

الصعوبات التي تواجه طلبة المرحلة الإعدادية عند استعمالهم المبني لمعلوم والمبني للمجهول في اللغة الإنجليزية

أ. مفتاح علي عبدالله بارود - كلية التربية ناصر - جامعة الزاوية

ملخص البحث :

يتناول هذا البحث الصعوبات التي تواجه الطلاب عند استعمالهم للمبني للمعلوم والمبني للمجهول في اللغة الإنجليزية.

إنّ الغرض من هذه الدراسة هو معرفة إلى أي مدى يواجه طلاب السنة الثالثة بالمرحلة الإعدادية هذه الصعوبات، - وأيضاً - هي محاولة لإيجاد حلول للمشاكل التي تواجه هؤلاء الطلاب عند استعمالهم للمبني للمعلوم والمبني للمجهول في اللغة الإنجليزية .

واستعمل الباحث وسيلتان في هذه الدراسة هي اختبار للطلاب واستبانة للمدرسين والغرض من إجراء هاتين الوسيلتين هو التعرف على هذه المشاكل التي تواجه الطلاب في السنة الثالثة بالمرحلة الإعدادية.

ومن أهم النتائج التي تصول إليها الباحث هي أن الطلاب يقعون في أخطاء عند دراستهم للمبني للمعلوم والمبني للمجهول في اللغة الإنجليزية، ومن أهم هذه الأخطاء أنهم لا يستطيعون التمييز بين المبني للمعلوم والمبني للمجهول والسبب في ذلك هو عجزهم عن تطبيق القواعد النحوية في هذا المجال ، هناك خطأ آخر هو أن الطلاب يواجهون عقبات في معرفة الأزمنة، مما جعلهم غير قادرين على الوصول إلى الإجابات الصحيحة.

أما بالنسبة لمدرسي اللغة الإنجليزية فإنهم لا يقدمون الشرح الوافي أثناء تدريسهم للمبني للمعلوم والمبني للمجهول فهم يكتفون بشرح بعض عناصر الدرس ويتجاهلون العناصر أو النقاط الأخرى، رغم أهميتها، ولمواجهة هذه الصعوبات وضع الباحث بعض التوصيات ومن هذه التوصيات حث الباحث المعلمين على عدم التركيز على الأعمال التحريرية وإهمال الأعمال الشفوية وذلك لتعزيز الفهم عند الطلاب في هذا المجال وكذلك أوصى الباحث المعلمين بالمقارنة بين اللغة العربية والإنجليزية حتى يدرك الطلاب هذا الاختلاف بين المبني للمعلوم والمبني للمجهول بين اللغتين.

University of Zawia
Faculty of Education, Nasir.
Difficulties Encountered by Preparatory School Students in
Using Active and Passive Voice in English
By: Muftah Ali Abdulla Barood
English Lecturer

Abstract:

This study investigates the obstacles encountered by the students in using active and passive voice in English. The aim of this study is to explore to what extent the students find difficulties in using active and passive voice in English by third year students. It is also an attempt to find solutions to the problems encountered by students in using active and passive voice in English. The researcher used two data collection instruments: students' test and teachers' questionnaire, these were conducted to find out the problems in using active and passive voice in English by third year students at preparatory phase. The sample of the study is composed of 40 students and 10 teachers in Al-Motred preparatory school in Zawia. The researcher used the Spearman Brown method with on expert analyzing the results. The findings of the study proves that students face difficulties in using active and passive voice in English. Students also confused between active and passive voice since they do not understand the grammatical rules, and they are unable to distinguish between tenses; therefore, they failed to answer correctly. Teachers of English language do not give enough explanation to the active and passive voice in English; consequently, they teach what they know and omit what they do not know. It is recommended that teachers should focus both oral and written practice to reinforce students' knowledge of the active

and passive voice in English and it is also recommended that they should compare between active and passive voice in English and Arabic consequence, students recognize the difference between active and passive voice in English and Arabic.

1.0 Introduction

Passive voice is one of the language elements English language learners especially in a English as a foreign language (EFL) setting have difficulty with. This might stem from various reasons and some might be context and domain specific, yet it is obvious that this eventually affects their performance negatively in terms of language variety and accuracy as well as comprehension. (Unver, 2017)

Passive voice is one of the aspects that were discussed in English grammar. "The passive voice is formed from verb to be, used as an auxiliary and the past participle of the main verb" (Dixon, 1986:150) "Passive is used when it is known or not important to exactly who perform on action" (Azar, 1989: 123)

Majority of preparatory school students in Zawia still have difficulties with the passive construction. They are unable to use active and passive in English. Thus, the present study aims to explore the difficulties that EFL learners face in using active and passive voice in English.

1.1 Statement of the problem

As a teacher of English Language for many years, the researcher has found out. That preparatory school students (third year) make errors when they use the active and passive voice in English, Therefore, he will investigate these problems and the causes behind them.

1.2 Objectives of the study

The objectives of this study are:

- To find out how students in third year preparatory schools in Zawia use the active and passive voice.
- To discover the factors behind these errors made by preparatory school students in Zawia.
- To investigate how teachers explain active and passive voice in English.

1.3 Questions of the study

The study tries to find answers to the following questions.

- What are the errors made by preparatory school students in using the active and passive voice in English?
- What are the factors behind these errors?
- To what extent do teachers of English give attention to the importance of the active and passive voice of English?

1.4 Significance of the study

This study is important in field of teaching and learning English since it deals with the active and passive voice.

It will find out the obstacles encountered by second language learners in using the active and passive voice. Hence, they will know how to form and use the active and passive voice correctly.

2. Literature Review

2.1 The passive

Passive verbs, or passives are formed with be plus the past participle of transitive verb (my car was stolen). We use passive verbs to say what happens to the subject (two men were arrested) in contrast to active verbs which are used to say what the subject does (the police arrested two men) (Yule, 2006:56)

2.1.1 The form of passive voice in English tenses

2.1.1.1 the present tense

The passive voice in present simple is formed by using the present form of verb to be (am, is, are) + past participle.

e.g. They play football everyday (active)

Football is played by them everyday (passive)

She eats two apples after lunch (active)

Two apples are eaten by her after lunch (passive)

2.1.1.2 The present progressive

The passive of the present progressive is obtained by using the present form of verb to be (am, is, are) + being + past participle form of the verb.

e.g. He is writing a letter now (active)

A letter is being written by him (passive)

She is washing the dishes (active)

Dishes are being washed by her (passive)

2.1.1.3 The present perfect

The passive voice of present perfect active sentence is formed by using present form of verb to have (have-has) + been + past participle.

e.g. She has milked the cow (active)

The cow has been milked by her (passive)

He has cleaned all the rooms (active)

All the rooms have been cleaned by him.

2.1.1.4 The present perfect progressive

The passive form of the present perfect progressive is obtained by using the present form of verb to have (have-has) + been + being + past participle form of the main form.

e.g. They have been painting their house for a week (active)

Their house has been being painted by them for a week (passive)
Basma has been collecting stamps for six years (active)
Stamps have been collected by Basma for six years (passive)

2.1.1.5 The past simple

The passive form of past simple is formed by using the past form of verb to be (was-were) + past participle of the main verb.

e.g. They stole her purse (active)

Her purse was stolen by them (passive)

He drove the cattle out of the field (active)

The cattle was driven out of the field (passive)

2.1.1.6 The past progressive.

The passive of the past progressive active sentence is formed by using the past form of verb to be (was-were) + being + past participle form of the main verb.

e.g. They were moving the furniture to their new flat all yesterday afternoon (active)

The furniture was being moved by them to their new flat all yesterday afternoon (passive)

The bird was feeding the fledglings when it started to rain (active)

The fledglings were being fed when it started to rain (passive)

2.1.1.7 The past perfect

The passive voice of the past perfect active tense is formed by using the past form of have (had) +been + past participle of the verb.

e.g. She had dressed her baby before she went out (active)

Her baby had been dressed by her before she went out (passive)

After she had washed her dress, she ironed it (active)

After her dress had been washed, it was ironed by her.

2.1.1.8 The past perfect progressive

The past perfect progressive active sentence is changed into passive by using had + been + being + past participle form of the verb.

e.g. When I went there, they had been planting trees in their garden for hours (active)

When I went there, trees had been being planted in their garden for hours (passive)

2.1.1.9 The future simple

The passive form of the future simple tense is obtained by using will + be + past participle of the main verb.

e.g. We will visit the the museum tomorrow.

The museum will be visited by us tomorrow.

2.1.1.10 The future progressive

The future progressive active sentence is changed into passive by using will + be + being + past participle of the verb.

e.g. At this time tomorrow, Hamida will be watching T.V.

At this time tomorrow, T.V will be being watched by Hamida (passive)

2.1.1.11 The future perfect

The passive voice of the future perfect active sentence is obtained by using will + have + been + past participle form of the main verb.

e.g. They will have completed the road by next week

the road will have been completed by them by next week.

2.1.1.12 The future perfect progressive

The passive form of future perfect progressive is obtained by using will + have + been + being + past participle.

e.g. By lunch time the plumber will have been repairing the water pipes for three hours (active)

By lunch time, the water pipes will have been being repaired by the plumber for three hours (passive) (Shawish and Grenat, 2008, 153-156)

2.1.2 Active forms with a passive meaning

2.1.2.1 Gerund

The active gerund after need, want (=need), require and deserve has a passive meaning.

These windows need painting

The cupboard wants tidying out

We cannot use the passive gerund here.

2.1.2.2 To-infinitive

a. we sometimes use an active to-infinitive to talk about jobs we have to do.

I had some home-work to do

We've got these windows to paint

b. After an adjective phrase, the infinitive is usually active.

This machine isn't safe to use.

The piano is too heavy to move.

2.1.2.3 Main verbs

There are a few verbs that we can use in active form with a passive meaning.

- The singer's latest record is selling like hot cakes.
- This sentence doesn't read quite right.
- This sweater has washed ok.

(Eastwood, 1994:142)

2.1.2.3 The BE passive: formation

The be passive is formed by making the subject of an action or event the grammatical subject of the clause and by using auxiliary be + the -ed participle (ed-p) of main verb. The agent may be realised as a prepositional phrase, most typically with by :

Subject verb object

Active: A police patrol / spotted / a suspicious vehicle.

Subject be+ ed-p agent phrase

Passive : A suspicious vehicle / was spotted / by police patrol.

Be passives are different from lexical verb be plus -ed form adjectives, which cannot normally have an agent phrase and which may have particular prepositional structures following them:

I'm worried about my mother.

(-ed form adjective)

Most people are worried by the thought of what a surgeon's going to do (passive clause).

They're just tired of each other

(Carter and McCarthy 2006:796)

2.1.2.4 Meaning and grammar

Meaning and grammar do not always go together. Not all active have 'active' meanings, for instance, if you say that somebody receives something or suffers, you are really saying that something is done to him/her. Some English active verbs might be translated by passive or reflexive verbs in certain other languages: e.g. My shoes *are wearing out*, she *is sitting*, suddenly the door opened. And some English passives might be translated by active or reflective verbs: e.g. I *was born* in 1956; English *is spoken* here. Some verbs can be used in both active and passive forms with similar meanings; for example *to worry/ to be worried; to drown /*

to be drowned. Sometimes active and passive infinitives can be used with very similar meanings; for example *there's a lot of work to do / to be done*.

(swan, 2005: 388)

3- Previous studios

Review of the previous studies mentions some researches who have done research in the same topic.

- Khasanah (2012) in her study, mentioned that the objectives of her study were to find out what kind of error made by students of SMK Purnama Mandiri Jakarta in learning Passive voice and what factors causing the second grade year students of SMK Purnama Mandiri difficult to learn Passive voice. She formulated the type of errors based on misformation and selection. The result showed that the second year students of SMK purnama Mandiri Jakarta made the errors when they constructing active into passive voice and the most type of error made were selection.

- Somphong (2013) in her study designed to identify important features of students' errors and categorize those errors in passive sentence produced by first year students at a public university in Bangkok. Based on her study, she divided those errors into five categories: well- formed passives, misformedpassives, actives, ungrammatical sentences, and non-sentences.

4- Methodology

The study used descriptive method to investigate and handle these problems. The researcher choose the questionnaire which is considered to be a reliable and valid way of collecting data . The researcher also conducted a test for te students that is based on multiple choice questions in order to investigate the main

problems faced by students in preparatory phase (third year) in using active and passive voice.

3.1 Sample of the study;

The participants of the study, are the third-year of preparatory school in Al. Motred in Zawia. The second type of participants are teachers of English language. The sample investigates in this study and posed of 40 students and 10 teachers.

3.2 Instruments

The researcher used two main instruments of data collection. The first tool was a test was given to students to investigate the difficulties encountered by students in using active and passive voice. The test contains multiple choice questions. The second instruments was a questionnaire conducted with teachers of English to investigate the main problems faced the students in using the active and passive voice in English.

4. Data analysis and results

In analyzing data, the researcher explains the statistical approach, he applied for the data analysis technique in analyzing the results of the tools of the present study.

4.1 students' test

Choose the correct passive voice.

1- An article in Cairo every Monday.

Table 4.1: Results of items

option	percent	frequency
Wrote	17.5%	7
is written	20%	8
was written	7.5%	3
Writes	55%	22
Total	100%	40

In this item, eight students (20%) answered correctly. Twenty two participants (55%) recognized "writes" instead of "is written". Three testees (7.5%) chose the ward "was written". Seven students (17.5%) have chosen the ward "wrote".

2- The newspapers to the shops.

Table 4.2: Results of items

option	percent	frequency
send	50%	20
is sent	10%	4
are sent	25%	10
sent	15%	6
Total	100%	40

In this results, ten students (25%) chose the right answer. Twenty students (50%) recognized 'send'. Six students (15%) have chosen 'sent'. Four students (10%) have chosen the ward "is sent".

3- The book last week.

Table 4.3: Results of items

option	percent	frequency
sold	75%	30
is sold	5%	2
was sold	15%	6
sell	5%	2
Total	100%	40

The result showed that only six participants (15%) were able to answer correctly. Thirty students (75%) have chosen "sold". Two students (5%) have chosen "is sold".

4- Mobile phones without batteries.

Table 4.4: Results of items

option	percent	frequency
cannot be used	12.5%	5
used	12.5%	5
use	20%	8
was used	55%	22
Total	100%	40

In this table, the testees who answered correctly are only five participants (12.5%). Twenty two students (55%) were not able to give the right answer by choosing "was used". Eight participants (20%) chose the word "use".

5- The man T.V now .

Table 4.5: Results of items

Option	Percent	Frequency
Watch	15%	6
is watching	15%	6
Watched	57.5%	23
watches	12.5%	5
Total	100%	40

The results showed that only six testees (15%) answered correctly. Twenty-three (57.5%) students chose "watched". Six students (15%) chose "watch", and five participants (12.5%) chose "watches".

6- The house Since 1990.

Table 4.6: Results of items

Option	Percent	Frequency
has been built	20%	8
built	60%	24
is building	10%	4
was building	10%	4
Total	100%	40

In this item, twenty four participants (60%) did not choose the correct answer by choosing "built". Eight testees (20%) were able to know the right answer. Four students (10%) have chosen is "building" and four students (10%) have chosen "was building".

7- The caryesterday.

Table 4.7: Results of items

Option	Percent	Frequency
is washing	20%	8
washes	10%	4
washed	50%	20
was washed	20%	8
Total	100%	40

In this table, eight students (20%) could answer correctly. Twenty participants 50% chose "washed". Eight testees (20%) chose "is washing". Only four students (10%) recognized the word "washes".

8- The early compasses in china.

Table 4.8: Results of items

Option	Percent	Frequency
make	62.5%	25
were made	15%	10
was making	7.5%	3
makes	5%	2
Total	100%	40

In this table, twenty five students 62.5% were not able to answer correctly by choosing "make". Ten testees (15%) could give the right answer. Three students (7.5%) chose "was making" and two participants 5% have chosen "makes".

4.2 Teachers' questionnaire

The researcher conducted questionnaire for teachers of English language who teach preparatory phase. Ten teachers participated in this questionnaire. Most of the questions were answered clearly since each teacher knew the goals of the study which related to the difficulties faced by the learners in using active and passive voice in English language.

The teachers' questionnaire showed that the majority of the teachers assured that students face obstacles in using active and passive voice, four of them confessed that they do not them give more practice while teaching the students active and passive voice in English. Six participants confirmed that they do not explain the rules of active and passive voice, they also confirmed that they do not compare between active and passive voice in English and Arabic because they do not have enough time to do that.

5. Discussion the results:

This paper dealt with the problems faced by preparatory school students in Using active and passive voice in English.

According to the results of table 4.1, eight students (20%) answered correctly. Twenty two participants (55%) could not give correct answer. It is clear that students did not enable to distinguish between active and passive voice.

In table 4.2 , only ten students (25%) could answer correctly. Twenty testees (50%) gave incorrect answer which means that they do not understand the grammatical rules of active and passive voice.

The results in table 4.3, showed that only six participants (15%) were able to give the correct answer. Thirty students (75%) have chosen "sold". Which is incorrect answer. They did not recognize

that this sentence is in the passive form since they do not know the difference between active and passive voice in English.

As can be seen in table 4.4, the testees who gave the right answers are only five participants (12.5%). Twenty two learners (55%) didn't know the correct answer by choosing "was used". It appears that many learners have not known the rules of grammar of active and passive voice as well as the meaning of the sentence.

The table 4.5, have shown that twenty-three participants (57.5%) didn't enable to get the right answer. Only six students (15%) could answer correctly which means that the students have obstacles in using English tenses.

The results of table 4.6, showed that twenty four (60%) participants did not know the correct answer by choosing the word "built". Eight testees (20%) gave the right answer. This again proved that the learners in this phase cannot distinguish between active and passive voice in English. As can be seen in the table 4.7, twenty participants (50%) chose the word "washed". Eight testees (20%) were able to know the right answer which means that students confuse between active and passive voice in English.

In the table 4.8, twenty-five learners (62.5%) could not give the correct answer by choosing the word "make". Ten participants (15%) answered correctly. It is obvious that about two thirds (60%) of the testees face difficulties in the meaning of this sentence.

Ten teachers who teach the preparatory phase in English language participated in the teachers' questionnaire. The teachers' questionnaire showed that the majority of the teachers assured that students face obstacles in using active and passive in English.

About half of the teachers confessed that they do not give the students more practice while teaching them active and passive voice in English.

More than half of the teachers confirmed that they do not explain the rules of active and passive voice. They also do not compare between active and passive voice in English and Arabic because they do not have enough time to do that.

6. Conclusion

This paper investigated the obstacles encountered by the students in using active and passive voice in English. Using the third-year at preparatory phase of Zawia, Al Motred preparatory school. The study used descriptive method that consisted of two main instruments in obtaining the results.

The findings of the study are as follows

1. The students face obstacles in using active and passive voice in English.
2. It proved that students in preparatory schools confused between active and passive voice in English because they are weak in grammatical rules.
3. Students cannot distinguish between English tenses so they failed to answer correctly.
4. Teachers of English do not explain in details; consequently, they teach what they know and omit what they do not know.
5. Although students at preparatory phase third year have studied English for at least five years, their general standard is weak especially in active and passive voice in English.

7. Recommendations

- Teachers should focus both oral and written practice to reinforce students' knowledge of the active and passive voice.
- Teacher should compare between active and passive voice in English and Arabic ; consequences students recognize the difference between active and passive in English and Arabic.
- The teacher should use all the techniques and activities which encourage nature communication practice. He, she has to speak in English as much as possible and encourage the learners to communicate in English.
- Authority of education in Libya, take the responsibility of preparing and training teachers to teach English at preparatory schools, so it suggested that researchers should work hard to develop teachers to be more qualified.

References

1. Azar, B. S. (1989). Understanding and Using English Grammar (3rd ed) New Jescy: Prentice Hall Inc.
2. Carter, R and McCrathy, M (2006). Grammar of English Cambridge University press.
3. Dixon, R. J. (1986). Practice exercises in Everyday English: for advanced foreign students, USA: Regents Publishing Company, Inc.
4. Eastwood, J (1994). Oxford Guide to English grammar. Oxford University press .
5. Khasanah, E. ,(2012). A Analysis on the students. Error in Forming Passive voice. University as Islam Negri Syarif Hidayatullah Jakarta. (Unpublished Final Project).
6. Shawish, B. and Grenat M (2008). Modern English Grammatical Structure. Misrata DarAsh-sha'b
7. Somphong. M. (2013). An analysis of Errors in Passive Sentence Structure by Thai EFL University Students. Osaka: The international Academic form.
8. Swan, M (2005). Practice English usage. Oxford University press.
9. Unver, M, (2017). On voice in English: An awareness Raising Attempt on Passive Voice. European Journal of Foreign Language Teaching. available on – line at: www.oapub.org/edu
10. Yule, G (2006). Oxford practice Grammar. Oxford University press.