

# RAISING TEACHER'S GRAMMATICAL CONSCIOUSNESS ON ENGLISH MEDIO-PASSIVE CONSTRUCTIONS

Havid Ardi  
State University of Padang

## Abstract

*Some researchers reported that the EFL learners' ability in understanding and using tense, aspects, and voice of English at the English Department of Universitas Negeri Padang was not academically satisfied yet. Most EFL learners of English Education department were not in "expected" ability in understanding and using appropriate grammatical constructions both in writing and speaking. This condition may give negative effects to the success of EFL learning in Indonesia. It seems that learners' and teachers' grammatical consciousness on EFL should be academically and practically raised in such a way that they may have basic and better competency standards. One of stylistic clause constructions in English which is called medio-passive has not yet a well-known construction for many teachers and learners of English in Indonesia. This paper briefly discusses how authentic materials may psychologically and academically raise the grammatical consciousness on the medio-passive constructions as part competency standards in EFL.*

**Keywords:** *medio-passive, grammatical consciousness, authentic materials, competency standards*

## Introduction

Raising teachers' competency standards is becoming issues in major countries nowadays. In Indonesia, the government conducts an exam called UKG (Teachers' Competency Examination) to measure the four of teachers' competencies. One of the competencies is professional competency - the mastery of the materials and concepts of the subject being taught. English teachers, for instance, should have master all the material and features related to the language they teach. However, based on the result of UKG there are still some teachers who did not pass the test. Similarly, research conducted by Jufrizal et.al. (2009); Jufrizal (2012); Mukhaiyar and Jufrizal (2012); Jufrizal, (2013), the EFL learners' ability in understanding and using tense, aspects, and voice of English at the English Department of Universitas Negeri Padang was not academically satisfied yet, meanwhile they would be EFL teachers in the future.

Moreover, Jufrizal (2013a) says that one of stylistic clause constructions in English which is called medio-passive has not yet a well-known construction for many teachers and learners of English in Indonesia. It indicates that they do not have sufficient basic comprehension and linguistic knowledge on such kind of stylistic construction. Unfortunately, this lack of grammatical consciousness may negatively affect the learners' and teachers' competency standards. Of course, it may give negative effects to the success of EFL

learning in Indonesia in general.

Furthermore, the linguistic studies should be useful and give a positive contribution toward language teaching programs as they should mutually work together in order to have a better result in language teaching. Linguists, for instance, provide data and information that grammatical features of human languages convey different semantic and pragmatic messages. Those are not only universal, but also unique and specific. Based linguistic studies, it shows that voice system of a learnt language is one of many linguistic and grammatical phenomena which need serious attentions in order to know specific grammatical features of the language. The understanding on voice system on English, for instance, is not only needed for academic reasons, but also necessary for having grammatical consciousness in psychological-academic needs. As a nominative-accusative language, English grammatically differentiates active and passive clause constructions as the grammatical constructions based on voice system.

The learners of English as a foreign language (EFL) in Indonesia have already been introduced that English grammatically differentiates between active and passive constructions. It has been academically known that the passive clause construction in English is grammatically indicated by the formula: *BE + Past Participle* (see Jufrizal et. al., 2009; Mukhaiyar and Jufrizal, 2012; Jufrizal, 2013a,b). However, English also has "in between"

construction. For instance, the following ungrammatical constructions as in (1) – (3) are frequently found in EFL learners' writings and heard in spoken English:

\*It was seemed that you were not all right at that time.

\*The yellow-golden window is opened twice a month.

\*It is sold well all night.

The constructions above happens as the learners directly translated the sentence from bahasa Indonesia into English. The underlined phrases above are derived from the Indonesian words (1) "terlihat", (2) "terbuka", (3) "terjual" that are categorized as passive voice in Indonesia. The sentences above seems correct as they have used the formula "BE + Past Participle" to create passive voice. However, they are wrong semantically in English. The learners do not know that the followings are the correct ones in English.

(1a) It seemed that you were not all right at that time.

(2a) The yellow-golden window opens twice a month.

(3a) It sells well all night.

Actually, the grammatical constructions as in (1a) – (3a), called *medio-passive* constructions, are grammatically in active voice, but they should be semantically understood as passive constructions. Since they are more on stylistic rather than grammatical constructions, many EFL learners and teachers as well, believe that the ungrammatical constructions as in (1) – (3) are grammatically accepted. It is assumed that they do not have sufficient linguistic knowledge and grammatical consciousness on medio-passive constructions in English.

The English clause constructions (1a) – (3a) have not been seriously introduced and discussed in EFL classroom. The teachers and/or lecturers of English grammar do not give special attention and grammatical explanation that the constructions do not follow the grammatical rules of passive voice, but they are semantically comprehended as passive ones. They almost forget to introduce to the EFL learners that such "specific" construction is one of grammatical-stylistic construction in English (see Hundt, 2007). In fact, the constructions like (1\*) – (3\*) are not naturally accepted in English, although they "formally" follow the formula of English passive voice.

They are commonly appeared as the "passive sense" expressed by Indonesian EFL learners. It occurs "naturally" as the phenomenon of language interference from *bahasa Indonesia* into English. Such lack of grammatical consciousness may affect both learners' and teachers' competency standards. Therefore, paper is developed to discuss *the contribution of authentic materials may psychologically and academically raise the grammatical consciousness on the understanding of medio-passive constructions as part of learners' and teachers' competency standards in EFL, particularly in multilingual speakers like in Indonesia.*

The main purpose of the discussion presented in this paper is to see the academic and psychological essence of using authentic materials raise the understanding on English medio-passive constructions in order to build and develop "grammatical consciousness" as a part of teachers' professional competency standard.

## Brief Review of Related Theories

### 1. Medio-passive Constructions in English

Many information about English has been discover by the linguists in various studies. Studies on voice system in a cross-linguistic studies, for instance, may give complicated and detailed data and information for language teaching in Indonesia. Traditionally, the term voice is understood as the name for a verbal form according as it primary expresses the action or state with regard to its subject, which may be represented as acting (active voice), undergoing (passive voice), or affected by its own action (reflexive [middle] voice) (see Jufrizal, 2009, 2012). Whereas this and other traditional views see the opposition between active and passive in terms of whether the subject represents an actor, or agent, or an undergoer, or patient, consideration of the so-called impersonal passives would require a slightly broader view of the passive category if it were to embrace both personal and impersonal passives, both which in fact stand in opposition to active forms (Shibatani in Kulikov and Vater (eds.), 1998:117; see also Shibatani in Shibatani (ed.), 1988:3). The fundamental opposition of the three categories of voice system in human languages cross-linguistically can be explained as follow:

(i) *active category* : action occurs under the subject's control

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

Most linguists use these three voice system categories (active voice, passive voice, and middle voice) to indicate the types of clause constructions typologically, especially in grammatical typology. As English belongs to nominative-accusative language, it has these three types of voice – active, passive, and middle voice. The grammatical features belong to the formal style of language. In other side, non-formal style of language may have the same grammatical construction as one of the three voice systems but it has different semantic sense; it is the type of stylistic constructions (see Hundt, 2007).

The case that different language styles determine and influence semantic and pragmatic meanings of language is also common in human languages. It is caused by the phenomena that style in the use of language is an intuition of the speakers. Darbyshire (1971:11), in this point, states that the intuition is simply that there are varieties of language-uses which are felt, but not made explicit, in some vaguely social and non-linguistic way; speakers use language in a different way from that which they would use in ordinary conversation (see also Jufrizal, 2013a).

The examples (\*1 – \*3) presented in the introduction above are the 'deviation' of formal-grammatical constructions and their semantic senses; the grammatical constructions are in active voice but semantically they are passive senses. This type of clause constructions may have something to do with language styles and practical uses socio-culturally (Jufrizal, 2013a). These "fascinating" constructions are simply called by linguists as the medio-passive constructions (Hundt, 2007). According to Hundt (2007:1-3), medio-passive constructions in English can be fascinating and stylistic. The fact is that a verb in the active voice without

any additional morphological marking can be used a functional notion that is neither clearly active nor a straightforward passive. In addition, mediopassive constructions are also of interest because they are a potential source of variation between different national varieties of English. For examples, New Zealanders and Australians often say that a television programme *screens*, Americans prefer to say *air*, and British speakers tend to use *show*. Following Legenhausen's, Hundt (2007:3) furthermore says that medio-passive construction is described as a marginal structural type, which flourishes mainly in special registers. It is liable to show varying degrees of conventionalization, pattern irregularities and individual idiosyncrasies.

The mediopassive constructions theoretically related to the phenomena of voice systems in general, and have complex relationships with active, passive, and middle-passive voices. Then it also has semantic relations with the ergative constructions, the basic clause constructions in ergative-absolutive languages (Jufrizal, 2013a, b). This paper does not theoretically discuss all aspects of medio-passive constructions as linguists do, however it just introduces the need essence for understanding the medio-passive constructions in English as a base for building and developing grammatical awareness on EFL which are fundamental for teachers' competency standards for choosing appropriate materials.

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

Moreover, Hundt (2007:11 – 16) says that three apparent restrictions on medio-passives formation in English have been used to distinguish between medio-passives on the one hand and ergatives (verbs like *open*, *freeze*, and *break*) on the other hand. These are (a) the need for (adverbial) modification; (b) temporal-aspectual restrictions; and (c) the implication of an external agent. Unlike medio-passives, ergatives can be used intransitively without modification and in non-generic context. They also usually do not imply an external agent. The examples (4 – 6) below are the examples of ergatives (verbal constructions) in English.

(4) *The slush had frozen over night.*

(5) *The door opened.*

(6) *The vase broke.*

Then, the distinction between medio-passives and ergatives is far from being a clear-cut one. The examples (7) – (9) show that medio-passives occur without (adverbial) modification.

(7) *... the weather heats up ...*

(8) *Glass recycles.*

(9) *Wrist strap detaches to trigger panic alarm.*

Next, temporal-aspectual restrictions are apparently another feature of medio-passive constructions. Unlike ergatives, medio-passives do not readily combine with past tense marking or the progressive aspect. The fact that medio-passives typically focus on inherent properties of the NP in subject position makes them into generic statements. In other words, medio-passive constructions do not normally refer to events in time; typically, medio-passive constructions are non-eventive. See example (10) below!

(10) *... polyethylene crystallizes readily and cannot ...*

The third feature that is used to distinguish medio-passive constructions from ergatives is the notion of 'agency'. Agent in medio-passives is implied, like in (11).

(11) *Each dispenser holds 12 soda cans and fills from the top.*

The examples of medio-passive constructions above show that they are grammatically constructed in active (voice) clauses, but their meanings tend to be semantically understood as passive-like ones. Linguistically, the term passive-like is preferred because the meaning are not the real passive ones; the senses active are still semantically inside. Naturally, this type of constructions is influ-

enced much by the conventional-cultural style and practical-made constructions of language uses. It can be seen and assumed that those constructions are less formal and commonly used for certain registers. But it does not mean that they are used limitedly. They are, in fact, semantically and pragmatically productive constructions in English.

## 2. Authentic Material in Language Learning

There are many definitions of authentic materials found in the literature; however, it seems that each expert has different opinion. Harmer (1991) cited in Matsuta defines authentic texts as "materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language". It means that the authentic materials are real texts used in the native language environment that are not for learning purposes. Then, Peacock (1997) cited in Richards (2001) describes authentic materials as materials that have been produced to fulfill some social purpose in the native language community. Nunan (1999) defines authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching. What we can conclude from these definition is that authentic materials refer to materials that are produced in the native speaker environment for their own social purpose.

Gebhard (in Oura, 2001:67-68) gives some examples of authentic materials EFL/ESL teachers have used in learning context. Some of his examples, which may serve as source material for lesson planning, are listed below:

Authentic Listening/Viewing Materials – TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

Authentic Visual Materials -- slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, inkblots, postcard pictures, wordless picture books, stamps, and X-rays.

Authentic Printed Materials -- newspaper articles, movie advertisements, astrology col-

umns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

Realia (Realworld objects) Used in EFL/ESL Classrooms -- coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. (Realia are often used to illustrate points very visually or for role-play situations.)

Using authentic materials in learning activities will give several advantages toward the learners. Brinton (1991) says that authentic materials and media can reinforce for students the direct relationship between the language classroom and the outside world. It means authentic material will relate the learning situation with the real language use situation of the target language that they learn. Similarly, Gebhard (1996) proposes the use of authentic materials as a way to contextualize language learning. These materials will provide students a more valuable source of language input. Thus, using authentic material in the classroom, the students are not only being exposed to the language presented by the text produced for learning purpose and the teacher but they also experience the natural language used by native speaker of the language learnt. Widdoson (1990) argues that exposure to real language and its use in its own community will give good advantages toward the learners. In other words it is the benefit students get from being exposed to the language in authentic materials. In short, "authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for ESL students.

Besides, the advantages of using authentic material in language learning also increase students' motivation and interest. As stated by Melvin and Stout (1987) that an overall increased motivation to learn in students, as well as a renewed interest in the subject matter, whenever students use authentic materials for the study of culture in the language classroom. Of course, learners will get closer to its native speakers of the language. It provides chance to understand them better and take part in their lives, in other words the integrative motivation. Moreover, the learners will have to get accustomed to all the trivial reading items

that they will encounter every day. Therefore, if the students actually need to be able to communicate and interact socially in the target language environment, authentic materials seem an essential preparation for their task (Melvin and Stout, 1987).

Alex Case in UsingEnglish.com writes that using authentic material in teaching grammar still remains as one of the most hotly debated matters in TEFL. He also says that researchers seem to be moving towards more of a consensus that grading and rewriting texts is generally a good idea, and that students learn more from a text where the amount of new language is limited, as this helps them guess from context and does not overload them. However, some experts also say some disadvantages of using authentic materials. Richards (2001:253) says besides their advantages, authentic materials sometimes also contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes. Similarly, Guariento & Morley (2001) also note that at lower levels, the use of authentic materials may cause students to feel de-motivated and frustrated since they lack many lexical items and structures used in the target language. It means the use of authentic materials are not appropriate for the lower level students as the texts are quite difficult and also full cultural context. As stated by Martinez in Kilickaya (2004) that authentic material may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts. However, the use of authentic material at the university level is possible to do as they are not in the lower level anymore. As supported by Guariento & Morley (2001) that at post-intermediate level, the use of authentic materials is available for use in classroom. It can be said that at the university level most students have mastered a wide range of vocabulary in the target language and all of the structures. However, it does not mean that teacher may not use authentic materials at lower level. Based on a survey carried out by Chavez (1998), learners enjoy dealing with authentic materials since they enable them to interact with the real language and its use. Thus, teacher has to consider the right time to use authentic material and teacher should give pedagogical support in learning process.

## **C. Discussion**

# 1. Language Learning and Language Interference in Medio-Passive Construction

Language learning is usually related to the second language, the language possessed and used after the L1, in bigger environment. Then, foreign language is the language possessed by particular speakers through academic learning and particular purposes after L1 and/or L2. In Indonesia, English is categorized as foreign language as it is not used in daily lives as the second language like in Malaysia or Singapore. Based on these simple ideas, language teaching and learning should be related to the phenomena of L1, L2, and FL in nature. In order to assign and provide learners with the sufficient FL grammatical features and communicative uses, as well, the teachers need to choose appropriate learning materials and activities. Meanwhile, the teaching-learning processes of EFL are more complicated than those of L2 and L1 as the learners do not see the use of FL in their daily live. This condition may cause linguistic and socio-cultural problems to the learners. Among the others, the phenomena of language interference, inter-language communication, and pragmatic transfer are commonly found.

The phenomenon of language interference is one of the factors that responsible to the learners' grammatical unconsciousness of medio-passive phenomenon in learning English. Actually, medio-passive constructions can be said as the 'deviation' constructions from traditional voice system – active and passive voice construction. As stated by Legenhhausen (quoted by Hundt, 2007:3) that the medio-passive construction is claimed as "a marginal structural type, which flourishes mainly in special registers, is liable to show varying degrees of conventionalization, pattern irregularities and individual idiosyncrasies. It means the medio-passive construction belongs to 'specific' grammatical construction that has stylistic uses and meanings. Typically, the object of the transitive pattern occurs in subject position in a medio-passive construction. They are morphologically active but semantically passive-like. They are not straightforward passives semantically because the subject-NP in medio-passives typically shares in the responsibility for the action expressed by the verb; often, a property inherent in the subject-NP facilitates the action. In this case, medio-passives are not simply a question of morphology and syntax, but also an aspect at

the interface between syntax and semantics (Hundt, 2007).

The followings data, for example, are more problematic English clause constructions written by EFL learners as found in their theses (Mukhaiyar and Jufrizal, 2012; see also Jufrizal, 2013a,b).

- (12) *\*Secondly, it is implied that ...*
- (13) *\*Each cycle was consisted of plan, action, observation, and reflection.*
- (14) *\*This research was focused on the implementation ...*
- (15) *\*The questions were related to the topics ...*
- (16) *\*The research was aimed at improving ...*

The sentence (12) – (16) above appeared as the students try to write their ideas in expressing their ideas that semantically "passive voice" in Indonesia, but they do not know that the sentences should be written grammatically "active voice" in English. Therefore, the native speakers of English tend to use active constructions for sentences, therefore, sentence (23) – (27) are grammatically and semantically acceptable in English.

- (17) *Secondly, it implies that ...*
- (18) *Each cycle consisted of plan, action, observation, and reflection.*
- (19) *This research focused on the implementation ...*
- (20) *The questions related to the topics ...*
- (21) *The research aimed at improving ...*

Linguistically, it shows that these constructions appeared in the students' writing and speaking caused by the "direct" transfers of Indonesian (or Malay) 'sense' of passive meanings into English. It can be categorized as the "negative" grammatical transfer of the first language or a kind of "negative" language interference (see also Jufrizal, 2013a). Therefore, the EFL learners (and the teachers, as well) need to raise their grammatical consciousness on the nature of English medio-passive constructions. The learners should psychologically realize as the grammatical consciousness that the stylistic constructions are morpho-syntactically constructed in active voice, but they should be semantically understood as passive ones. In addition, the medio-passives are more on a language style rather than grammatical features. The English native speakers create and use the constructions as they like, and then socio-culturally accepted as a language style. In reality, British English may have different forms and particular verbs

used as medio-passives compared with those commonly used in American or in New Zealand. In this case, the medio-passives should be 'acquired' as they are appeared in language uses of speakers in English speaking countries. It is obviously believed that these are the main points, among the others, that should be kept in learners' mind as a part of competency standard they academically have to possess.

## 2. How Authentic materials may Raise Grammatical Consciousness on Medio-passive Construction?

The research findings show that there are still many Indonesian learners of EFL faced the problem related to the English medio-passive constructions. Furthermore, such types of ungrammatical constructions are also appeared in students' translations from Indonesia into English and other language features (Jufrizal, 2013a,b). It happens as they translated the text directly into and used the formula "BE + Past participle" if they found passive voice in Indonesian. They do not realize that sometime the passive voice in Indonesia is translated into medio-passive construction in English. It might be caused by lack of grammatical competence and over generalization which in turn comes to less competency standard. This condition may make serious problems in communicative competence.

In order to reduce the effects of grammatical interferences on EFL learning process, EFL learners and teachers have to know that there are grammatical and stylistic clause constructions that are called medio-passive constructions in English. In this case, teachers need to pay serious attention related to this construction since learners' grammatical consciousness on English medio-passive constructions still needs to be built and raised. In accordingly, Yip in Odlin (ed.) (1994:123) says that grammatical consciousness-raising is academically essential in language learning, especially in foreign language learning. The grammatical consciousness on English medio-passive constructions is not only useful in written uses, but they are also highly needed for spoken expressions. It is believed that high grammatical consciousness will help EFL learners and teachers to have better competency standard as it is required by curriculum formally used (see Stern, 1994; Brown, 2001; Jufrizal, 2013a). Although the medio-passive constructions are not the normal grammatical

constructions, but the stylistic ones, they cannot be avoided in learning programs.

Actually, it should be realized that the materials designed for EFL learning purposes sometimes are not perfect yet. And, it cannot be ignored that language is always changed, it is not impossible that English has changed since the materials were developed. Meanwhile, teachers need to provide the learners with all things they need to know. Therefore, providing the learners with authentic materials is one of the best option to solve the problem. There are, actually, some benefits of using authentic materials to raise grammatical consciousness on medio-passive construction psychologically and academically.

Firstly, Authentic materials provide up to date materials. Textbook readings or grammar can be based on texts that are out of date in terms of content, old fashioned in terms of attitude and/ or dated in look. Psychologically, this kind of material will demotivate the learners. By typing up your worksheet you can at least save yourself a bit of time with the preparation next time you use an authentic text, and sharing it with other teachers should hopefully prompt them to do the same and save you some preparation next time.

Secondly, authentic materials will show the real and current language constructions used naturally in the native speaker community. These materials will include any important grammatical construction and vocabulary that are sometimes ignored unconsciously. These authentic materials will show how the real grammatical constructions used in the target language without any interference of mother tongue (L1) or L2. These are the examples from The New York Times:

(22) FROM HAVANA.; The Case of the Steamer *Blanche*--What Her Cargo Consisted of--Arrivals from NewOrleans.

(23) On Language; What Lie Implies

The two examples above show that the sentences are written in active form, however, they semantically passive in Indonesia. Therefore, such kind of example will influence and help the learner to understand medio-passive construction psychologically.

Thirdly, the use of authentic materials will provide chance for the learners to explore the language structures, grammatical

constructions, and vocabulary of the target language. It is actually the character of learner autonomy and independence. As stated by Nunan (2001) that learners discover rules from given data and decide for themselves how to apply them. Although he also says that some grammatical structures should be taught in a linear way, most structures require a complex process of acquisition and should best be learned in context. In this case, academically, authentic material is the best context in showing and modeling the use of medio-passive in the target language, rather than creating our own example. By asking the students, for example, comparing the structure or construction between English and Indonesian will raise the learners' "grammatical consciousness".

Fourthly, related to the "raising grammatical consciousness", Ellis (2001:2) describes the term "consciousness-raising" in connection with grammatical rules as that learners extract the information around them the regularities that go into their knowledge system, so all that we can do is make them aware of some of these patterns and bits and pieces of language and how they work under the assumption that if you have an awareness of them. Based on the quotation, it can be assumed that at certain level, high level especially, the learners can extract the information from the authentic texts. The teacher task is the to make the teacher aware of medio-passive construction, beside active and passive voice. We should make the students aware that the construction among the languages may be different grammatically but they are the same semantically. Do not over generalize the rule of passive voice. As authentic material may give negative drawback, it is better to check the level of languages.

The last reason, related to the information technology that is available today, teacher can find authentic material easily. Teacher can search in any online newspapers. And write certain grammatical rules needed. Therefore, the teacher can find some real example in the real context. By providing this material to the students and asking them to extract the rule, they will be active students. However, the teachers should provide extra time to find suitable texts used by native speaker - newspaper, videos, brochures,

research reports, etc - that containing medio-passive that has appropriate vocabulary and suit students' level.

## Conclusion

Introducing English medio-passive constructions through authentic material will raise language awareness and grammatical competence that really needed in language performance. Consciousness on English medio-passive constructions is highly essential for both EFL learners and teachers in Indonesia. Therefore, providing authentic materials will raise learners' and teachers' consciousness on medio-passive constructions psychologically and academically. This introduction is appropriate at intermediate and advanced levels. Less attention given to the stylistic constructions may cause unexpected results of EFL teaching-learning program in Indonesia. It is obvious that the English medio-passive constructions should be a part of the EFL teaching programs.

## REFERENCES

- Appel, Rene., and Muysken, Pieter. 1988. *Language Contact and Bilingualism*. London: Edward Arnold.
- Brinton, D.M. 1991. "The use of media in language teaching." In M. Celce-Murcia (ed.), *Teaching English as a Second or Foreign Language*, Boston: Heinle and Heinle Publishers.
- Brown, Douglas H. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman, Inc.
- Case, Alex. 2012. "Advantages and disadvantages of using authentic texts in class" in *UsingEnglish.com* Retrieved from <http://www.usingenglish.com/articles/advantages-disadvantages-using-authentic-texts-in-class.html>. on March 21, 2014.
- Chavez, M. 1998. "Learner's perspectives on authenticity." in *International Review of Applied Linguistics in Language Teaching*. Vol. 36 No. 4.
- Darbyshire, A. E. 1971. *A Grammar of Style*. London: Andre Deutsch.
- Ellis, R. 2001. "Interview for ELT News." Retrieved from: [http://www.eltnews.com/features/interviews/015\\_rod\\_ellis2.shtml](http://www.eltnews.com/features/interviews/015_rod_ellis2.shtml) on March 24, 2013).
- Gebhard, J.G. 1996. *Teaching English as a For-*



- eign Language: A Teacher Self-Development and Methodology Guide*. Ann Arbor: The University of Michigan Press.
- Guariento, W. & Morley, J. 2001. "Text and task authenticity in the EFL classroom." in *ELT Journal* Vol. 55 No. 4, page 347-353.
- Hinkel, Eli. 2005. *Handbook of Research in Second Language Teaching and Learning*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Hundt, Marianne. 2007. *English Mediopassive Constructions: A Cognitive, Corpus-based Study of their Origin, Spread, and Current Status*. Amsterdam: Editions Rodopi B. V.
- Jufrizal., Isyam, Amri., and Sari, Rima Andriani. 2009. "Masalah dan Kesulitan Pengajaran dan Pembelajaran Tense dan Aspect Bahasa Inggris di Jurusan Bahasa dan Sastra Inggris" (unpublished research report). Padang: Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.
- Jufrizal. 2013a. 'English Medio-Passive Constructions: One of the English Styles, but Problems for Most EFL Learners in Indonesia' (Paper presented at The Annual Seminar on English Language and Teaching, 30 - 31 August, 2013). Padang: English Department of Faculty of Languages and Arts, The State University of Padang.
- Jufrizal. 2013b. 'Passive and Medio-passive Construction in English: Why are they Necessarily Learnt by EFL Learners in West-Sumatera?' (a paper presented at international seminar ISLA-2; 5 - 6 October, 2013). Padang: English Department, Faculty of Languages and Arts.
- Kilickaya, Ferit. 2004. "Authentic Materials and Cultural Content in EFL Classrooms" in *The Internet TESL Journal*, Vol. X, No. 7, July 2004. Retrieved from <http://iteslj.org/> on 26 February 2014.
- Kulikov, Leonid., and Vater, Heinz. (eds.). 1998. *Typology of Verbal Categories*. Tübingen: Max Niemeyer Verlag.
- Matsuta, K. (n.d.) "Applications for using authentic materials in the second language classroom." Retrieved April 4, 2011, from Asia University Cele Department Web site: [http://www.asia-u.ac.jp/english/cele/articles/MatsutaAuthentic\\_Mat.htm](http://www.asia-u.ac.jp/english/cele/articles/MatsutaAuthentic_Mat.htm)
- Melvin, B.S. and Stout, D.S. 1987. "Motivating language learners through authentic materials." In W. Rivers (ed.) *Interactive Language Teaching*. New York: Cambridge University Press, 44-56
- Mukhaiyar., and Jufrizal. 2012. 'Masalah Keta-bahasaan dan Kecenderungan Kon-struksi Pasif Bahasa Inggris dalam Tesis Mahasiswa Pascasarjana Universitas Negeri Padang' (unpublished research report). Padang: Program Pascasarjana Universitas Negeri Padang.
- Nunan, D. 1999. *Second Language Teaching and Learning*. Boston: Heinle and Heinle Publishers.
- Odlin, Terence (ed.). 1994. *Perspectives on Pedagogical Grammar*. Cambridge: Cambridge University Press.
- Oura, Gail K. 2001. "Authentic Task-Based Materials: Bringing the Real World Into the Classroom." In *Sophia University Junior College Division Faculty Bulletin Volume 21*. Retrieved February 14, 2014 from <http://www.jrc.sophia.ac.jp/~kiyou/ki21/gaio.pdf>.
- Richard, J.C. 2001. *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
- Shibatani, Masayoshi (ed.). 1988. *Passive and Voice*. Amsterdam: John Benjamins Publishing Company.
- Stern, H. H. 1994. *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
- Widdowson, H. 1990. *Aspects of Language Teaching*. Oxford: Oxford University Press.