

The Relevance of English Grammar Materials Used at Eed Study Program and Three-Dimensional Grammar Framework: A Case of Passive Voice

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Article History

Received : July 12th, 2022

Revised : August 27th, 2022

Accepted : September 27th, 2022

Abstract: Grammar is an important language aspect in both spoken and written language uses. However, most students at English Education Department Unram found it difficult to learn. It is shown in their TOEFL achievement. The failure may come from various factors, one of which is learning materials. This study is conducted in order to find out whether the course book used by the English Education students using Three-Dimensional Grammar Framework as this framework is created to achieve balance between grammar and communication because the objectives of learning grammar in university level have not been well achieved by the students. This study is qualitative research. The source of the data in this study is the course book used by EED students at University of Mataram entitled *English Grammar 2* and focused on the passive voice materials. The data is collected by using documentation. The result of this study is the course book *English Grammar 2* has applied the components of Three-Dimensional Grammar Framework such as forms/structures of passive voice have been presented completely as seen from the curriculum, meaning/semantic and use/pragmatic of passive voice have been presented. However, the uses of passive voice such as (1) when the non-agent is more closely related than the agent to the theme of the text, (2) when the non-agent is participant in the immediately preceding sentence, and (3) the speaker is being tactful and evasive are not presented.

Keywords: Three-Dimensional Grammar Framework, passive voice, English grammar

INTRODUCTION

Grammar cannot be separated from languages because it is the structure in arranging sentences. It is a foundation for both written and spoken communication. Success in mastering English skills depends on the grammar mastered by learners. Grammar is defined as dividing language into some pieces to know the way it works (Crystal, 2004). Grammar is the standards which are followed to write and speak well languages (Woods, 2010). Before learning grammar in university, the learners are first taught grammar from the basis in high school in order to have background knowledge of grammar thus in the university level the students learn grammar for more specific targets.

There are three targets for teaching English grammar to English Education Department (EED) students at most universities in Indonesia, namely: using grammar for oral and written communication accurately, explaining grammar aspects correctly when they are becoming teachers, and achieving the required TOEFL

score as the fulfillment of the graduation requirement (Sujana et al., 2020).

However, although the learners have learned those grammar materials, there are many English Education Department students at University of Mataram still have difficulties in achieving 500 TOEFL scores. The study conducted by Septiansyah (2017) showed that the students still cannot reach the TOEFL score especially in SWE section caused by both external and internal factors. Internal factors are students' low confidence in using grammar and their lack of grammar educational background. In addition, English language skills of students and alumni are still low as showed in the data at the Language Center UNRAM as the organizer of the English language proficiency test thus required to renew the planning and implementation of teaching and learning English at the University of Mataram (Sujana, 2016). In term of communication, the EED learners also still have lack ability to communicate well in English language. The study conducted by Hultanudin (2016) shows that the students' communication

ability is still in low level. Most of EED students are still in basic level (59.37%).

Furthermore, one of the familiar grammar materials learned by the language learners is passive voice. It is the opposite of active voice. The use of passive voice is preferred when the speaker wants to focus on the patient or the process of the event happened rather than the agent. Passive voice is used when the process is more crucial than the agent (Widiati *et al.*, 2018). Passive voice is commonly used in academic English. Passive voice is difficult for ELLs because it is commonly and frequently used in academic English rather than non-academic environment thus the learners feel unfamiliar to use passive voice (Zwiers, 2008).

Passive voice is considered as one of the difficult grammatical structures in English materials. Teaching and learning when and how to use the passive voice becomes a huge challenge for ESL/EFL teachers and students (Hinkel, 2002). Passive voice is considered as difficult grammatical structure for ELLs, because they need to navigate continuously between academic English and non-academic English (Neilson, 2016).

Teaching and learning grammar is not only regarded as form, but also regarded as meaning and use since the goal is creating better match between grammar and communication (Larsen-Freeman, 2001). Hence, grammar materials should be covered by three important components those are form, meaning, and use to achieve better match between grammar and communication, achieving score TOEFL required as the fulfillment of graduation, and explaining grammar well when becoming a teacher. Therefore, Larsen-Freeman came up with the Three-Dimensional Grammar Framework.

Passive voice is learned by the English Education Department students at the University of Mataram by using course book entitled *English Grammar 2*. It is a course book specially used to learn structures of grammar for intermediate level. This course book has been

used to learn grammatical structure for years. There are five main materials in this course book one of which is passive voice.

METHODS

The method used in this research is qualitative method. Qualitative method is defined as the collection, analysis, and interpretation of non-numerical data. The iterative process where increased understanding of the scientific community is reached by creating new significant differences which is gained from getting closer to the phenomenon being studied (Aspers and Corte, 2019).

The data was collected from the grammar course book entitled *English Grammar 2* by I Made Sujana. It was published in 2018 by Arga Puji Press, Mataram, Lombok. This course book is used in English Education Department at the University of Mataram. This course book is based on the National Curriculum of English Teacher Education which is used in English Education Program of FKIP UNRAM. In this research, the researcher uses document analysis as the technique in collecting the data. Document analysis is defined as the interpretation of document to provide meaning around topic assessed Bowen (2009).

FINDINGS AND DISCUSSION

Finding

Intermediate English Grammar is the English grammar materials which are learned by English students who are in the second semester. In the course book *English Grammar 2*, which is used for intermediate level, the second semester students are presented five units of grammar materials which should be comprehended. One of the grammar materials which is learned in the intermediate level is passive voice. Below is the result of checklist evaluation of passive voice analysis by using three-dimensional grammar framework.

Table 1. The result of checklist evaluation in analyzing passive voice by using three-dimensional grammar framework

1. Form/Structure of Passive Voice

No	Three-Dimensional Grammar Framework	Theory	Available (√/-)	Explanation
1	Form/structure	Passive with be	√	Passive with be is explained on pages 35-36. The forms are explained completely with tenses.
		Passive with modals	√	Passive with modals are explained on pages 37-38. The forms of passive with modal are provided in seven forms, those are: simple present future, past future, future progressive, modals (will, would, can, could, shall, should, may, might, ought to, have to, is supposed to, and had better), and be going to.
		Passive with get	√	Passive with “get” is explained on page 39.
		Special passive pattern	√	This type of passive is explained on pages 40-41. The verbs which are commonly used in this form of passive are also provided.
		Stative passive/adjectival passive	√	Stative passive is presented on pages 43-44. This type of passive is presented with sentences.
		Passive with infinitive or gerund	√	Passive with infinite or gerund is explained on page 45. This type of passive is explained in the form of sentences.

The course book *English Grammar 2* presents forms of passive voice completely. The course book presents six forms of passive voice, those are *passive with be*, *passive with modals*, *passive with get*, *special passive patterns*, *stative passive*, and *passive with infinitive or gerund*.

First, passive with be is presented on page 35-36 and is presented complete with tense. However, the form with past perfect continuous is not provided. The presentation is complete with the examples given in each form. Second, passive with modals is explained on page 37-38. This type of passive is also presented complete with tense. However, the course book did not provide some tenses namely, future perfect continuous, past future continuous, present future perfect, and past future perfect continuous. These types of passive voice are presented in the form of table thus the examples are provided in each tense. Then, *passive with get* is explained on page 39 and is presented with sentences. After presenting the sentences, the course book provided the exercises.

Additionally, special passive pattern of passive voice is presented on page 40-41. In the course book, this types of passive is presented in two forms and these forms are presented complete with examples. The course book also provided the verbs wick are commonly used in this type of passive voice. Besides, the course book also presents *Supposed to* of passive voice and it is explained on page 41, after the examples given. At the end of discussion, the course book provided exercise.

Then, the stative/adjectival passive is explained on page 43-44. This type of passive is presented with examples or sentences rather than the pattern. The idiomatic expression of stative passive is also provided. At the end of the discussion, the students are usually provided exercises regarding the certain type of passive voice. The last type of passive which presented in the course book is passive with infinitive or gerund. It is explained on page 45 and is presented with sentences to show the change from active to passive sentences. As usual, at the

end of the section, the course book provided the exercise in order to know the students' comprehension of certain type of passive voice.

Additionally, there are some kinds of passive are not presented in the chapter discusses about passive voice in the course book *English Grammar 2*, but are presented in the other course books such as *English Grammar 1* such as

passive adjective on page 15 which discusses about *kinds and aspects of sentences* and *English Grammar 3* such as *concealed passive* is discussed in *material verbs as complements* on page 26, *embedded passive* is discussed in *adjective clause*, *causative* is discussed in *verbs as complements* on page 31-32.

2. Meaning/Semantic of Passive Voice

No	Three-Dimensional Grammar Framework	Theory	Available (√/-)	Explanation
2	Meaning/semantic	Object focus/defocus agent/affected entity	√	This meaning is mentioned in the course book <i>English grammar 2</i> . It is mentioned on page 32 as the first page of the chapter which discusses about passive voice.

The meaning of passive voice is object focus/defocus agent/affected entity. This meaning is available in the course book *English Grammar 2*. It is mentioned clearly on page 32, the first page of the chapter which discussed

about passive voice. This meaning is mentioned by saying *the subject receives the action*. The meaning of passive voice is only grammatical rather than lexical, thus the meaning/semantics found is grammatical meaning.

3. Use/Pragmatic of Passive Voice

No	Three-Dimensional Grammar Framework	Theory	Available (√/-)	Explanation
3	Use/pragmatic	The agent is not to be mentioned because it is redundant	√	This use of passive voice is presented on page 34. The textbook also presents the examples of this use of passive voice.
		The agent is not to be mentioned because it is unknown	√	This use of passive voice is also presented on page 34 in the course book. The examples of this use of passive are also provided.
		The agent is not to be mentioned because it is very general	√	The course book did not mention this use directly but it is presented in the exercises on page 38.
		The agent is not to be mentioned because the speaker is being tactful	-	This use of passive voice is not presented in the course book <i>English Grammar 2</i> . The course book did not provide this use either by stating it directly or by providing sentences.
		The agent is not to be mentioned because the speaker is being evasive	-	This use of passive voice is not presented in the course book <i>English Grammar 2</i> .
		It is used when the non-agent is more closely related than the agent to the theme of the text	-	This use of passive voice is not available on the course book <i>English Grammar 2</i> . The course book only presented one sentence in

				showing the form, meaning, or use of passive voice. However, this use of passive voice needs more than one sentence to be understood.
		Passive is used because non-agent is participant in the immediately preceding sentence.	-	This use of passive voice also needs to be presented in the longer sentences. However, the course book does not have a single longer sentence. Therefore, this use of passive voice is not presented in the course book <i>English Grammar 2</i> .
		The agent is mentioned because it is the new information that the speaker thinks it is important enough to be mentioned	√	This use of passive voice is mentioned in the course book. This use is provided in the exercises number 1 and 2 on page 39 about changing the sentences into <i>get passive</i> .
		The agent is mentioned because the agent is non-human	√	The course book presented some exercises that refer to this use of passive voice. The exercises on page 39, 48, 54, and 42
		The agent is mentioned because it is a well-known personage and should be mentioned as the propositional information	√	This use of passive voice is presented on page 34 in the course book. The course book presented this kind of use by stating <i>the performer is important to know</i> .

There are several use/pragmatic of passive voice. First agentless passive including the agent is not mentioned because *it is redundant, the agent is unknown, the agent is very general, the speaker is being tactful or evasive*. Then, agented passive as *the non-agent is more closely related than the agent to the theme of the text, the non-agent is participant in the immediately preceding sentence, the agent is the new information, the agent is non-human, and well-known personage*.

The course book *English Grammar 2* presents the use/pragmatic of passive voice. First, the agentless passive voice as *the agent is redundant* is presented in the course book *English Grammar 2*. This use of passive voice is presented on page 34. The course book presented this use of passive voice in different statement that the agent is not mentioned because it is not important to know. Second, the use of agentless passive as it is unknown is also presented on page 34 in the course book *English Grammar 2*. Then, the agentless passive as *it is general* is also presented in the course book *English Grammar 2*. It is presented on page 38, there are some sentences provided which reflect this meaning of passive voice. In addition, the use of agented passive voice as *it is a new information* is

presented in the exercises number 1 and 2 on page 39 about changing the sentences into *get passive*. Furthermore, agented passive as it is non-human is presented in the course book *English Grammar 2*. It is presented on page 39, 42-48, and 54. The last is agented passive as it is well-known personage is presented on page 34 in the course book *English Grammar 2*. The course book presented this kind of use by saying *performer is important to know*.

However, the use/pragmatic of passive voice such as agentless passive as *the speaker is being tactful or evasive* and the agented passive as *the non-agent is more closely related than the agent to the theme of the text and the non-agent is participant in the immediately preceding sentence* are not presented in the course book *English Grammar 2*.

Discussion

The course book presents six types or forms of passive voice such as *be passive, passive with modals, get passive, special passive pattern, stative passive, and passive with infinitive or gerund*. Actually, there are still some types of passive voice are not presented in the course book *English Grammar 2*, but are presented in the other

course book such as *English Grammar 1* and *Grammar 3*. The other types of passive voice presented in the *English Grammar 1* such as *passive adjective* on page 15 which discusses about *kinds and aspects of sentences* and *English Grammar 3* such as *concealed passive* is discussed in *material verbs as complements* on page 26, *embedded passive* is discussed in *adjective clause*, *causative* is discussed in *verbs as complements* on page 31-32.

The presentation of passive voice is based on the RPS/curriculum in which the materials have to suit the students' level. As stated by McGrath (2002), course book is considered as a map for teachers and students because it indicates what should be learned by the students in a certain level to reach the certain target of a course. Additionally, there are several purposes of course book such as a resource for material presentation, a source of interaction, communication, and practice for students, a syllabus, etc (Cunningsworth, 1995). Therefore, course book *English Grammar 2* does not present all forms of passive voice as it is made based on curriculum. However, the material about *passive with infinitive or gerund* is not discussed in the second semester because it is in higher level in which the students have to know the correct preposition for the certain verb.

Furthermore, meaning/semantic is the second component of three-dimensional grammar framework. The meaning can be lexical (definition of grammatical structure depends on the dictionary), and can be grammatical (the conditional states both a condition and outcome or result) (Larsen-Freeman, 2001). However, passive voice only has grammatical meaning rather than lexical meaning (Celce-Murcia and Larsen-Freeman, 1999). The term passive voice has its semantics as "object focus/defocus agent/affected entity".

Additionally, Arrese (1999) the semantic space of active and passive is different, in the active voice the subject is the action controller, while in passive voice the subject is the affected entity. Passive voice is a construction which put the patient/undergoer/receiver in subject position (Celce-Murcia and Larsen-Freeman, 1999). In passive voice, the subject "defocuses" the agent (Shibitani, 1985). No matter what its form and when it is used, passive voice will always have this core meaning (Celce-Murcia and Larsen Freeman, 1999).

Then, the uses or pragmatic of passive voice is not sensitive to the social factors but more sensitive to the linguistic discourse context (Larsen-Freeman, 2001). Therefore, the use/pragmatic of passive voice more closely relate to when to use it rather than with whom one is conversing. Furthermore, the uses of passive voice are not presented as complete as the use in the Three-Dimensional Grammar Framework. The use of passive over active voice depends on certain conditions. Passive voice is used when the agent or actor is not mentioned because it is unknown, redundant, general, and the speaker is being evasive or tactful (Celce-Murcia and Larsen Freeman, 1999). These uses of passive voice are not completely presented in the course book *English Grammar 2*, as the uses when the speaker is being evasive and tactful are not available.

The other use of passive is when the non-agent is more closely related to the theme of the text or it is a participant in the previous sentence (Celce-Murcia and Larsen Freeman, 1999). These uses or pragmatic of passive voice are needed to be presented in longer or more than one sentence in order to make the students understand. While either in the exercise or in the example provided, the sentences presented only consist of one sentence. Thus these uses of passive voice are not presented in the course book.

Furthermore, the uses of agented passive voice are the agent is a new information, it is non-human, and a well-known personage (Celce-Murcia and Larsen Freeman, 1999). The course book *English Grammar 2* presents these uses of agented passive voice.

The discussion of meaning/semantic and use/pragmatic deeply while teaching grammar cannot be done properly by the lecturer, as the grammar subject only has two credits that the lecturer and the students have limited time to teach and learn grammar by including meaning/semantic and use/pragmatic deeply. Besides, the meaning/semantic and use/pragmatic have their own subject, thus the students can learn meaning/semantic and use/pragmatic of passive voice deeply in each subject. Therefore, the students can completely understand the form/structure, meaning/semantic, and use/pragmatic of passive voice.

CONCLUSION

After conducting the study, the researcher found that the course book *English Grammar 2* has presented the components form, meaning, and use of Three-Dimensional Grammar Framework. First, forms of passive voice are presented completely in the course book *English Grammar 2* based on the curriculum. The course book discussed six types of passive voice such as *passive with be*, *passive with modals*, *get passive*, *special passive pattern*, *stative passive*, and *passive with infinitive or gerund*. In addition, the course *English Grammar 2* presents the meaning/semantic of passive voice.

The course book *English Grammar 2* presents the uses of passive voice, those are; agentless passive as *the agent is redundant, unknown, and general*, and agented passive as *the agent is non-human, well-known personage, and it is new information*. Then, the other uses which are not presented such as; *when the agent is more related to the theme of the text or it is the participant in the previous sentence*, and agentless passive as *the speaker is being evasive and tactful*.

ACKNOWLEDGMENT

We would like to extend our gratitude to (1) head of EED University of Mataram, Lombok and her staff who facilitate this research; (2) all lecturers who have imparted knowledge during my study; (3) reviewer of this journal for the feedback.

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