THE USE OF PASSIVE STRUCTURES IN ESL NARRATIVE COMPOSITIONS AMONG MALAY STUDENTS

JUNISAH BINTI MOHD FADZLI KALIMUTTU

FACULTY OF LANGUAGES AND LINGUISTICS
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JUNISAH BINTI MOHD FADZLI KALIMUTTU

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ABSTRACT

Narrative compositions provide essential information regarding writers' linguistic competence. This study was conducted to explore the use of passive structures in English as a Second Language (ESL) narrative compositions, and specifically, to describe the passive voice structured by Malay students and the effect of their mother tongue (the Malay language) in constructing the passive structures in English. The study combined both the quantitative and qualitative methods, using the Lexical Functional Grammar (LFG) by Joan Bresnan as the theoretical framework of the study because it involves both the constituent (c-structure) and the functional structure (f-structure) in sentence analysis. Therefore, a better illustration and explanation on the function-dependent rules like passivisation across languages are better portrayed. This study involved thirty Form 4 Malay students of intermediate level of proficiency, from SMK Tanjung Datuk, Pengerang Johor, Malaysia. The participants were given a question on a narrative composition taken from the 2014 SPM 1119/1 English Paper to be answered within one hour. Interviews with three participants were also conducted to further clarify the data gathered. The findings showed that the structures of the passive voice in the ESL narrative compositions of the Malay participants comprised adjectival, resultative and verbal passives. The participants were able to utilize the passive voice in their ESL narrative compositions, but the structures written were mostly inaccurate due to the influence of their mother tongue (the Malay language) particularly on sentence types, sentence patterns and the formation of the passive verbs. The study is significant to the field of language learning and assessment as it can fill the gap to the current knowledge of the use of passives among Malay secondary school students in their narrative compositions and it reveals the root of the difficulties that the English as a second language (ESL) Malay students are facing when using the passive voice in their

narrative writing, thus aiding teachers to come up with solutions to tackle the problem.

ABSTRAK

Karangan bercorak penceritaan (naratif) memberikan maklumat penting berkenaan kemahiran linguistik penulis. Kajian ini dilaksanakan untuk menerokai penggunaan struktur ayat pasif dalam penulisan penceritaan berbahasa Inggeris sebagai bahasa kedua, dan secara khususnya untuk memerihalkan ayat pasif yang ditulis oleh pelajar Melayu. Di samping itu, ia bertujuan bagi menghuraikan pengaruh bahasa ibunda mereka (bahasa Melayu) dalam penstrukturan ayat bahasa Inggeris. Kajian ini menggabungkan kaedah kuantitatif dan kualitatif berdasarkan rangka kajian *Lexical Functional Grammar* (LFG) oleh Joan Bresnan kerana ia mampu memberi gambaran mengkhusus untuk struktur ayat (*c-structure*) dan struktur fungsi (*f-structure*) dalam sintaksis. Oleh itu, LFG dilihat mampu memberi gambaran yang jelas untuk membicarakan peraturan yang bergantung tinggi terhadap fungsi ayat seperti ayat pasif merentasi pelbagai bahasa. Kajian ini melibatkan 30 pelajar Tingkatan 4 yang terdiri daripada pelajar Melayu dari SMK Tanjung Datuk, Pengerang, Johor, dan kesemuanya adalah merupakan pelajar yang mempunyai tahap sederhana dari segi profisiensi bahasa Inggeris. Pelajar yang terlibat dalam kajian ini telah diberikan satu soalan karangan penceritaan yang diambil daripada peperiksaan sebenar SPM Bahasa Inggeris 1119/1 tahun 2014 untuk dijawab dalam masa satu jam. Suatu sesi temuduga turut dijalankan bersama tiga orang pelajar untuk menyokong dapatan kajian. Hasil kajian menunjukkan bahawa ayat pasif yang ditulis oleh para pelajar terdiri daripada pasif adjektival, resultatif dan verbal. Hasil dapatan menunjukkan bahawa para pelajar mampu menggunakan ayat pasif di dalam karangan penceritaan mereka, namun penstrukturannya tidak begitu tepat berikutan pengaruh bahasa ibunda (bahasa Melayu) terutamanya berkenaan jenis ayat, paten ayat dan formasi kata kerja pasif. Kajian ini adalah signifikan terhadap bidang pembelajaran bahasa dan pentaksiran kerana ia dapat menambah nilai kepada cabang penggunaan ayat pasif dalam karangan penceritaan

(bahasa Inggeris) yang ditulis oleh pelajar Melayu. Seterusnya, kajian ini juga mendedahkan punca permasalahan yang dihadapi pelajar Melayu dalam penstrukturan ayat pasif bahasa Inggeris, justeru dapat membantu guru-guru bahasa Inggeris untuk memikirkan solusi bagi penyelesaian permasalahan tersebut.

Kata kunci: *ayat pasif, naratif, Lexical_Functional Grammar (LFG)*

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LIST OF SYMBOLS AND ABBREVIATIONS

Adj   Adjective

Adv   Adverb

Adv P/FS   Adverbial Phrase/ Frasa Sendi

AP/FA   Adjective Phrase/Frasa Adjektif

AUX   Auxiliary

ESL   English as Second Language

HOTS   High Order Thinking Skills

L1   First Language

L2   Second language

LFG   Lexical-Functional Grammar

N   Noun

NP/FN   Noun Phrase/Frasa Nama

NUM   Number

OBJ   Object

P   Preposition

PL   Plural

PP   Prepositional Phrase

Pre   Prefix

PRED   Predicate

PRES   Present

SG   Singular

SLA   Second Language Acquisition

SMK   Sekolah Menengah Kebangsaan

SPM   Sijil Pelajaran Malaysia

SUBJ   Subject

Suf   Suffix

V   Verb

VCOMP   Verb complement

VP/FK   Verb Phrase/Frasa Kerja

LIST OF APPENDICES

CHAPTER 1: INTRODUCTION

Writing involves productive skills and is often perceived as difficult by most of the second language learners. It is a complex and demanding form of communication that includes cognitive, linguistic and social factors (Mortensen, Smith-Lock & Nickels, 2009). Mahendran (2010) asserts that while writing, the writers compose their thoughts into a writing piece following strict conventions in the language. Before writing, writers will pay attention to the genre of their composition as different types of texts require different cognitive and linguistic demands (Haliday & Hasan, 1985).

When writing, writers are actually building up their identities which are very evident in their narrative compositions (Hutchings, 2013). These identities are conveyed through their 'voices' which act as their self-representations through their choices in their use of lexical, syntactic and organization of their compositions. As such, voices in English language can be classified into active and passive by which both have significant roles to convey meanings. While the active is used when there is little difference on the importance of the entities denoted by subject and object, the passive is to emphasize the relative importance of whatever is referred to by its subject (Johnson-Laird, 1968). Thus, the communicative function between the writers and their readers are prevalent in these structural differences.

Narrative writing is the earliest genre being exposed to any language learner. It is always defined as a form of storytelling that involves a sequence of events in a written form. Montgomery & Kahn (2003) quoted from Applebee (1978), and Apel and Masterson (1998) stated that the five elements of a narrative constitute of interesting characters, setting, a believable problem, several solutions to the problem, and a good ending. They also believe that a narrative is very crucial for each individual to develop writing skills as within this genre, writers are actually honing their skills in the elements

such as compare and contrast, solving problems, listing items, and persuading others, in a more relaxed manner. Therefore, "narratives may be the first literacy task most people encounter" (Kang, 2005, p.262) and by which they develop the necessary skills to be employed in challenging written tasks such as expository, argumentative and academic writing.

In conducting a research on second language learning, written narratives provide essential information regarding the narrators' linguistic competence and pragmatic sensitivity. While writing, writers require the appropriate linguistic forms and rules in the target language to convey their narration effectively as each language has its own unique rules and functions. According to Kang (2005), L2 learners have difficulties to use the linguistic means in L2 appropriately especially if the forms are not available in their first language. This is because their mother tongue plays a significant interference when writing in the target language (Solano et. al, 2014). L2 writers often rely on their L1 during the writing process through translation (Wolfersberger, 2003), language switching (Woodall, 2002) and backtracking (Machon, Roca de Larios & Murphy, 2000). Solano et. al. (2014) further explained that students are prone to apply grammatical rules from their L1 whenever they find a gap in the knowledge during the L2 writing process.

In Malaysia, for the public examination, *Sijil Pelajaran Malaysia* (SPM), one of the tasks given in the English paper is for students to write a composition in 350 words in one hour. There are different genres that students can choose from which are descriptive, expository, persuasive and narrative. Based on the teachers' experience, most students of SMK Tanjung Datuk, especially the Malay students, prefer the narrative over the other genres. Therefore, they are prone to utilize both the active and passive structures when narrating.

Writing passive structures is challenging among students. In English, the active structure follows the order of Subject-Verb-Object (Marinis & Saddy, 2013) whereby the verb of action is done by the subject. The emphasis is clearly given to the subject. In the passive however, the emphasis is given to the verbs of action and the object rather than the subject itself. As such, complicated principles need to be adhered in order to convey the passive voice in the form of written structures.

There are quite a number of studies that had been conducted concerning the passive structures, narrative writing and interference of L1 on L2 writing respectively, but none had looked into the passives specifically within narrative essays. As such, the present study is meant to be descriptive and exploratory whereby it describes the use of passive structures in ESL narrative compositions among Malay students of SMK Tanjung Datuk, Pengerang, Johor.

1.1   Background of the study

The present study was conducted in SMK Tanjung Datuk, Pengerang, Johor. SMK Tanjung Datuk (Tanjung Datuk Secondary School) which was built in 1970 is the oldest secondary school in Pengerang, Johor. The population of the school comprises 70% Malay, 28% Chinese, 1% Indian and another 1% of other race students. There are 76 teachers and 21 working staff led by the Principal, En Farzeli bin Che Mat Mustafa at present.

SMK Tanjung Datuk is chosen as the location to conduct the study because of its geographical area. Being in rural areas, the students of this school has limited access to experience the English-communicating environment, thus students' perception towards learning the English language is quite negative. Being quite left behind from the urbanisation and development, students in rural areas tend to take for granted the importance of acquiring English as second language. A large number of the residents

who resided in Pengerang, the south-eastern tip of Johor- the place where the researcher used to teach for six years- inherit lands and businesses for generations. Thus, they are in a comfort zone with nothing to fear of. Even the fishermen and farmers feel very secure living in this rat-race world, that their children are paying little attention on how important it is to be competent in English nowadays.

Every time a teacher speaks in English during language lesson, students start to 'turn off' and even requesting the teacher to code-switch so that they do not have to struggle in understanding the message conveyed. These situations explain why the students have difficulty in acquiring the English language system- they do not practice what they have learnt in language class and they are not exposed to the real-life experience of using English language communicatively. Acquiring the English language system is of the utmost important because it is the basis of language production especially in writing. Speaking, listening and reading are the fundamental elements that will help students to acquire the language system particularly in grammar and sentence construction that later would facilitate in language production of writing.

Hence, the Malay students in rural areas depend so much on their mother tongue, the Malay language to process and transfer their idea into L2, the English language writing. Previous studies conducted on language transfer (Zhang, 2008; Shahidah, 2012; Watcharapunyawong & Usaha, 2013; Solano, 2014) have proven that the language transfer from students' mother tongue may bring both positive and negative effects on students' L2 production. As such, the present study will probe more into this issue by exploring the use of the passive structures in ESL narrative compositions among Malay students to see if there is any influence of students' mother tongue particularly in the construction on passive structures.

1.2   Statement of the problem

The students of SMK Tanjung Datuk range from low to upper intermediate level in terms of their English language proficiency. As second language learners of English, they experience difficulties in grammar and vocabulary. This is evident especially during their writing class. The students, especially the Malays, tend to use direct translation when expressing their ideas in writing. As a result, their sentence structures are inaccurate and some may even lead to distortions in the content. Most of the cases are clearly seen when they write in the passive structures.

There are not many studies that have systematically examined the problem of constructing passive structures. The lack of such investigation also affects awareness of the types of problems students have in structuring the passive voice when narrating. Narrative writing is given emphasis in this study because it is one of the genres tested in the public examination, SPM (*Sijil Pelajaran Malaysia* – equivalent of the Form Five Malaysian Examination Certificate) for English paper. In the marking rubrics for the 1119 English paper, language accuracy and the variety of sentence structures are the major scoring criteria. Accordingly, students need to be proficient in all kinds of structures and be able to write accurately in order to get better marks.

Unfortunately, the present syllabus outlined for teachers to practice teaching English as second language at secondary schools does not give emphasis on teaching of grammar and sentence structures. This is because the grammatical elements and sentence construction were taught in primary schools, thus students are expected to have been equipped with the necessary skills when they move to secondary level. Therefore, the ESL syllabus at secondary schools lays emphasis on idea development, high order thinking skills (HOTS) and appreciation towards literary works rather than grammatical

items. Grammar wise and sentence construction is now embedded within the topics and the grammatical rules and principles are not taught explicitly.

On one point of view, this practice is encouraging as students are exposed to the use of grammatical items in context. However, it is only applicable to advance learners and have little impact on intermediate and beginner level of English language proficiency as intermediate and weak students need more drilling and clear formulation in learning English grammar before they are able to acquire the language system, thus produce written compositions with accuracy.

1.3   Purpose of the study

In conjunction with the above problems, the present study is conducted to explore the use of passive structures in ESL narrative compositions. Specifically, the research carries two research objectives which are:-

1. to describe the passive voice structured by the Malay students of SMK Tanjung Datuk in their ESL narrative compositions

2. to describe how the students' mother tongue (the Malay language) influences the way they construct passive structures in their ESL narrative compositions.

1.4   Research questions

This study aims to answer the following research questions:

1. What are the structures of the passive voice in ESL narrative compositions of Malay students in SMK Tanjung Datuk?

2. How does the students' mother tongue affect the way they construct the passive structures in ESL narrative writing?

1.5   Significance of the study

The study is significant to the field of language learning and assessment as it can fill the gap to the current knowledge of the use of passives among Malay secondary school students in narrative writing. Besides, this study puts forth the significance of Lexical-Functional Grammar (LFG) as a stable framework for future researchers to embark on the research area of passive structures and comparative studies. Furthermore, through the present study, English teachers could further understand and have a better idea of the root of the difficulties that the second language Malay students are facing when using the passive voice in their narrative compositions, hence come up with appropriate solutions to tackle the problems.

1.6   Scope and limitations of the study

This study involves the use of passive structures in ESL narrative compositions among Malay students. It focuses only on 30 Form 4 Malay students of intermediate level of proficiency, from SMK Tanjung Datuk, Pengerang, Johor. The interview sessions were held only with three selected participants. Therefore, the results from this study cannot be generalized to the whole population of the Malay students in Malaysia. Besides, the study is not able to explain the errors that are caused by the influence of the learners' mother tongue. Therefore, future studies can consider the error analysis framework to analyse such data because this study only used the Lexical Functional Grammar (LFG) framework to analyse the data.

1.7   Organization of the Study

This study contains five chapters. Chapter one is an introductory part of the research, where the general introduction is made. The aims of the research, background of the study, significance, scope of the study, objectives and research questions were all explained. Chapter two discusses the related

literature review concerning the English and Malay passive structures, narrative compositions, influence of L1 on L2 writing, the theoretical framework applied in this study (Lexical-Functional Grammar) and past studies done on the respective subtopic of this chapter. In chapter three, the research methodology as well as the findings from the pilot study are presented and discussed. Chapter four presents the analysis of the data collected for this study and answers the two research questions in the discussion of the findings. Finally, chapter five which serves as the final chapter wraps up the whole study and summarises the discussion of the findings, provides the implications of the study and the recommendations for future research.

1.8   Definition of terms

1.8.1   The English passive

Passive voice is defined as a marked form of voice that describes the whole process of certain events from the patient's point of view. The markers include BE, -ed and by- which has its meaning and significance respectively.

(Wang, 2010)

The passive is assimilated to the 'BE + past participle' construction or, to clauses or sentences that combine BE, GET, or some other verb exchangeable with BE, and a past participle.

(Puckica, 2009)

The English passive has three categories namely verbal, adjectival and resultative, by which each category portrays the role of the outer cause whether it is involved, obviously implied, or no outer cause at all- respectively.

(Toyota, 2009)

1.8.2   The Malay passive

The Malay passive is defined as a structure comprising a passive verb or a passive verb phrase, which always depends on the role of the noun phrase of a sentence.

(Mohd Rashid, 2009)

The Malay passive is grouped into three forms which are morphological, bare and adversative.

(Nomoto & Kartini, 2011; Siaw-Fong 2011)

1.8.3   Narrative composition

Narrative composition is defined as the construction of a pattern of events with a problematic and/or unexpected outcome, and is structured for the most part in a temporally sequenced manner, using mostly additive, temporal and some causal connectives to develop the story.

(Mortensen et al., 2008)

1.8.4   Lexical Functional Grammar (LFG)

Lexical Functional Grammar is a theory of the structure of language and how different aspects of linguistic structure are related. As the name implies, the theory is lexical: the lexicon is richly structured, with lexical relations rather than transformations or operations on phrase structure trees as a means of capturing linguistic

generalizations. It is also functional: grammatical functions like subject and object are primitives of the theory, not defined in terms of phrase structure configuration or semantic roles.

(Dalrymple, 2009, pg. 1)

LFG ascribes two levels of syntactic representation to a sentence namely the constituent structure and functional structure.

(Kaplan, 1994)

1.8.5   c-structure

Constituent structure (c-structure) represents word order and phrasal groupings, governed by language-particular constraints on word order and phrase structure. The hierarchical phrasal groupings and criteria hinge on the surface syntactic properties, not semantic intuitions or facts about abstract. It is also an overt, more concrete level of linear and hierarchical organisation of words into phrases.

(Dalrymple, 2009)

C-structure is a phrase structure tree that serves as the basis for phonological interpretation. It is assigned by the rules of a context-free phrase structure grammar.

(Kaplan, 1994, pg.2)

1.8.6 f-structure

Functional structure (f-structure) represents grammatical functions like subject and object and abstract features like tense and case. F-structure vocabulary is universal across languages.

(Dalrymple, 2009)

F-structure is a hierarchical attribute value matrix that represents underlying grammatical relations. Functional annotations on grammatical relations signify a formal description of the f-structure.

(Kaplan, 1994, pg.2)

CHAPTER 2: REVIEW OF LITERATURE

2.1   Introduction

In this chapter, a review of the existing literature concerning the important elements of the current study is explored. First, a description of the properties in English and Malay passives is discussed. Then, narrative composition and the influence of L1 on L2 writing are deliberated. Next, a comprehensive review on the theoretical framework used for this study which is the Lexical Functional Grammar (LFG) by Bresnan (1982) is presented. Finally, important past researches on the passives, influence of L1 on L2 writing and LFG are discussed. This section is significant to show the research gap between this study and the existing literature.

2.2   The Passive Voice

2.2.1   The English Passive

English has a Subject-Verb-Object word order (Marinis & Saddy, 2013), whilst voice is a grammatical category that applies to verbs. According to Puckica (2009), voice is perceived as the English verb group that deals with the mapping of semantic arguments of a verb onto syntactic functions, whereby the focus is on the subject selection. There are two ways of seeing the event denoted by a transitive verb in English grammar which are the active voice and the passive voice. The transitivity in the active voice is higher as compared to the passive voice as the subject in the passive is merely an undergoer and not in control of the event (Toyota, 2009).

Marinis & Saddy (2013) differentiate the active from the passive sentences by identifying the canonical relationship between grammatical and thematic roles. The agent's thematic role is mapped onto the subject and the patient's role is mapped onto the object as shown in example (1). However, the role of the patient is mapped onto the

structural subject and the agent is expressed through the *by-phrase* in the passive in example (2).

(1)   Active   :   **The camel** kissed *the zebra*.

                                Theme

               Agent   Patient

(2)   Passive   :   *The zebra* was kissed *(**by the camel***).

                                Theme

               Patient   by-Agent
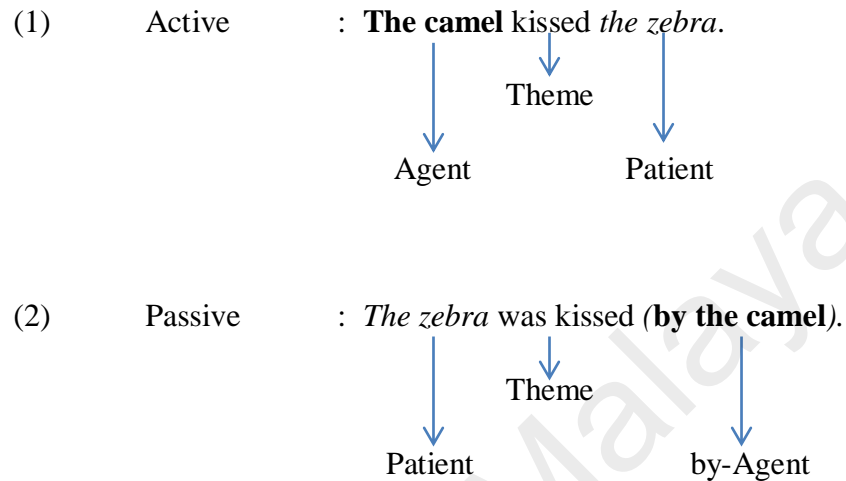
(Adapted from Marinis & Saddy, 2013, p.156)

In passive structure, Puckica (2009) also stated that the passive is assimilated to the 'BE + past participle' construction or, to clauses or sentences that combine BE, GET, or some other verb exchangeable with BE, and a past participle. Moreover, the English passive has two basic constructions - the verbal passive and the adjectival passive. Nevertheless, it is argued that in the verbal passive, there must be a sense of transitivity or else, it is called the resultative passive (Toyota, 2009). Table 2.1 shows the conditions to classify the three categories of the passive.

Table 2.1   Conditions classifying the three categories of the English passive

Types	Details	Examples
Verbal	The clause denotes the dynamic aspect and the outer cause is involved.	*The employee **was fired** (by the chief manager).*
Adjectival	The clause denotes a secondary state and the outer cause is obviously implied.	*I **am** very **surprised**.*
Resultative	The clause denotes the natural state and there is no outer cause.	*The shop **is located** in the city center.*

(Taken from Toyota, 2009, p.478)

Later, Knezevic & Brdar (2010) came out with a comprehensive study on the nature of adjectival resultative in the passive. Their notion agreed with Embick (2004) as they had quoted in their paper that basically there are two types of passive which are verbal and adjectival. Under the adjectival passive, it can be divided into stative and resultative categories. While the stative indicates a simple state just like a simple adjective, the resultative is a state that is the result of a previous event. Knezevic & Brdar (2010) demonstrated their argument as follows:

(3)   The mailbox **has been emptied**.   (verbal passive)

(4)   The **emptied** mailbox.   (adjectival stative passive)

(5)   The mailbox **is emptied**.   (adjectival resultative passive)

(Taken from Knezevic & Brdar, 2010, p.214)

In example (3), the passive is known as verbal passive suggesting that the action of emptying the mailbox is done by someone (an agent of the sentence) that can be omitted or expressed with the by-phrase. Meanwhile, examples (4) and (5) are called adjectival passives whereby (4) is known as stative to refer to the state of being of the mailbox

which is now emptied, whereas (5) indicates that the existing state of the mailbox is caused by a previous event, thus it is known as a resultative passive.

Wang (2010) concluded that the passive voice is not derived from an active voice. Instead, it is a whole process of certain events from the patient's point of view, marked by three markers which are *be*, *-ed* and *by*. In her paper *Classification and SLA Studies of Passive Voice* published in 2010, she has focused on Quirk's (1972) definition and classification of passive voice. The following is Wang's (2010) summary on Quirk's (1972) Passive Scale.

Table 2.2   Quirk's Passive Scale

Central passive or true passive		Semi passive or mixed passive	Pseudo passive	
With agentive phrase	Without agentive phrase		With current copula verbs, e.g., *be, feel, look*	With resulting copula verbs, e.g., *get, become, grow*
Example				
(a) *Coal **has been replaced** <u>by</u> oil.*	*(b)* *This difficulty can **be avoided** in several ways.*	*(c)* *John **was interested** in linguistics.*	*(d)* *I <u>feel</u> we**'re** all **faced** with this problem.*	*(e)* *The modern world <u>becomes</u> more highly **industrialized** and **mechanized.***

(Adapted from Wang, 2010, p.946)

Quirk (1972, cited in Wang, 2010) has classified the passives into three categories which are central passive, semi passive and pseudo passive. The central passive which is also known as the true passive has the sense of agent within the sentence. The agent can be expressed with an agentive phrase following the preposition *by* as shown in example (a), or it can also be omitted like in example (b). Next, in semi or mixed passives, the members have both verbal and adjectival properties as portrayed in

example (c). Meanwhile, the pseudo passive entails that the sentence has no active transformation or possibility of agent addition. It is considered as passive because of the participle form used to convey the verbal values as shown in example (d) and adjectival values in example (e).

There are a number of propositions in defining the passives. In conjunction with the present study, the researcher will stick to Toyota (2009) in terms of the classification of the passives as it is more relevant in explaining the use of passive structures in the ESL narrative compositions among Malay students. This is because the conditions of classifying the three types of passive structures in English language proposed by Toyota (2009) would help the researcher in analyzing the data using the LFG framework in a more specific and detailed manner; thus, a comprehensive description of the use of passive structures in the ESL narrative compositions among Malay students could be well presented in Chapter Four.

2.2.2 The Malay Passive

The Malay passive is defined as a structure comprising a passive verb or a passive verb phrase, which always depends on the role of the noun phrase of a sentence (Mohd Rashid, 2009). The agent in the Malay passive is not being subcategorized lexically in the noun phrase because it is optional to be mentioned within a sentence. However, the noun phrase becomes lexically important in the analysis of the passive when it becomes the patient, theme, goal, beneficiary, locative, and tool within the structure (Mohd Rashid, 2009, p. 242).

Therefore, when analyzing the Malay passive, it is of utmost importance for a researcher to be familiar with the Malay sentence patterns. Unlike the English which only has SVO as the basic construction, the Malay has four basic constructions which become the essence of its sentence patterns. Mohd Rashid (2009, cited in Nik Safiah,

1981) suggests that the Malay sentence patterns are (i) FN+FK (Noun phrase + Verbal phrase), (ii) FN+FN (Noun Phrase + Noun Phrase), (iii) FN+FA (Noun Phrase + Adjectival Phrase), and (iv) FN+FS (Noun Phrase + Adverbial Phrase). Below are the examples of each pattern:-

Table 2.3   The Malay sentence patterns

Sentence Pattern	Example	English Translation
FN+FK	*Siti menangis*	Siti cries.
FN+FN	*Sarah bayi*	Siti baby. (Siti is a baby)
FN+FA	*Naufa nakal*	Naufa naughty. (Naufa is naughty)
FN+FS	*Ahmad di dalam bilik*	Ahmad inside room. (Ahmad is inside the room)

(Taken from Mohd Rashid, 2009, p. 70)

The above sentence patterns in Table 2.3 are significant especially when explaining how the Malay students could possibly be influenced by their mother tongue when constructing the passive structures in English as their second language (L2). Based on the examples given, apparently the sentence in the Malay language can stand on its own without the use of a verb, unlike the English language. This striking difference between the Malay and English language is what may lead to inaccuracy of the passive sentence production by Malay students in their L2, which is the highlight of the current study.

Nevertheless, the Malay and English languages also share things in common by which the Malay language also has its markers to indicate the passive verbs just like the English passive has its past participle form to mark the passive verbs. In Malay, there are four types of inflections as affixes to mark the passive verbs and they are *di-*, *teR*, *beR-*, and *ke-_-an* (Mohd Rashid, 2009). The following are the examples of the Malay passives for each passivised verb:-

(6) **Di**baca buku itu.   (The book was read)

(7) **Ter**buka pintu itu.   (The door was opened)

(8) Sudah **ber**jahit baju itu.   (The dress was sewn)

(9) **Ke**dengar**an** suaranya.   (Her voice was heard)

(Taken from Mohd Rashid, 2009, p.101-102)

In more recent studies, the Malay passive is grouped into three forms which are morphological passives, bare passives and adversative passives (Nomoto & Kartini, 2011; Siaw-Fong 2011). The verb in the morphological passive is marked by the prefix *di-* and the word order is "Theme/Patient V (*oleh* Agent)". It is also known as the canonical passive. On the other hand, the bare passive has a special word order "Theme/Patient (Aux/Adv/Neg) Agent V", whilst the verb appears in its base form. The adversative passive word order is "Theme/Patient *kena* V (Agent/PP) and it often results in a negative effect to the passive subject. The examples are given in Table 2.4 as follows.

Table 2.4   Conditions classifying the three categories of the Malay passive

Types	Details	Examples
Morphological/ Canonical	- the verb is marked by the prefix *di-* and the word order is Theme/Patient V (*oleh* Agent)	*Buku itu di-baca (oleh) Siti.* book that PASS-read by Siti 'The book was read by Siti.'
Bare	- has a special word order "Theme/Patient (Aux/Adv/Neg) Agent V", whilst the verb appears in its base form.	*Surat itu sudah Ali baca.* letter that already Ali read 'Ali has already read the letter.' The letter has already been read by Ali.'
Adversative	- it often results in a negative effect to the passive subject and the word order is Theme/Patient *kena* V (Agent/PP)	*Duit itu kena simpan di atas meja.* money that KENA place at above table 'That money was put on the table.'

(Taken from Nomoto & Kartini, 2011)

Based on Tables 2.1 and 2.4, and the explanation above, obviously English and Malay languages have different passive systems both structurally and pragmatically. Therefore, if students employ the direct translation technique while writing, they could be influenced by their mother tongue leading to an inaccuracy of L2 production, especially the passive structures in ESL narrative compositions.

2.3   Narrative Composition

Solano et al. (2014, cited in Harmer (2004) suggests that writing is the highest level of communication whereby students express their ideas in a written form. Narrative writing is said to be an interesting genre as students tell a story or a recount to share their idea, opinion, imagination, and own experience, using their own words, without much restrictions (Sondang Manik & Jernih Donda Sinurat, 2015). Therefore, the narrative is the earliest genre introduced to students in a formal writing classroom. The freedom in writing and the space given to writers while narrating, enable them to be creative and relate to their personal experience.

Kormos (2011) agreed to this notion especially in general language courses whereby written narratives are often taught starting from the beginning level and up to a higher level of the college learners. She believed that a particular narrative writing task could elicit how task demands shape language use. She also asserted that when students are given freedom in term of the content in narrative composition, it would promote students' development in text organizational skill as well as the linguistic construction, both in structures that students have mastered and have not yet.

Montgomery & Kahn (2003) clarified how task demands in narrative shape language use by proposing that the task is contextual for the learner, authentic and sensitive to one's belief and culture. Furthermore, they believe that the idea of writing stories in a narrative form may not merely grab students' interest to write, but it will also engage them cognitively especially in producing a social context and extending to logical thinking and problem solving. As such, narrative entices them to use the tools of language including preferred diction and various sentence structures to convey their ideas and feelings. Thus, narrative is the most suitable genre to study the use of syntax, discourse and pragmatics in any particular language and culture.

Furthermore, in the study of text structure and patterns of cohesion in narrative texts, Mortensen et al. (2008) seconded the notion proposed by Haliday & Hassan (1985) that they found each functional text type caused different cognitive and linguistic demands on the writer. In their study, Mortensen et al. (2008) concluded that while writing expository essays, the writers tended to utilize the verbs of thinking and feeling, narratives might involve more verbs of action. As such, for the present study, there is a great possibility that students may use a significant number of passive structures within their essays to vary their sentence structures while incorporating the verbs of action throughout their narratives.

2.4   The Influence of L1 on L2 Writing

When studying the influence of students' mother tongue in second language learning, writing could reflect L2 learners' best performance as students' discourse skills and linguistic competence could be measured more accurately (Kang, 2005). This is because the interference problem is apparent when using productive skills, especially in a

written task (Solano et al., 2014). Miura (2007) stated that the reason teachers are struggling to understand students' idea in writing is not always due to grammatical errors or lack of vocabulary, but it is the way they organize and present their ideas structurally. In this case, it is most probably that the students are influenced by their mother tongue (L1) when constructing ideas in the target language (L2).

Furthermore, in L2 writing, students still need to undergo the same process of planning and organizing ideas as in their L1 writing, with the increased challenge of matching linguistic resources in L2; particularly, in terms of finding suitable lexical and syntactic encoding in the composing process (Kormos, 2011). Due to this cause, it is postulated that intermediate and weaker students may be influenced by their L1 vocabulary and syntax when transcribing their ideas into words in L2 writing.

In reviewing the influence of L1 on L2, the topic of language transfer seems to be inseparable. Alonso (2000) posited that language transfer is a cognitive process underlying the second language acquisition whereby the conceptualization of L1 linguistic properties constitutes the source of transfer following the similarities and differences that exist between L1 and L2. Mahendran (2010) commented on the view expressed by Gass & Selinker (1993) that in acquiring a second language, learners create a body of knowledge from the L2 data available to them by utilizing the L1 knowledge and formulate their own rules to compensate with L2 learning difficulties. In short, Isurin (2005) claimed that language transfer traditionally means the imposition of previously learned patterns onto a new learning situation.

Upon adapting the learned patterns, there are positive and negative transfers which occur in students' cognitive thinking which may facilitate or inhibit the students' progress in mastering a new language (Isurin, 2005). Numerous studies on Contrastive Analysis Hypothesis concluded that similarities between L1 and L2 will facilitate the

acquisition of L2 (positive transfer), whilst the differences will lead to interference of acquiring the target language (negative transfer). Nevertheless, students' L1 linguistic knowledge is not a developmental or contributive factor to acquire L2, but its role is merely to be an alternative strategy of using the second language (Isurin 2005, also cited in Kellerman, 1995).

Solano et al. (2014, also cited in Bella, 1999) suggest that students tend to use L1 syntactical items to adapt to their L2 written utterances whenever they are not familiar with the syntactical structures in L2 that they have attempted to use. Consequently, both acceptable and inappropriate texts were produced in English. It was also found that students tend to apply grammar rules from their L1 once they encounter a gap in their knowledge during the writing stage in the target language (Kang, 2005; Solano et al., 2014). Hence, grammar structures and vocabulary are the most frequent problems that lead to mother tongue influence in L2 writing.

2.5   Interlanguage and Intralanguage

Upon analyzing the problems L2 learners experience in the English language, the theory on interlanguage and intralanguage shall be taken into account. Frith (1977) posited that the Interlanguage Theory was established out of the transformational grammarian's way of looking at language as creative and rule-governed. Therefore, the learning of L2 is regarded as rule acquisition instead of merely habit formation. Meanwhile, Mystkowska-Wiertelak & Pawlak (2012) suggested that the Interlanguage Theory was initiated from investigations into errors made by learners as well as their L2 developmental patterns in order to understand the process of second language acquisition. This is in line with Corder (1967) as quoted by Frith (1977) who proposed that errors made by L2 learners in their target language is an indication that they are actively testing hypotheses about the linguistic system they are about to acquire. Frith

(1977) also quoted from Selinker (1972) who said that the evidence of interlanguage can be observed through the phonological, morphological and syntactic features of L2 learners which are different from the target language. This would be evident in L2 learners' performance when they are forced to deal with difficult material and especially when they are in an anxious state.

In short, Kaweera (2013) summed up that interlanguage can be described as interference caused by students' mother tongue (L1) when learning the second language which covers the L1 lexical interference, syntactic interference and discourse interference. In her study 'Writing Errors: A Review of Interlingual and Intralingual Interference in EFL Context', she concluded that the participants in her study (Thai students) employed the direct translation technique when constructing English sentences which resulted from L1 syntactic interference. The most common errors regarding this feature are subject-verb agreement, verb-tense, passive voice, relative clause, expletive structure and word order.

On the other hand, Richards (1970) posited that errors made by L2 learners involving the general characteristics of rule learning such as overgeneralization and incomplete application of the target language rules are known as intralingual errors. Developmental errors are also part of intralanguage whereby they illustrate the learners' attempt to build up hypotheses about their target language due to lack of exposure to it. Thep-Ackrapong (2006) emphasized that "intralingual errors are not related to first language transfer, but contributed by the target language itself." He added that the components of intralingual errors include false analogy, misanalysis, incomplete rule application, exploiting redundancy, overlooking co-occurrence restrictions, hypercorrection (monitor over use) and overgeneralization, or system-simplification.

2.6   Theoretical Framework of Study

2.6.1   Lexical Functional Grammar (LFG)

Lexical Functional Grammar (LFG) which was first developed by Bresnan and Kaplan in 1970 is the framework chosen for this study. This theory has been evolving over the years regarding the process but the basic principle and the formal framework remains stable (Asudeh & Toivonen, 2009). According to Dalrymple (2009), LFG has also served as the base for other approaches such as the Data-Oriented Parsing (DOP), developed by Remko Scha (1990) in the field of computational linguistics and the Optimality-theoretic Syntax by Bresnan (2000).

LFG rejects Chomsky's idea on transformational grammar as it suggests a single level of syntactic structure instead of two levels as in transformational grammar which consists of the 'deep structure' and the 'surface structure'. Besides, LFG does not have any syntactic movement of constituents nor has it allowed any alteration of grammatical relations within syntax as opposed to transformational grammar. Moreover, LFG stresses that each constituent is unique by which productive lexical processes take place to determine multiple sets of associations of arguments (like *agent*, *theme*) with grammatical functions (like SUBJECT, OBJECT) and they are mapped directly to syntax (Neidle, 1994).

In LFG, there are two syntactic structures which are the constituent structure (c-structure) and the functional structure (f-structure). The c-structure signifies the phrase structure trees and word order, dominance, constituency and syntactic categories. Meanwhile, the f-structure shows the attribute value matrix which includes the symbol and its value, semantic form, grammatical function, as well as the morphosyntactic information (Asudeh & Toivonen, 2009).

While the c-structure is concerned with the hierarchical organization of words into phrases in a tree figure, the f-structure supplies the abstract syntactic relations such as subject, object, adjunct and others (Dalrymple, 2009). The most important part of the f-structure that makes it relevant to the current study is that the f-structure vocabulary is universal across languages which makes it possible to be utilized in analyzing and comparing sentence structures from various languages. It enables us to see if there is any parallelism or points of difference between the two languages which cause the L1 influence in the production of the L2 structures.

Below is an example of a sentence which has been analyzed using the LFG:

```
                    S
          _____/ _____
         NP                  VP
         |               ____/ \____
         N              V          NP
         |              |          |
        Mary           met        John
```
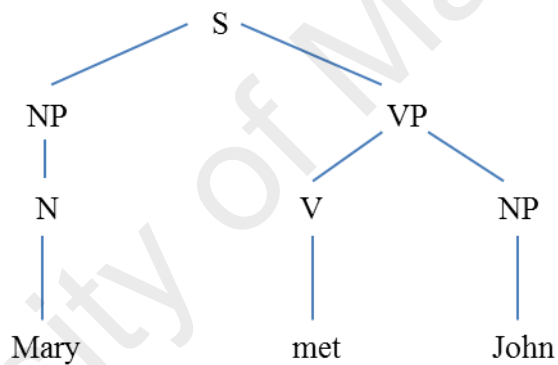
Figure 2.1: c-structure of the sentence *Mary met John*.

$$
\begin{bmatrix}
\text{PRED} & \text{'meet (x, y)'} \\
\text{SUBJ} & \begin{bmatrix} \text{"Mary"} \end{bmatrix} x \\
\text{OBJ} & \begin{bmatrix} \text{"John"} \end{bmatrix} y \\
\text{TENSE} & \text{'Past'}
\end{bmatrix}
$$
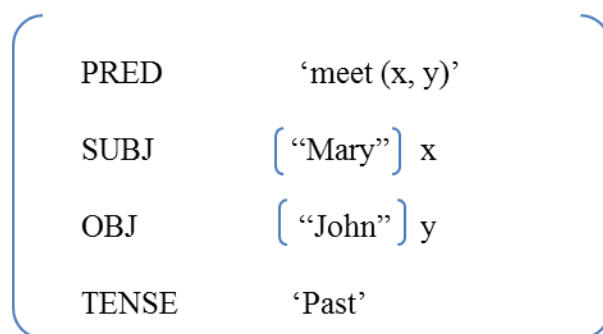
Figure 2.2: f-structure of the sentence *Mary met John*.

(Adapted from Choi, 1999, p. 8)

Figure 2.1 shows the constituent of each phrase. For example, *Mary* is a noun rooted from the noun phrase of the sentence. Meanwhile, the verb phrase of this sentence is *met John* whereby *met* is the verb and *John* is another noun phrase. The information from the c-structure is then mapped onto the f-structure.

The f-structure in Figure 2.2 suggests how the two noun phrases in the sentence could be differentiated based on their functions. It started by defining the predicate of the sentence which is *meet* that shows the relation between *Mary* and *John* (*x* and *y* respectively). Here, *Mary* acts as the subject whereas *John* acts as the object, and the tense used in this sentence is *past*. To sum up, the f-structure is constrained by general principles of completeness and coherence, by which every function has its predicate and every predicate has all its functions.

For years, linguists have been arguing over active and passive sentences which mainly involved the alternation in the syntactic position as proposed in transformational grammar. LFG however, provides a different view of the phenomena by the regular interaction of lexical processes. In her book, *The Mental Representation of Grammatical Relations*, Bresnan (1982, p.80) posits that:

"Passivisation must be a lexical rule, shows that passivized verbs undergo word-formation processes in the lexicon, and derives and verifies a semantic consequence of lexical analysis of passivisation."

Therefore, passivisation is governed by function-dependent rules. LFG clarifies what the transformational grammar is unable to do such as to explain how passivized forms can undergo the adjective conversion process. It has a morphological effect when the active verb V is converted to its passive participle and later the passivized verb undergoes a word-formation process. This has made it possible for LFG to eliminate the

use of multi-level syntactic representation into a regular single level of syntactic structure comprising the c-structure and f-structure.

The following is an example of a passive sentence analysis: '*Fred is loved by Mary*' using the LFG framework:
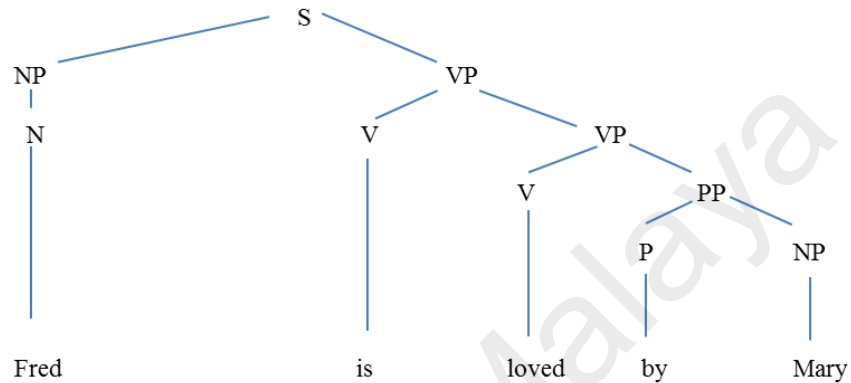
Figure 2.3: c-structure of the sentence *Fred is loved by Mary*.
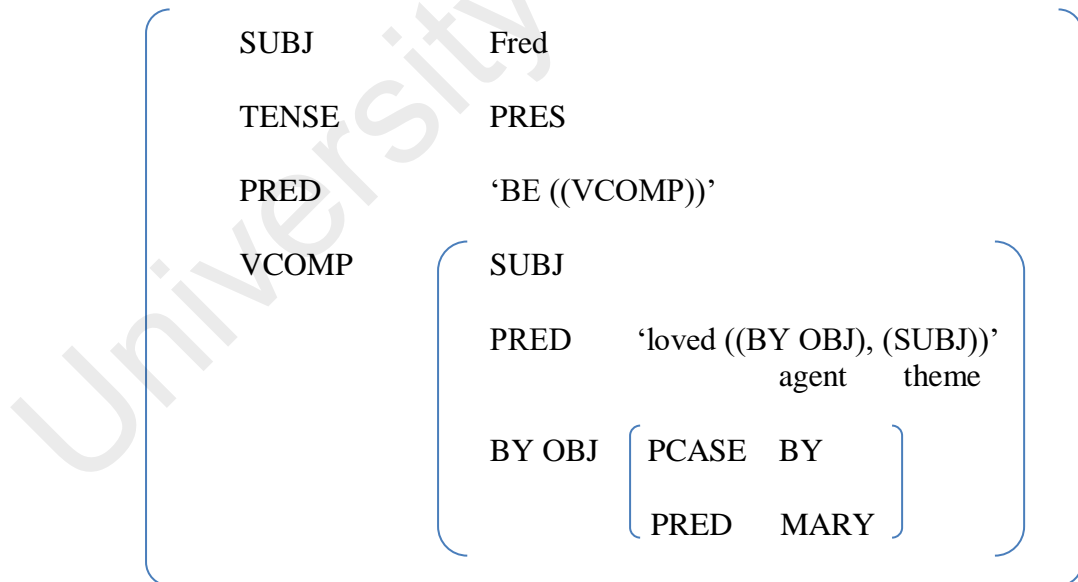
Figure 2.4:   f-structure of the sentence *Fred is loved by Mary*.

Based on Figure 2.3, the c-structure shows the sentence consists of a noun phrase (NP) and a verb phrase (VP). The NP is made of a noun (N) which is *Fred*, while the verb phrase (VP) comprises the main verb *be- is*, and another VP. The second VP is made of a verb *loved* followed by a prepositional phrase (PP) *by Mary* which is a preposition and a noun respectively.

On the other hand, Figure 2.4 shows the f-structure of the respective sentence that explains the grammatical relations of each constituent portrayed in the c-structure previously. '*Fred*' which acts as the subject of the sentence, whilst the predicate consists of the main verb *be-is*, written in the present tense, and the passive verb '*loved*' followed by the preposition case '*by*' and the agent '*Mary*' who is also carrying the action of 'loving someone' as the theme. Here, the passive form is marked by *–ed* suffixation. Thus, the verb '*loved*' is directly encoded to the surface grammatical relation of the syntactic construction and the grammatical feature of the lexical head is automatically inherited by its syntactic construction. Consequently, no syntactic feature-changing rules are needed in LFG as the basic lexical forms are expanded by rules like passivisation, grammatical function assignments and relations (Bresnan, 1982).

This framework is significant to the present study as it can describe the passive structures written by the Malay students in their ESL narrative compositions. As the researcher has postulated that their difficulties in composing the English passive is due to the influence of their mother tongue (Malay language), LFG can show the evidence through the data analysis. Even though the c-structures may vary widely between languages, f-structural information remains relatively constant across languages (Asudeh & Toivonen, 2009). Therefore, LFG can give a better illustration and explanation on the function-dependent rules like passivisation across languages and consequently answer the research questions for this study.

However, LFG has its limitation whereby it cannot illustrate other errors made by learners which are not caused by mother tongue influence. Nevertheless, other theories are not used to analyse learners' errors in this study because the objectives of this study are to describe the passive voice structured by the Malay students and how the students' mother tongue (Malay language) influences the way they construct the passive structures in their ESL narrative compositions. The objectives of this study are not to examine the language performance of L2 learners as other error analysis studies have dealt with.

2.7   Relevant Past Studies

With regard to the past studies on the passives, they are mostly conducted to describe the structure per say, without looking at how it is being used in any particular genre of writing. Knezevic and Brdar (2010), for example, looked at the nature of adjectival resultatives based on corpus evidence. They investigated the similarities and differences between adjectival resultatives in Croatian and English language. In order to detect any evidence of overlap on the syntactic level, they managed to investigate syntactic features of adjectival resultatives in the Croatian text and compared them with their translation pairs in the English text. While completing their analysis, they implemented the framework proposed by Wasow (1997), Bresnan (1982), and Embick (2004). Their findings showed that the adjectival resultatives in the two texts entail a state that is the result of a previous event. At the end of their study, they concluded that the formation of adjectival resultative passives depends more on the context rather than the grammatical grounds.

Another study concerning the passive was done by Sleeman (2011) pertaining the position and internal structure of the verbal and adjectival participles. In his paper, he compared the English passive with the Dutch by presenting an analysis regarding the

prenominal and postnominal passives. His analysis was governed by the framework of Distributed Morphology proposed by Embick (2004). At the end of his paper, Sleeman (2011) proposed to add another type of participle that is prenominal eventive participles to the commonly existing three types of participles- statives, resultatives and postnominal eventive.

Based on these two studies, it is clear that most of the work done regarding the passives were mainly on describing the structures by comparing two languages. None has looked into the production of the passive made by L2 students and described if the structures written by these L2 students follow the rules of the target language or not. If they do not follow the expected grammatical rules of the passive, there must be a reason behind it. Thus, the present study postulates that students may be influenced by their mother tongue when writing the passive structures and this will be proven using the framework of Lexical-Functional Grammar (LFG) by Bresnan (1982).

The present study is also to describe the influence of students' mother tongue when writing the passive structures in their ESL narrative compositions. Therefore, a study done by Zhang (2008) who had come out with a comprehensive review of studies on L2 writing is seen to be relevant. He contrasted the more skilled L2 writers with the less skilled L2 writers. They tended to differ in terms of features of written task, length of the essay, vocabulary and grammatical features. He also mentioned that the more skilled L2 writers used passive structures more often as compared to the less skilled L2 writers. Therefore, the present study would focus on the intermediate level of proficiency students in terms of L2 writing because they are expected to incorporate a few passive structures in their essays with some difficulties. These difficulties stem from their attempt to vary their production of sentence structures in making their narratives more

interesting, which resulted in the use of L1 interference to fill the gap in the students' knowledge of the target language.

The effects of the first language on writing in English as the second language is also evident in a research done by Shahidah (2012) where she conducted the research using questionnaires distributed to 100 university students from Malaysia, China, Maldives, Saudi Arabia and Korea. Then, an interview with lecturers was also carried out. Her findings indicated that there was a great tendency for students to use L1 word order in L2 sentence structure when they failed to adapt to the new L2 structures which are different from their L1. As a result, students translated directly to improve their understanding of L2. Surprisingly, this brought positive effects in their writing and speaking of L2. Meanwhile, the lecturers commented that weaker students did more direct translation in writing by continuously referring to the dictionary due to lack of vocabulary. There was also a tendency for students to miss the "be" verbs when writing sentences. Nevertheless, she concluded at the end of her study that there are positive effects of L1 in L2 language learning in terms of speaking and writing.

Her study is relevant to the present study in terms of the methodological aspect and findings. Shahidah (2012) incorporated questionnaires and clarified her data with an interview session. On the other hand, the present study shall gather students' genuine production of passive structures in their ESL narrative compositions to be analysed using the LFG. Just like Shahidah (2012), an interview session seems relevant to the current study as it could elucidate and support the findings from the sentence analysis. Her conclusion about the positive effects of L1 in L2 language learning is to be questioned of whether it could be applied in the case of the present study.

In analyzing the interview questions of the present study, it would be helpful to look through some studies on students' perception of the similarities and differences between their mother tongue and English language. This is because students would constantly compare the linguistic systems of their L1 and L2 as the L2 learning process takes place (Cook, 2001). In a study done by Rodriguez & Oxbrow (2008) on Spanish students who learned English as second language, the students admitted that it was easier for them to understand the grammatical principles applied in English language when the teacher explicitly pointed out the similarities and differences between their mother tongue and English as their second language. In short, the students perceived their mother tongue as a facilitator in L2 learning as they can make a connection between the two language systems and aid them to understand difficult concepts and principles of the target language. Therefore, they believed it is all right to code-switch from time to time along the learning process. Even though the students' perception regarding the similarities and differences of their L1 and L2 is deemed positive, but under time-pressured task like examination, this kind of perception could lead to mother tongue influence in their L2 production as the Interlanguage Theory had suggested earlier.

Besides, Sadiq Abdul Wahed (2011) had also conducted a research on students' perceptions and beliefs on ESL writing. He thought this research is crucial, so teachers could develop the correct programme to meet the students' needs in ESL writing. Based on his findings, students tended to use the acquired L1 knowledge in L2 essay writing. As a result, the students in his study had a misconception of their ability in ESL writing. Their perception that acquired L1 knowledge is transferable to L2 writing has made them to express satisfaction with their present writing skills, while in reality they need serious attention to this particular skill. He concluded that as much as the writing strategies and competency regarding knowledge of the subject matter might be well transferred across languages, students need to be careful when it comes to the linguistic

property of L2 especially in morphology, syntax and discourse as these are the areas where they are prone to commit errors, thus decreasing the effectiveness of their writing product.

In addition, the present study also depends a lot on the LFG framework. One of the past studies that used the LFG as its main framework was done by Bender (2000) on the verbal analysis of syntax of Mandarin *Bà*. Her study was conducted in order to prove that *Bà* belongs to the verb group. Therefore, she used the LFG framework to capture both core and peripheral instances of the *Bà* construction. This included analyzing *Bà* as a subject, an object, a complement clause, and a topic function of a complement clause. Finally, after a comprehensive, argumentative analysis, she managed to clarify the *Bà*'s structures and that it is still considered as a verb in Mandarin grammar.

Bender's study was carried out within the LFG framework in order to prove the status of the word *Bà* in Mandarin grammar. The present study, however, shall implement this framework which captures the cross-linguistic generalization about languages to describe the passive structures of English language constructed by the Malay students and to show if there is any significant influence of their L1 when writing the passives in their ESL narrative compositions.

In another study, Artoni & Magnani (2013) explored the LFG contributions in second language acquisition research: *The Development of Case in Russian L2*. In their paper, they illustrated how LFG contributes to the formulation of Processability Theory (PT) developmental hypotheses. They incorporated LFG in their analysis of case systems in Russian as LFG offers a rich set of descriptions of case among typologically different languages particularly on semantic case, configurational case, lexical case, and GF assignment. They concluded that LFG is useful in setting up hypotheses for second language development. Here, they utilized LFG to propose interface between PT-based

developmental hypotheses and King's types hypotheses to account for the learners' interlanguage and successfully described the staged development of Russian case by revealing further interesting patterns.

On the other hand, Mukai (2014) conducted a research on the processability hierarchy (PH) in second language acquisition: advanced learners of Japanese as a second language. Using the LFG-based analysis, Mukai (2014) investigated the developmental sequence of acquisition of morphosyntactic constructions with advanced learners of Japanese as a second language (L2). His study hypothesized formal descriptions of the morphosyntactic construction, 'wa' and 'ga' as case particle distinction in matrix and subordinate clauses. It is important to use the LFG-based analysis with this regard before determining whether the hypothesized construction belongs to Stage 5 (S'procedure) and whether L2 learners sequentially follow the hypothesized Japanese PH or not. In the end, the findings revealed that grammatical structures are acquired in a fixed sequence although further investigation of grammatical properties of the intra-stages is necessary to examine learners' interlanguage development and grammatical proficiency.

The present study however, is not as complex as Artoni's & Magnani's (2013) and Mukai's (2014). Nevertheless, their findings which highlighted that LFG could shade light to interlanguage and grammatical property through a series of descriptive structures (namely c-structure and f-structure)- suggests that LFG is indeed a reliable framework for the present study in describing the students' mother tongue influence when constructing passive structures in narrative compositions.

2.8   Conclusion

Over the years, there were plenty of studies conducted on the passives (Puckica, 2009; Toyota, 2009; Mohd Rashid, 2009; Knezevic & Brdar, 2010; Wang (2010);

Nomoto & Kartini, 2011; Siaw Fong, 2011; Sleeman, 2011; Marinis & Saddy, 2013), narrative writing (Montgomery, 2003; Mortensen et al, 2009; Kormos, 2011; Solano et al., 2014; Sundang & Manik, 2015), the influence of L1 on L2 writing (Kang, 2005; Zhang, 2008; Kormos, 2011; Shahidah, 2012; Solano et al., 2014) and students' perceptions of the similarities and differences between their mother tongue and English Language (Cook, 2001; Rodrigues & Oxbrow, 2008; Sadiq Abd Wahed, 2011). There were also studies conducted on interlanguage and intralanguage (Corder, 1967; Selinker, 1972; Richards, 1970; Frith, 1977; Thep-Ackrapong, 2006; Mystkowska-Wiertelak & Pawlak, 2012; Kaweera, 2013) as well as studies using the LFG as its framework (Bender, 2000; Artoni & Magnani, 2013; Mukai, 2014). Nevertheless, none of the past studies investigated the use of the passives in narrative compositions. Therefore, the present study was conducted to explore the use of the passives in ESL narrative compositions by Malay secondary school students. In order to do so, an analysis employing the framework of Lexical Functional Grammar by Bresnan (1982) was carried out to show how the Malay students are affected by their mother tongue (the Malay language) when structuring passive structures in their ESL narrative compositions.

CHAPTER 3: RESEARCH METHODOLOGY

3.1   Introduction

In this section, the research methodology of the current study is presented covering the sub topics of methodology, participants, instruments, inter-raters, procedures and data analysis. Then, a discussion on the findings of the pilot study conducted is overviewed to justify the relevance of the instrument and framework chosen.

3.2   Methodology

The present research combined both quantitative and qualitative methods. The quantitative method was used to count the number of passive structures written and to determine the frequency of the types of passives used in students' narrative compositions. Meanwhile, the qualitative method was used for the coding of each structure and describing the shortlisted passives by using the LFG framework.

3.3   Participants

The participants for this study were thirty Form 4 Malay students from Sekolah Menengah Kebangsaan (SMK) Tanjung Datuk (Tanjung Datuk Secondary School). They are of the intermediate level of proficiency in English language. This was based on the results of their 2014 standardized Form Three Assessment (PT3). Basically, their grade for the writing task in PT3 is within the mark range 13-18 which is equivalent to band C. Table 3.1 below shows the band, mark range and the meaning of the band for the writing task in PT3:

Table 3.1   Marking criteria for guided writing PT3 2014

BAND	MARK RANGE	BAND DESCRIPTORS
A Excellent	25-30	Task fulfilled with ideas and details well-developed and well-organised. Language is accurate with first draft slips. Varied sentence structures are used effectively to convey meaning. Vocabulary is apt and widely used. Accurate use of mechanics of writing. Interest of the reader is aroused and sustained.
B Good	19-24	Task fulfilled with ideas and details developed and organised. Language is largely accurate with few minor errors. Simple and compound sentence structures are accurate. Vocabulary is wide enough but lack precision. Almost always accurate use of spelling, punctuation and paragraphing. Interest of the reader is aroused but not sustained.
C Satisfactory	13-18	Task fulfilled with ability to develop some ideas but lacks details; ideas adequately organised. Language is sufficiently accurate with frequent serious errors. Simple and compound sentence structures are attempted. Vocabulary is sufficient to convey meaning. Some errors in spelling, punctuation and paragraphing.
D Weak	7 – 12	Task partially fulfilled with ideas less developed; ideas lacking organisation. Language is barely accurate with frequent serious errors that hamper reading. Vocabulary is limited. Serious errors in spelling, punctuation and paragraphing.
E Very Weak	1 - 6	Task hardly fulfilled; ideas lack cohesion. High density of errors; meaning is hardly conveyed.

(Taken from Malaysian Examination Syndicate, 2014)

From Table 3.1, the researcher selected those Malay students who scored between 13 -18 (Band C) to become the participants of the present study because they have the ability to develop some ideas, but their language is only sufficiently accurate with frequent serious errors, and their vocabulary is only sufficient to convey meaning. Based on these criteria, it can be deduced that the participants might experience the mother tongue influence in their essay writing that has led to frequent errors and merely sufficient vocabulary to convey meaning, which are relevant for this study.

The present study incorporates the SPM format. According to the policy of Malaysia Ministry of Education (KPM) regarding educational research and development, it is prohibited for researchers to use the public examination candidates of the year (Form 5 students) as participants in their studies. Therefore, Form 4 students were chosen to become the participants in the present study. Besides, students with the intermediate level of proficiency were selected as they seemed to show a significant influence of mother tongue when structuring the passives in ESL narrative compositions based on the researcher's observation.

Since this study implemented the qualitative approach of the LFG framework, the sample size of thirty seemed to be relevant to provide a reliable data for the in-depth description of their written passive structures in ESL narrative compositions.

3.4 Instrument of Study

A question on a narrative composition taken from the real SPM English Paper 1119/1 of 2014 was the main instrument of the study. The question was to write a composition by continuing the phrase given in the introduction *"The wind blew strongly. Out at sea…"* Students were required to write the composition in not less than 350 words within one hour.

This question was chosen as its reliability and validity had been approved by the Malaysian Examination Syndicate (MES) on measuring students' performance in writing composition for a standardized public exam. Moreover, the question about the life of a fisherman in this narrative composition could encourage the development of ideas among these students who live by the sea as they could relate to their personal life's experience while writing.

Besides, a set of interview questions was prepared (Appendix B). Five questions were set. The first was to identify the participants' awareness of the differences between the active and passive voices in the English language. The second question was to know the types of sentence structures preferred by the participants when writing their ESL narrative compositions. The third question was to understand the process of constructing ideas inside their minds; whether they think of the ideas in English or Malay. The fourth question was to know their opinions on whether the English and Malay languages have the same structure. Finally, the fifth question was to understand the reasons why and how they constructed such inaccurate passive structures taken from their compositions respectively.

The questions were developed after the researcher and inter-raters had analysed the data from the pilot study in order to seek clarification of the findings especially on the irregularities. Furthermore, the questions were deemed necessary to further understand the passive structures written by the participants and to answer the research questions of the present study. The interview was conducted among three selected students who had written the most number of passive structures in the administered task of ESL narrative composition. Basically, the interview was conducted to understand how the participants' mother tongue (the Malay language) influences the construction of their passive structures in ESL narrative compositions.

3.5   Inter- Raters

There were two inter-raters appointed in order to assist the researcher in analyzing the data. Basically, they were to verify the work done by the researcher in terms of the coding of each structure and type of the passives found in the thirty samples gathered from the study. This is to ensure that the analysis is done accurately, thus the findings are valid and reliable.

The first inter-rater is an English language teacher who has experienced teaching the subject for almost 10 years and has been marking SPM for 9 years. She is now the chief (*Ketua Pemeriksa*) for her SPM marking panel for two years. She obtained her first degree in Bachelor of Arts (Hons) in Human Resource Management and later gained her Master in Science Information Management- both from University of Technology Mara, (UiTM), Shah Alam. Then, she attained her certificate in Teaching Education (*Ikhtisas*) from Maktab Perguruan Temenggong Ibrahim, Johor. Upon getting the certificate, she was posted as an English language teacher in SMK Laksamana, Kota Tinggi, Johor, up until now. Throughout the years of serving under the English Language Department of Kota Tinggi, she has contributed a lot in setting up composition modules catering to each level of students' language proficiency. Being an experienced teacher and a marker, she is also an expert in writing assessment.

The second inter-rater, who is also an English language teacher, serves in SMK Tanjung Datuk, with 5 years of experience in teaching and 3 years of experience in marking SPM English 1119/1. She gained her first degree in Bachelor of Education in Teaching English as a Second Language (TESL) from Victoria University of Wellington, New Zealand. Currently, she is in the process of completing her Master in English as a Second Language (MESL) in University Malaya, under the field of language learning and assessment.

3.6 Data Collection Procedure

To do this study, the researcher first attained a permission from Malaysia Ministry of Education (KPM), under the Division of Planning and Education Policy Research (EPRD). Once the ministry has granted the permission to conduct the research, the researcher sought approval from Johor State Department of Education (JPNJ), before proceeded to the respective school where the study was going to be conducted. The permission letters meant for the study are presented in the Appendix A, B and C. As soon as the Principal of SMK Tanjung Datuk granted the permission, the researcher started the study.

First, the researcher had a meeting with the teacher of the participants to brief her about the study. Upon reaching the agreement, a suitable time to carry out this study was set. The teacher used her English language period with the participants to conduct the task of writing ESL narrative compositions for one hour. After the participants had finished and handed in their compositions, the teacher explained to them about the study before getting their consent to participate in this study. They were assured of their anonymity and how they could benefit from the study.

The reason why the researcher allowed the briefing session about the study to be done after the participants had completed the writing task was because the researcher needed to gather authentic data. If the participants were briefed beforehand, they might have the anxiety and become aware of their sentence structures while writing the composition, thus the data gathered is not authentic enough. Nevertheless, once the task was completed and they were briefed about the study, it was the students' right whether to allow or not for their scripts to become the samples of the present study. Fortunately, all of them gave their consent to participate and allowed the researcher to utilize their narrative compositions in order to gather the required data.

After the data analysis was completed, the researcher and the inter-raters had a post-mortem to provide concrete arguments on the findings. Then, three samples consisting of the most passive structures written were identified and the respective participants were interviewed in order to understand why they constructed such structures. During the interview, each participant was given a question paper (Appendix E) to be answered within 30 minutes. They were allowed to answer the interview questions in the Malay language. After they had finished answering, the researcher and the inter-rater checked their responses and probed more into the matter verbally to seek clarification. The data were all recorded in the written form.

The findings of each instrument used in the study are presented and discussed in Chapter 4.

3.7   Data Analysis Procedure

Upon getting the thirty samples of narrative compositions, the researcher coded each sentence written by the students in their compositions. Then, the coding was cross-checked and verified by the two inter-raters. Next, the inter-raters wrote their comments on the students' samples particularly on the passive structures. After that, the researcher made a shortlist of the coded passive structures namely adjectival, resultative and verbal passives. The percentage of the written passive structures according to their types, plus the frequency of accurate and inaccurate structures were shown in the form of tables. A discussion was held between the researcher and the inter-raters concerning the findings.

Next, a few shortlisted passive structures from the three types of the passives were selected to be analyzed using the LFG framework. The data from the c-structure and f-structure are presented and interpreted in Chapter Four. Finally, the analysis of the interview responses was made with close reference to the research questions. Basically, the analysis was done by drawing out the connection between the data gathered from the

c-structure and f-stucture with their responses from the interview to give a better insight for the discussion as presented in Chapter Four.

3.8   Pilot Study

Prior to this research, the researcher conducted a pilot study on five students from the researcher's school, SMK Indahpura (1), Kulaijaya, Johor. This pilot study was conducted to test the reliability of the instrument and the validity of data gathered to answer the research questions. They were all Form 4 Malay students of the intermediate level of English language proficiency.

Table 3.2 shows the list of attempted passive structures taken from the participants' ESL narrative compositions in the pilot study. The accuracy of the passive structures listed is not taken into account.

Table 3.2   List of attempted passive structures from the pilot study

No.	Student	Sentence	Passive code	Total
1	K001	He **drowned** into the sea	adj	
2	K003	His parents **was drowned** at the ocean	adj	
3	K005	They **be scared** when the monsoon season is coming	adj	
4	K005	He and the other worker **be panic**	adj	8
5	K005	They **be scared** and just pray they are save.	adj	
6	K005	It is the five day Pak Samad **be gone**.	adj	
7	K005	Pak Samad's wife, Mak Aton **worry**.	adj	
8	K005	Pak Samad **be pleased**	adj	
9	K001	Out at sea, **there is** a fisherman sitting by the seashore.	res	
10	K001	**That was** his daily routine of being a fisherman	res	
11	K002	Out at sea, **there is** a fisherman called Ahmad.	res	
12	K002	**There is** a hole on the rooftop and it cause his house wet	res	
13	K003	Out at sea, **there was** a hardworking fisherman.	res	
14	K003	**That was** his only livelihood	res	11
15	K004	Out at sea, **there was** a fisherman trying to catch fish to sell.	res	
16	K004	**There have** many fishermen in the village.	res	
17	K005	Out at sea, **no have** fisherman want to catch fish at this time	res	
18	K005	In the village, **have** a big family was move from another country.	res	
19	K005	At 5.00 a.m, still **no have** any fisherman want to catch fish	res	

20	K001	He **was greeted** by his cute daughter and his beautiful wife.	ver	
21	K002	Finally, the fisherman **have accepted** to work in the restaurant.	ver	4
22	K005	One week saving mission, Pak Samad and the others still **were not find**.	ver	
23	K005	He **save** from the biggest wave.	ver	

Key: adj. – adjectival passive; res – resultative passive; ver – verbal passive

Based on Table 3.2, there were 23 passive structures constructed by the participants. From this number, 8 of them were adjectival passives, 11 were resultative passives and only 4 were verbal passives. It is clear that the most common passive structure written by students was resultative passive (11), followed by adjectival passive (8) and verbal passive (4). The finding is summarized in the form of percentage as shown in Table 3.3 as below.

Table 3.3   The percentage of the type of passives written

Type of passive	Total	Percentage%
Resultative	11	47.83
Adjectival	8	34.78
Verbal	4	17.39
Total	**23**	**100**

Based on Table 3.3, it is indicated that 47.83% of the passives written by the participants was resultative, followed by 34.78% of adjectival passives and 17.39% of verbal passive.

This finding contradicts with the study conducted by Mortensen et al. (2008) which found that there were more verbs of action used by students when writing narrative. However, in this pilot study, students used more resultative passive and adjectival passive as compared to verbal passive in their narrative compositions. This suggests that

students used the passives to make reference to the theme from previous sentences by utilizing the passives '*there*' and '*that*' insertion (Bresnan, 1982; Knezevic & Brdar, 2010).

As referred to Table 3.2, the most common passive structure found in the participants' narrative compositions was '*there*' insertion which is under the resultative passives. Every participant used this type of passive structure to complete the given phrase in the beginning of the composition. Therefore, in this pilot study, the researcher decided to describe the structure of the resultative passives under the *there* insertion as follows:-
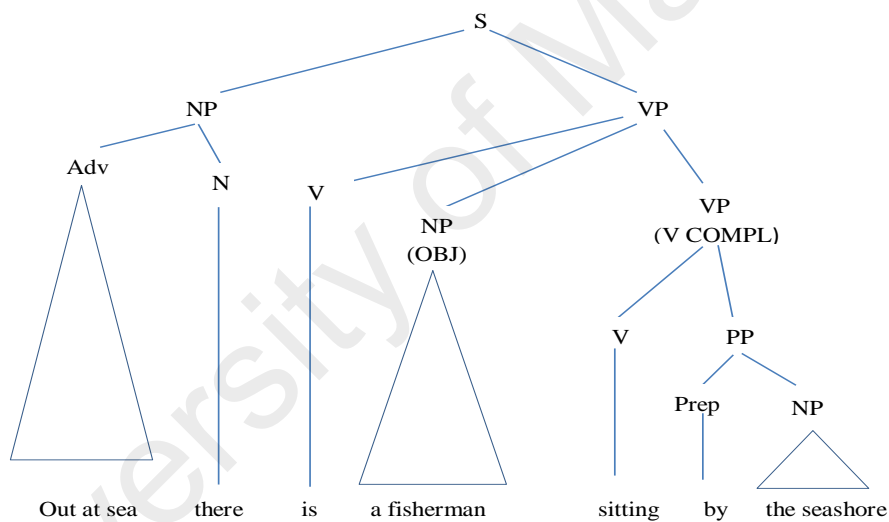
Figure 3.1   **c-structure of the attempted resultative passives in sample K001**

Based on Figure 3.1, the c-structure illustrates the sentence consists of a noun phrase and a verb phrase. The noun phrase has an adverbial (out at sea) and a pronoun (there). The verb phrase has the main verb *be* (is), followed by a noun phrase (a fisherman) and a verb complement (sitting by the seashore). Below is the f-structure of the same sentence.
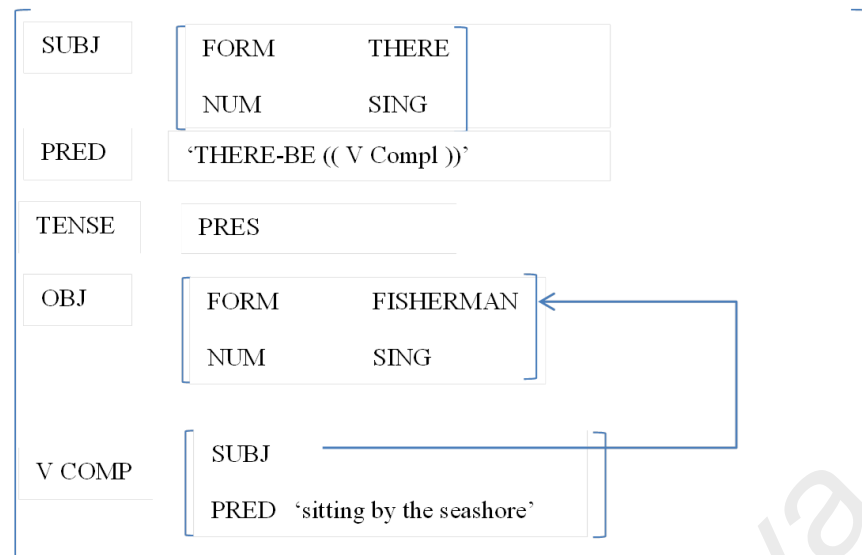
Figure 3.2   **f-structure of the attempted resultative passives in sample K001**

Based on Figure 3.2, the f-structure illustrates the function of each constituent by which *there* becomes the subject of the sentence. With respect to the main verb *be* (is), the number feature of the object is identified with the number feature of the subject. This account for the singular form of the verb *be*. As referred to the verb *be*, the sentence is written in present tense. The object of the sentence is 'fisherman', a singular noun, followed by a verb complement (sitting by the seashore) which described the action done by the subject of the verb complement (fisherman).

When looking at both structures, there is nothing wrong with the passives constructed by the participant. However, as this is a resultative passives, it relates greatly to the previous sentence which is '*The wind blew strongly.*' The verb *blew* in the previous sentence is written in the past form, hence the passive should also be written in the past. Instead of '*is*', the correct verb *be* for this particular structure would be '*was*'.

As the researcher has postulated earlier, the above case happened due to the influence of the participant's mother tongue when writing this kind of passive structure. Below is the equivalent translation of the attempted resultative passives into Malay language to show how students' L1 affect the production of their passives in L2:
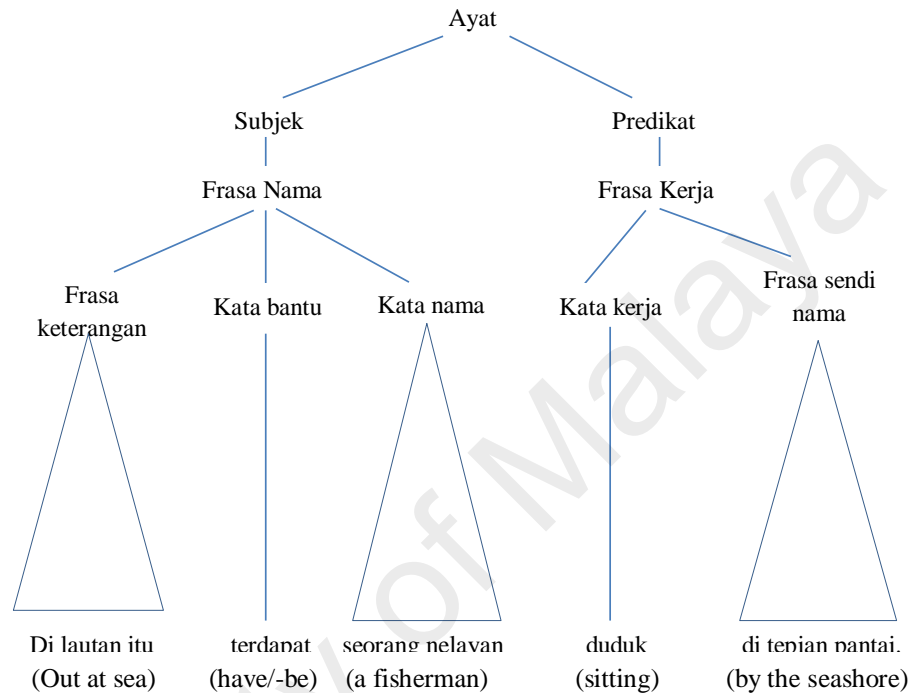
Figure 3.3 c-structure of the equivalent translation of attempted resultative passives into Malay language for sample K001

The c-structure in Figure 3.3 above shows the subject of the sentence is '*di lautan itu terdapat seorang nelayan*' while the predicate is '*duduk di tepian pantai*'. The subject consists of the adverbial '*di lautan itu*', a helping word '*terdapat*' and a noun phrase '*seorang nelayan*'. Meanwhile, the predicate consists of '*duduk*' as the verb and '*di tepian pantai*' as the adverbial. The f-structure of the same sentence is shown as below:
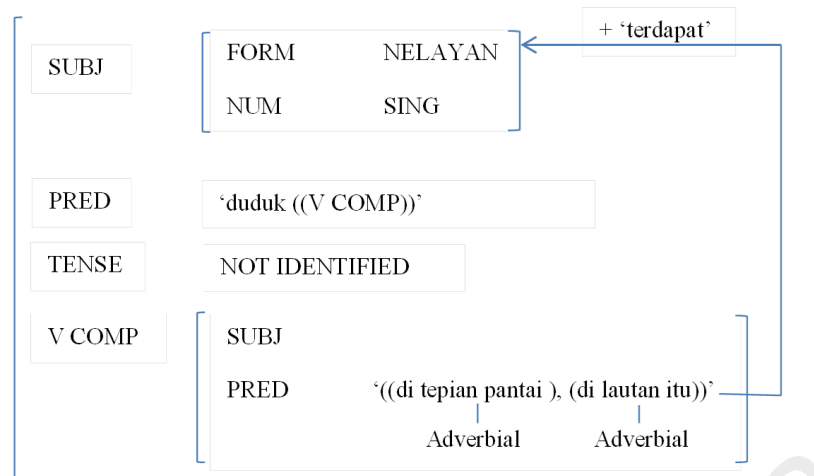
Figure 3.4 f-structure of the equivalent translation of attempted resultative passives into Malay language for sample K001

Figure 3.4 shows the f-structure has the main subject of the sentence which is '*nelayan*' in its singular form. Then, the predicate in which '*duduk*' is the main verb followed by the verb complement '*di tepian pantai, di lautan itu*'. Normally, in Malay structure, the adverbial '*di lautan itu*' should be at the end of the sentence, but as this is a reversed structure, the phrase is moved upward, making it as a subject. Therefore, this sentence when translated into the Malay language is no longer a passive sentence. It is called '*ayat songsang*' in Malay which means the sentence has a reversed order. Furthermore, there is no indicator of which tense is being used in this particular structure.

These sentences which were written in English and translated into Malay have certainly different functions although they both convey the same idea. It is evident when we compare both f-structures:-
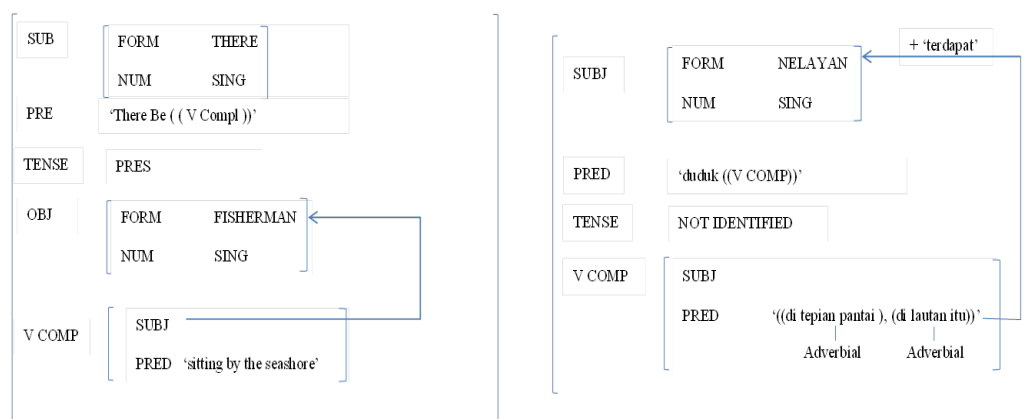
Figure 3.5: A comparison of the f-structures

Based on Figure 3.5, we can see that each constituent serves different functions in English and Malay. In English, the word '*there*' is a pronoun that simply acts as a subject under the rule of insertion. However in Malay, '*there*' which is translated as '*terdapat*' acts as a helping word (*kata bantu*) when the actual structure becomes a reversed structure (*ayat songsang*) whereby the last adverbial '*di lautan itu*' is placed as the head of the sentence. Nevertheless, in the Malay f-structure, '*nelayan*' (*fisherman*) remains as the subject of the sentence whereas in English, the word '*fisherman*' becomes the object of the sentence.

As we have discussed earlier, students have difficulty in writing the passives due to the mother tongue influence. When they construct their idea in Malay and translate the structure into English in L2 writing, then the flaw occurs. They are not aware of the use of tense in English as there is no indication of tense being used in their L1 as presented in the f-structure above. Therefore, students merely stick to write in the present tense even though the context of the story should be in the past tense.

To sum up, the pilot study conducted answered the two research questions the researcher is seeking for by which when writing the passive structures, the Malay students mostly wrote resultative passives in their ESL narrative writing and their

mother tongue affected their passive structures construction. This happened when they directly translate their idea from L1 into L2 writing that they became unaware of the use of tense in L2. As a result, their language production in L2 writing was sufficiently accurate to convey the intended meaning, but with less precision.

3.9   Conclusion

Based on the findings and discussion above, the pilot study has shown that the instrument and the method of analysis chosen for the present study are reliable to answer the research questions and meet the goals of the current research which are to describe the passive voice structured by the Malay students of SMK Tanjung Datuk in their ESL narrative writing, and to describe the effect of their mother tongue in constructing the passive structures in English.

CHAPTER 4: FINDINGS AND DISCUSSION

4.1   Introduction

This chapter presents the findings of the analysis of the passive structures constructed by thirty Form 4 Malay students of SMK Tanjung Datuk in their narrative compositions. It aims to categorize the passives into their respective types as discussed in Chapter 2. The frequency of each type of the passives employed is determined in order to obtain a shortlist for each; thus, to describe the structure of the passive voice in the ESL narrative compositions specifically among the Malay students of SMK Tanjung Datuk. The shortlists are presented in subtopic 4.1 regarding the analysis of the types of passives in the narrative compositions before a few structures were selected to be presented in figures following the LFG framework for subtopic 4.2 - the analysis of the passives in the narrative compositions using the LFG framework. The selected passive structures from each type of the passives are demonstrated using the LFG in order to explain how the Malay participants' mother tongue (the Malay language) affects the construction of the passive structures in their ESL narrative compositions. An equivalent translation into the Malay language for each selected structure is also demonstrated in the LFG framework to support the argument of the participants' mother tongue influence when structuring the passives. Next, to strengthen the argument on how such cases happen, the data gathered from the interviews with three participants whose samples are selected for the demonstration using LFG framework, are also presented and discussed. Finally, a discussion on the findings to answer the two research questions is presented at the end of this chapter.

4.2 Analysis of the Types of Passives in the Narrative Compositions

Based on the participants' narrative compositions, the two inter raters and the researcher had identified and listed down the passive structures constructed. The summary of the findings is shown in Table 4.1 below.

Table 4.1: The percentage of passive structures written by the Malay participants in their ESL narrative compositions

Types of Passives	Written with accuracy	Written with Less accuracy	Total	Percentage %
Adjectival	15	28	43	**47.78**
Resultative	9	15	24	**26.67**
Verbal	5	18	23	**25.55**
Total	**29**	**61**	**90**	
Percentage %	**32.22**	**67.78**		**100**

Based on Table 4.1, the total percentage of adjectival passives written by the Malay participants is 47.78%, followed by resultative passives with 26.67% and verbal passives, 25.55%. Meanwhile, for each type of the passives, the number of structures written with less accuracy (61) exceeds the number of structures written with accuracy (29). Hence, 67.78% of the passives written were inaccurate and only 32.22% of the passives were written accurately. This result was predicted at the beginning of the study considering the fact that the participants are second language learners of English language, with an intermediate level of language proficiency. Therefore, when they were narrating their stories, they might have difficulties in conveying their ideas in the written form particularly regarding the passive structures.

Next, to describe the structure of the passive voice in the ESL narrative compositions of the Malay participants of this study in SMK Tanjung Datuk, the following analysis according to each type of the passives namely adjectival, resultative and verbal passives are discussed.

4.2.1   Adjectival Passives

Table 4.2 below shows the list of the adjectival passives written by the Malay participants of SMK Tanjung Datuk in their narrative compositions.

Table 4.2:   Adjectival passives written by the Malay participants

No.	Student	Sentence	Accuracy	Total
1	C002	The fisherman was very **scared**.	√	
2	C005	The mermaid was very **scared**.	√	
3	C005	I was **scared**	√	
4	C010	Mak Salmah was very **worried** at home.	√	
5	C001	He **panicked** when a huge wave hit his boat	√	
6	C002	Ali **panicked** by the huge wave before him that…	√	
7	C004	Pak Abu **panicked**.	√	
8	C004	Pak Serak was **excited**.	√	
9	C007	Miraculously, no one was **injured**.	√	
10	C009	However, our boat was severely **damaged**.	√	
11	C010	I was **frightened**.	√	
12	C010	I was a bit **disappointed**.	√	
13	C002	He was **stuck** in a strange island.	√	
14	C004	Pak Amat is **well known** because he is a kind person.	√	14
15	C016	Pak Abu so **scared**.	X	
16	C016	Pak Abu **scared.**	X	
17	C019	Pak Mat is **scared**.	X	
18	C020	Then, Pak Serak so **scary** when he saw a witch is very angry.	X	
19	C023	Marcus so **scare.**	X	
20	C029	He was too **scare**.	X	
21	C002	They very **scared** because they only at sea.	X	
22	C011	When he woke up, he very **shocked**.	X	
23	C012	Lina, Azlan's wife **shock** when she hear the news.	X	
24	C014	Faiz very **shock**.	X	
25	C016	Pak Abu still **shocked**.	X	

No.	Student	Sentence	Accuracy	Total
26	C017	Pak Abu **shocked** to see so many gold in that box.	X	28
27	C018	Pak Ayob very **shocked**.	X	
28	C019	Pak Mat is very **shock**.	X	
29	C011	He **worried** about his family at home.	X	
30	C013	Pak Ismail **worry** if his son know about his sick.	X	
31	C012	His family was very **worry** about him.	X	
32	C013	Faiz always **worry**.	X	
33	C025	Marcus and I were **worry**.	X	
34	C030	Pak Ali and Pak Abu **panic**.	X	
35	C014	He is very **shocked**.	X	
36	C014	Pak Nazri and Aiman very **surprised**.	X	
37	C015	His mum so **surprise**.	X	
38	C018	He **surprised** after look pirate at behind boat.	X	
39	C015	Aiman also very **excited**.	X	
40	C028	He not **injured**.	X	
41	C011	He was very **pleased** because he catch many fish.	X	
42	C012	Ali's boat totally **broken up**.	X	28

Based on Table 4.2, there were 42 adjectival passive structures written by the participants in their narrative compositions. Among these passives, 14 were written accurately, whilst another 28 were inaccurate. The reasons for the inaccuracy are shown in Table 4.3 as follows:

Table 4.3: Reasons of inaccuracy in the adjectival passives

No	Student	Sentence	Reason for inaccuracy	Frequency
1	C016	Pak Abu so **scared**.	omission of verb *be*	
2	C016	Pak Abu **scared.**	omission of verb *be*	
3	C023	Marcus so **scare.**	omission of verb *be*	
4	C002	They very **scared** because they only at sea.	omission of verb *be*	
5	C011	When he woke up, he very **shocked**.	omission of verb *be*	
6	C014	Faiz very **shock**.	omission of verb *be*	
7	C016	Pak Abu still **shocked**.	omission of verb *be*	
8	C017	Pak Abu **shocked** to see so many gold in that box.	omission of verb *be*	
9	C018	Pak Ayob very **shocked**.	omission of verb *be*	
10	C011	He **worried** about his family at home.	omission of verb *be*	
11	C014	Pak Nazri and Aiman very **surprised**.	omission of verb *be*	
12	C015	His mum so **surprise**.	omission of verb *be*	
13	C018	He **surprised** after look pirate at behind boat.	omission of verb *be*	
14	C015	Aiman also very **excited**.	omission of verb *be*	
15	C028	He not **injured**.	omission of verb *be*	**15**
16	C020	Then, Pak serak so **scary** when he saw a witch is very angry.	omission of verb *be* + no past participle	
17	C012	Lina, Azlan's wife **shock** when she hear the news.	omission of verb *be* + no past participle	
18	C013	Pak Ismail **worry** if his son know about his sick.	omission of verb *be* + no past participle	
19	C013	Faiz always **worry**.	omission of verb *be* + no past participle	
20	C030	Pak Ali and Pak Abu **panic**.	omission of verb *be* + no past participle	**5**
21	C029	He was too **scare**.	no past participle	
22	C012	His family was very **worry** about him.	no past participle	
23	C025	Marcus and I were **worry**.	no past participle	
24	C011	He was very **please** because he catch many fish.	no past participle	**4**
25	C019	Pak Mat **is scared**.	wrong use of tense	
26	C019	Pak Mat is very **shock**.	wrong use of tense	**2**
27	C014	He **is** very **shock**.	wrong use of tense + no past participle	**1**
28	C012	Ali's boat totally **broken up**.	omission of verb *be* + wrong use of phrasal verb	**1**

Based on Table 4.3, there were 28 inaccurate adjectival passive structures written by the participants in their narrative compositions. The reasons for the inaccuracies stated were merely based on the passive constructions. Six reasons that led to the inaccuracies of their structures were identified. First, 15 of the samples of the participants showed

that they omitted the verb *be* in their passive constructions, making this the main reason for their inaccuracies in their written adjectival passives. This was followed by the omission of the verb *be* + no past participle which was found in 5 samples - 4 samples did not have the past participle, 2 samples used the wrong tense, one sample used the wrong tense + no past participle, and another one sample omitted the verb *be* + used the wrong phrasal verb.

From the list, the researcher had also identified that there were a few words commonly used by the participants to construct their adjectival passives in their narrative compositions. These words were supposedly written in the past participle to convey their functions as adjectives in the passive structures. Some of them were used accurately but some were not.

Table 4.4 shows the number of occurrences of commonly used past participles in adjectival passives taken from 42 samples.

Table 4.4:   The frequency of past participles used in adjectival passives

No.	Past Participle	Accurately used	Inaccurately used	Total
1	scared	3	7	10
2	shocked	0	8	8
3	worried	1	5	6
4	panicked	3	1	4
5	surprised	0	3	3
6	excited	1	1	2
7	injured	1	1	2
8	damaged	1	0	1
9	frightened	1	0	1
10	disappointed	1	0	1
11	stuck	1	0	1
12	well-known	1	0	1
13	pleased	0	1	1
14	broken up	0	1	1
	Total	**14**	**28**	**42**

Based on Table 4.4, there were 10 occurrences of the past participle '*scared*' from the thirty samples of which 3 of them were written accurately while the other 7 were not. On the other hand, there were 8 occurences of the past participle '*shocked*' and all of them were not written accurately to fulfill the function of adjectival passives. Next, the past participle '*worried*' occurred 6 times with only 1 accurate structure whereas the other 5 were inaccurate, followed by the past participle ' *panicked*' with 3 accurate structures and 1 inaccurate structure respectively. The past participle '*surprised*' occurred 3 times and all were not written accurately. Both '*excited*' and '*injured*' occurred twice in the adjectival passives of which one was accurately used and another one was inaccurately used respectively.

The other past participles '*excited*', '*injured*' '*damaged*', '*frightened*', '*disappointed*', '*stuck*' and '*well-known'* occurred only once and were used accurately as adjectival passives within the 42 samples. Meanwhile, the past participle '*pleased*' and '*broken up*' were also found once but they were not used accurately as adjectival passives.

The purpose of this study was to explore the use of passive structures in the narrative compositions of 30 Malay participants.   In conjunction with this, the analysis of the adjectival passives as shown above has revealed that when studying a specific structure like the passives within a specific narrative composition task, there will be common words incorporated which associate closely to the topic. Here, the use of the past participle is crucial as it is the basic construction of the passives which is 'BE + past participle'. ESL students may find difficulty in selecting the appropriate auxiliary or verb *be* and the past participle especially when it involves irregular verbs as they are structuring the passives. The problem becomes more common if students are not aware of this basic construction while writing their ESL narrative compositions.

For instance, the word 'scared' can act as both a verb and an adjective depending on the function it serves. When the word 'scared' is written in the active voice, it certainly becomes the main verb of a sentence whereby the agent is the one who carries the theme 'scared' that affects the state of being a patient. However, in this study, within all the 10 occurrences, the word 'scared' served as an adjective, by which the patient is the one who experiences the effect of the theme. Consider this example; '*I was scared*'. In this sample written by participant C005, the theme is the past participle 'scared', while the noun 'I' is the patient of the sentence that is being affected, whereas the agent that carries the theme is being omitted. As such, this sentence is definitely a passive sentence that takes the construction of 'BE + past participle' (*was scared*), whereby the same past participle also acts as an adjective. As such, this type of sentence is also known as an 'adjectival passive'.

The above example is an accurate passive structure taken from the 42 samples. In this sample, it is clear that the student who wrote this has understood the basic construction of the passives. Nevertheless, there were another 28 inaccurate adjectival passives caused by 6 reasons of inaccuracy written by the participants. Therefore, the researcher decided to analyze one of the inaccurate samples for each reason of inaccuracy regarding the adjectival passives using the LFG in the next analysis (4.2.1) to describe how the Malay participants' mother tongue affects the way they construct their adjectival passives.

4.2.2   Resultative Passives

Table 4.5 shows the list of resultative passives written by the 30 Malay participants of SMK Tanjung Datuk in their narrative compositions.

Table 4.5:   Resultative passives written by the participants

No	Student	Sentence	Accuracy	Frequency	Total
1	C001	Out at sea **there** was a fisherman in his boat.	√		
2	C001	**That** necklace was in his dream last night.	√		
3	C002	Out at sea **there** was a fisherman struggling in the middle of the sea.	√		
4	C004	Out at sea, **there** was a fisherman who was very scared.	√	9	
5	C007	Out at sea, from afar **there** was a boat.	√		
6	C008	Out at sea, **there** was my father's boat.	√		
7	C011	Out at sea, from afar **there** was a boat.	√		
8	C020	Out at sea, **there** was only me and my boat.	√		
9	C023	**There** were no fish today.	√		
10	C001	**There** have no one at the sea nor another boat.	X		24
11	C002	**There** were no anyone at the island.	X		
12	C005	Out at sea, **there** dark clouds.	X		
13	C006	**There** was many fish.	X		
14	C009	Out at sea, **there'**s a boat struggling through the strong wave.	X		
15	C017	**There** no people in the island	X		
16	C027	**There** are many people on the island.	X		
17	C002	**There** have plenty of foods.	X	15	
18	C002	Everywhere **there** have a food.	X		
19	C006	**There** has a storm, thunder and so on.	X		
20	C010	Out at sea, from afar **there** have a boat.	X		
21	C014	**There** have eight orang kerdil at home.	X		
22	C026	Out at sea, **there** have a fisherman.	X		
23	C001	**There** was a yellow sponge walked near him.	X		
24	C002	Suddenly, **there** was a storm comes with lightning.	X		

Based on Table 4.5, there were 9 accurate structures of resultative passives written by the Malay participants and another 15 were inaccurate which made up the total of 24 structures. From these structures, 23 of them employed the resultative passives of the insertion '*there*' whilst only one structure used the referent '*that*'. As this study was conducted in order to describe the effect of the Malay students' mother tongue (the

Malay language) in structuring the passive voice in English, the focus is given more on

the inaccurate structures written by the participants.

Table 4.6 below shows the list of the inaccurate resultative passives and the reasons

for the inaccuracies as found in the samples of the participants' ESL narrative

compositions.

Table 4.6:   Resultative passives and reasons for inaccuracy

No.	Student	Sentence	Reasons for inaccuracy	Total
1	C002	**There** <u>have</u> plenty of foods.	use of auxiliary have	
2	C002	Everywhere **there** <u>have</u> a food.	use of auxiliary have	
3	C006	**There** <u>has a</u> storm, thunder and so on.	use of auxiliary have	
4	C010	Out at sea, from afar **there** <u>have</u> a boat.	use of auxiliary have	
5	C014	**There** <u>have</u> eight orang kerdil at home.	use of auxiliary have	
6	C026	Out at sea, **there** <u>have</u> a fisherman.	use of auxiliary have	
7	C001	**There** <u>have</u> no one at the sea nor another boat.	use of auxiliary have	7
8	C006	**There** <u>was</u> many fish.	use of auxiliary be	
9	C009	Out at sea, **there's** a boat struggling through the strong wave.	use of auxiliary be	
10	C027	**There** <u>are</u> many people on the island	use of auxiliary be	3
11	C001	**There** was a yellow sponge <u>walked</u> near him.	use of verb form	
12	C002	Suddenly, **there** was a storm <u>comes</u> with lightning.	use of verb form	2
13	C005	Out at sea, **there** dark clouds.	Omission of verb be	
14	C017	**There** no people in the island	Omission of verb be	2
15	C002	**There** was <u>no anyone at</u> the island.	wrong diction	1

Based on Table 4.6, there were five reasons for the inaccuracies to occur in the 15

samples. First, 7 resultative passive structures were inaccurately structured due to the

use of the auxiliary verb *have*, while 3 were inaccurate because of the use of the

auxiliary *be*. On the other hand, there were 2 resultative passives written using the

wrong verb form, whilst another 2 participants omitted the auxiliary *be* and only one

was with the use of wrong diction (choice of words). It can be deduced from the data

that the Malay participants tend to use the auxiliary *have* instead of the auxiliary *be*

when constructing the resultative passives, and they are prone to make mistakes in the tense form concerning the auxiliary *be*.

Therefore, in order to describe how the participants' mother tongue influence the way they construct the passive structures in ESL narrative compositions, the researcher decided to demonstrate each reason of the inaccuracies that occurred among the 15 inaccurate resultative passives using the LFG framework in the next analysis (4.3.2).

4.2.3 Verbal Passives

Table 4.7 shows the list of verbal passives written by the 30 Malay participants of SMK Tanjung Datuk in the narrative composition assigned to them.

Table 4.7: Verbal passives written by the Malay participants

No	Student	Sentence	Accuracy	Frequency	Total
1	C005	Salmah was **scolded** by him.	√		
2	C016	He was **attacked** by tsunami.	√		
3	C016	Pak Serak was **caught** by the witch.	√	5	
4	C022	He was **brought** to the jail.	√		
5	C023	The next minute, they were **blocked** by the police.	√		
6	C009	His boat being **smack** by the wave.	X		
7	C011	One night, Pak Nazri's house was been **robbed**.	X		
8	C011	All of his money has **stolen**.	X		
9	C013	The boat that Pak Abu use is **drown** into the strong wave.	X		
10	C017	Suddenly, his boat was **wreck**.	X		
11	C017	A few days later, Pak Daud and Puteri Amira get **married.**	X		23
12	C020	Suddenly, a big giant thunder was **hear.**	X		
13	C021	He was get **save** by the villagers.	X		
14	C022	Azrul was **kidnap** by Jack Sparoll.	X	18	
15	C022	They was **followed** by Pak Ahmad.	X		
16	C022	Jack Sparoll was **catched** by the troop.	X		
17	C023	These men were **arm** with dangerous weapon.	X		
18	C023	The four men were **arrest**.	X		
19	C025	The boat was **crush** by the sea wave.	X		
20	C026	Pak Samad was **awake** from sleep by the loud noise.	X		
21	C027	His boat **wrecked**.	X		
22	C028	Finally, he got **rescue** by a cargo ship.	X		
23	C029	Their boat became **wreck.**	X		

Based on Table 4.7, there were 23 verbal passives written which comprised of 5 accurate structures while another 18 were inaccurately structured. The reasons for these passives to be inaccurate were identified as shown in Table 4.8.

Table 4.8: Verbal passives and reasons for their inaccuracy

No	Student	Sentence	Reason for inaccuracy	Total
1	C021	He was **save** by the villagers.	No past participle	
2	C022	Azrul was **kidnap** by Jack Sparoll.	No past participle	
3	C022	Jack Sparoll was **catched** by the troop.	No past participle	
4	C023	These men were **arm** with dangerous weapon.	No past participle	
5	C023	The four men were **arrest**.	No past participle	
6	C025	The boat was **crush** by the sea wave.	No past participle	
7	C026	Pak Samad was **awake** from sleep by the loud noise.	No past participle	
8	C028	Finally, he got **rescue** by a cargo ship.	No past participle	
9	C029	Their boat became **wreck**.	No past participle	
10	C017	Suddenly, his boat was **wreck**.	No past participle	
11	C020	Suddenly, a big giant thunder was **hear**.	No past participle	11
12	C011	One night, Pak Nazri's house <u>was been</u> **robbed**.	Wrong auxiliary	
13	C011	All of his money <u>has</u> **stolen**.	Wrong auxiliary	
14	C022	They **was followed** by Pak Ahmad.	Wrong auxiliary	3
15	C017	A few days later, Pak Daud and Puteri Amira get **married.**	Wrong tense	**1**
16	C027	His boat **wrecked**.	Omission of auxiliary	**1**
17	C013	The boat that Pak Abu use <u>is</u> **drown** into the strong wave.	Wrong auxiliary + no past participle	**1**
18	C009	His boat being **smack** by the wave.	Omission of auxiliary + no past participle	**1**

Based on Table 4.8, there were 18 inaccurate verbal passive structures and 6 reasons were found for the inaccuracy of the verbal passives constructed by the participants. The reasons accounting for the inaccuracies were due to not using the past participle (11), wrong use of auxiliaries (3), wrong use of tense (1), omission of auxiliary (1), wrong use of auxiliary + no past participle (1), and omission of auxiliary + no past participle (1).

In order to further describe the construction of the verbal passives by the Malay participants of SMK Tanjung Datuk, the researcher will look at a sample for each of the reasons for the inaccuracies that occurred among these 18 inaccurate verbal passives using the LFG framework in the next analysis (4.2.3).

4.3   Analysis of the Passives using the LFG Framework

As shown in the previous analysis, the participants had difficulties in writing the passives accurately in their narrative composition task. Several reasons for the inaccuracies have been identified. In order to further understand how such inaccuracies happened, the researcher will demonstrate each case of inaccuracy for each type of the passives using the LFG framework.

4.3.1   Adjectival Passives

With respect to the adjectival passives, 6 reasons for the inaccuracies were identified. These inaccuracies were postulated to be caused by the influence of the participants' mother tongue (the Malay language). Therefore, the researcher will demonstrate the following structures using LFG to prove this claim.

Table 4.9: Adjectival Passives to be analysed using the LFG

No.	Student	Sentence	Reason for inaccuracy
1	C016	Pak Abu **scared.**	omission of verb *be*
2	C013	Faiz always **worry**.	omission of verb *be* + no past participle
3	C029	He was too **scare**.	no past participle
4	C019	Pak Mat **is scared**.	wrong use of tense
5	C014	He **is** very **shock**.	wrong use of tense + no past participle
6	C012	Ali's boat totally **broken up**.	omission of the verb *be* + wrong use of phrasal verb

Based on Table 4.9, there are five adjectival passives to be analyzed using the LFG framework following the reasons of inaccuracy which are omission of verb *be*, omission

of verb *be* + no past participle, no past participle, wrong use of tense, wrong use of tense + no past participle, and omission of verb *be* + wrong use of phrasal verb. The sentences were taken from sample C016, C013, C029, C014 and C012 respectively as shown in the table above.

4.3.1.1 Omission of verb *be*

The sentence '*Pak Abu scared*' is taken from sample C016. The researcher will first demonstrate the c-structure of this sentence as follows:

```
                  S
            ╱            ╲
         NP               VP
          │                │
          N                V
          │                │
       Pak Abu           scared
```
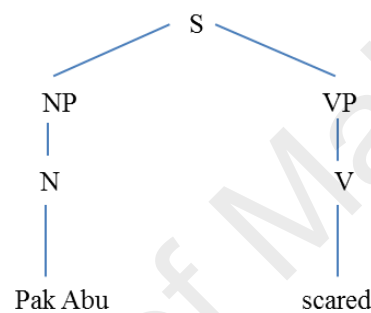
Figure 4.1: c-structure of the attempted adjectival passive in sample C016

In Figure 4.1, the c-structure illustrates the sentence which is taken from sample C016 in his narrative composition. Based on the c-structure, the sentence consists of a noun phrase '*Pak Abu*', a proper noun, followed by a verb phrase which is a lexical verb '*scared*' in its past form. The following is the f-structure of the same sentence.

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{PAK ABU} \\ \text{NUM} & \text{SING} \end{bmatrix} \\
\text{PRED} & \text{'SCARED ((V Compl))'} \\
\text{TENSE} & \text{PAST} \\
\text{OBJ} & \begin{bmatrix} \text{FORM} & \text{\#NULL\#ERROR} \\ \text{NUM} & \text{\#NULL\#ERROR} \end{bmatrix}
\end{bmatrix}
$$
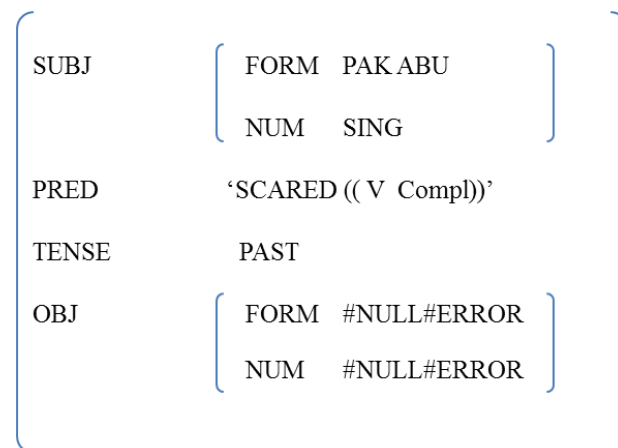
Figure 4.2: f-structure of the attempted adjectival passive in sample C016

Figure 4.2 shows the functional grammar of each constituent in the sentence. First, the proper noun which indicates a person's name '*Pak Abu*' acts as a singular subject of the sentence. The predicate of this sentence is '*scared*', written in the past tense. Generally, this sentence should be an active sentence whereby the verb '*scared*' happens to be a transitive verb which requires an object as the verb complement. However, such a case does not happen and thus leads to an error in the f-structure as shown above.

In order to understand the circumstance of the above case, the fact that this sentence is taken from a narrative composition must be taken into account. The only logical explanation based on the participant's complete narration is that the participant was actually trying to construct a passive sentence to express how scared Pak Abu was, using the adjectival passive.

Toyota (2009) claims that adjectival passives denote a secondary state and the outer cause is obviously implied. Naturally, all through the narration, the participant might have described the events which caused Pak Abu to feel '*scared*'. Therefore, this sentence was supposed to be a passive sentence instead of an active one to convey the message of how scared Pak Abu was with reference to the previous events that were obviously implied. However, this message was not accurately portrayed in this sentence due to the omission of the auxiliary *be* in the verb phrase to fulfill the basic construction of a passive sentence. Hence, the sentence '*Pak Abu scared*' should be written as '*Pak Abu was scared*'. Below is the c-structure of the correct adjectival passive for C016.
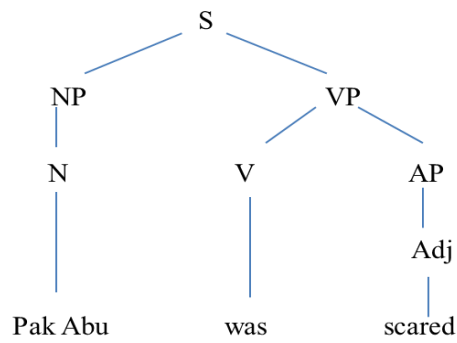
Figure 4.3: c-structure of the correct adjectival passive for sample C016

Figure 4.3 shows that the sentence is made up of a noun phrase '*Pak Abu*', a special noun, followed by a verb phrase which consists of a verb and an adjective phrase, where the verb is an auxiliary '*was*' and the adjective is '*scared*'. Based on the c-structure, there is no proof to say that the sentence is written in the passive. Therefore, Figure 4.4 below shows the f-structure of the sentence to show how each constituent functions grammatically to construct the adjectival passive.
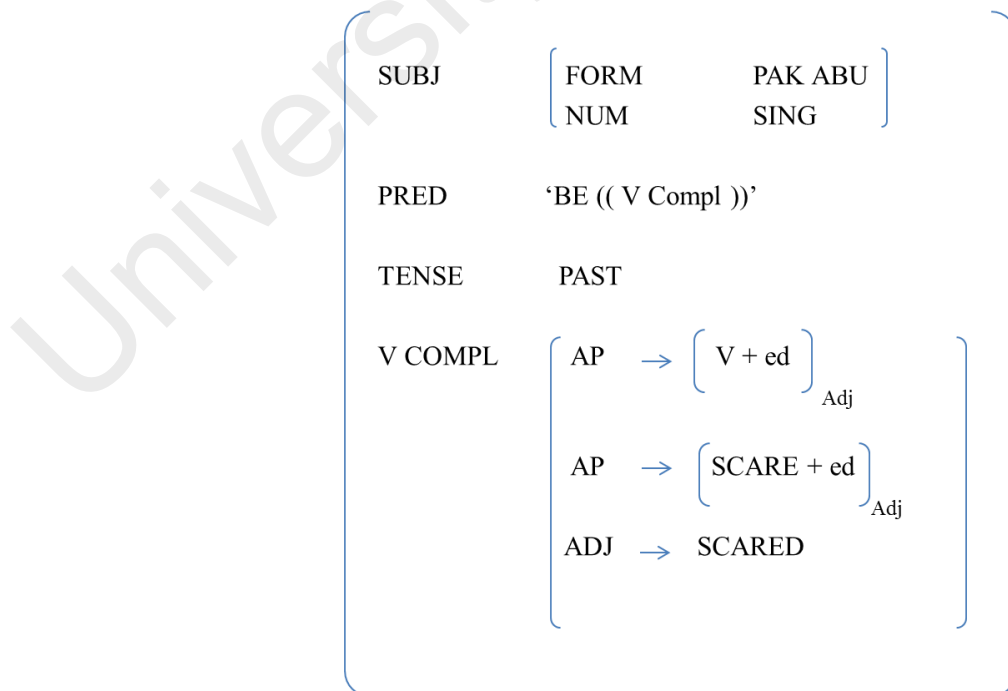
Figure 4.4: f-structure of the correct adjectival passive for sample C016

Figure 4.4 shows the subject of the sentence is a singular noun, '*Pak Abu*'. The predicate consists of an auxiliary *be*, and acts as the main verb in the past tense and an adjective phrase as the verb complement. The adjective phrase is crucial in explaining the adjectival passive. It is understood that the passive is assimilated to the 'BE + past participle' construction. Hence, the f-structure above shows that the adjective '*scared*' is actually derived from the verb '*scare*' which has undergone a morphological change by adding the inflection –*ed* to form a past participle that meets the requirement of the passive principle in the sentence, '*Pak Abu was scared*' whereby '*was*' is the auxiliary *be* and '*scared*' is the past participle. Also, under the morphological change, the past participle '*scared*' has become an adjective in the lexical entry that proves undoubtedly that this sentence is an adjectival passive.

In addition, Toyota (2009) asserts that the subject in the passive is merely an undergoer and not in control of the event. Here, Pak Abu is the undergoer of the events that would have been mentioned before this sentence was written. As a result, this sentence shows how Pak Abu was affected by those events. Consequently, student C016 made an attempt to write an adjectival passive when he wrote '*Pak Abu scared*', whereby he had omitted the auxiliary *be* in the verb phrase, causing the inaccuracy of the sentence structure.

The adjectival passive '*Pak Abu was scared*' was written as '*Pak Abu scared*' because participant C016 was thinking of the idea in Malay. '*Pak Abu scared*' is translated as '*Pak Abu ketakutan*' in the Malay language. The claim that students are influenced by their mother tongue as they write their passives can be proven by looking at the c-structure and f-structure of '*Pak Abu ketakutan*', the equivalent translation of '*Pak Abu scared*'.

```
                            S
                    ┌───────┴───────┐
                   NP              AP
                    │               │
                    N              Adj
                    │               │
                 Pak Abu        ketakutan
```
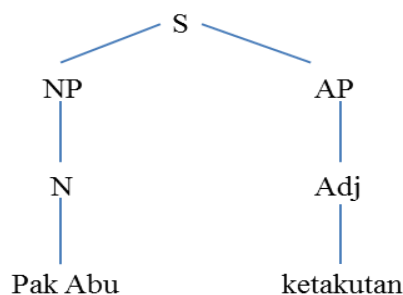
Figure 4.5: c-structure of adjectival passive translated into the Malay language for sample C016

Figure 4.5 shows that the sentence is made up of a noun phrase and an adjective phrase. The noun phrase is the subject of the sentence and it is a special noun, '*Pak Abu*', whilst the adjective in the predicate is '*ketakutan*' (scared). In the Malay language, as discussed earlier in Chapter 2, there are four sentence patterns and this is an example of the third pattern which is 'FN+FA' (Noun Phrase + Adjectival Phrase). There is no need of a verb within this pattern, unlike the English language by which a verb is compulsory in a sentence. Next is the f-structure of the same sentence.

```
┌                                                              ┐
│                   ┌                        ┐                 │
│  SUBJ             │ FORM      PAK ABU      │                 │
│                   │ NUM       SG           │                 │
│                   └                        ┘                 │
│                                                              │
│  PRED             '((SUBJ Compl))'                           │
│                                                              │
│  SUBJ COMP        ┌ ADJ →    [ Pre + Adj + Suf  ]          ┐ │
│                   │                    Passivised adj        │ │
│                   │                                          │ │
│                   │ ADJ →    [ Ke + takut + an  ]          │ │
│                   └                    Passivised adj        ┘ │
└                                                              ┘
```
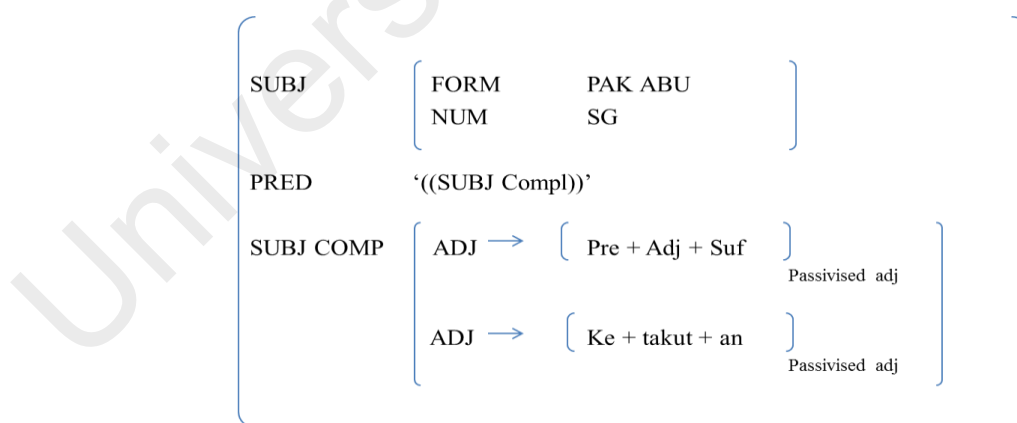
Figure 4.6: f-structure of adjectival passive translated into Malay language for sample C016

Figure 4.6 shows the subject of the sentence is a singular noun, *Pak Abu*. The predicate consists of a subject complement which is an adjective phrase. Apparently, the

word '*ketakutan*' is derived from an adjective, '*takut*'. It has undergone a morphological change by the affixation of prefix '*ke-*' and suffix '*-an*' to form a passivized adjective '*ketakutan*'.

The English adjectival passives attempted by student C016 and its equivalent translated structure in the Malay language show a big difference in terms of their sentence type. The sentence taken from sample C016 is a passive sentence while the Malay equivalent sentence is merely a statement (*ayat penyata*) under the category of core sentence (*ayat inti*) which is completely different from the Malay passives. Even though it contains a passivized adjective, it is not an adjectival passive as in the rule of Malay passives, the sentence must contain a passivised verb, not a passivized adjective (Nomoto & Kartini, 2011). Thus, if the Malay participants think of this idea in their mother tongue (Malay), then they will have a tendency to translate it structurally while they are writing in the English language. In the end, it causes a negative transfer that leads to inaccuracy in the construction of the English language sentence. The following is the evidence of such a case by comparing the c-structures that were presented previously:

(i)   **(ii)**

(iii)
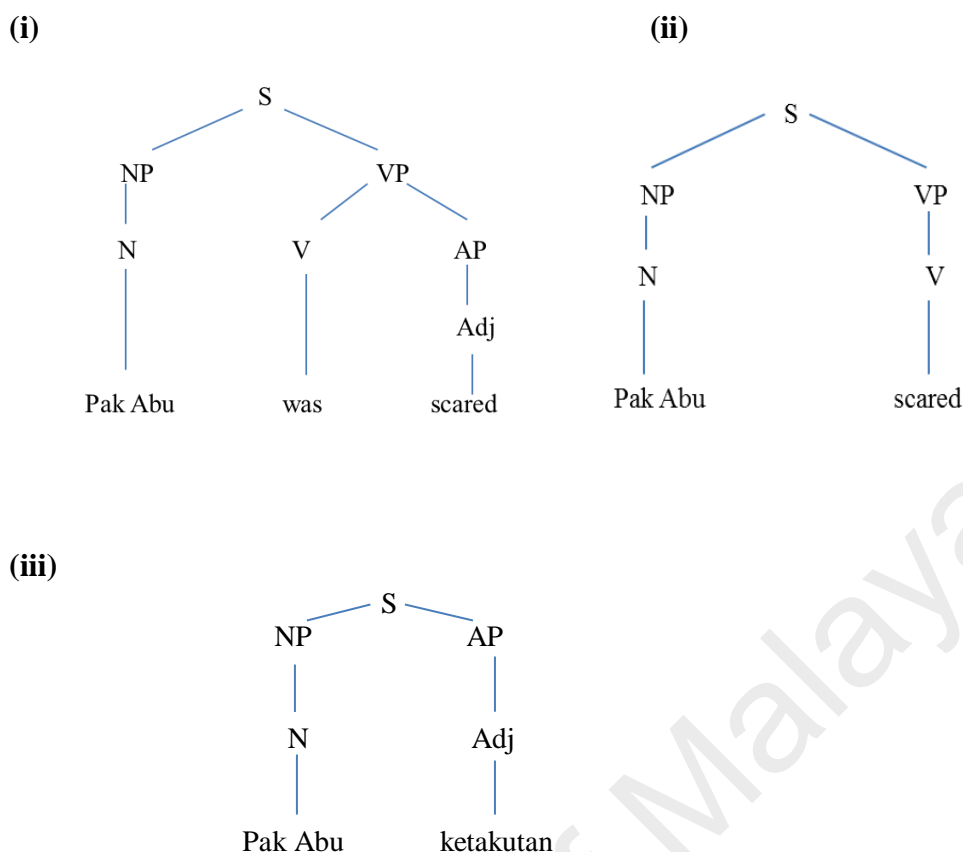
Figure 4.7: Comparison of the c-structures for adjectival passives in sample

C016

Figure 4.7 shows a comparison of the c-structures among (i) the original adjectival passives attempted in sample C016, (ii) the correct version of the attempted adjectival passives, and (iii) the equivalent translation of the structure in the participant's mother tongue, the Malay language.

Based on Figure 4.7, it is clear that there is an influence of L1 when students write the English adjectival passives. The samples of this study were Malay students of the intermediate level of proficiency in English language. Therefore, they do have a certain amount of vocabulary to aid them in conveying their ideas into words in L2 writing. However, under time pressure, they could not be bothered to revise the written structures and were easily influenced by their mother tongue to ensure the meaning

comes through.   As a result, they tend to omit the use of auxiliary *be* in their construction of the adjectival passive because in the Malay language, this type of sentence can stand on its own without the need of any auxiliaries. Below is the comparison of the f-structure of each respective sentence that has been discussed previously.

(iv)

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{PAK ABU} \\ \text{NUM} & \text{SING} \end{bmatrix} \\
\text{PRED} & \text{'SCARED ((V Compl))'} \\
\text{TENSE} & \text{PAST} \\
\text{OBJ} & \begin{bmatrix} \text{FORM} & \text{\#NULL\#ERROR} \\ \text{NUM} & \text{\#NULL\#ERROR} \end{bmatrix}
\end{bmatrix}
$$

(v)

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{PAK ABU} \\ \text{NUM} & \text{SING} \end{bmatrix} \\
\text{PRED} & \text{'AUX BE ((V Compl))'} \\
\text{TENSE} & \text{PAST} \\
\text{V COMPL} & \begin{bmatrix} \text{AP} \rightarrow \begin{bmatrix} \text{V + ed} \end{bmatrix}_{\text{Adj}} \\ \text{AP} \rightarrow \begin{bmatrix} \text{SCARE + ed} \end{bmatrix}_{\text{Adj}} \\ \text{ADJ} \rightarrow \text{SCARED} \end{bmatrix}
\end{bmatrix}
$$

(vi)

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{PAK ABU} \\ \text{NUM} & \text{SG} \end{bmatrix} \\
\text{PRED} & \text{'((SUBJ Compl))'} \\
\text{SUBJ COMP} & \begin{bmatrix} \text{ADJ} \rightarrow \begin{bmatrix} \text{Pre + Adj + Suf} \end{bmatrix}_{\text{Passivised adj}} \\ \text{ADJ} \rightarrow \begin{bmatrix} \text{Ke + takut + an} \end{bmatrix}_{\text{Passivised adj}} \end{bmatrix}
\end{bmatrix}
$$

Figure 4.8:   Comparison of the f-structures for adjectival passives in sample C016

Figure 4.8 shows a comparison of the f-structures among (iv) the original adjectival passives attempted by sample C016, (v) the correct version of the attempted adjectival passive, the Malay language, and (vi) the equivalent translation of the structure in the participant's mother tongue.

Based on Figure 4.8, it is evident that the adjectival passive attempted by sample C016 is inaccurate because the sentence cannot stand without its verb complement as shown in (iv), but it is possible not to have the verb complement as long as an auxiliary *be* is inserted before the past participle '*scared*' which makes this sentence to become a passive structure (v). On the other hand, the Malay language permits the intended meaning to be expressed with just one word without the need of any auxiliaries as in (vi). Nevertheless, this kind of structure is not a passive voice as it does not contain any verb which is a compulsory element in the Malay passives as discussed in Chapter 2.

This type of sentence which consists of only a noun phrase and an adjectival phrase is considered as a core sentence (*ayat inti*), which is merely a statement in the Malay sentence type, and not adjectival passives as perceived in the English language. Thus, with the difference in terms of sentence type, the Malay intermediate ESL students find difficulty in structuring English adjectival passives accurately due to the influence of their mother tongue, the Malay language.

4.3.1.2 Omission of verb *be* + no past participle

The sentence '*Faiz always worry*' is taken from sample C013. The researcher will first demonstrate and compare all three c-structures of this sentence as follow:

(i)

```
              S
           /     \
         NP        VP
          |       /   \
          N      V     AP
          |      |     /\
        Faiz  (null)  always worry
```

(ii)

```
              S
           /     \
         NP        VP
          |       /   \
          N      V      AP
          |      |      /\
        Faiz   was  always worried
```

(iii)

```
            S
         /     \
       NP        AP
        |        /\
        N       /  \
        |      /    \
      Faiz  sentiasa risau
```

Figure 4.9: Comparison of the c-structures (i) attempted adjectival passives in sample C013 (ii) the correct structure for attempted adjectival passives in sample C013, (iii) translation into Malay language for sample C013

Based on Figure 4.9 (i), the c-structure shows the construction of attempted adjectival passives by participant C013 found in the assigned narrative composition. Here, the structure consists of a noun phrase and a verb phrase. The noun phrase is made up of a special noun (Faiz), followed by the verb phrase consists of merely an adjective phrase (always worry), whereby the verb of the sentence is void.

On the other hand, Figure 4.9 (ii) shows the c-structure of the correct construction for the attempted adjectival passives in sample C013. The structure consists of a noun phrase and a verb phrase. The noun phrase is made up of a noun (Faiz) and the verb phrase consists of verb *be* (was) followed by an adjective phrase made up of an adverb (always) and an adjective (worried).

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In order to understand why the participant constructed the passives as in Figure 4.9 (i) instead of Figure 4.9 (ii), an equivalent translation into the Malay language is presented in the c-structure of Figure 4.9 (iii). If the participant was thinking of the idea in his mother tongue (Malay language), the structure would consist of a noun phrase and an adjective phrase as shown above. Just like English, the noun phrase is made up of a noun (Faiz) and the adjective phrase consists of an adverb (sentiasa) and an adjective (*risau*). To further understand the function of each constituent in both languages and how it affects the production of the attempted adjectival passives in sample C013, the f-structures are presented and compared as follows:

(iv)

SUBJ [FORM   Faiz
       NUM   SG]

PRED   '#NULL#ERROR ((V Compl))'

TENSE #NOT IDENTIFIED

VCOMPL [ADV   always
         ADJ   worry#ERROR]

(v)

SUBJ [FORM   Faiz
       NUM   SG]

PRED   'BE ((V Compl))'

TENSE PAST

V COMPL [AP → Adv + Adj
          AP → always   V + ed
                              Adj
          AP → always [WORRY + ed
                                   Adj]
          ADJ   WORRIED]

(vi)

SUBJ [FORM   Faiz
       NUM   SG]

PRED   '((SUBJ Compl))'

SUBJ COMP [AP → Adv [Adjective]
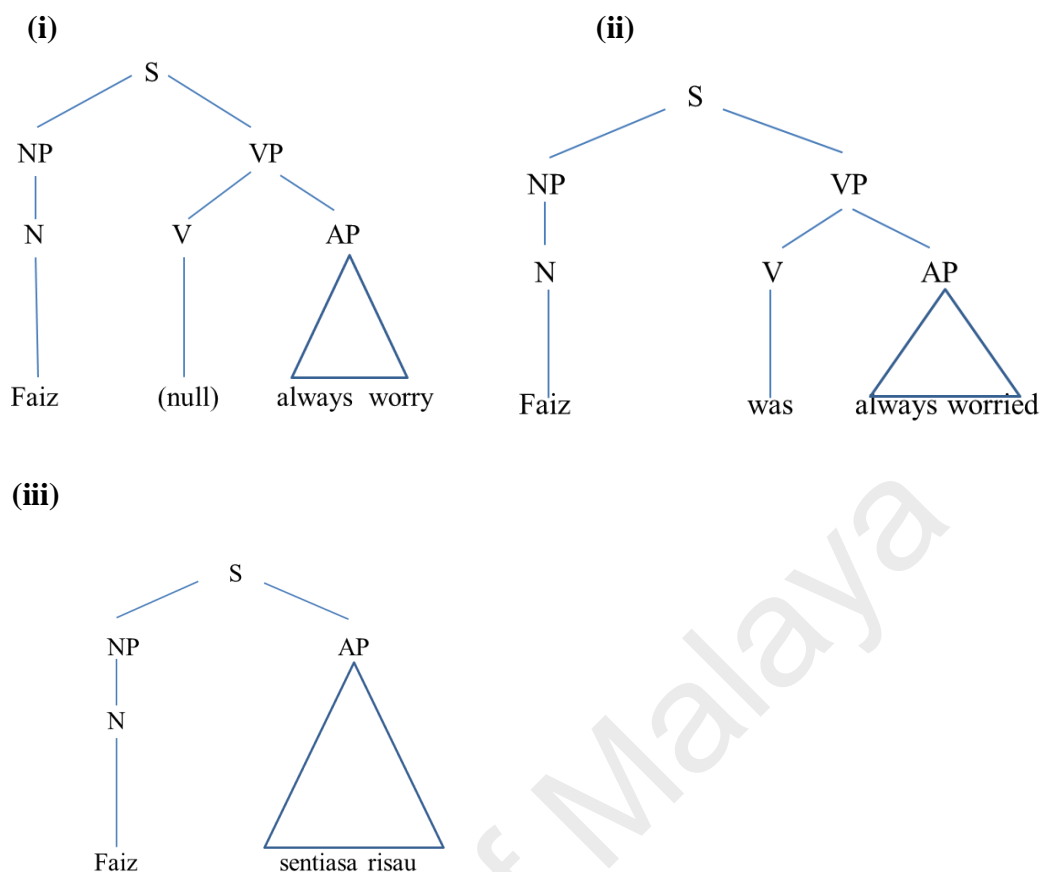
            AP → sentiasa [risau]]

Figure 4.10:   Comparison of the f-structures
(iv) attempted adjectival passives in sample C013, (v) the correct structure for attempted adjectival passives in sample C013, (vi) translation into Malay language for sample C013

Based on Figure 4.10 (iv), the f-structure shows the function of each constituent of attempted adjectival passives by participant C013 found in the assigned narrative composition. Here, the subject involved is 'Faiz' which makes the subject number as singular. However, an error occurred in the predicate due to omission of verb *be* in the structure. As a result, the information regarding the tense could not be identified. Besides, another error has also occured in the verb complement as the adjective 'worry' is not accurately used.

Therefore, Figure 4.10 (v) shows how the constituents function respectively if the participant wrote the sentence accurately. The subject remains as singular in number (Faiz), followed by a predicate which consists of verb *be* (was), written in past tense and its complement. The complement is an adverb (always) followed by an adjective which originally is a verb (worry) that has undergone a morphological change by the inflection –ed; forming the past participle (worried) that also functions as an adjective. This has proven that the sentence attempted by C013 is an adjectival passive due to the existence of 'BE + past participle construction (was worried), and the past participle is functioning as an adjective simultaneously.

Even though the construction has clearly proven that the sentence written by participant C013 is an adjectival passive, the participant nevertheless did not abide by the rule of passive construction, and this may be due to the participant's mother tongue influence. Figure 4.10 (vi) shows the function of each constituent in the Malay equivalent translation of the attempted adjectival passive for sample C013. Just like English, the subject is in singular form referring to '*Faiz*'. However, the sentence when translated into Malay does not need any verb. The predicate simply consists of an adverb (*sentiasa)* and an adjective (*risau*) in its bare form.

In the Malay language, there are a few cases to be considered and principles to be followed in order to determine whether the sentence comes under passive construction or not as was discussed in Chapter 2. One of the main criteria is for the sentence to have a verb. Nevertheless, in the above case of the attempted adjectival passive by participant C013 and its equivalent translation in the Malay language does not contain any verb at all. Therefore, the same idea when translated into the Malay language, differs in term of sentence type. In the Malay language, this type of sentence is merely a statement, not a passive sentence due to the absence of a verb which is the main criteria in the Malay passives. As such, it explains the reason why participant C013 omitted the verb *be* and did not use the past participle in the attempted adjectival passive: he thought of the idea in his mother tongue by which there is no need to have any verb in the sentence. Besides, the adjective is in its bare form when translated into the Malay language and that explains why the participant did not bother to use the past participle in his attempt of writing the adjectival passive while completing the task of writing the ESL narrative composition. Thus, it is evident that the participant is influenced by his mother tongue that has led to an inaccuracy of the written adjectival passive structure in his narrative composition.

4.3.1.3 No past participle

The sentence '*He was too scare*' is taken from sample C029. The researcher will first demonstrate the c-structure of this sentence as follows:
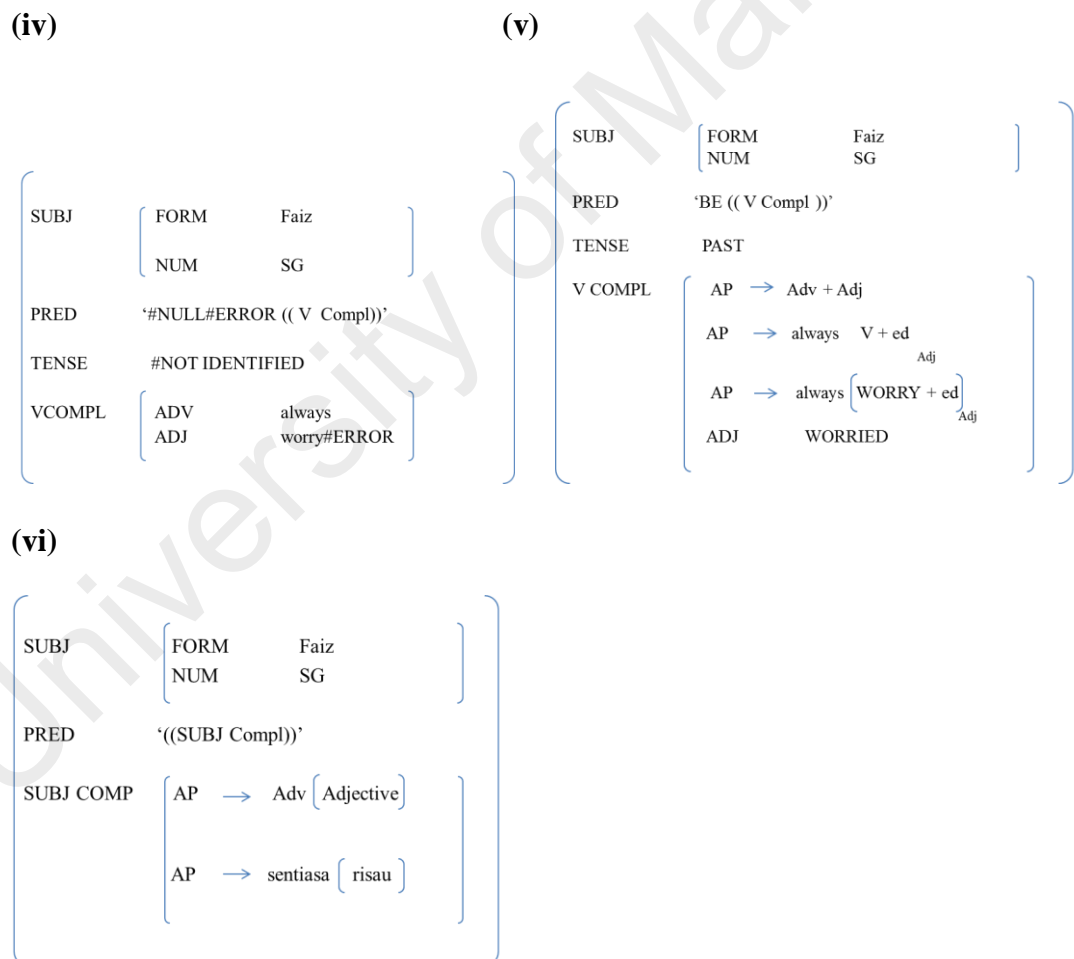
(i)

(ii)

(iii)

Figure 4.11: **Comparison of the c-structures**
(i) attempted adjectival passives in sample C029, (ii) the correct structure
for attempted adjectival passives in sample C029, (iii) translation into the
Malay language for sample C029

Based on Figure 4.11 (i), the c-structure shows the construction of the attempted adjectival passives by participant C029 found in the assigned narrative composition. Here, the structure consists of a noun phrase and a verb phrase. The noun phrase is made up of the pronoun - (He). Meanwhile, the verb phrase consists of a main verb - *be* (was), followed by an adjectival phrase made of an adverb (too) and an adjective (scare), by which the adjective '*scare*' is used inaccurately.

Subsequently, Figure 4.11 (ii) shows the correct c-structure for the attempted adjectival passives in sample C029. The structure consists of a noun phrase and a verb phrase. The noun phrase is made up of the pronoun - (He). Meanwhile, the verb phrase consists of a main verb *be* (was), an adjectival phrase made up of an adverb (too) and an adjective (scared).

As predicted earlier, the inaccuracy of the attempted adjectival passives is due to the influence of their mother tongue. Therefore, Figure 4.11 (iii) shows the c-structure of the equivalent translation into the Malay language for sample C029. The c-structure shows that the sentence has a noun phrase made of a pronoun (*Dia*) and an adjective phrase consisting of an adverb (*sangat*) and an adjective (*takut*) in its bare form.

In order to further understand the function of each constituent involved in the c-structures, the following are the f-structures:

(iv)   **(v)**

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{He} \\ \text{NUM} & \text{SG} \end{bmatrix} \\
\text{PRED} & \text{`BE ((V Compl))'} \\
\text{TENSE} & \text{PAST} \\
\text{VCOMPL} & \begin{bmatrix} \text{ADV} & \text{too} \\ \text{ADJ} & \text{scare\#ERROR} \end{bmatrix}
\end{bmatrix}
$$

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{He} \\ \text{NUM} & \text{SG} \end{bmatrix} \\
\text{PRED} & \text{`BE ((V Compl))'} \\
\text{TENSE} & \text{PAST} \\
\text{V COMPL} & \begin{bmatrix} \text{AP} \rightarrow \text{Adv + Adj} \\ \text{AP} \rightarrow \text{too} \begin{bmatrix} \text{V + ed} \end{bmatrix}_{\text{Adj}} \\ \text{AP} \rightarrow \text{too} \begin{bmatrix} \text{SCARE + ed} \end{bmatrix}_{\text{Adj}} \\ \text{ADJ} \quad \text{SCARED} \end{bmatrix}
\end{bmatrix}
$$

(vi)

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{Dia} \\ \text{NUM} & \text{SG} \end{bmatrix} \\
\text{PRED} & \text{`((SUBJ Compl))'} \\
\text{SUBJ COMP} & \begin{bmatrix} \text{AP} \rightarrow \text{Adv} \begin{bmatrix} \text{Adjective} \end{bmatrix} \\ \text{AP} \rightarrow \text{sangat} \begin{bmatrix} \text{TAKUT} \end{bmatrix} \end{bmatrix}
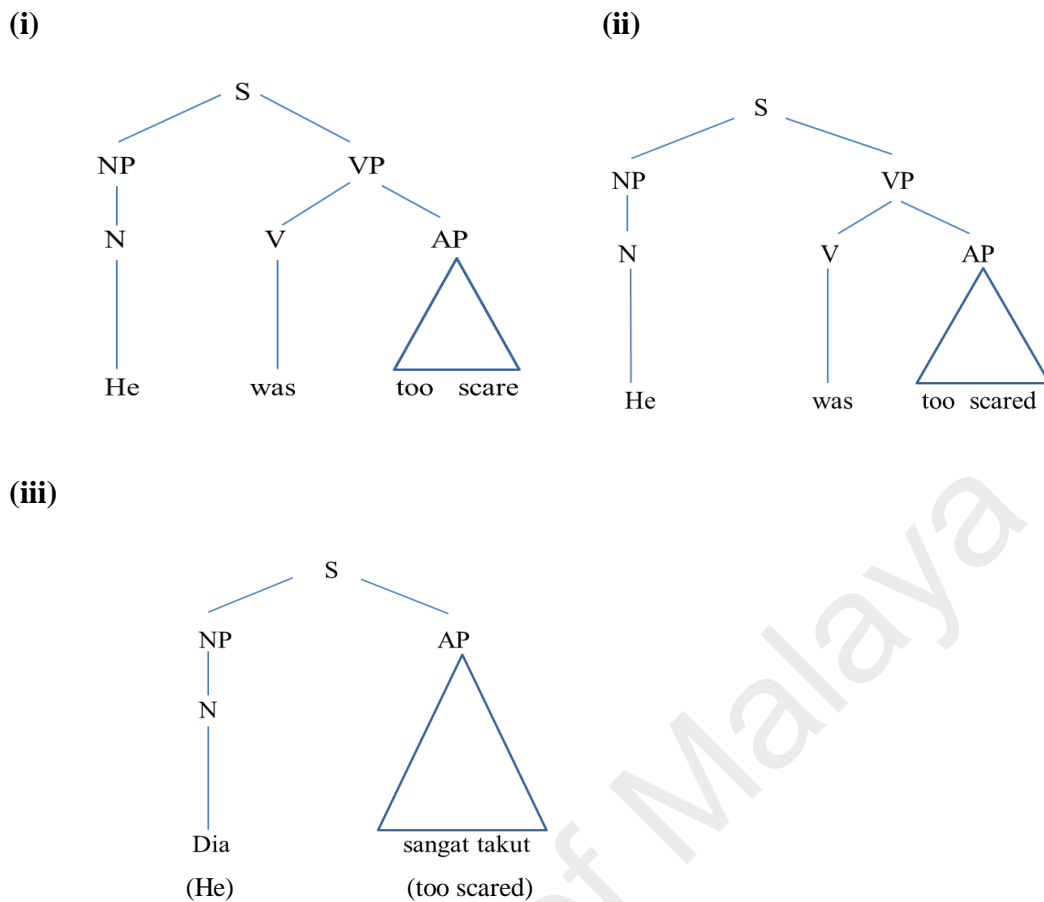\end{bmatrix}
$$

Figure 4.12: Comparison of the f-structures
(iv) attempted adjectival passives in sample C029, (v) the correct structure
for the attempted adjectival passives in sample C029, (vi) translation into
the Malay language for sample C029

Based on Figure 4.12 (iv), the f-structure shows the function of each constituent of the attempted adjectival passives by participant C029 found in the assigned narrative composition. Here, the subject is a third person singular pronoun (He), followed by the predicate consisting of the verb *be* (was) and the verb complement made up of an adverb and an adjective (too, scare) respectively. However, an error occurs in the complement as the adjective is not written accurately.

Therefore, this minor error is being corrected and shown in Figure 4.12 (v), the f-structure of the correct structure for the attempted adjectival passives in sample C029.

Here, the subject remains (He) as the third person singular pronoun, followed by the predicate consisting of the verb *be* (was) and the verb complement which is made up of an adverb and an adjective (too, scared) respectively. It is noted that the only reason that led to the inaccuracy for the attempted adjectival passive in sample C029 is the absence of the inflection '-ed' that marks the past participle form which is crucial in the construction of the passives.

How could the participant make such a minor error? It is due to the influence of his/her mother tongue as shown in Figure 4.12 (vi), the f-structure of the equivalent translation of the attempted adjectival passives into the Malay language for sample C029. The f-structure shows that the subject is a third person singular (*Dia*), followed by the predicate which consists of an adjective phrase, (*sangat takut*) that are made up of an adverb and an adjective respectively. The adjective (*takut*) is in its bare form. Therefore, when participant C029 did not use the past participle for the word 'scare' in the attempt of constructing the adjectival passive, it can be concluded that the participant is influenced by her mother tongue, the Malay language, because the adjective '*takut*' does not require any inflections to function correctly in the Malay sentence structure. If the participant formulated the idea in her mother tongue, she would assume the same case scenario to happen in the English language, which explains the inaccuracy found in her sample, C029.

4.3.1.4 Wrong use of tense

The sentence '*Pak Mat is scared*' is taken from sample C019. The researcher will first demonstrate the c-structure of this sentence as follows:

(i)
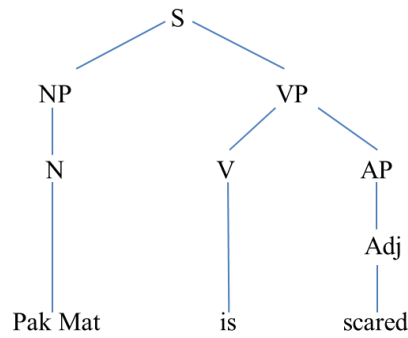
(ii)
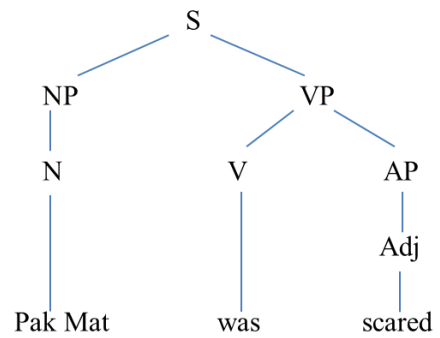
(iii)

Figure 4.13: **Comparison of the c-structures**
(i) attempted adjectival passives in sample C019, (ii) the correct structure for
attempted adjectival passives in sample C019, (iii) translation into Malay language
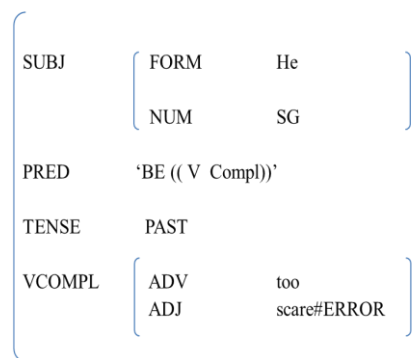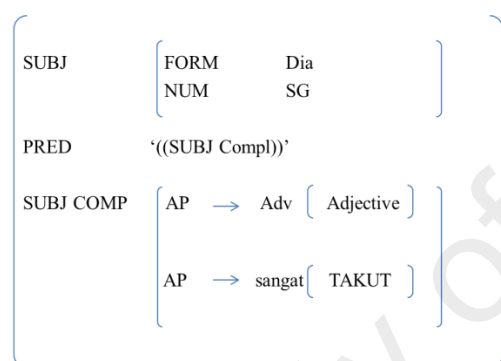**for sample C019**

Based on Figure 4.13 (i), the c-structure shows the construction of the attempted adjectival passives by participant C019 found in the assigned narrative composition. Here, the structure consists of a noun phrase and a verb phrase. The noun phrase is made up of a special noun (Pak Mat). Meanwhile, the verb phrase consists of a main verb *be* (is), followed by an adjective phrase, the adjective 'scared'.

On the other hand, Figure 4.13 (ii) shows the correct c-structure for the attempted adjectival passives in sample C019. Just like the original structure written by participant C019, the structure consists of a noun phrase and a verb phrase. The noun phrase is made up of a special noun (Pak Mat). Meanwhile, the verb phrase consists of a main

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verb *be* (was), followed by an adjective phrase, the adjective 'scared'. It is noted that the only reason that has led to the inaccuracy of the structure is in the use of the tense. Instead of verb *be* (is), the participant should use the verb *be (*was) to indicate the past tense.

As was predicted earlier, the participants are influenced by their mother tongue. In order to prove this claim, the equivalent translation into the Malay language of the attempted adjectival passives for sample C019 is presented in the c-structure above (Figure 4.13 (iii)). The c-structure consists of a noun phrase and an adjective phrase. The noun phrase is made up of a special noun (Pak Mat), whilst the adjective phrase is made up of an adjective (*ketakutan*). To further understand the influence of the participant's mother tongue, the comparison of the f-structures is shown as follows:

(iv)   **(v)**

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{PAK MAT} \\ \text{NUM} & \text{SG} \end{bmatrix} \\
\text{PRED} & \text{'BE ((V Compl))'} \\
\text{TENSE} & \textbf{PRES} \\
\text{V COMPL} & \begin{bmatrix} \text{AP} \rightarrow \begin{bmatrix} \text{V + ed} \end{bmatrix}_{\text{Adj}} \\ \text{AP} \rightarrow \begin{bmatrix} \text{SCARE + ed} \end{bmatrix}_{\text{Adj}} \\ \text{ADJ} \rightarrow \text{SCARED} \end{bmatrix}
\end{bmatrix}
$$

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{PAK MAT} \\ \text{NUM} & \text{SG} \end{bmatrix} \\
\text{PRED} & \text{'BE ((V Compl))'} \\
\text{TENSE} & \textbf{PAST} \\
\text{V COMPL} & \begin{bmatrix} \text{AP} \rightarrow \begin{bmatrix} \text{V + ed} \end{bmatrix}_{\text{Adj}} \\ \text{AP} \rightarrow \begin{bmatrix} \text{SCARE + ed} \end{bmatrix}_{\text{Adj}} \\ \text{ADJ} \rightarrow \text{SCARED} \end{bmatrix}
\end{bmatrix}
$$

(vi)

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{PAK MAT} \\ \text{NUM} & \text{SG} \end{bmatrix} \\
\text{PRED} & \text{'((SUBJ Compl))'} \\
\text{SUBJ COMP} & \begin{bmatrix} \text{ADJ} \rightarrow \begin{bmatrix} \text{Pre + Adj + Suf} \end{bmatrix}_{\text{Passivised adj}} \\ \text{ADJ} \rightarrow \begin{bmatrix} \text{Ke + takut + an} \end{bmatrix}_{\text{Passivised adj}} \end{bmatrix}
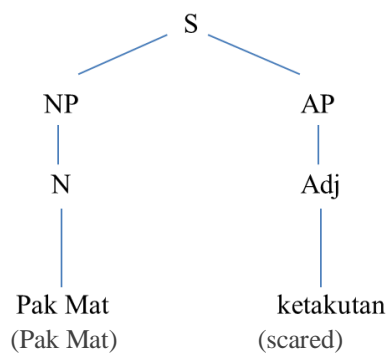\end{bmatrix}
$$

Figure 4.14:   Comparison of the f-structures
(iv) attempted adjectival passives in sample C019, (v) the correct structure
for the attempted adjectival passives in sample C019, (vi) translation into
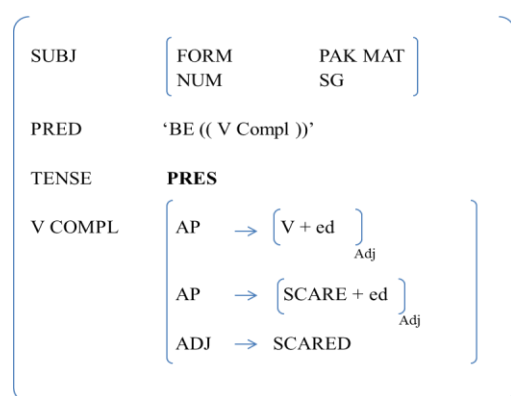**the Malay language for sample C019**

Based on Figure 4.14 (iv), the f-structure shows the function of each constituent of

the attempted adjectival passives by participant C019 found in the assigned narrative

composition. Here, the subject is a special noun (Pak Mat) in singular form, followed

by the predicate which consists of a verb *be* (is) that indicates the present tense, and a

verb complement made up of an adjective (scared). From the f-structure, it is clear that

the structure written is indeed an adjectival passive as the verb 'scare' has undergone a

morphological change by the inflection '-ed' to indicate the past participle form that also carries the function of an adjective.

Looking at the c-structure as it is, there is nothing wrong with the adjectival passives attempted by participant C019. However, as this study does not only focus on the structure itself, but the use of the passives as a whole in narrative compositions, the consistency of the tenses applied must be taken into account. Since the composition is a continuation from the given sentence and phrase, '*The wind blew strongly. Out at sea....*", thus the story should be written in the past tense as portrayed in the verb '*blew*'.

That is why Figure 4.14 (iv) and Figure 4.14 (v) have almost the same structures. Just like the original f-structure, the correct structure for the attempted adjectival passive in sample C019 also consists of the subject (Pak Mat), a special noun in a singular form, followed by the predicate which consists of the verb *be* (was) indicating the past tense, and a verb complement made of an adjective (scared).

It is noted that the only difference between these two structures is the use of the tense. It seems that the participant was not aware of the use of the tense in English language. Therefore, an equivalent translation into the Malay language for sample C019 is shown via the f-structure in Figure 4.14 (vi) to further understand the reason for the inaccuracy in the attempted adjectival passives by participant C019. The f-structure shows the subject is a special noun (Pak Mat) in a singular form. This is followed by a predicate which is a subject complement made up of an adjective. The adjective has also undergone a morphological change by the affixation of the prefix 'ke-' and suffix '-an', making it a passivised adjective.

It is noted that within the equivalent translation into the Malay language, there is no indication of the use of tense. Therefore, if the participant was thinking of the idea in Malay and directly translated the idea into English, it would lead to an inaccuracy of the attempted adjectival passives in sample C019. Naturally, the participant would omit the use of a verb that indicates the tense aspect because it is not available in her mother tongue. Nevertheless, this is not the case. Here, the participant managed to utilize the use of the verb *be*, but she is not aware of the tense she was supposed to use. As such, the inaccuracy in the adjectival passives attempted in sample C019 is not because of the participant's mother tongue, but merely because of a lack of awareness of the use of English tenses.

4.3.1.5 Wrong use of tense + no past participle

The sentence '*He is very shock*' is taken from sample C014. The researcher will first demonstrate the c-structure of this sentence as follows:

(i)

(ii)

(iii)

Figure 4.15:   Comparison of the c-structures
(i) attempted adjectival passives in sample C014, (ii) the correct structure for
attempted adjectival passive in sample C014, (iii) translation into Malay
language for sample C014

Based on Figure 4.15(i), the c-structure shows the construction of the attempted adjectival passives by participant C014 found in the assigned narrative composition. Here, the structure consists of a noun phrase and a verb phrase. The noun phrase is made of a pronoun (He). Meanwhile, the verb phrase consists of a main verb *be* (is), followed by an adjective phrase that consists of an adverb (very) and an adjective (shock).

Meanwhile, Figure 4.15 (ii) shows the c-structure of the correct structure for the attempted adjectival passive in sample C014. Just like Figure 4.15 (i), the structure consists of a noun phrase and a verb phrase, by which the noun phrase is made of a pronoun (He). However, Figure 4.15 (ii) differs from Figure 4.15 (i) in the verb phrase as it consists of a main verb be (was), followed by an adjective phrase made of an adverb (very) and an adjective (shocked).

The inaccuracy of the attempted adjectival passive lies in the use of the tense and no past participle. Therefore, an equivalent translation into Malay language for sample C014 is presented to see if there is any significant influence of participant's mother tongue. Figure 4.15 (iii) shows the c-structure of the equivalent translation into the Malay language for sample C014 is made of a noun phrase and a verb phrase. The noun phrase consists of a pronoun (Dia), whilst the verb phrase consists of an adverb (*sangat*) and a passivized verb (*terkejut*).

In order to understand how each constituent functions, the f-structures are shown as follow:

(iv)   **(v)**

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{He} \\ \text{NUM} & \text{SG} \end{bmatrix} \\
\text{PRED} & \text{'BE ((V Compl))'} \\
\text{TENSE} & \textbf{PRES} \\
\text{VCOMPL} & \begin{bmatrix} \text{ADV} & \text{very} \\ \text{ADJ} & \text{shock\#ERROR} \end{bmatrix}
\end{bmatrix}
$$

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{He} \\ \text{NUM} & \text{SG} \end{bmatrix} \\
\text{PRED} & \text{'BE ((V Compl))'} \\
\text{TENSE} & \textbf{PAST} \\
\text{V COMPL} & \begin{bmatrix} \text{AP} \rightarrow \text{Adv + Adj} \\ \text{AP} \rightarrow \text{very} \quad \text{V + ed}_{\text{Adj}} \\ \text{AP} \rightarrow \text{very} \begin{bmatrix}\text{shock + ed}\end{bmatrix}_{\text{Adj}} \\ \text{ADJ} \rightarrow \text{SHOCKED} \end{bmatrix}
\end{bmatrix}
$$

(vi)

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{Dia} \\ \text{NUM} & \text{SG} \end{bmatrix} \\
\text{PRED} & \text{'((SUBJ Compl))'} \\
\text{SUBJ COMP} & \begin{bmatrix} \text{VP} \rightarrow \text{Adv} \begin{bmatrix}\text{ter + V}\end{bmatrix}_{\text{passivised verb}} \\ \text{VP} \rightarrow \text{sangat} \begin{bmatrix}\text{ter + kejut}\end{bmatrix}_{\text{passivised verb}} \end{bmatrix}
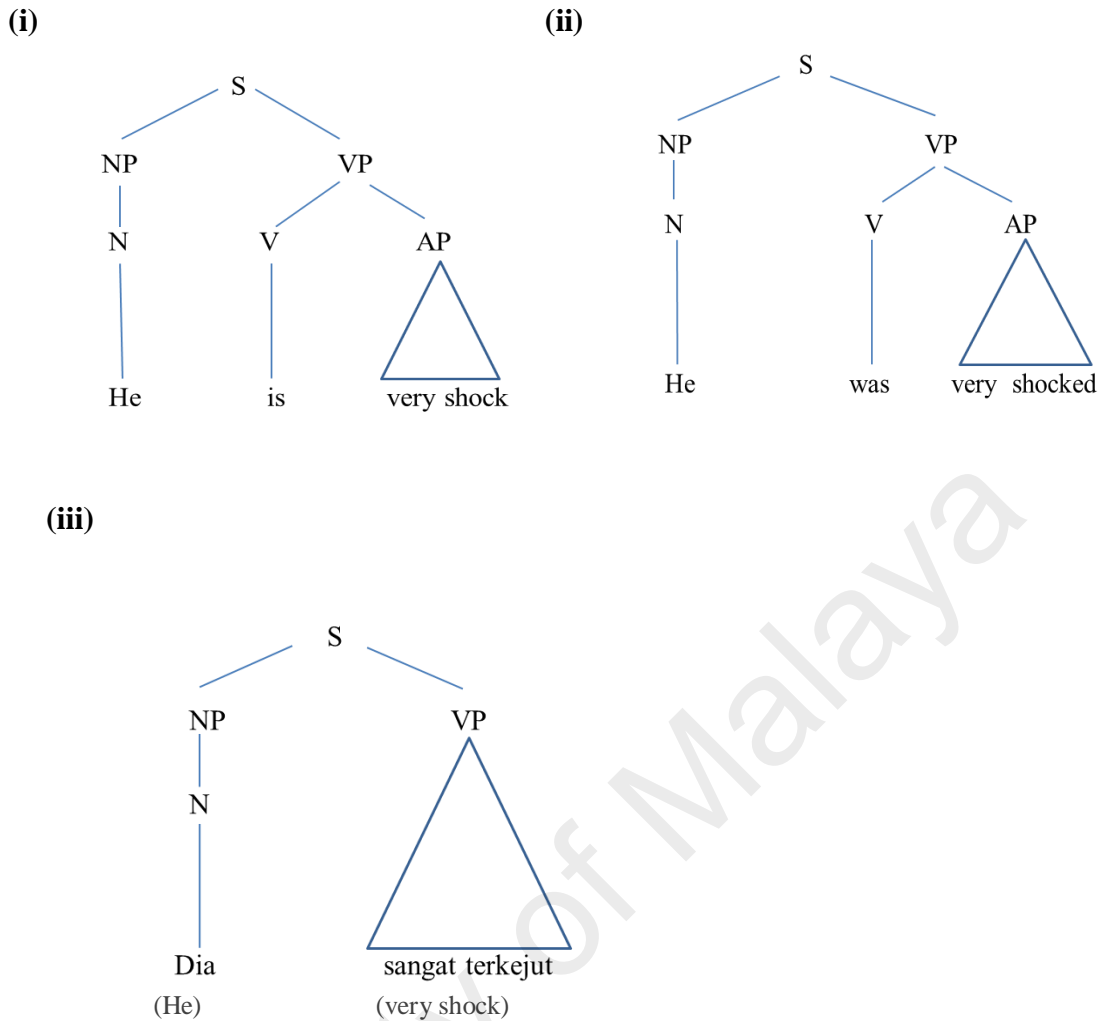\end{bmatrix}
$$

Figure 4.16:   Comparison of the f-structures
(iv) attempted adjectival passives in sample C014, (v) the correct structure for
attempted adjectival passives in sample C014, (vi) translation into Malay language
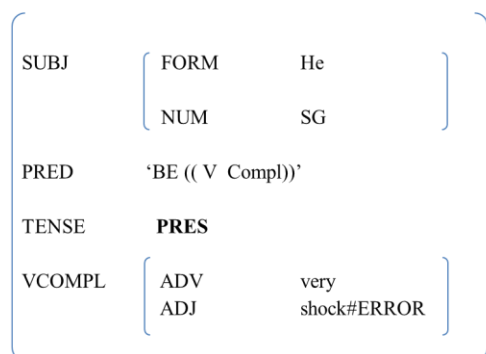**for sample C014**

Based on Figure 4.16 (iv), the f-structure shows the construction of the attempted

adjectival passives by participant C014 found in the assigned narrative composition.

The subject of the sentence (He) is in its singular form. The predicate consists of verb

be (is), written in the present tense, followed by the verb complement which are an

adverb (very) and an adjective (shock). It is noted that the adjective (shock) contains an

error. The reason why it is considered as an error is shown in the next figure, Figure

4.16 (v).

Figure 4.16 (v) shows the f-structure of the correct structure for the attempted adjectival passives in sample C014. The subject of the sentence (He) is in its singular form. The predicate consists of the verb *be* (was), which is written in the past tense, followed by a verb complement which are an adverb (very) and an adjective (shocked). It is noted that the word 'shock' is originally a verb that has undergone a morphological change by the inflection '-ed' that indicates the past participle (shocked), thus functions as an adjective. As this is a passive structure, the sentence is abided by the construction 'BE+past participle' which explains the error to occur in the f-structure of Figure 4.16 (iv). Besides, the use of the tense has also been marked as the reason of inaccuracy of the attempted adjectival passive as the task required participants to write using the past tense following the given sentence at the beginning of the story.

Therefore, an equivalent translation into the Malay language for sample C014 is presented to see if there is any significant influence of the participant's mother tongue that led to the inaccuracy. Figure 4.16 (vi) shows the f-structure of the equivalent translation into the Malay language for sample C014 which contains a singular subject (*Dia*). Meanwhile, the predicate is made up of a subject complement, whereby no tense information is identified. The complement consists of a verb phrase, made up of an adverb (*sangat*) and a verb (*kejut*) which has undergone a morphological change by adding the prefix *ter-* to become a passivized verb.

From the f-structure of the equivalent translation into the Malay language, this particular adjectival passives constructed by participant C014 has fulfilled the requirement as the Malay passives since it consists of the sentence pattern type 2, FN + FK (noun phrase + verb phrase), whilst the verb is having the prefix *ter-* that indicates the passivized verb. According to the notion of language transfer, the participant should be facilitated by this resemblance of both L1 and L2 (Malay and English) that have the

same passive voice. Supposedly, participant C014 should be able to transfer the knowledge of the Malay passive structure and its principle of verb passivisation to adapt with the English passive structure of 'BE + past participle' construction. Unfortunately, this case did not happen. It is perhaps because participant C014 did not realize the adjectival passives he tried to construct was actually a passive structure regarded in English, thus the language transfer process did not take place as positively as it was expected to.

Besides, the Malay language does not necessarily use the tense system in the structure. Nevertheless, participant C014 seemed to be aware of the use of the verb *be* in the passive construction, but not the tense system. This may be due to the fact that the Malay language does not have a tense system like English. In Malay, the past tense is simply marked by particles of aspect '*telah*' and '*sudah*' which is different from the English tense system. Therefore, this could be the reason why the participant is not aware of the past tense construction under the time constraint when writing the respective structure in his ESL narrative composition.

4.3.1.6 Omission of the verb *be* + wrong use of phrasal verb

The sentence '*Ali's boat totally broken up*' is taken from sample C012. The researcher will first demonstrate the c-structure of this sentence as follows:

(i)

(ii)

(iii)

Figure 4.17:   **Comparison of the c-structures**
(i) attempted adjectival passives in sample C012, (ii) the correct structure for
attempted adjectival passive in sample C012, (iii) translation into Malay language
for sample C012

Based on Figure 4.17(i), the c-structure shows the construction of the attempted adjectival passives by participant C012 found in the assigned narrative composition. The sentence consists of a noun phrase and a verb phrase. The noun phrase is referred to the boat owned by Ali (Ali's boat). This is followed by a verb phrase, whereby the verb is omitted, and the verb phrase is made of an adverb (totally) and a phrasal verb (broken up).

On the other hand, Figure 4.17 (ii) shows the correct c-structure of the attempted adjectival passives for sample C012. The sentence consists of a noun phrase and a verb phrase. The noun phrase is refered to the boat owned by Ali (Ali's boat). This is followed by a verb phrase, whereby the verb is verb be (was) and the adjective phrase is made of an adverb (totally) and an adjective (broken).

In order to see if there is any mother tongue influence, Figure 4.17(iii) shows the equivalent translation into the Malay language for sample C012. The c-structure shows that the sentence is made up of a noun phrase and an adjective phrase. The noun phrase consists of two nouns (*Bot Ali*) that indicates possession. This is followed by the adjective phrase which consists of two adjectives (*rosak teruk*).

The following are the f-structures to further demonstrate the function of each constituent from the c-structure respectively.

(iv)   **(v)**

```
SUBJ        FORM           Ali's boat
            NUM            SG

PRED        '#NULL#ERROR (( V Compl))'

TENSE       #NOT IDENTIFIED

VCOMPL      ADV            totally
            VP             #broken up
                           (phrasal verb)
```

```
SUBJ        FORM           Ali's boat
            NUM            SG

PRED        'BE (( V Compl ))'

TENSE       PAST

V COMPL     AP  →  Adv + Adj
            AP  →  totally    V(past participle)
                                              Adj
            AP  →  totally   [ BROKEN ]
                                        Adj
            ADJ →     BROKEN
```

(vi)

```
SUBJ        FORM           Bot Ali
            NUM            SG

PRED        '((SUBJ Compl))'

SUBJ COMP   AP  →   Adjektif + Adjektif
            AP  →   [ rosak ] [ teruk ]
```
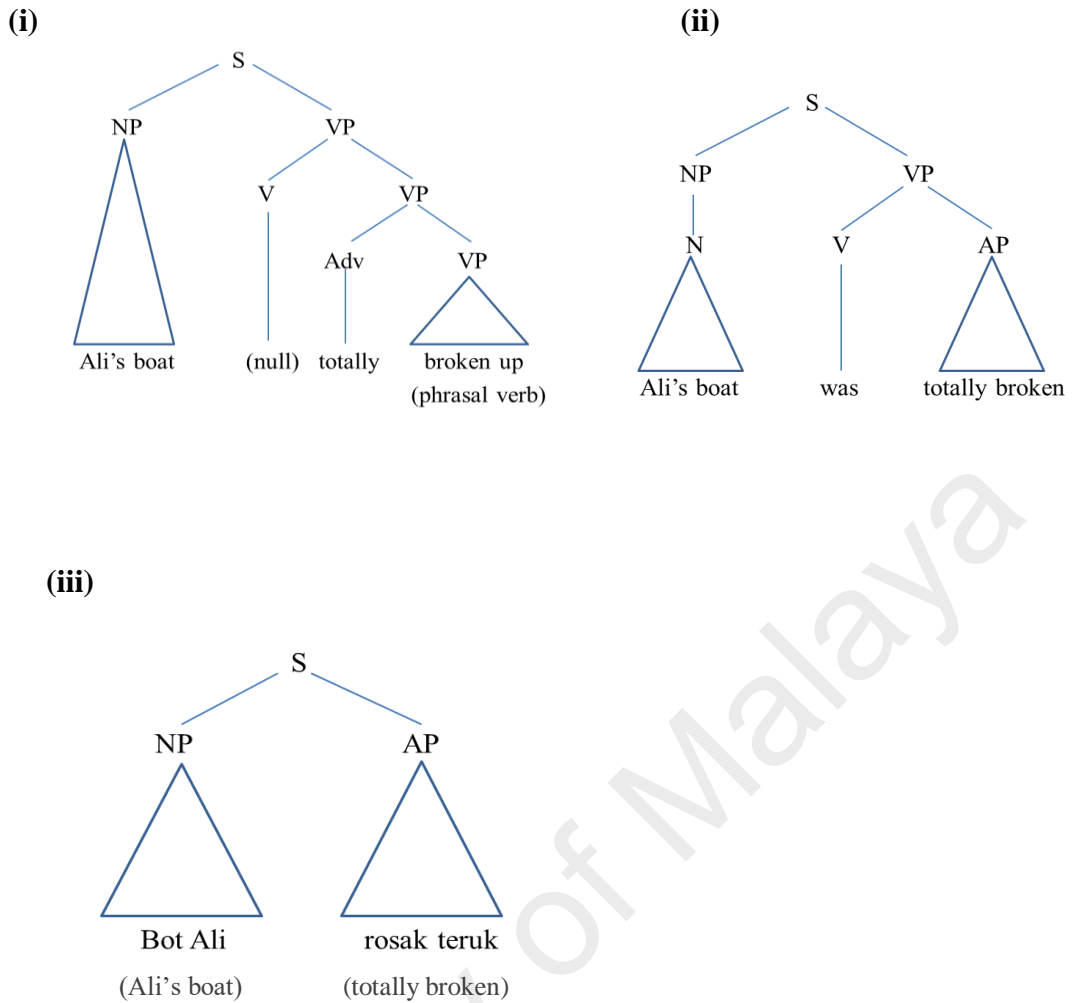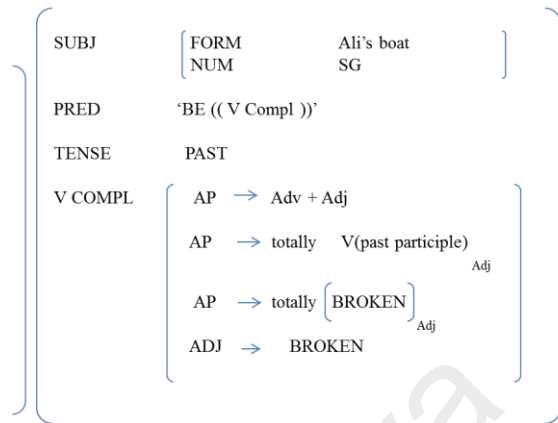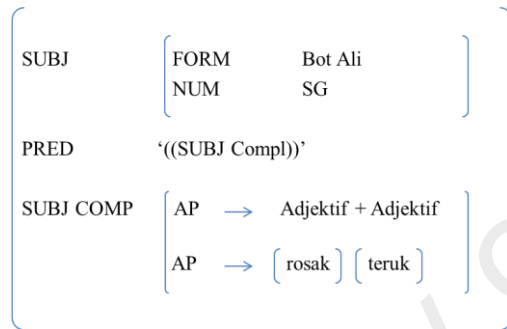
Figure 4.18:   **Comparison of the f-structures**
(iv) attempted adjectival passives in sample C012, (v) the correct structure
for attempted adjectival passives in sample C012, (vi) translation into
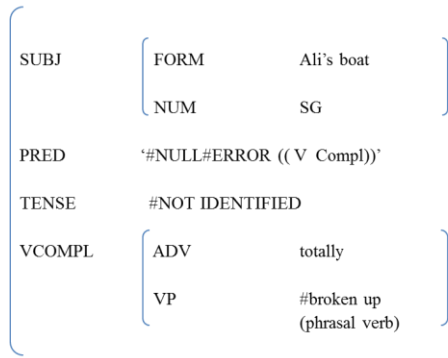**Malay language for sample C012**

Based on Figure 4.18(iv), the f-structure shows the construction of the attempted adjectival passives by participant C012 found in the assigned narrative composition. The subject of the sentence is 'Ali's boat' which is in a singular form, followed by the predicate which contains an errror due to the absence of the verb *be*, thus the tense used is not identified. The verb complement consists of an adverb (totally) and a verb phrase which is a phrasal verb (broken up). It is noted that the use of the phrasal verb here is not appropriate and is contextually wrong.

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On the other hand, Figure 4.18(v) shows the correct f-structure of the attempted adjectival passives for sample C012. The subject of the sentence is maintained (Ali's boat) which is in a singular form, followed by the predicate which contains the verb *be* (was) indicating the past tense. The verb complement consists of an adverb (totally) and past participle (broken) that functions as an adjective.

Participant C012 has problems with the omission of the verb *be* and the wrong use of the phrasal verb. As being postulated earlier, these problems occurred due to their mother tongue influence. Therefore, Figure 4.18 (vi) shows the equivalent translation into the Malay language for sample C012. The f-structure shows that the sentence is made up of a noun phrase and an djective phrase. The noun phrase consists of two nouns (*Bot Ali*) that indicates possession; whereby the boat is owned by Ali. This is followed by adjective phrase which consists of two adjectives (*rosak teruk*). Both adjectives are in bare form, by which the second adjective (*teruk*) gives further desciption of the main adjective (*rosak*).

Looking at the equivalent translation into the Malay language, it is evident that participant C012 has omitted the verb *be* in the attempted adjectival passives because he is being influenced by his mother tongue, the Malay language. Apparently, if he was thinking of the idea in Malay, there is no need to use any verbs in the sentence, that explains why he had omitted the verb *be* in his construction. Nevertheless, with respect to the phrasal verb, the participant most probably did not understand the meaning behind the phrasal verb chosen and simply wanted to experiment the word he had come across, but unfortunately it does not fit in the context. The wrong use of the phrasal verb in this case is not due to the participant's mother tongue influence.

4.3.2 Resultative Passives

Based on the analysis of the types of passives in the narrative compositions presented in subtopic 4.2.2 , there are five reasons for the inaccuracy found in the resultative passives written by the participants in their ESL narrative compositions. It is noted that most participants constructed inaccurate resultative passive structures due to the reasons of the use of auxiliary *have* (7) and use of auxiliary *be* (3). These inaccuracies are postulated to be caused by the influence of the participants' mother tongue (the Malay language). Therefore, the researcher will demonstrate the following structures using LFG to prove such a claim:

Table 4.10: Resultative Passives to be analysed using the LFG

No	Student	Sentence	Reason for inaccuracy
1	C002	There **have** plenty of foods.	Use of auxiliary *have*
2	C027	There **are** many people on the island.	Use of auxiliary *be*

Based on Table 4.10, there are two resultative passives to be analyzed using the LFG framework. The reasons of the inaccuracy were the use of auxiliary *have* and the use of auxiliary *be*. Each reason is demonstrated through the representation of c-structure and f-structure from the passive structures constructed in sample C002 and C027 respectively in their ESL narrative compositions as shown in Table 4.10.

4.3.2.1 Use of auxiliary have

Now, the researcher will look at the sentence '*There have plenty of foods*' constructed in sample C002. The following is the c-structure of this sentence.

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Figure 4.19: c-structure of the attempted resultative passives in sample C002

Figure 4.19 shows that the sentence consists of a noun phrase which is in the form of the pronoun '*there*', followed by a verb phrase that consists of the main verb '*have*' and a noun phrase '*plenty of foods*'. The grammatical function of each constituent is shown in the f-structure as follows.
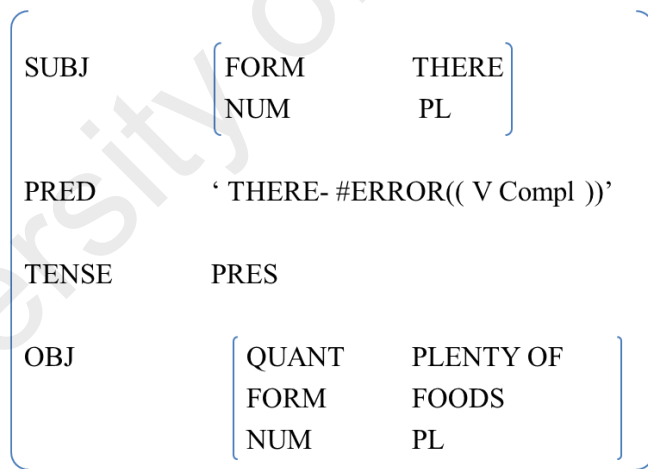
Figure 4.20:   f-structure of the attempted resultative passive in sample C002

Figure 4.20 shows that the subject of the sentence is '*there*' in its plural form. It is important to note that in resultative passives with '*there*' insertion, the number feature of object is equal to the number feature of subject. The number feature of the object is marked by the quantifier (plenty of) indicating the plural form. Nevertheless, the object

'foods' is wrongly used as food is considered as an uncountable noun. Thus, there is no marked plural form used for food even though there is plenty of it. Besides, there is an error in this f-structure due to the use of auxiliaries. In resultative passives, the auxiliary *be* will act as the main verb of the sentence. Nevertheless, instead of using the auxiliary *be*, the participant used the auxiliary *have* which caused an error in the f-structure as in Figure 4.20. Furthermore, in a narrative composition, the participant should write in the past tense. However, he wrote this sentence in the present tense as indicated in the f-structure above.

Therefore, the correct resultative passives meant in sample C002 would be '*There was plenty of food*'. Figure 4.21 shows the c-structure of the correct resultative passives for sample C002.
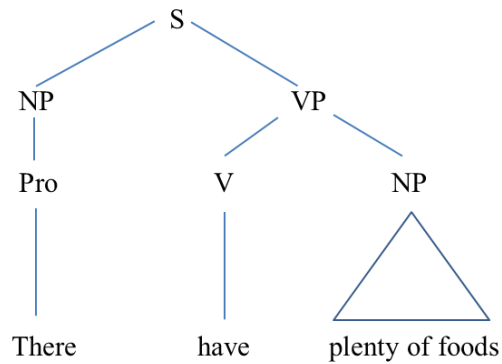

Figure 4.21: **c-structure of the correct resultative passives for sample C002**

Figure 4.21 shows that the sentence consists of a noun phrase which is in the form of the pronoun '*there*', followed by a verb phrase that consists of the main verb '*was*' and a noun phrase '*plenty of food*'. The grammatical function of each constituent is shown in the f-structure as follows.
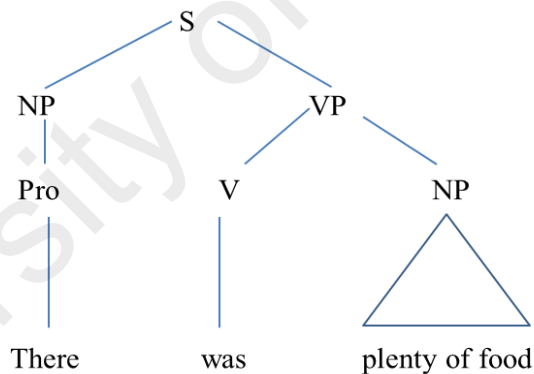
```
 ⎡                                              ⎤
 ⎢  SUBJ        ⎡ FORM        THERE  ⎤          ⎥
 ⎢              ⎣ NUM          SING  ⎦          ⎥
 ⎢                                              ⎥
 ⎢  PRED        ' THERE-BE(( V Compl ))'        ⎥
 ⎢                                              ⎥
 ⎢  TENSE       PAST                            ⎥
 ⎢                                              ⎥
 ⎢  OBJ         ⎡ QUANT       PLENTY OF       ⎤ ⎥
 ⎢              ⎢ FORM        FOOD            ⎥ ⎥
 ⎣              ⎣ NUM         SING (uncountable) ⎦ ⎦
```
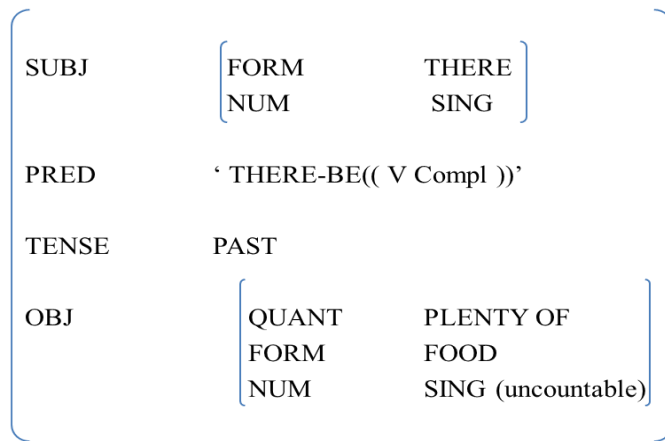
Figure 4.22:   **f-structure of the correct resultative passives for sample C002**

Figure 4.22 shows that the subject of the sentence is '*there*' in its singular form, whereby the number feature of object is equal to the number feature of the subject. As such, even though the quantifier '*plenty of*'' indicates a plural form, but because the object '*food*' is uncountable, it takes the singular form. Therefore, the main verb '*be'* is written as '*was*' indicating the singular form of both the subject and the object, plus the past tense of the incident that took place.

When comparing the resultative passives attempted by student C002 and the correct version of this structure, there are two significant findings that need to be taken into account. First, the Malay participants tend to substitute the auxiliary '*be'* with '*have'*, and, secondly they tend to get confused on which tense to use when narrating the story in the written form in the English language.

Here, the researcher proposes that this scenario happened due to the interference of the Malay participants' L1. If this Malay participant was thinking of this idea in Malay, it would be like this: '*Di situ terdapat banyak makanan*'. The following is the c-structure of the equivalent translation of the resultative passives attempted by sample C002.

Figure 4.23: c-structure of resultative passives translated into the Malay language for sample C002

Figure 4.23 shows that the sentence consists of a verb phrase (VP) and a noun phrase (NP). The VP has a preposition '*di situ*' and a passive verb '*terdapat*', whilst the NP has a quantifier '*banyak*' and a noun '*makanan*'. In Malay language, this is considered as '*ayat songsang*' which means the sentence has a reversed order. Normally, this is sentence type 2 (*FN+FK*) by which the attributes are made of NP + VP.   However, due to the reversed process, the position of the NP and VP is reversed, fronting the adverbial (*frasa keterangan*) to be positioned at the beginning of the sentence. In order to further understand this process, let us look at the f-structure of the sentence.

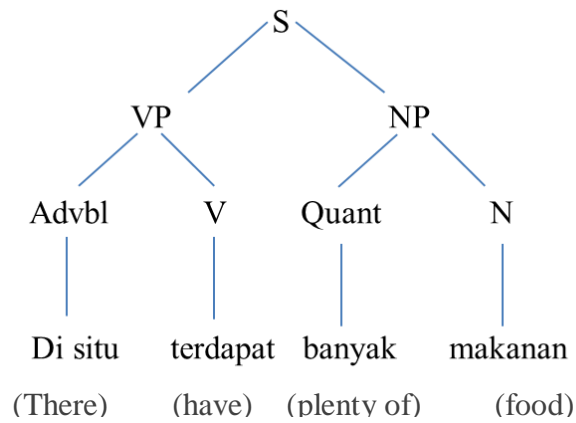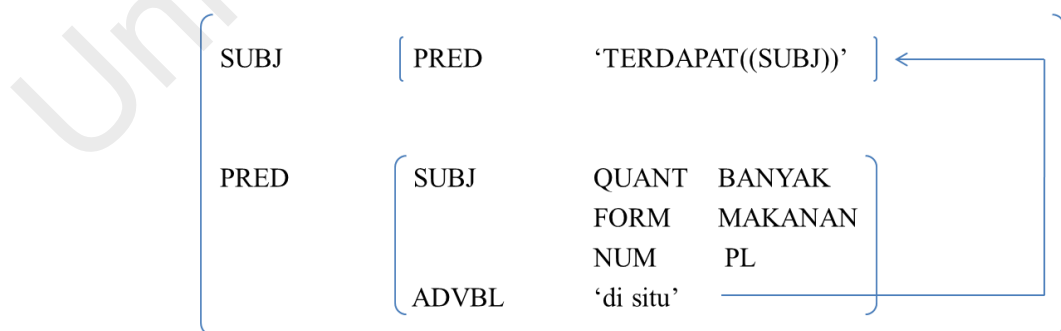**Figure 4.24:** f-structure of resultative passives translated into the Malay language for sample C002

Figure 4.24 shows that the subject '*terdapat*' actually belongs to the predicate in a normal structure of *FN+FK* (NP+VP). Meanwhile, the predicate '*banyak makanan*' by which '*banyak*' is a quantifier that indicates the plural form of the noun '*makanan*', is the original subject. Initially, the adverbial '*di situ*' belongs in the predicate position, but it is moved to the front to fulfill the requirement of the reversed order in the Malay sentence structure. Therefore, this sentence has a reversed order of *FN+FK* and it is considered as a passive structure in the Malay language due to the use of the inflection '*ter-*' for the verb '*dapat*' that makes it a passive verb '*terdapat*' which means 'have'.

Unlike the case in the adjectival passive that has been discussed previously whereby the sentence in English and its equivalent translation in Malay differs in terms of sentence type and voice, this particular resultative passive attempted by C002 has the same voice when it is translated into the Malay language. They both fulfill the principles of a passive structure of each respective language. Thus, what causes the inaccuracy of the sentence written in the ESL resultative passives when both structures do share a common voice? In order to answer this question, the researcher will demonstrate by looking at each c-structure as follows:

```
                    S                                          S
                 /     \                                    /     \
               NP       VP                                VP       NP
               |      /    \                            /    \    /   \
              Pro    V      NP                        Advbl   V  Quant  N
               |     |      /\                          |     |    |    |
                                                                      
             There  have  plenty of foods            Di situ terdapat banyak makanan
```

```
                    S
                 /     \
               NP       VP
               |      /    \
              Pro    V      NP
               |     |      /\
                            
             There  was   plenty of food
```
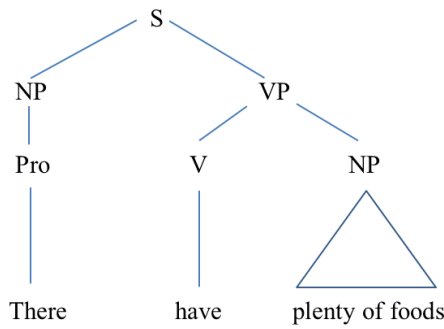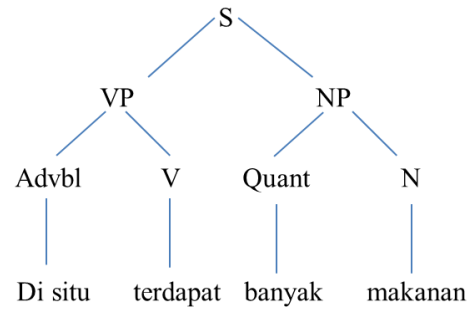
Figure 4.25: Comparison of the c-structures for resultative passives

Figure 4.25 shows (i) c-structure of the attempted resultative passives in sample C002, (ii) c-structure of its equivalent translation in the Malay language, and (iii) c-structure of the correct resultative passives for C002. Structurally, (i) and (iii) differ in their respective constituents except for the noun phrase '*plenty of food*' and its equivalent translation '*banyak makanan*'. If this idea was formed in the participant's mother tongue as being portrayed in (iii), and the participant directly translated the idea word-by-word into English, it was done perfectly well as in (i). Now, the problem lies in the translation of the verb '*terdapat*'. Instead of using the auxiliary 'have' to express

'*terdapat*' as in (i), the participant should use the auxiliary 'was' as in (ii). To further discuss this issue, let us compare the f-structure of each sentence.

(iv)   **(v)**

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{THERE} \\ \text{NUM} & \text{PL} \end{bmatrix} \\
\\
\text{PRED} & \text{' THERE- \#ERROR((V Compl))'} \\
\\
\text{TENSE} & \text{PRES} \\
\\
\text{OBJ} & \begin{bmatrix} \text{QUANT} & \text{PLENTY OF} \\ \text{FORM} & \text{FOODS} \\ \text{NUM} & \text{PL} \end{bmatrix}
\end{bmatrix}
$$

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{PRED} & \text{'TERDAPAT((SUBJ))'} \end{bmatrix} \leftarrow \\
\\
\text{PRED} & \begin{bmatrix} \text{SUBJ} & \begin{matrix} \text{QUANT} & \text{BANYAK} \\ \text{FORM} & \text{MAKANAN} \\ \text{NUM} & \text{PL} \end{matrix} \\ \text{ADVBL} & \text{'di situ'} \end{bmatrix}
\end{bmatrix}
$$

(vi)

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{THERE} \\ \text{NUM} & \text{SING} \end{bmatrix} \\
\\
\text{PRED} & \text{' THERE-BE((V Compl))'} \\
\\
\text{TENSE} & \text{PAST} \\
\\
\text{OBJ} & \begin{bmatrix} \text{QUANT} & \text{PLENTY OF} \\ \text{FORM} & \text{FOOD} \\ \text{NUM} & \text{SING (uncountable)} \end{bmatrix}
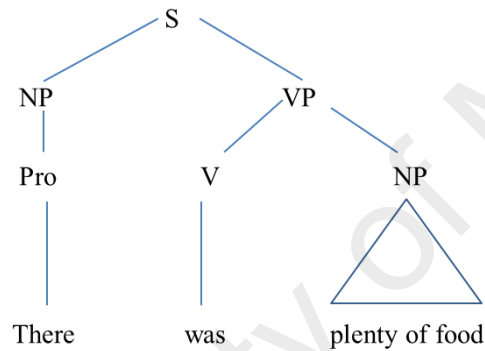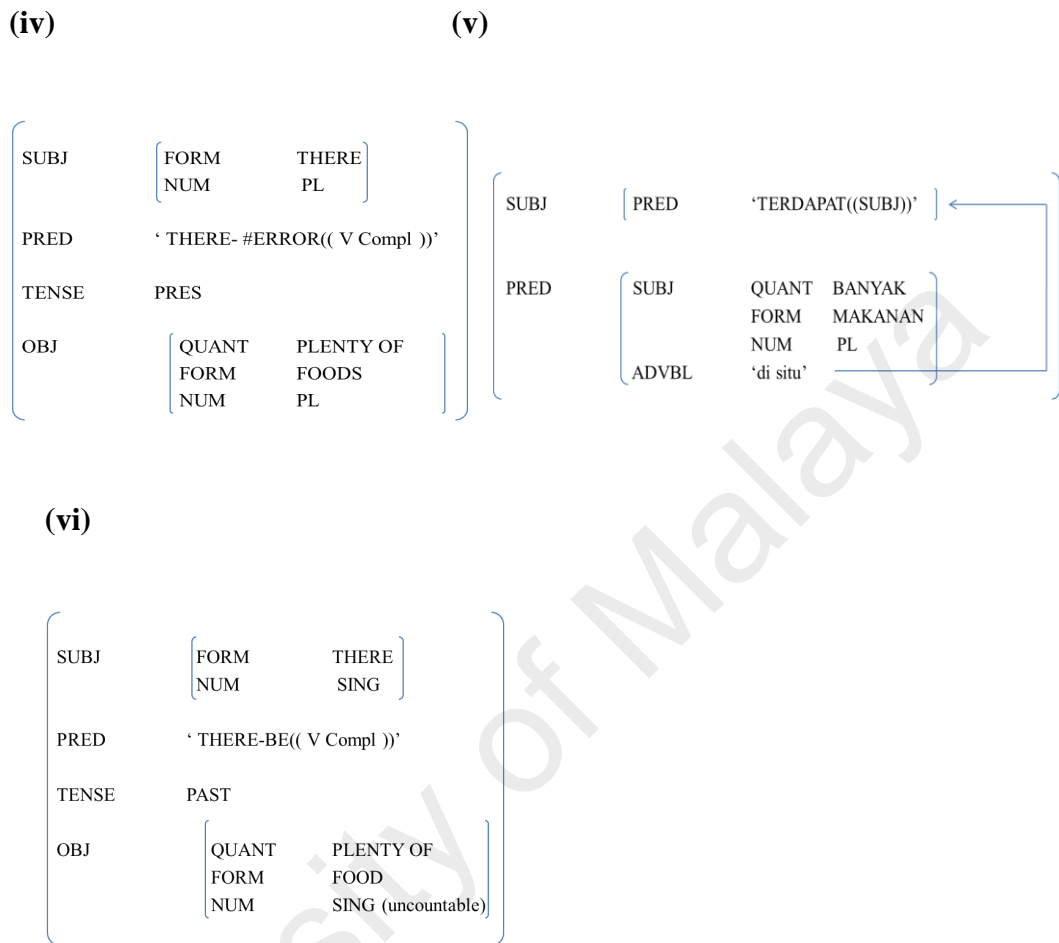\end{bmatrix}
$$

Figure 4.26: Comparison of the f-structures for resultative passives

Figure 4.26 shows (iv) f-structure of the attempted resultative passives in sample C002, (v) f-structure of its equivalent translation in the Malay language, and (vi) f-structure of the correct resultative passives for C002. There are hindrances when the paticipant practised word-by-word translation. First, the word '*terdapat*' is colloquially translated as '*ada*' (have) in Malay. Therefore, the participant tended to use the auxiliary 'have' instead of 'were' or 'was' to convey the meaning of '*terdapat*'. Secondly, the participant was not aware of the tense used in this sentence because it is not available in the Malay language. If we look at the f-structure, the Malay structure can function accurately without the use of any auxiliaries of aspect which may indicate

the tenses in the Malay sentences. Thus, participant C002 merely used the word in its base form without considering the tense factor as he wrote the passives in his English (L2) narrative composition under the time constraint of 1 hour.

4.3.2.2 Use of auxiliary *be*

Next, the researcher will look at the sentence '*There are many people on the island*' constructed in sample C027. The following is the comparison of the c-structures regarding this sentence.
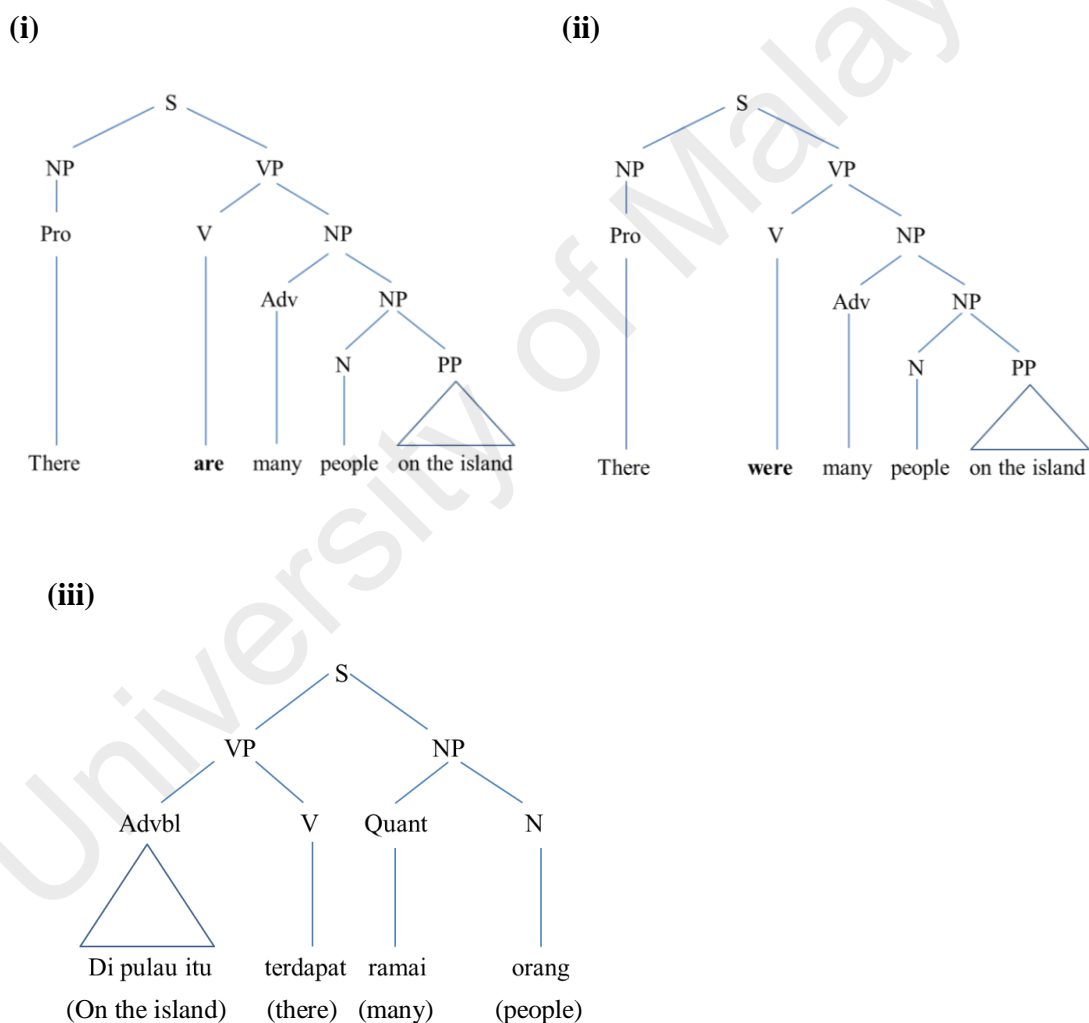
(i)

(ii)

(iii)

Figure 4.27:   **Comparison of the c-structures
(i) attempted resultative passives in sample C027, (ii) the correct structure
for attempted resultative passives in sample C027, (iii) translation into
Malay language for sample C027**

Based on Figure 4.27 (i), the c-structure shows the construction of the attempted resultative passives by participant C027 found in the assigned narrative composition. Here, the sentence consists of a noun phrase which is in the form of the pronoun (there), followed by a verb phrase that consists of the main verb *be* (are) and a noun phrase made of an adverb (many), a noun (people), and a prepositional phrase (on the island).

On the other hand, Figure 4.27 (ii) shows the correct c-structure for the attempted resultative passives in sample C027. It is noted that the c-structure in (i) and (ii) are almost identical except for the use of the verb *be*. Just like Figure 4.27 (i), the sentence consists of a noun phrase which is in the form of a pronoun (there), followed by a verb phrase that consists of the main verb *be* (were) and a noun phrase made of adverb (many), a noun (people), and a prepositional phrase (on the island).

However, when the attempted resultative passives is translated into the Malay language, the structure is totally different. Figure 4.27(iii) shows the c-structure of the equivalent translation into the Malay language for sample C027. The sentence is translated as '*Di pulau itu terdapat ramai orang.*' Although the sentence also consists of a noun phrase and a verb phrase, but the position of the phrases and constituents show a lot of difference.

In Figure 4.27 (iii), the sentence consists of a verb phrase (VP) and a noun phrase (NP). The VP has an adverbial '*Di pulau itu*' and a passive verb '*terdapat*', whilst the NP has a quantifier '*ramai*' and a noun '*orang*'. Normally, this is sentence type 2 (*FN+FK*) by which the attributes are made of NP + VP. However, due to the reversed process, the position of the NP and VP is reversed, fronting the adverbial (*frasa keterangan*) to be positioned at the beginning of the sentence.

In order to further understand the grammatical function of each constituent, the f-structures are presented in Figure 4.28.
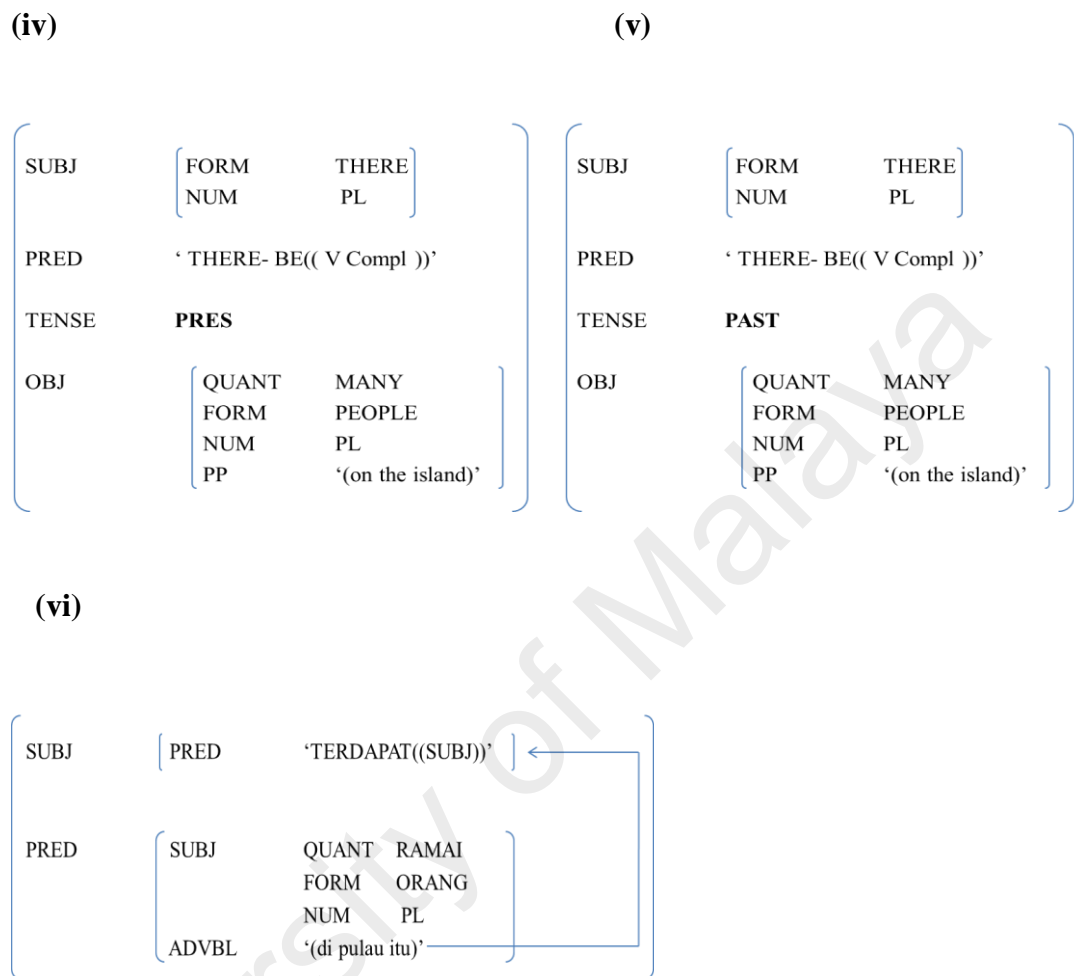
(iv)   **(v)**

SUBJ	FORM	THERE
	NUM	PL

PRED   ' THERE- BE((V Compl))'

TENSE   **PRES**

OBJ	QUANT	MANY
	FORM	PEOPLE
	NUM	PL
	PP	'(on the island)'

SUBJ	FORM	THERE
	NUM	PL

PRED   ' THERE- BE((V Compl))'

TENSE   **PAST**

OBJ	QUANT	MANY
	FORM	PEOPLE
	NUM	PL
	PP	'(on the island)'

(vi)

SUBJ	PRED	'TERDAPAT((SUBJ))'

PRED	SUBJ	QUANT	RAMAI
		FORM	ORANG
		NUM	PL
	ADVBL	'(di pulau itu)'	

Figure 4.28:   **Comparison of the f-structures**
(iv) attempted resultative passives in sample C027, (v) the correct structure for attempted resultative passives in sample C027, (vi) translation into Malay language for sample C027

Figure 4.28 (iv) shows the attempted resultative passives in sample C027. The subject of the sentence is 'There' in its plural form as the number feature of object is equal to the number feature of subject. The predicate consists of the verb *be* (are) indicating the use of present tense. The number feature of the object is marked by the adverb of quantifier (many), thus indicating the plural form of the object (people) which is a noun, followed by a prepositional phrase (on the island).

Here, there is nothing wrong with the sentence if we simply look at the f-structure shown in Figure 4.28 (iv). Nevertheless, as this study is looking at the use of the passive as a whole in narrative compositions, the context of the story from the beginning must be taken into account. Therefore, Figure 4.28 (v) shows the correct structure for the attempted resultative passives in sample C027. The subject of the sentence is 'There' in its plural form as the number feature of object is equal to the number feature of the subject. The predicate consists of the verb *be* (were) indicating the use of the past tense. The number feature of the object is marked by the adverb of quantifier (many), thus indicating the plural form of the object (people) which is a noun, followed by a prepositional phrase (on the island).

When these two f-structures are being compared, it is evident that the only reason that has led to the inaccuracy of attempted resultative passives for C027 is the use of tense. When the participant was not aware of the tense utilized in the composition, he made a mistake in determining the correct auxiliary verb *be* to construct the passives. To further investigate the reason of this minor error, Figure 4.28(vi) shows the f-structure of the equivalent translation into the Malay language for the attempted resultative passives in sample C027.

Figure 4.28 shows that the subject '*terdapat*' actually belongs to the predicate in a normal structure of *FN+FK* (NP+VP). Meanwhile, the predicate '*ramai orang*' by which '*ramai*' is a quantifier that indicates the plural form of the noun '*orang*', is the original subject. Initially, the adverbial '*di pulau itu*' belongs in the predicate position, but it is moved to the front to fulfill the requirement of the reversed order in the Malay sentence structure. Therefore, this sentence has a reversed order of *FN+FK* and it is considered as a passive structure in the Malay language due to the use of the inflection

'*ter-*' for the verb '*dapat*' that makes it a passive verb '*terdapat*' which carries the meaning of 'there'.

It is noted that despite the difference in word order between the two languages- English and Malay, both structures are still under the same type which is the passive structure. However, as the tense system is not available in the Malay language for this particular sentence, participant C027 found difficulty in selecting the appropriate auxiliary verb *be* to indicate the tense used in the passive structure. He seemed to be aware of the passive construction, but not of the use of tense. Therefore, in sample C027, the inaccuracy occurred is not due to the participant's mother tongue, but merely due to the lack of awareness regarding the tense system in English as the second language, which is considered as intralingual errors of the incomplete rule application Thep-Ackrapong (2006).

4.3.3   Verbal Passives

In verbal passives, the major reason of inaccuracy is in the use of the past participle and wrong auxiliary. Thus, the researcher has selected a sentence from each case to be demonstrated using the LFG framework as shown in Table 4.11:

Table 4.11:   Verbal Passives to be analysed using the LFG

No	Student	Sentence	Reason for inaccuracy
1	C017	Suddenly, his boat was **wreck.**	No past participle
2	C011	All of his money has **stolen**.	Wrong auxiliary

Based on Table 4.11, there are two verbal passives to be analysed using the LFG framework. The reasons for the inaccuracy were due to no use of past participle and

wrong auxiliary. The passive structures for this analysis were taken from sample C017 and C011 respectively as shown in the table above.

4.3.3.1 No past participle

First, let us look at the sentence taken from sample C017, '*Suddenly, his boat was wreck*'. The c-structure of this sentence is shown as follows.
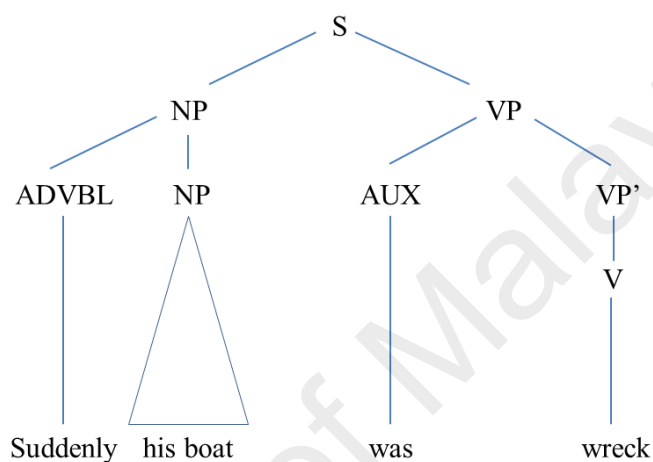

Figure 4.29:   c-structure of the attempted verbal passive in sample C017

Figure 4.29 shows the sentence is made up of a noun phrase and a verb phrase. The noun phrase consists of an adverbial, 'suddenly', and another noun phrase, 'his boat'. Meanwhile, the verb phrase has an auxiliary 'was' and another verb phrase which is a verb 'wreck'. The f-structure of the same sentence is shown as follows:

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{HIS BOAT} \\ \text{NUM} & \text{SG} \end{bmatrix} \\
\\
\text{PRED} & \text{' BE ((WRECK)}_{[\#\#\#]} \text{ \#ERROR(BY OBJ Ø))'} \\
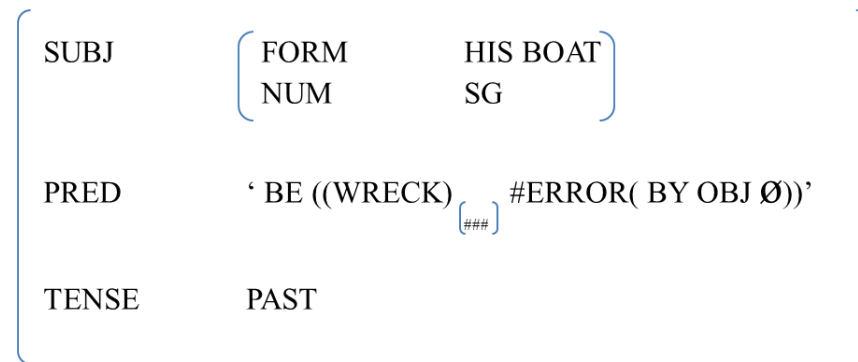\\
\text{TENSE} & \text{PAST}
\end{bmatrix}
$$

Figure 4.30: f-structure of the attempted verbal passive in sample C017

Figure 4.30 shows the subject of the sentence is 'his boat' which is in its singular form. The predicate consists of the auxiliary *be* (was), indicating the past tense that should be followed by a past participle to fulfill the passive structure. However, an error occurred when the past participle was written in its bare form 'wreck'. The by-object that is optional in verbal passives was omitted in this sentence.

Based on the c-structure and f-structure above, it is seen that the participant was not consistent with the rules underlying the verbal passive. The participant did not understand the principle of the passives to have the construction of 'BE + past participle'. He had successfully used the auxiliary *be* 'was' to indicate the singular subject form by which the action is completed in the past. Nevertheless, the participant did not use the past participle for the verb 'wreck' that has void the principle of passive construction which is BE + past participle. The following is the c-structure of the correct verbal passive for sample C017.
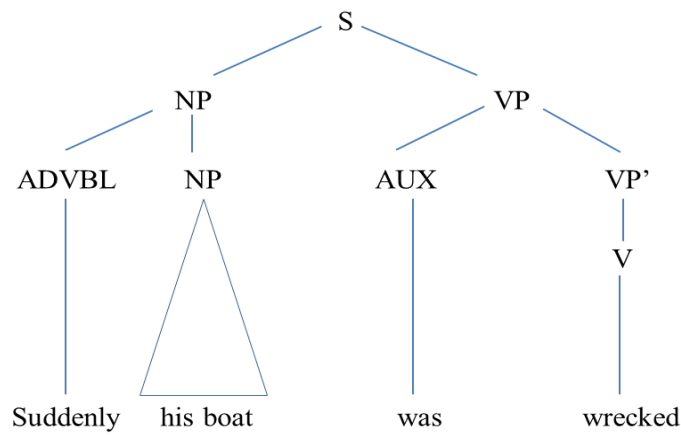
Figure 4.31: c-structure of the correct verbal passives for sample C017

Figure 4.31 shows that the sentence is made up of a noun phrase and a verb phrase. The noun phrase consists of an adverbial, 'Suddenly', and another noun phrase, 'his boat'. Meanwhile, the verb phrase has an auxiliary be 'was' and another verb phrase which is the verb 'wrecked'. The f-structure of the same sentence is shown as follows:
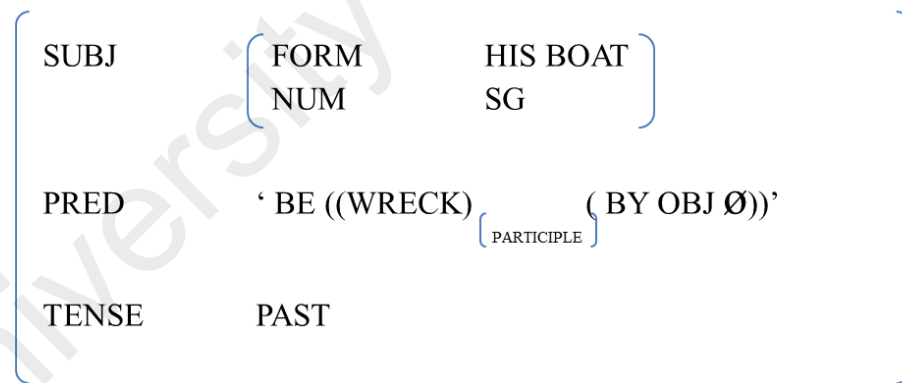

Figure 4.32: f-structure of the correct verbal passive for sample C017

Figure 4.32 shows the subject of the sentence is 'his boat' which is in its singular form. The predicate consists of an auxiliary *be* (was), indicating the use of past tense, followed by a passive verb, the past participle 'wrecked' to fulfill the passive structure. The by-object which is optional in verbal passives is omitted in this sentence.

As mentioned earlier, participant C017 merely had a slight problem when constructing the verbal passive that is the use of the correct past participle for the verb 'wreck'. It is argued that students' difficulty when constructing the passives is due to the influence of their mother tongue. Therefore, the equivalent translation of this sentence into the participant's mother tongue would be '*Tiba-tiba botnya telah dimusnahkan*'. The following is the c-structure of the sentence.
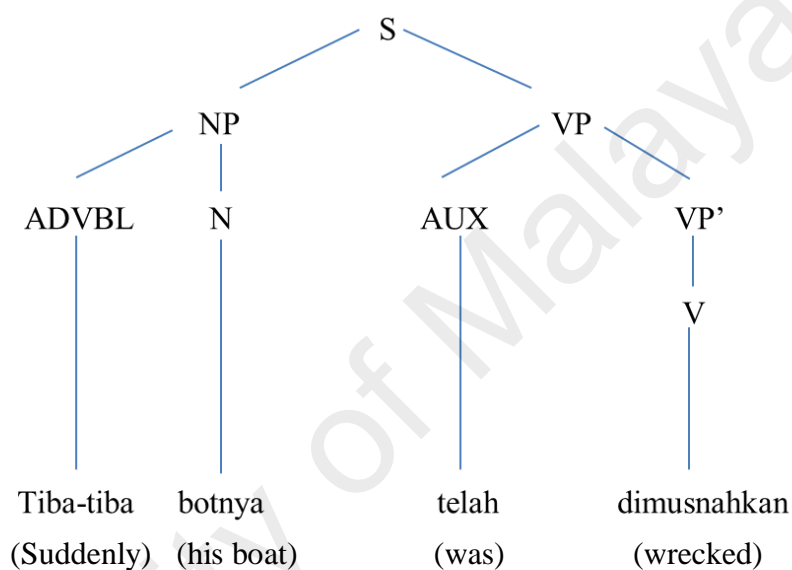

Figure 4.33:   c-structure of the verbal passive translated into Malay language for sample C017

Figure 4.33 shows that the sentence consists of a noun phrase and a verb phrase. The noun phrase is made of an adverbial '*tiba-tiba*' and a noun '*botnya*'. Meanwhile, the verb phrase is made up of an auxiliary of aspect (*kata bantu aspek*) '*telah*' and a verb phrase by which the main verb is '*dimusnahkan*' and the by-object is omitted. The following is the f-structure of the sentence.

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{BOTNYA} \\ \text{NUM} & \text{SG} \end{bmatrix} \\[3ex]
\text{PRED} & \text{'AUX ((MUSNAH)}_{\text{AFFIXES \quad DI-...-KAN}} \quad \text{(BY OBJ Ø))'} \\[3ex]
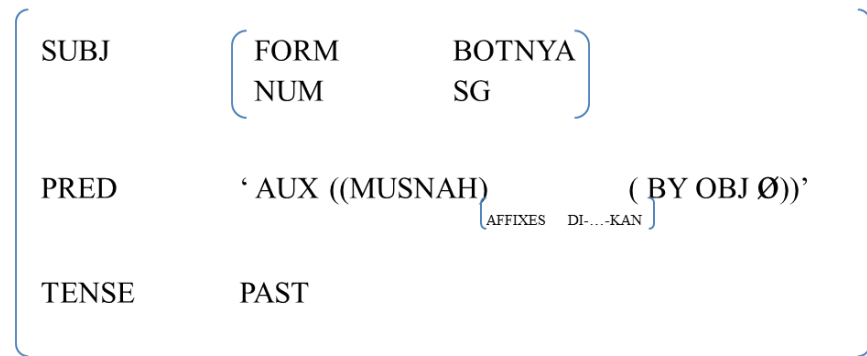\text{TENSE} & \text{PAST}
\end{bmatrix}
$$

Figure 4.34:   f-structure of the verbal passive translated into Malay language for sample C017

Figure 4.34 shows the subject of the sentence is '*botnya*', by which the noun '*bot*' has the inflection '*-nya*' to show the sense of third person possessive in its singular form. The predicate consists of the auxiliary of aspect '*telah*', indicating the action is completed, followed by the main verb '*musnah*' which becomes a passive verb '*dimusnahkan*' due to the affixes '*di-*' and '*-kan*' attached to the base word. The by-object that is optional in verbal passives is omitted in this sentence.

Unlike adjectival and resultative passives, the verbal passive is seen to have the most resemblance in terms of the passive structure in both the English and Malay languages. The position of the subject and predicate is the same and even the principle of the optional by-phrase is applied in both languages. Nevertheless, these languages do differ in the formula to passivise the main verb. The following is the comparison of each c-structure and f-structure of the verbal passives.
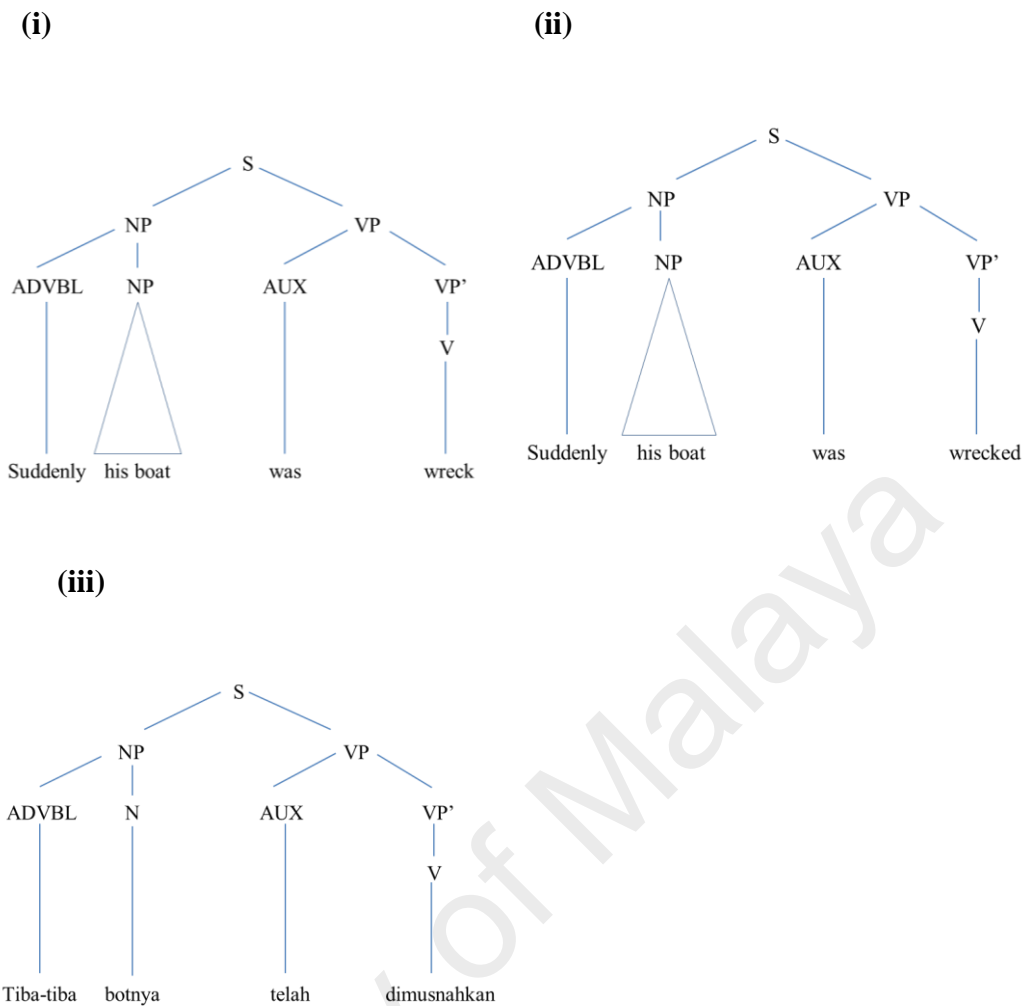
(i)

(ii)

(iii)

Figure 4.35: Comparison of the c-structures for verbal passives in sample C017

Figure 4.35 shows the (i) c-structure of the attempted verbal passives in sample C017, (ii) c-structure of the correct verbal passives for C017, and (iii) c-structure of its equivalent translation in the Malay language. Structurally, (i), (ii) and (iii) share the same constituents. The following is the comparison of the f-structures.

(iv)

(v)

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{HIS BOAT} \\ \text{NUM} & \text{SG} \end{bmatrix} \\
\\
\text{PRED} & \text{' BE ((WRECK)}_{[\#\#\#]}\ \#\text{ERROR(BY OBJ Ø))'} \\
\\
\text{TENSE} & \text{PAST}
\end{bmatrix}
\qquad
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{HIS BOAT} \\ \text{NUM} & \text{SG} \end{bmatrix} \\
\\
\text{PRED} & \text{' BE ((WRECK)}_{[\text{PARTICIPLE}]}\ \text{(BY OBJ Ø))'} \\
\\
\text{TENSE} & \text{PAST}
\end{bmatrix}
$$

(vi)

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{BOTNYA} \\ \text{NUM} & \text{SG} \end{bmatrix} \\
\\
\text{PRED} & \text{' AUX ((MUSNAH)}_{[\text{AFFIXES}\ \ \text{DI-...-KAN}]}\ \text{(BY OBJ Ø))'} \\
\\
\text{TENSE} & \text{PAST}
\end{bmatrix}
$$

Figure 4.36: Comparison of the f-structures for verbal passives

Figure 4.36 shows the (iv) f-structure of the attempted verbal passive in sample C017, (v) f-structure of the correct verbal passive for C017 and (vi) f-structure of its equivalent translation in the Malay language. Here, it can be seen that English and Malay verbal passives have auxiliary verbs before the passive verbs, followed by an optional by-phrase which is omitted in the sample. Each constituent serves the same function across these two languages. Thus, the error made by participant C017 is not due to mother tongue influence, but this is more on intralingual errors by which the participant has incomplete knowledge regarding the past participle form in English language when structuring the passives.

In the Malay verbal passives, what matters most is the formation of passive verbs. Unlike English, the formation of passive verbs in Malay is fairly simple and is applicable in all cases. The verbs are passivised through the insertion of affixes; the

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prefix '*di-*' and the suffix '*-kan*' in order to imply that the action is done by someone or something. If students understand this principle, they would hardly make any mistakes in the construction of the passive voice as the rule is quite clear cut.

On the other hand, the construction of the passives for English would be 'BE + past participle', whereby the selection of the auxiliary verb *be* depends on the number of subject and the tense used in the context. Meanwhile, the formation of the past participle depends on the type of verbs whether they are regular or irregular. For regular verbs, an inflection '–ed' is attached to the base word to form the past participle. On the contrary, there are no specific rules to form the past participle for irregular verbs that students need to memorise the whole set of the past participles for each irregular verb.

Looking back at the case of sample C017, if only the error on the past participle is regarding the irregular verbs, it is easier to understand why students made such an error. As mentioned before, irregular verbs involve a variety of cases that there are no speciifc rules to form the past participle that students need to memorise the set. However, the verb 'wreck' used in this sentence is a regular verb whereby there is a clear formula to form the past participle, that is by adding the inflection '-ed' (wreck**ed**). Apparently in sample C017, it shows that the participant has little foundation on the basic grammar and is not aware of the basic principles to construct the verbal passives.
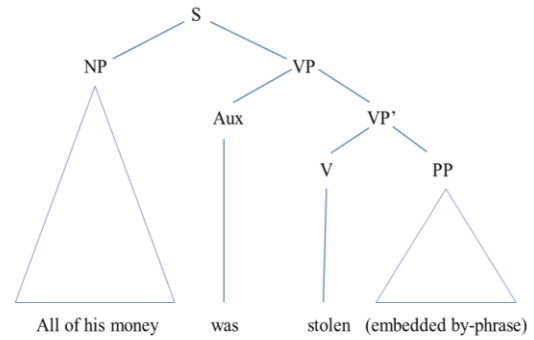
4.3.3.2 Wrong auxiliary

Next, most participants were unable to construct verbal passives accurately in their narrative compositions due to the wrong use of the auxiliary. Let us look at the sentence taken from sample C011 '*All of his money has stolen*'. Three c-structures are presented regarding this sentence as follows:
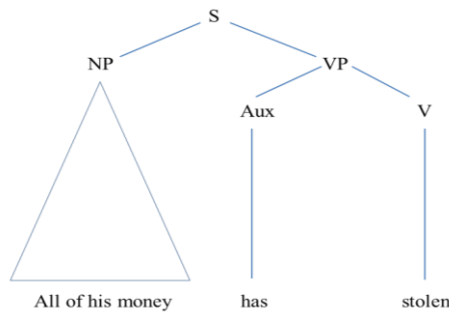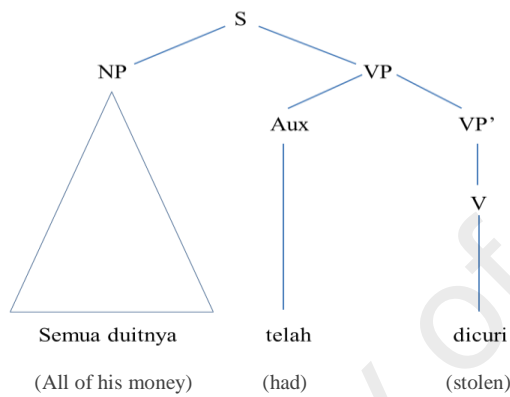
(i)   **(ii)**

(iii)

Figure 4.37:   Comparison of the c-structures
(i) attempted verbal passives in sample C011, (ii) the correct structure for
attempted verbal passives in sample C011, (iii) translation into Malay language for
sample C011

Figure 4.37 (i) shows the c-structure of the attempted verbal passives in sample C011. The sentence consists of a noun phrase (All of his money) and a verb phrase which consists of the auxiliary 'has' and the main verb in past participle 'stolen'. On the other hand, Figure 4.37 (ii) shows the c-structure of the correct verbal passives for sample C011. Here, the sentence also consists of a noun phrase and a verb phrase. The noun phrase is the same like in the previous structure which is 'All of his money'. However, the verb phrase is made of the auxiliary 'was', followed by another verb phrase; 'stolen' as the main verb and a prepositional phrase which is omitted.

It is noted that the inaccuracy of the attempted verbal passives in sample C011 is due to the use of auxiliary. Instead of using the auxiliary *be*, the participant used the auxiliary *has* by which affected the type of sentence produced. Figure 4.37 (i) portrays the construction of an active sentence (which is contextually incorrect) whilst Figure 4.37 (ii) portrays the passive construction.. Therefore, an equivalent translation of the c-structure for sample C011 into the Malay language is demonstrated in Figure 4.37 (iii) to see if there is any influence of the Malay language in the participant's verbal passive for sample C011.

Figure 4.37 (iii) shows that just like English language, the equivalent translated sentence into the Malay language also consists of a noun phrase and a verb phrase. The noun phrase is '*semua duitnya*', whereas the verb phrase consists of the auxiliary of aspect, '*telah*' that indicates the past tense of the event, followed by the main verb '*dicuri*'. In order to further understand the function of each constituent, the f-structures are demonstrated as follows:

(iv)   **(v)**

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{MONEY} \\ \text{NUM} & \text{SG} \end{bmatrix} \\
\\
\text{PRED} & \text{' AUX STEAL}_{[\text{PARTICIPLE}]} \text{((SUBJ), (OBJ))'} \\
\\
\text{TENSE} & \text{PRES} \\
\\
\text{OBJ} & \begin{bmatrix} \text{FORM} & \text{\#ERROR} \\ \text{NUM} & \text{\#ERROR} \end{bmatrix}
\end{bmatrix}
\qquad
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{MONEY} \\ \text{NUM} & \text{SG} \end{bmatrix} \\
\\
\text{PRED} & \text{'AUX (STEAL}_{[\text{PARTICIPLE}]} \text{(BY OBJ \O))'} \\
\\
\text{TENSE} & \text{PAST}
\end{bmatrix}
$$

(vi)

$$
\begin{bmatrix}
\text{SUBJ} & \begin{bmatrix} \text{FORM} & \text{DUITNYA} \\ \text{NUM} & \text{PL} \end{bmatrix} \\
\\
\text{PRED} & \text{' AUX (CURI}_{[\text{PREFIX.....DI-}]} \text{(BY OBJ \O))'} \\
\text{TENSE} & \text{PAST}
\end{bmatrix}
$$

Figure 4.38:   Comparison of the f-structures
(iv) attempted verbal passives in sample C011, (v) the correct structure for
attempted verbal passives in sample C011, (vi) translation into the Malay language
for sample C011

Based on Figure 4.38 (iv), the f-structure of the attempted verbal passives in sample C011 shows the main subject is the 'money' as referred to the noun phrase 'all of his money'. The subject number is plural, but it is not marked by any inflections as the noun (money) is uncountable. The predicate of the sentence has the auxiliary *has* followed by the main verb 'stolen' which is in the past participle. Therefore, the auxiliary *has* indicates that this sentence incorporates the present tense.

There are two points to ponder here. First, the construction 'HAS + past participle' portrays an active sentence with regard to the *perfect* aspect of the event. Therefore, the phrase 'has stolen' now shows the transitivity which requires an object to fulfill the structure. However, no object is found in the sentence which has led to errors.

Furthermore, as being discussed extensively in this chapter, the narrative composition task administered in this study required participants to continue the story from the given sentence and phrase which were written in the past tense. As such, the participants were expected to do their narration in the past tense with respect to the consistency throughout their narrative compositions. Hence, the second reason of the inaccuracy found in the attempted verbal passive for sample C011 is due to the wrong use of tense for the chosen auxiliary.

Figure 4.38 (v) shows the f-structure of the correct verbal passives for sample C011. The sentence consists of the main subject 'money' from the noun phrase 'All of his money'. The predicate is made of the auxiliary be (was) as referred to the subject 'money' which is an uncountable noun. This is followed by the main verb 'steal' in its past participle form (stolen). The object of the sentence which is optional to be mentioned through the by-phrase is omitted. Looking at the f-structure in Figure 4.38 (ii), there is no doubt that participant C011 intended to construct a passive sentence. However, due to a wrong choice of auxiliary, his attempted verbal passive was considered as inaccurate. The reason behind this inaccuracy may be caused by the influence of the participant's mother tongue, the Malay language.

Figure 4.38 (vi) shows the f-structure of the equivalent translation into the Malay language for the attempted verbal passives in sample C011. The main subject of the sentence is '*duitnya*' which carries the sense of plural form due to the quantifier '*semua*' from the noun phrase '*semua duitnya*'. The predicate consists of the auxiliary of aspect '*telah*', which carries the sense of completion or past tense. This is followed by the main verb '*curi*', written in passivised form with the prefix '*di-* ' attached to the original word (***dicuri***). Just like English, the object which is optional is omittted in this respective sentence. Thus, there is no doubt that even if the participant was thinking of

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the idea in the Malay language, they both (English and Malay languages) share the same sentence construction which is the passive voice, and even the aspect of time is evident in the Malay passive construction as shown above. The only difference lies in the underlying principles in the formation of the passivised verb in Malay and the past participle in English.

However, the participant managed to get this right. Participant C011 has a problem in choosing the correct auxiliary for the English verbal passive because the equivalent translation of the auxiliary *be* is not available in the Malay language. The Malay passive originally does not require any auxiliaries to make it function properly. The auxiliary used in the demonstrated f-structure above is merely to indicate the aspect of completion and has no effect on the accuracy of the Malay passive if it is omitted. Therefore, it can be concluded that participant C011 has done word-by-word translation from his mother tongue, the Malay language, to formulate his verbal passives. Hence, he was confused on the use of the auxiliaries in the English verbal passives and made the wrong choice because it is not available in his mother tongue, the Malay passives.

4.4   Findings from Interviews

In order to further explore the use of passive structures in ESL narrative compositions among Form 4 Malay students of SMK Tanjung Datuk, the researcher also conducted an interview with three participants who had incorporated the most number of passive structures in their compositions. These interviews were conducted in order to support and aid the understanding of the data gathered earlier regarding the description of students' passive voice in narrative compositions and the effect of their mother tongue in structuring the passives in English.

The first question of the interview was regarding the participants' awareness of the differences between active and passive voices. The five sentences uttered to them were as follows:

(i)   *Father caught the fish*

(ii)   *The fish was caught by father*

(iii) S*he was scared*

(iv)   *The boy scared her*

(v)   *There was plenty of food*

The participants were asked to identify whether the examples given were in the active or passive voice and then to explain the reasons for their responses. All of the three participants managed to identify the type of voice used for (i) = active voice, (ii) = passive voice, and (iv) = active voice. They also managed to state the position and function of the subject and the object in these examples, but they gave wrong answers for (iii) and (v). Participant C016 thought that these two sentences are in the active voice, whereas participant C002 and C017 were not sure of the answers.

Hence, it can be deduced that these participants were aware of the principles for the basic construction of the active voice and the verbal passives as they could explain the rules of subject, verb and object (SVO) positions, as well as the by-phrase rule. Nevertheless, when it comes to adjectival and resultative passives, they were not sure of the answers and how to explain the SVO principle as the by-phrase rule is not applied in these cases. Besides, when translating the English adjectival passives in the previous section (subtopic 4.1 and 4.2), the equivalent translation of the attempted passive structures into the Malay language does not come under the Malay passives. As for the English resultative passives, though the construction is almost the same to the Malay-

passive-equivalent structure, but the *there-* insertion rule is greatly influenced by students' mother tongue when it is translated into the Malay language colloquially; thus leading to inaccuracy in the participants' construction of ESL passive structures.

Secondly, the participants were asked of their preference in terms of sentence structure when writing a narrative composition in English and provide reasons for their choices. Again, all three of them preferred to write using the active voice as they believed it is easier and less complicated. However, one of them (participant C002) admitted that when she reviewed her essay, she would make sure that there were varieties in the sentence structures for each paragraph, and that was when the passives come in handy. Participant C016 then argued that the composition can still be interesting without incorporating the passives.

Yet still, participant C002 expressed her feelings that she loves to play around with various sentence structures, and for 16-year-old students who have been learning English as a second language (ESL) for almost 10 years, teachers always expect them to employ various structures in their essay writing as one of the ways to show their creativity. Even though participant C002 admitted that she committed more errors when writing the passives compared to the active sentences, she learnt a lot from the errors underlined by the teacher. She said that for school-based exams, it is alright to commit such errors as that is when the teacher will point out their mistakes and she can learn from it.

Thirdly, the participants were asked regarding the process of constructing ideas inside their mind, whether they think of the ideas in English or Malay. Apparently, all of them constructed the ideas in Malay, and then only they translated the ideas into English as they were writing. When asked if they knew how to think in English, their answers were they have never done so and that they do not know how to do so. It is

quite fascinating when they admitted that how they wished they were allowed to bring a dictionary during the real exam as they rely so much on it. That was the reason why sometimes they formulated new structures and words on their own as they were desperate to translate their ideas into a piece of writing. Participant C016 said he could not be bothered of his grammar as the time allocated is just enough to complete the writing task, and not to review the whole composition for the use of language they have incorporated.

Fourthly, the question was about their opinions on whether the English and Malay languages have the same structures. Participant C017 stated that these languages have the same structures due to the fact that all languages contain subject, verb and object though the positions are not quite the same. This suggests the idea of the participant's assumption of language equivalence. According to Watcharapunyawong & Usaha (2013), no language is identical regarding structures, lexicons, and systems. Thus, when students perceive this idea, it will lead to the errors in their L2 written output. Meanwhile, the other two said that sometimes the English and Malay languages share the same structures, but sometimes they do not. When they were asked to explain the circumstances, participant C002 gave examples, and participant C016 agreed with her. Participant C002 gave examples as follows:

vi. *Saya makan kek*   translated as   I eat cake

vii. *Saya makan <u>kek coklat</u>*   translated as   I eat <u>chocolate cake</u>

She said, example (vi) shows that she can do word-to-word translation from Malay to English language as both structures have the same position regarding the subject, verb and object. However, when she added the adjective '*coklat* (chocolate)' to the object '*kek* (cake)', the position of the adjective is not the same in these two languages.

Therefore, they admitted that the direct translation technique does not work all the time for them to convey their ideas in ESL writing. Nevertheless, they kept doing it as that is the only helpful strategy during exams. With this regard, the participants are indeed actively making a comparison of the two language systems they are learning (Malay and English language) as suggested by Cook (2001), and if they happen to have the misconception of these two different systems, it will lead to an inaccuracy of the production in the target language, L2 (Sadiq Abd Wahed, 2011). On the other hand, their mother tongue could always serve as a facilitator in aiding their comprehension of new and difficult concepts to be learned in the second language, and it is always helpful to code-switch under a time-constrained writing task in order to convey their ideas into an ESL writing piece (Rodriguez & Oxbrow, 2008).

Finally, an inaccurate passive structure taken from their compositions was uttered to them:

       viii. *Pak Abu scared*   (participant C016)

       ix. *There have plenty of foods*   (participant C002)

       x. *Suddenly, his boat was wreck*   (participant C017)

The participants were asked why and how they constructed such a sentence. All of them said the sentence came out just naturally as they were translating the idea from Malay into English when they wrote their composition. According to Zhang (2008) as he summarized a study done by Kobayashi & Rinnert (1992), students always felt that ideas were easier to develop, their thoughts and opinions could be expressed better, and words could be retrieved easily through the translating technique. Nevertheless, participant C017 admitted that at times, he tried to think in English as suggested by his English teacher, but he was not sure whether he had managed to do it successfully or

not because to him, the structure of these two languages are more or less the same. At this point, it will be necessary for the teacher to highlight the similarities and differences between students' L1 and L2 explicitly during the English class in order to avoid misconceptions and incomplete rules application just like participant C017 is experiencing. This is why it is compulsory for teachers to know students' beliefs and perceptions about the language systems, so they can work on the strategies to facilitate students' ESL learning (Sadiq Abd Wahed, 2011).

Based on the participants' responses during the interview, it can be concluded that the Malay ESL students of SMK Tanjung Datuk are aware of the construction of the verbal passives, but not the adjectival and resultative passives. They are also employing the direct translation technique consciously when they write their narrative compositions. Thus, the data from this interview showed that there is an influence from the participants' mother tongue in the construction of the English passives that support the previous findings of L1 influence in L2 writing in the previous data analysis.

4.5   DISCUSSION

4.5.1   RQ 1: What are the structures of the passive voice in the ESL narrative compositions of the Malay students in SMK Tanjung Datuk?

The quantitative method employed in this study to classify and count the passive structures written by ESL Malay students according to the types of the passives was presented in Table 4.1 at the beginning of this chapter. It shows that the structures of the passive voice in ESL narrative compositions of the 30 Malay participants of this study in SMK Tanjung Datuk consist of adjectival, resultative and verbal passives. Apparently, most of the participants wrote their passive voice in adjectival passives to express how the characters involved in the story felt following the events throughout their narrative compositions. The total percentage of adjectival passives

written by the Malay students is 47.78%, followed by resultative passives with 26.67% and verbal passives, 25.55%. This data contradicts with the findings from the pilot study whereby resultative passives made up the most number of the written passives with 47.83%, followed by adjectival passives 34.78% and verbal passives remains the least written structure with 17.39% (refer to Table 3.3, Chapter 3).

The difference in the data from these two studies may be due to the number of participants involved (5 for the pilot study and 30 for the actual study), and the participants' preference in their style of writing - the participants from the current study were more expressive as they used a lot of adjectival passives when narrating, whilst the students from the pilot study used more resultative passives to add details and emphasis to their stories (Kormos, 2011).

Even though it is apparent that the adjectival passive structure is the most written structure found in the narrative compositions, the interviews with the three participants who employed the most passive structures in their compositions revealed that they did not realize the sentences they were writing were actually coming under the passive voice. This may be due to the fact that when teaching the passive structures, normally teachers will use Chomsky's transformation rules to explain the concept to students as it is deemed to be a lot easier to understand. There is no doubt about this claim as even in the Malay language, the rule is being used extensively in syntax studies particularly on the Malay passives. However, the transformational grammar concept is only applicable in explaining the verbal passives, not the adjectival and resultative passives as the subject-object relationship is not evident in these two types of passive structures.

Quoting from Toyota (2009), 'the verbal passives portray the clause denotes the dynamic aspect and the outer cause is involved'- that is when the transformational rules could explain the subject-object relationship in the passive voice. Nevertheless, when it comes to adjectival passives whereby 'clause denotes a secondary state and the outer cause is obviously implied', whilst the resultative passives constitute 'the clause denotes the natural state and there is no outer cause'- the transformational grammar shows its limitation in explaining these concepts. That is the main reason why this study incorporates the Lexical-Functional Grammar (LFG) as it treats each constituent lexically and the f-structure allows the representation of the construction of past participle from its original word and how the word which has undergone the morphological change serves its new category (adjectival passives) being demonstrated. Besides, LFG could also explain the principle of *there*-insertion thus offers room for reasoning of why such a structure belongs to its respective category (resultative passives).

Having said that, it is natural for the participants not to realize of what they were writing because the school syllabus does not give emphasis on adjectival passives and resultative passives. Nevertheless, this study has shown the significance of these two types of passive structures as they were widely used in the participants' narrative compositions. It is quite a shame when students failed to identify the type of sentences that they have been writing all through their narrative compositions.

Hence, the interview session has clarified the reasons students could not write these passive structures accurately. Based on the data from Table 4.1, out of 90 passive structures written, 67.78% were not written accurately. Being the most written passive structure, the adjectival passives scored the highest rate of inaccuracy with 31.11%, followed by the verbal passives with 20% of inaccuracy, and finally the resultative

passives with 16.66% of inaccuracy. The participants could not write the adjectival passives accurately because they were not aware of the passive basic construction 'BE + past participle' since they did not even know what type of sentences they were writing when they employed this structure. Besides, the inaccuracy of the structures was also being influenced by their mother tongue (the Malay language). This is because the participants were translating their ideas from Malay to English language in their narrative compositions as claimed by all three participants interviewed by the researcher. The influence of the participants' mother tongue is further discussed in the next section to answer the second research question.

4.5.2 RQ 2: How does the students' mother tongue affect the way they construct the passive structures in their ESL narrative compositions?

Based on the interview sessions, all of the three participants admitted that they were thinking of the ideas in their mother tongue (Malay) as they were writing their narrative compositions. According to Kang (2005), language transfer can have both positive and negative effects on the target language. In this study, the language transfer brings positive effect on English verbal passives as the rules and principles were almost the same in both the English and Malay languages. Both required a passivized verb within the structure and the sense of transitivity by the subject is conveyed through the *by-phrase* principle- which is optional but the outer cause is evidently involved. Therefore, the participants realized the structures that they were working on and abided the rules to maintain the accuracy of the sentences. However, as the participants were doing the direct translation of their mother tongue into English language, they had a tendency to translate their ideas structurally that caused a negative transfer which has led to inaccuracy in the construction of the English passive structures.

As mentioned earlier in Chapter 2, this constraint comes from their mother tongue influence whereby the Malay participants tend to apply the grammatical rules from their L1 once they encounter a gap in the knowledge during the writing stage of the target language (Kang, 2005; Solano et al., 2014). In the case of the passives, the principles applied in the Malay language and the English language are mostly different. As a result, the Malay participants were influenced by their mother tongue when they constructed the passives in the English language which have led to inaccuracy as shown in the data above.

For example, in one of the narrative compositions, a participant wrote 'Marcus so scare'. This sentence was supposed to be the adjectival passive but it was written inaccurately as the participant had omitted the verb *be* 'was' and the verb 'scare' is written in the base form instead of the past participle 'scared'. Therefore, the above sentence has failed to meet the criteria of a passive structure which is based on the 'BE + past participle' construction. This case happens due to the fact that there is no such construction in the Malay language.

The respective sentence is translated as '*Marcus sangat takut*' in the Malay language. Here, when the adjectival passive is translated into the Malay language, the sentence does not come under the Malay passive as it does not fulfill the requirement of the Malay passive which is having the construction of the second sentence pattern in the Malay language; FN + FK (noun phrase + verb phrase) as highlighted by Mohd Rashid (2009) in Chapter 2. Nevertheless, when being translated into the Malay language, the inaccurate adjectival passives show nothing wrong with the construction, and the sentence is written accurately following the principle of the third sentence pattern in the Malay language which is FN + FA (noun phrase + adjectival phrase). Unlike the English language, a sentence can stand on its own without the use of a verb in the Malay

language. Therefore, under the time constraint, the participants may be influenced by this principle of their mother tongue to convey their ideas in the English passive as the writing process in the second language took place. Hence, it can be deduced that the differences between English and Malay languages in terms of sentence types and sentence patterns have led to the inaccuracy of the construction of the passive structures in the participants' narrative compositions.

Furthermore, from the analysis using the LFG framework, the researcher has noted the trend of inaccuracy that occurred in the participants' passive structures. When writing the adjectival passives, the participants were influenced by their mother tongue, the Malay language, with respect to the omission of verb *be* and the use of the past participle. This is because in the Malay passives, the equivalent translation for verb *be* is not available. Therefore, when students were thinking of the idea in Malay and later translated it into English, they tend to simply omit the verb *be* in their adjectival passives that has led to the inaccuracies of the English passive structures. Meanwhile, in most of the equivalent translation of the attempted adjectival passives into the Malay language, the Malay adjectives were written in its bare form. This explains why the participants did not use the past participle in their construction of adjectival passives. If they were thinking of the ideas in the Malay language, they would assume that it is fine to use the word in its bare form instead of the past participle. Nevertheless, the English adjectival passive is abided by the BE + past participle construction; thus, if the participants did not follow this rule, their adjectival passives are considered as inaccurate.

On the other hand, it is also noted that the inaccuracy occurred in the participants' adjectival passives were due to the wrong use of tenses and phrasal verbs. Nevertheless, these two reasons were not considered as the influence of the participants' mother

tongue because when the participants were able to use the tense via verb *be* instead of omitting the verb *be* which is not available in the Malay passive, it implies that the participants were able to think of the ideas in English structurally. However, inaccuracies occurred in this case because of the participants' lack of awareness to determine the use of the appropriate tenses for the respective events. Meanwhile, the wrong use of phrasal verbs is merely due to the participants' lack of vocabulary as the equivalent translation into the Malay language does not portray any kind of language transfer to indicate the influence of the participants' mother tongue.

The cases of the wrong use of tense and inappropriate use of phrasal verbs imply that students are influenced by intralanguage, not their mother tongue. This shows that students do not have a sufficient level of understanding of the English tense system that has resulted in incomplete rule application and overgeneralization. Therefore, the findings on the intralingual errors should shade light for teachers to prepare a proper treatment for learners' errors in a pedagogical context.

In the meantime, the most reasons for the inaccuracies to occur in the resultative passives are due to the use of the auxiliary *have* and auxiliary *be*. Many participants substitute the auxiliary *be* with auxiliary *have* in their resultative passives because when translating into the Malay language, the meaning of verb *be* matched the meaning of the auxiliary *have* in the Malay colloquial language. Therefore, if students were thinking of the ideas in the Malay language, they tended to employ the auxiliary *have* instead of the auxiliary *be* in their resultative passives due to the influence of their mother tongue. Nevertheless, with respect to the wrong use of tense of the written auxiliary *be* in their resultative passives, it has nothing to do with the influence of the Malay language because this case implies that the participants were not aware of the use of tense regarding the event they were narrating in their compositions.

Finally, for verbal passives, it is noted that the reasons of inaccuracy were the use of the past participle and again, the wrong use of tenses in the auxiliaries. As highlighted in the adjectival passives previously, the participants were influenced by their mother tongue when they make a generalization of the Malay structure system into L2, the English language system by incorporating the passive verb in its bare form instead of the past participle when writing the verbal passives. However, with respect to the wrong use of tense in the auxiliaries, as discussed in the adjectival and resultative passives previously, it is not due to the influence of the participants' mother tongue but merely because of the participants' lack of awareness regarding the tense system.

In a nutshell, the present study has answered Research Question 2 by demonstrating how the students' mother tongue affects the way they construct the passive structures in their ESL narrative compositions through the analysis on the reasons for the inaccuracies found in the adjectival, resultative and verbal passives. It can be said without a fear of contradiction, that the participants were influenced by their mother tongue, the Malay language, by omitting the verb *be*, employing the bare form of the verb/adjective instead of the past participle, and incorporating the auxiliary *have* instead of the auxiliary *be* when constructing the English passive structures in their narrative compositions.

4.6   Conclusion

Based on the findings and discussion above, the Malay students in SMK Tanjung Datuk managed to employ all the three categories of English passive structures namely adjectival, resultative and verbal passives in their ESL narrative compositions. Despite the inaccurate structures written, the participants were aware of the basic principles underlying the English passives particularly in verbal passives, but not the adjectival and resultative passives. They usually used the direct translation technique to convey

their ideas from their mother tongue, the Malay language, into English. Even though this technique has influenced and caused inaccuracies in their written passive structures- following the omission of the verb *be* in adjectival passives, no past participle being incorporated in the adjectival and verbal passives, and the use of auxiliary *have* instead of *be* in resultative passives, the reader could still make sense of the meaning conveyed.

Therefore, it is concluded that the Malay students in SMK Tanjung Datuk were able to use the passive structures fairly well in their ESL narrative compositions. Nevertheless, teachers may need to deal with students' interlingual errors found in this study particularly on the English tense system, past participle form and the use of phrasal verbs. Thus, this study does not merely describe the passive structures written by the Malay students and how their mother tongue affects the way they write the passives, but it has also revealed other causes that led to inaccuracies in the passive structures written by the students (intralanguage factors). All in all, the present study would hugely benefit educators in planning appropriate treatment for learners' errors in a pedagogical context.

CHAPTER 5: CONCLUSION

5.1 Introduction

This final chapter summarises the findings and outlines the implications and recommendations that can be drawn from them. It comprises three sections. The first section presents a summary of the findings. The next section discusses the implications based on the findings of the present study. This is subsequently followed by recommendations for future research.

5.2 Summary of the Findings

5.2.1 Research Question 1:

What are the structures of the passive voice in the ESL narrative compositions of Malay students in SMK Tanjung Datuk?

In order to answer Research Question 1, an analysis of types of the passive structures in the narrative compositions was presented. The analysis began with the percentage of passive structures written by the Malay participants of this study in their narrative compositions (Table 4.1). Here, the number and percentage of passive structures written were categorized according to each respective group namely adjectival, resultative and verbal passives. It is of the utmost importance to present this data as it provides evidence to describe the passive voice structured by the Malay participants of SMK Tanjung Datuk in their ESL narrative compositions. The data on the frequency of accurate passive structures and inaccurate passive structures written by the participants were also shown in Table 4.1.

From the data, the structures of the passive voice in ESL narrative compositions of the 30 Malay participants of this study in SMK Tanjung Datuk consist of adjectival, resultative and verbal passives. Apparently, most of the participants wrote their passive voice in adjectival passives to express how they feel following the events throughout

their narrative compositions. For example, when participant C005 wrote 'I was scared', he expressed his feeling of being afraid following the series of events that were described before this sentence was written. Thus, when the outer causes of the narrator's feeling 'scared' were implied, this passive structure has denoted the secondary state which fulfilled the definition of adjectival passives proposed by Toyota (2009). Besides, participant C005 had also successfully constructed the adjectival passives accurately following the BE + past participle principle (was scared).

In addition, this study has also identified various reasons that led to the inaccuracies of the participants' passive structures. With respect to the adjectival passives, there were six reasons for the inaccuracies that were discussed. These reasons were the omission of verb *be*, omission of verb *be + no past participle*, *no past participle, wrong use of tense, wrong use of tense + no past participle,* and *wrong use of phrasal verbs*. All of these reasons were discussed using the adjectival passives constructed by the participants in their narrative compositions. The researcher demonstrated each sample's c-structure and f-structure as outlined in the Lexical-Functional Grammar (LFG) framework. The samples were further discussed to answer Research Question 2.

On the other hand, resultative passive structures were used by the participants in their narrative compositions to make connections with the previous events. The most popular use of resultative passives was when the participants needed to continue the given phrase at the beginning of the story "*The wind blew strongly. Out at sea…*". Most participants simply opted to make the connection with this event through the construction of *there*-insertion structure. For example, participant C001 wrote 'Out at sea, *there* was a fisherman in his boat.' *There*-insertion is considered as resultative passive because this structure denotes a natural state and there is no outer cause to the existence of that particular event (Toyota, 2009) as portrayed in the sample C001. It is

noted that this resultative passive has the exception pertaining the passive construction of 'BE + past participle' principle. However, *there*-insertion structure has been under a long-running debate for countless of times that most scholars agree it comes under the passive structure due to the reason as mentioned by Toyota (2009).

Due to the exception of rules for the construction of passive structures, most participants had difficulties to construct the resultative passives accurately. There were five reasons which led to the inaccuracies of the resultative passives found in the participants' narrative compositons which are the use of auxiliary *have* instead of the auxiliary *be*, use of auxiliary *be* (either because of the tenses or the subject-verb agreement), use of verb form, omission of verb *be* and wrong diction. Just like the adjectival passives, the researcher had selected samples from the participants' resultative passive structures written in their narrative compositions to be demonstrated using the LFG framework in order to identify if there is any influence of the participants' mother tongue (the Malay language) and to answer Research Question 2. However, for resultative passives, the researcher only demonstrated two samples concerning the major reasons for the inaccuracies in resultative passives, which were the use of auxiliary *have* and auxiliary *be* for further discussion.

Finally, the analysis of types of the passive structures in the narrative compositions of the present study illustrated the analysis of the verbal passives. The participants used verbal passives to give stress to the patient of the sentence. Obviously in verbal passives, the dynamic aspect of subject-object is evident, thus the outer cause is involved (Toyota, 2009). The verbal passive constitutes of 'BE + past participle' construction, whereby the patient's role is mapped onto the structural subject and the agent is placed at the object position and may be expressed through the *by-phrase* (Marinis & Saddy, 2013).

This principle is also practiced in the Malay passive structures under the morphological passive category. According to Nomoto & Kartini (2011), the verb in the morphological passive is marked by the prefix *di-* and the word order is "Theme/Patient V (*oleh* Agent). It is compulsory for a sentence to have a verb to be considered as a passive structure because the Malay passive comes under sentence pattern type 2 which is FN + FK (noun phrase + verb phrase). The verb then becomes a passivized verb when being assimilated with the prefix *di-*, *ter-*, *ber-* , and affix *ke- - an*, just like the English verbal passive which has the 'BE + past participle' construction. The *by-phrase* in verbal passives is also available in the Malay passive which is known as '*oleh* Agent'. This is the reason why the three participants were confident in explaining the principles on how to construct the English passive structure during the interview sessions. The parallel underlying system governing the verbal passives in the English language and the morphological passives in the Malay language makes it easier for the Malay participants to understand and be aware of the principles to construct the passive structures in English as a second language (ESL).

One of the samples taken from participant C005, 'Salmah was scolded by him' was written accurately following the principle of verbal passives. Here, the emphasis is given to the patient which now acts as the subject of the structure, 'Salmah' who received the action of being scolded by the agent, 'him'. Participant C005 had indeed understood the principle of constructing the verbal passive accurately. Nevertheless, there were a few other verbal passive structures written by other participants in their narrative compositions which were inaccurate. The researcher managed to identify six reasons that had led to the inaccuracy of the participants' verbal passives which are the absence of the use of the past participle, wrong use of auxiliary, wrong use of tense, omission of auxiliary, wrong auxiliary + no past participle, and omission of auxiliary + no past participle. Therefore, the researcher had chosen two samples that carried the

main reasons for the inaccuracies in the verbal passives which are the absence of the use of the past participle and the wrong use of auxiliary to be demonstrated using the LFG to answer Research Question 2.

To sum up, the structure of the passive voice in the ESL narrative compositions of the Malay students in SMK Tanjung Datuk consists of adjectival, resultative and verbal passives. The passive structures were used as the tools of language to vary sentence structures when conveying their ideas and feelings. This is parallel to the study done by Kang (2005) when she reviewed the research done by Chafe (1982) regarding the written narrative discourse which stated that the devices used in narratives include nominalization, participles, adjectives, conjoined phrases, series, sequences of prepositional phrases, complement clauses, relative clauses, and adverbial clauses.

As such, the passive structures are indeed significant in narrative compositions as the devices such as participles and adjectives are greatly linked to the passive structures. In conjunction with avoiding the monotonous effect of writing, the participants incorporated passive structures to express feelings using the adjectival passives, to make a connection with the previous events using the resultative passives and to give stress to the patient of the sentence using the verbal passives. Thus, the passives could give a positive impact towards readers as the voice shows the students' creativity in utilizing various syntactic features in writing to meet their purposes. In short, even though students may employ just a few passive structures in their narrative compositions; yet, they still have a significant impact on the readers to relate to the narration effectively.

5.2.2   Research Question 2:

How does the students' mother tongue affect the way they construct the passive structures in their ESL narrative composition?

The 30 Malay students of SMK Tanjung Datuk who participated in this study were able to utilize the passive voice in their ESL narrative compositions. Nevertheless, the structures written were mostly inaccurate as there were errors in the construction of each type of the passives as summarised previously. It is postulated that these inaccuracies were the result of their mother tongue influence which is the Malay language. In subtopic 4.3, a few selected structures from each type of the passives have been shown using the LFG framework to further describe how the Malay participants of SMK Tanjung Datuk structured their passive voice in their ESL narrative compositions, besides showing the evidence of how such a case of influence happens.

When investigating whether there were any effects of the Malay participants' mother tongue in constructing the passives in their L2, the English language, it was evident that in terms of the sentence types, sentence patterns and the formation and use of the passive verbs there is negative transfer from L1 to L2. In most cases, especially in adjectival and resultative passives, the participants often applied the rules in L1 (Malay language) when writing the passive voice in English as their L2, for example, the adjectival passives 'Pak Abu scared' from sample C016.

The demonstration via LFG has proven that this is an inaccurate adjectival passive structure by which the participant had omitted the use of the verb *be* and the verb 'scare' has undergone a morphological change by the inflection '-ed' to form the past participle 'scared' that acts as an adjective in the sentence. However, when translated into the Malay language, this is not the Malay passive as the translation '*Pak Abu ketakutan*' consists of FN + FA (noun phrase + adjective phrase), not FN + FK (noun phrase + verb

phrase) which is the basis of sentence pattern for the Malay passive construction. Furthermore, the word '*ketakutan'*, the equivalence of the word 'scared' in this context, is a passivised adjective, not a passivised verb. Therefore, the sentence when translated into the Malay language is merely a statement, not a passive structure as perceived in English. From this example, it is clearly portrayed that the participants employed L1 rules to write the English passive and this is why they tended to omit the use of the verb *be* because it is not available in their mother tongue, the Malay language.

In another example, 'He was too scare' from sample C029 of adjectival passives and 'Suddenly his boat was wreck' from sample C017 of resultative passives, the participants did not use the past participle 'scared' and 'wrecked' respectively to fulfill the 'BE + past participle' construction of the passive structure. The only explanation for this error to occur is due to their mother tongue influence, which is the negative language transfer following the bare passive in the Malay language. When translated into Malay, the structure becomes '*Dia sangat takut'* (C029) and (*Tiba-tiba botnya musnah*). It seemed like participant C029 and C017 were aware of the passive structures they intended to write because of the presence of the verb *be* 'was' instead of simply omitting it. They also seemed to understand the principle of the Malay bare passive by which the verb is written in its bare form following a special word order. Hence, the participant made a generalization of the principle between these two languages that instead of abiding by the principle of English passive 'BE + past participle' construction, he formulated a new principle of 'BE + bare passive' due to the influence of the Malay language, his mother tongue.

Meanwhile, the construction of the resultative passives is different from the adjectival and verbal passives as the resultative constitutes of the *there*-insertion. Despite this difference, there were a few participants who managed to construct

resultative passives accurately such as the one found in sample C008 'Out at sea, there was my father's boat.' However, as the researcher had predicted, students were influenced by their mother tongue that led to inaccuracies in the construction of their resultative passives. The most evident reason for the inaccuracy caused by their mother tongue influence is due to the use of the auxiliary *have* instead of the auxiliary *be*.

For example, 'There have plenty of foods' in sample C002. The word 'there' when translated into Malay language carries the function of a verb, not a pronoun as perceived in the *there*-insertion of English resultative passives. This has caused the equivalent translation of the attempted resultative passive which also comes under the Malay passive as the translation '*Di situ terdapat banyak makanan*' has the sentence pattern type 2 (FN + FK) which is essential in the construction of the Malay passive, though in this case it is written in a reversed order.

The resemblance in terms of sentence type exists between the attempted resultative passive and its equivalent translation into the Malay language- both are passive structures perceived in English and Malay languages. As such, it is expected that even if the participants were to use the direct translation of their mother tongue to write ESL passive structures, there should be a positive transfer that facilitates the accuracy of the written resultative passives. Unfortunately, the participants tended to use the auxiliary 'have' instead of 'were' or 'was' to convey the meaning of the word '*terdapat*' because the word '*terdapat*' is colloquially translated as '*ada*' (have) in Malay. Therefore, it can be said that the mother tongue influence has caused the negative transfer that led to the inaccuracy of the participants' resultative passives when they practice word-by-word translation as they were writing their narrative compositions.

In addition, the three participants' responses during the interviews proved that they were indeed being influenced by their mother tongue (Malay) as they wrote the passives

because they did not know how to do the thinking in English, so they allowed the translation process to take place in their minds. For ESL students with an intermediate level of proficiency, it is quite normal to do the thinking process in their L1. However, as they write their sentences, they should be aware of the syntactic differences between the two languages (English and Malay). Nevertheless, most of the participants in this study presume that English and Malay languages have a lot in common in terms of their structures. Therefore, when they write the English passives, they become so dependent on their L1 syntactic properties that they transfer some of the grammatical rules from their L1 into their L2 writing, which thus cause the inaccuracies of the structures in their L2 (Watcharapunyawong & Usaha, 2013).

In a nutshell, the participants showed that they were influenced by their mother tongue, the Malay language, when constructing the passive structures in their L2, (English language), due to the evidence that they omitted the verb *be*, did not use the past participle, and used the auxiliary *have* instead of the auxiliary *be* in their passive constructions. Subsequently, these cases are related to the differences of sentence types, sentence patterns and the formation of the passive verbs among these two languages that have led the participants to make generalizations which has resulted in a negative transfer and inaccuracies in the passive structures they constructed in their narrative compositions.

5.3   Implications of the Study

The study implicates the field of language learning and assessment as it may have filled the gap to the current knowledge of the use of passive structures among some Malay secondary school students in their narrative compositions through the representation of the passive structures that the Malay participants in this study have

genuinely employed in their compositions namely the adjectival, resultative and verbal passives respectively.

The findings in this study were gathered from genuine data and not through selected written texts as most past studies had done. Besides understanding how such structures were constructed in the target language (English language), the present study has also provided equivalent structures of the participants' mother tongue, and showed the similarities and differences between the English passives and Malay passives through the LFG framework. Thus, English teachers will be able to understand the root of the difficulties that the second language Malay students are facing when using the passive voice in their narrative compositions.

Besides, the study has also revealed some intralingual errors committed by students as they constructed the passive structures. As such, teachers can come up with solutions to tackle not just the problem of the influence of the Malay students' mother tongue (Malay language) when constructing the passives, but also ways to deal with students' intralingual errors. With that, it is hoped that students would be able to increase their language accuracy in their narrative compositions.

The present study is exploratory in nature, and thus the results from this study cannot be generalized to all the Malay students' population in Malaysia as the study incorporated only a small sample of 30 Malay participants from a rural school who have an intermediate level of English language proficiency. Nevertheless, the findings have striking implications in pedagogical contexts.

5.4   Recommendations from the Study

The present study has discovered the common errors committed by Malay ESL students when constructing the passive structures in the English language such as omission of verb *be*, using auxiliary *have* instead of auxiliary *be* and using the bare form instead of the past participle. These errors occurred due to the different system that the Malay language has as compared to the English language system.

Therefore, teachers may consider creating an English language environment at school whereby students experience the real-life communication to be familiar with the English system and acquire the second language naturally so that they will no longer depend on the direct translation method when writing their compositions. English week programmes such as having the school assembly to be held in English once a month is seen as an effective way to expose L2 students to acquire the English language system naturally. Besides, the language used in formal functions like the school assembly incorporates the passive structures quite extensively. Hence, students would be familiar with the basic construction of the passives through this programme.

Besides, it may be just about time that teachers should teach students grammar explicitly instead of developing ideas per say in the writing class. Students need to be exposed to the governing rules of sentence construction particularly on the adjectival, resultative and verbal passives, so students are aware of the sentence types that they are using in their compositions. Moreover, teachers also need to ensure that students grasp the basic foundation in grammar by teaching them the underlying rules, forms and functions explicitly instead of the embedded teaching as is being practiced today.

5.5 Suggestions for Future Research

The study has put forward areas for future research. Since this study has utilized the LFG framework to study the use of English passives among Malay students, the researcher has opened further areas for other researchers to use the same framework across other languages. The LFG has proven that it is a stable framework that could aid our understanding on how grammatical categories in each language function. As the focus of this present study was to investigate the use of passive structures in ESL narrative compositions, it had only utilized the basic principles of LFG without scrutinizing the complicated nodes within this framework. Therefore, it is recommended for future researchers to focus only on one type of passive structure and to be more specific on the description of the structure following the latest discovery in LFG. It is advisable to explore topics such as the use of adjectival passives in ESL descriptive essays and the past participle verbs used in English verbal passives. This study has also opened areas for comparative studies between languages to be done in the future.

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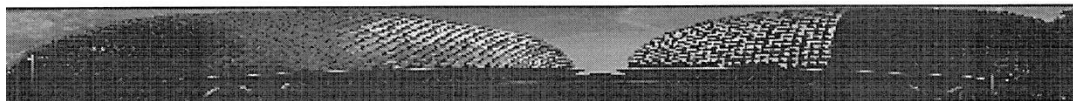
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USE OF PASSIVE STRUCTURES IN ESL NARRATIVE COMPOSITIONS AMONG MALAY STUDENTS

Junisah bt Mohd Fadzli Kalimuttu*[a], Kulwindr Kaur a/p Gurdial Singh[b]
[a]SMK Indahpura 1, Taman Indahpura Utama,
81000 Kulaijaya, Johor, Malaysia,
[b]English Language Department, Faculty of Languages and Linguistics, University of Malaya, Kuala Lumpur
*Corresponding Author: junisah@gmail.com

ABSTRACT

Narrative compositions provide essential information regarding the narrators' linguistic competence. This study was conducted to explore the use of passive structures in ESL narrative compositions; specifically, to describe the passive voice structured by the Malay students of SMK Tanjung Datuk in their ESL narrative compositions, and to describe the effect of their mother tongue (the Malay language) in structuring the passive sentences in English. The study combined both quantitative and qualitative methods, using the Lexical Functional Grammar (LFG) by Joan Bresnan (1970) as the theoretical framework. LFG was chosen as the framework of the study as it involves both constituent structure and functional structure in sentence analysis. Therefore, a better illustration and explanation on the function-dependent rules like passivisation across languages are better portrayed. The sample for this study involved only 30 Form 4 Malay students (the participants) of intermediate level of proficiency, from SMK Tanjung Datuk, Pengerang, Johor. The participants were given a question on a narrative composition taken from the real 2014 1119SPM English Paper to be answered within one hour. Two interview sessions with three participants and the two inter-raters for this study were also conducted in order to support and clarify the data gathered. The findings showed that the structures of the passive voice in the ESL narrative compositions of the participants comprised adjectival, resultative and verbal passives. The participants were able to utilize the passive voice in their ESL narrative compositions, but the structures written were mostly inaccurate due to the influence of their mother tongue (the Malay language) in constructing the passives in the English language, whereby a negative transfer occurred from L1 to L2 in terms of the sentence types, sentence patterns and the formation of the passive verbs.

Keywords: passive, narrative, Lexical Functional Grammar (LFG)

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