.

V.B.1. Understanding The Differences Between The English And The Indonesian Passive Voice

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And The Indonesian Passive Voice

Before the teacher trains the learners to use the Passive Voice properly, he should make the learners sure that there are some differences between the English and the Indonesian Passive Voice. And then he should give explanation about them so that they understand them. In terms of form, the teacher should tell his learners that the English Passive Voice is preceded by a copula and the verb is in the past participle form; but the Indonesian Passive is preceded by a Passive affix. In terms of distribution, the teacher should stress that in the Indonesian Passive cannot function either as a subject or an object. This explanation will make the learners sure about the differences between the English and the Indonesian Passive; and this explanation will draw the attention of the learners to concentrate to the explanation about the conditions of using the English Passive Voice and their differences from the conditions of using the Indonesian Passive Voice. The teacher should give and explain the ten conditions of using the English Passive. And the teacher has to explain their differences from the conditions of using the Indonesian Passive. It is also important that the teacher should explain that there are four English active sentence constructions which are Passive in meaning. These

special constructions have to be stressed in order to avoid error caused by a translation from the Indonesian sentences.

V.B.2. Practising To Use The English Passive Voice Properly

In order to make the learners able to use the English Passive properly, the teacher should stress the nature of English that Passive constructions are seldom used except for certain conditions. English native speakers prefer to use Active constructions, and some of them say that they do not like to use Passive constructions. To decrease the interference of the mother tongue and to build a new habit, the teacher may give exercises that can direct the learners to get such habit.

The exercises can be given either orally or in writing. But, in order to be effective, writing exercises must be the best choice. This choice is based on the two considerations. The first consideration is that the oral activities in the new language is often difficult to adjust to. It is so because the adults are accustomed to working with written language. 147) And the second consideration is that writing exercises can build the new habit in a more relaxed condition. The

147) Krashen, 1983, page 149.

learners often feel nervous and timid when they are asked to say something in English. They are nervous and timid because they are afraid of making mistakes since they feel that they are going to be evaluated. This kind of feeling is commonly experienced even by a professor, and usually it cannot be controlled easily. In this condition, it frequently happens that what they think is different from what they say. And there will be too many errors due to this condition. As a result the learners may become pessimistic, and they will feel that they fail. And it is possible that they may turn to an attitude of rejection.

In doing the writing exercises, however, the mental burden is not as heavy as in doing the oral exercises. The learners have more time to think. So, the result will nearly represent what they have mastered. And usually, the errors are fewer; so, the learners will be more motivated. Moreover, the praise from the teacher will be very valuable. They will get more self-confidence to learn English because their shortage in learning English.

And the material as exercises that they should write must be familiar with the learners. So, the learners have to know about the materials and be able to get the information about them. They may write a report about their neighbour, or their best friends. However, this kind of exercises is sometimes too difficult for

some learners. If it is so, the teacher may tell a story or he just give a reading passage and then he asks the learners to retell the story in their own words. For the next exercises the learners may write a report about serial films on television, or a film on cinema, or a book report.

Therefore, the learners have to begin with what is familiar to them. The next exercises will deal with something more abstract such as writing a fiction story.

CONCLUSION

The English Passive Voice is different from the Indonesian Passive Voice in terms of form and distribution. And there are also some differences in terms of conditions of using the Passive Voice. However, the different frequency of using the Passive Voice is not caused by these differences.

The historical and cultural backgrounds, and the rule of sentence constructions must be the primary causes of the different frequency in using the Passive Voice in English and Indonesian. These three conditions have made the Indonesians feel convenient in using the Passive constructions frequently, so that they are not aware why they use them. Then, it has become a habit for the Indonesian to use the Passive Voice more frequently than the Active Voice. They think that it sounds more polite to say something indirectly by using the Passive Voice.

The teaching of English Passive Voice, as a consequent, should consider the different frequency in using the Passive Voice in English and in Indonesian and its causes. The teachers have to explain the conditions of using the Passive Voice clearly, and give exercises in order to decrease the influence of the mother tongue that allows to use the Passive Voice frequently. Also, the exercises should be given to them to attend the

learners' awareness in using the English Passive Voice so that they are finally able to use it properly.

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