TEACHING PASSIVE VOICE IN EFL CLASSROOM THROUGH THE IMPLEMENTATION OF ICT

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Abstract – *Teaching English Grammar is not easy because there are several factors causing the lack of motivation and concentration of the learner in acquiring the grammar-based inputs of the English language in the classroom. In language teaching, teachers need to understand how to make the classroom as a place of learning and not just a classroom for the students to learn during the teaching process. With the rapid growth of technology language teachers can select the tools that appropriate with the teaching objective. The application of Information and Communication Technology (ICT), particularly educational software, to facilitate the learning and teaching process has become a more and more popular trend among teachers. Therefore, this study attempts to highlight teaching passive voice in the EFL Classroom through the implementation of ICT in teaching and learning process.*

Keywords: *Passive Voice; ICT*

I. INTRODUCTION

Involving the learners in mastering grammar is an increasingly important area of language teaching. Teaching English Grammar in non-native countries is an arduous task because of a number of factors causing the lack of motivation and concentration of the learner in acquiring the grammar-based inputs of the English language in the classroom (Chowdhury, 2014). In language teaching, teachers need to understand how to make the classroom as a place of learning and not just a classroom for the students to learn during the teaching process. It is important to improve the student participation in the classroom, arise the students' curiosity, improve the pattern of thinking and focus on the students' attention to the problem faced by them. Over the past century, there has been a dramatic increase in studies that examined different suggested theories and techniques in order to engage and help the learners in learning the grammar.

In this twenty-first century, the role of technology in teaching and learning process is very important and people should realize its impacts on teaching and

learning process and also in globalization. With the rapid development of technology, teachers can select and use technology which is appropriate with the teaching purpose. (Yunus, Lubis, & Lin, 2009) Information and communication technology (ICT) is a force that has changed many aspects of the way we live. ICT can provides lessons for learners to learn grammar and vocabulary at their own pace as a self-study activity. A number of studies have been done concerning the implementation of ICT in teaching and learning process. According to Fu (2013) learning is an ongoing lifelong activity where learners change their expectations by seeking knowledge. In this case, ICT is considered a powerful tool for educational change and reform because through ICT learning can occur anytime and anywhere. (Srivastava, 2016) believes that the use of information and communication technology have caused many changes in society either the technical nature or the structural nature. (Motteram, 2011) Teachers try to use technology to supplement language classes because there is very little time for real language use in typical language classes.

Downing (2015) said that the clause or simple sentence is the basic unit that embodies our construal of representational meaning and interpersonal meaning. Therefore, the textual resources of the clause such as the active–passive alternative enable the representational strand and the interpersonal strand of meaning to cohere as a message in relation to what precedes it in the discourse. Therefore, (Stojan & Mijić, 2017) claim that the passive voice is very challenging part of English grammar. Few topics engender such heated debates as that of active vs. passive voice. The passive voice can lead to a dull style because it does not stress action. Writers should avoid using the passive voice unless they have a good reason to do so for example to be polite (Beason, 2012). Moreover, use of the passive voice is often preferred and frequently necessary to accurately report scientific research results (Fujii, 2008).

In conclusion based on some important points above, the writer aims at promoting the possibility to implement ICT in teaching learning process especially in teaching passive voice in the EFL classroom.

II. Literature Review

A. Passive Voice

(Stojan & Mijić, 2017) the passive voice is a very complex topic and it has been an object of many discussions. In agent-oriented system Langacker (2008: 383) defines the active voice as the default alignment, while passive voice as an alternative with focused theme. Moreover, (Beason, 2012) The term *active* or *active voice* refers to sentences in which the subject plays the role of the actor, or the "doer" of the action. In passive sentences the subject is the person or thing *receiving* the action of the verb. For example, in the active sentence **Sandy saw Pat**, the subject *Sandy* is doing the seeing, whereas in the passive sentence **Pat was seen by Sandy**, *Pat* is the person being seen.

Yannuar, Shitadevi, Basthomi, & Widiati (2014) Passive voice construction is fruitful to project process, methods, and giving instructions. Sometimes, passive voice is use in academic writing in order to focus on who is receiving or experiencing the action, avoid the use of informal personal pronoun, avoid naming the 'doer' of an action so that the message of the text is less inflammatory.

In an active clause, the participant that carries out the action (the Agent) is also the grammatical Subject of the verb:

Ex.

Chris	posts	he letters	every day.
S	V	O	
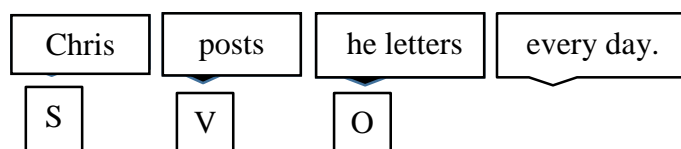
In a corresponding passive clause, the grammatical constituent *the letters* is moved to the front and becomes the subject, while *Chris* is placed at the end in a *by*-phrase, which is usually optional:

The letters	are posted	every day	by Chris.
S	V	A	A
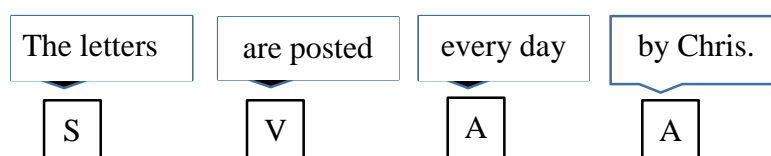
The active verb *posts* is replaced by the passive verb *are posted.* The passive verbal structure typically consists of a form of *be* and a past participle.

The relationship between active and passive sentences at the clause level: At the clause level, the passivation process involves the following: the agent is omitted, the patient becomes the subject, and taking the nominative case and the other features of the subject (Alhussain, 2016).

In describing situations that involve two participants, it is usually possible to take one or other participant as Subject and Theme/Topic. This is done in English by means of the active–passive voice alternative (Downing, 2015).

Example:

The President has released the prisoners. (Active voice)
The prisoners have been released [by the President]. (Passive voice)

In the active construction, the Agent is mapped on to Subject and Theme/Topic, while the Affected is in final position and receives normal, unmarked end-focus:

The President	has released	the prisoners.
Agent		Affected
Subject		Direct Object
Theme/Topic		Rheme
		Unmarked-end focus

In the passive construction, these correspondences are reversed. The Affected is now promoted to Subject and provides the point of departure, while the Agent is demoted from its privileged position as Subject and is usually omitted. If present, it occupies final position and receives normal end-focus:

The prisoners	have been released	[by the President].
Affected		Agent
Subject		Adjunct
Theme/Topic		Rheme
		[optional-end focus element]

A general rule for forming passive structures is given in most English grammar books. The verb *to be* (or *to get*) into the same tense as the active verb and adding the past participle of the active verb. At the level of the clause, the subject of the active verb becomes the passive agent (Stojan & Mijić, 2017). There are several forms of passive, mostly are constructed in form of the auxiliary be. The forms are:

	Active	**Passive**
Simple Present	Mary *helps* John.	John *is helped* by Mary.
Present Progressive	Mary *is helping* John.	John *is being helped* by Mary.
Present Perfect	Mary *has helped* John.	John *has been helped* by Mary.
Simple Past	Mary *helped* John.	John *was helped* by Mary.
Past Progressive	Mary *was helping* John.	John *was being helped* by Mary.
Past Perfect	Mary *had helped* John.	John *had been helped* by Mary.
Simple Future	Mary *will help* John.	John *will be helped* by Mary.

Be going to	Mary *is going to* help John.	John *is going to be helped* by Mary.
Future Perfect	Mary *will have helped* John.	John *will have been helped* by Mary.

*The progressive forms of the *present perfect, past perfect, future,* and *future perfect* are very rarely used in the passive.

Using the passive gives us the choice of *not* stating who carried out the action. This is an important factor, because in the active clause this information cannot be omitted (Downing, 2015).

Here are some situations where we typically choose a passive rather than active.

a. In an active sentence we need to include the agent as subject; using a passive allows us to omit the agent by leaving out the prepositional phrase with by. Consequently, we prefer passives when the agent: is not known, 'people in general', unimportant, and obvious.

Example:
- ✓ The Mona Lisa was painted by Leonardo Da Vinci. (We are more interested in the painting than the artist in this sentence)
- ✓ He was arrested (obvious agent, the police).
- ✓ My bike has been stolen (unknown agent).
- ✓ The road is being repaired (unimportant agent).
- ✓ The form can be obtained from the post office (people in general)

b. In factual writing, particularly in describing procedures or processes.
- ✓ The chemical is placed in a test tube and the data entered into the computer.

c. In formal writing instead of using someone/ people/ they (these can be used in speaking or informal writing):
- ✓ The brochure will be finished next month.

d. In order to put the new information at the end of the sentence to improve style:

✓ Three books are used regularly in the class. The books were written by Dr. Bell. ('Dr. Bell wrote the books' sound clumsy)

e. When the subject is very long:

✓ I was surprised by how well the students did in the test. (More natural than: 'how well the students did in the test surprised me')

f. When we wish to avoid awkward or ungrammatical sentence.

✓ (*When he arrived home he was arrested by a detective,* instead of *When he arrived home a detective arrested him.*).

g. The active voice is especially useful in the introduction and discussion sections of your manuscript, where you discuss previous research and then introduce your own. On the other hand, the passive voice is useful in the methods section, where the steps taken are more important than the doer.

Moreover, cited in Stojan &Mijic : 2017 there are three problems with using the passive voice. The first problem is adding unnecessary words (*The deadline* was *missed by the applicant*). The second one is that it fails to say squarely who has done what if the unnecessary words are avoided. It is possible to avoid the agent, however, it is the prime source of unclarity (*The deadline was missed*). The third problem is when the passive subverts the normal word order for an English sentence thus making it harder to process the information (*The award was given to the students last night by the president*).

B. Information and Communication Technology (ICT)

ICT is a powerful tool in presenting or representing information in many different ways. It can be presented through different forms such as texts, pictures, tables, graphs and even multimedia which can make the class more interesting and lively. ICT basically refers to use of technology in communication, data processing and data storage to impact the knowledge on learners. ICT helps to achieve the goals of educational programs for several reasons (Srivastava, 2016). The term ICT encompasses the range of hardware (desktop and portable computers, projection technology calculators, data logging and digital recording equipment), software applications (generic software, multimedia resources) and information systems (Intranet, Internet) available in the teaching Institutes.

Srivastava (2016) stated that in education, simply handing out to students a collection of websites or CD-ROM programs is certainly not ICT integration. In a properly crafted ICT integrated lesson, ICT and other crucial educational components such as content and pedagogy are moulded into one entity. ICT can support various types of interaction: learner-content, learner-learner, learner-teacher, and learner-interface.

Therefore, the implementation of ICT in teaching and learning process can give many benefits. Fu (2013) mentions some of the benefits of using ICT in education. The benefits are:

a. Assist students in accessing digital information efficiently and effectively: ICT makes knowledge acquisition more accessible, and concepts in learning areas are understood while engaging students in the application of ICT.

b. Support student-centered and self-directed learning: Based on learning through ICT, students are more capable of using information and data from various sources, and critically assessing the quality of the learning materials.

c. Produce a creative learning: ICT provides more creative solutions to different types of learning inquiries

d. Promote collaborative learning in a distance-learning environment: ICT enables students to communicate, share, and work collaboratively anywhere, any time.

e. Offer more opportunities to develop critical (higher-order) thinking skills: Based on a constructive learning approach, ICT helps students focus on higher-level concepts rather than less meaningful tasks.

f. Improve teaching and learning quality: ICT fosters autonomy by allowing educators to create their own material, thus providing more control over course content than is possible in a traditional classroom setting. With regard to capability, once students are more confident in learning processes, they can develop the capability to apply and transfer knowledge while using new technology with efficiency and effectiveness.

g. Support teaching by facilitating access to course content: teachers can act as catalysts for the integration of technology through ICT.

III. CONCLUSION

From the explanation of previous parts, it can be concluded that implementing ICT can give various benefits in teaching and learning process especially in this case in teaching the passive voice. It gives a space for the students to obtain, assemble, analyze, and communicate information in more details and at much faster pace than ever before. ICT can also play various instructional roles such as make the learners feel more relax to learn the various topics and task, and also make the learners active. Due to the use of technology has a good impact on the teaching-learning process, the teacher can implement the digital technique in their classroom either as teaching materials or teaching media. It is essential for the teachers to sustain and promote students attitudes because ICT could provide various benefits to them in their language learning. When students have positive attitudes, they will try whatever means to use ICT for their language learning.

In implementing the digital technique, the role of the teacher in designing the activities of the classroom was crucial. 1) The teacher must be high quality, professional teachers both in controlling the classroom and mastering material and technology. 2) The teachers should prepare another plan for keeping the students' enthusiasm for learning to anticipate the technical problem such as in the internet connection probably occurs in the classroom. 3) It needs the students to solve their problems in an independent way.

Even though, implementing ICT has a good impact in the teaching-learning process especially in teaching the passive voice. Both students and teachers still lack awareness on the use of the digital technique to help them in learning English. Therefore, it is crucial for the teachers in school to encourage and guide the students to use ICT (internet) tools and provide the students with some suggestion of websites available which is useful for enhancing students' language development. Most importantly, the students must change their attitudes towards the use of ICT in learning before they can successfully learn from the ICT tools. Before the ICT can be successfully integrated into students' language learning, teachers must at first changed the students' perception and their attitudes towards the ICT. Teachers could enhance students' confidence level on ICT through the encouragement of using the ICT tools and guide the students step by step on the way to use ICT meaningfully. Teachers could also inform the students about the variety of benefits that ICT could

provide to the students, so students will be made aware of the resources they can use for learning.

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