ENGLISH PASSIVE CONSTRUCTION USED BY THE
INDONESIAN TOUR-GUIDE IN BOROBUDUR TEMPLE
(DESCRIPTIVE QUALITATIVE RESEARCH IN BOROBUDUR TEMPLE)

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of the
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English Education Department of Teacher Training and Education
Faculty
State Institute for Islamic Studies (IAIN) Salatiga

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Salatiga, April 10th 2015

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ATTENTIVE COUNSELOR’S NOTE
Case : Ima Yunita’s Graduating Paper

Dear
Dean of Teacher Training and Education Faculty

Assalamu’alaikum, wr.wb

After reading and correcting Ima Yunita’s graduating paper entitled “ENGLISH PASSIVE CONSTRUCTION USED BY THE INDONESIAN TOUR-GUIDE IN BOROBUDUR TEMPLE”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper can be examined as soon as possible.

Wassalamu’alaikum, wr.wb

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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on 10th April 2015 and hereby considered to complete the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education.

Boards of examiners,

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Secretary : Noor Malihah, Ph.D.
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Salatiga, 10th April 2015

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DECLARATION

“In the name of ALLAH SWT, the most gracious and the most merciful”.

Hereby the researcher declares that the researcher herself composes this graduating paper. It does not contain written materials or having been published by other people and other people’s idea except the information from the references.

The researcher makes this declaration, and she hopes this declaration can be understood.

Salatiga, 10th April 2015

The Researcher

[Signature]

Ima Yunita

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Motto

MAN JADDA WA JADA
DEDICATION

This graduating paper is whole heartedly dedicated to:

1. My God, ALLAH SWT the most gracious and the most merciful.

2. My beloved parents, Mrs. Rusmini and Mr. Paito, who always give me the best education in my life. They are my heroes, thanks for all generosity, finance, encouragement love, trust, and everlasting praying, ALLAH bless you Mom and Dad.

3. My beloved brother Fatoni, S.E. Sy. thanks for your love, kindness, support, and help.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

In the name of ALLAH, the most gracious and merciful, the kings of universe and space. Thanks to ALLAH because the researcher could complete this graduating paper as one of requirement to finish studying in English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.

This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to:

1. Dr. H. Rahmat Hariyadi, M.Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd. as a Dean of Teacher Training and Education Faculty of IAIN Salatiga.
3. Noor Malihah, Ph.D. as a Head of English Education Department of IAIN Salatiga and as a Counselor who has educated, supported, directed and given the researcher advice, suggestion and recomendation for this graduating paper from beginning until the end. Thanks for your patience and care.
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5. Mr. Chayatul Maki, S. Pd. as consultant in Borobudur temple.
6. All of lecturers of IAIN Salatiga who have bestowed their knowledge to me.

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9. My family in Salatiga, Ibu Sella and Bapak Dondit, my young sister Astrid and Aish also, my young brother Marcel and Henry thanks you so much for your kindness, ALLAH bless you.

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14. My friends in TBI 2010 especially TBI B keep spirit, we can do the best.

15. The tour-guides in Borobudur thanks for your participant as my informants.
16. Many people who have helped the researcher that I cannot mention one by one, thanks all.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Salatiga, 10th April 2015

The Researcher,

[Signature]

IMA YUNITA

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ABSTRACT


This research aims at describing the English passive constructions used by Indonesian tour-guide in Borobudur temple. In this research, the writer has tried to answer three main research questions: (i) to describe distinctive feature of passive constructions, (ii) to know whether subject animacy influences the tour-guide to select a particular passive type and (iii) to know whether agent animacy also influences the tour-guide to select a particular passive type. This research is based on the spoken data collected from the Indonesian tour-guide. The writer uses the descriptive qualitative method to analyze the English passive constructions used by Indonesian tour-guide in Borobudur temple. In this research, there are 62 examples of passive constructions. The writer identifies them into six types of passive construction as the features of the passives used by the Indonesian tour-guide in Borobudur temple. After looking at the subject animacy of all the passives, it is found that subject animacy does not influence the tour-guide to select a particular passive type because there is single trend only that is inanimate subject. In addition, the writer also finds that agent animacy does not influence the selection of a particular type of passive.

Key words: Passive construction, tour-guide in Borobudur temple
CHAPTER I: INTRODUCTION

1.1 Background of the Research ........................................ 1
1.2 Limitation of the Problem ........................................... 2
1.3 Problem Statement .................................................. 3
1.4 Objective of the Research ........................................... 3
CHAPTER II: REVIEW OF RELATED LITERATURE

2.1 Introduction.................................................8
2.2 An Overview of Passive and Active Construction Usage. ..........8
2.3 The Passive Construction ....................................9
2.4 English Active .............................................12
   2.4.1 Element in Active .................................12
      1. Subject ........................................... 12
      2. Transitive Verb ................................. 13
      3. Intransitive Verb .............................. 14
      4. Object .......................................... 14
2.5 The English Passive Construction .................................15
   2.5.1 Element in passive construction .........................18
      1. Subject ..................................... 18
      2. To be .......................................... 20
      3. V3 ........................................ 20
2.6 Animacy .................................................20
2.7 Semantic Roles ...........................................21
   2.7.1 Agent in Passive Construction .......................27
2.8 Tour-guide .............................................28
2.8.1 Requirements of Tour-guide ......................... 29
2.8.2 Duties of Tour-Guide ................................. 29

CHAPTER III: RESEARCH METHODOLOGY

3.1 Introduction ............................................ 31
3.2 General Methodology .................................. 31
3.3 History of Borobudur Temple ........................ 32
3.4 Selection of Informant .................................. 34
3.5 The procedures for Spoken Data Collection ....... 35
3.6 The Transcription of Data Spoken .................. 36
3.7 Identifying of the Data ................................. 37
3.8 The Coding of the Data ................................. 39
3.9 Techniques of Data Analysis .......................... 41

CHAPTER IV: DATA ANALYSIS

4.1 Introduction ............................................ 42
4.2 Passive types .......................................... 42
   Table .................................................... 43
   Figure ................................................. 44
4.3 Subject animacy ........................................ 49
   Table .................................................... 49
   Figure ................................................. 50
4.4 Subject humanness ..................................... 53
   Table .................................................... 53
CHAPTER V: CLOSURE

5.1 Conclusion. ..................................................67

5.2 Suggestions. ..................................................68

REFERENCES

APPENDICES

Sample of transcription from the recording of tour-guide in Borobudur temple
List of Figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Active – Passive Transformation</td>
<td>19</td>
</tr>
<tr>
<td>4.1</td>
<td>the Distribution of PassiveTypes as Percentages</td>
<td>44</td>
</tr>
<tr>
<td>4.2</td>
<td>the Distribution of SubjectAnimacy as Percentages</td>
<td>50</td>
</tr>
<tr>
<td>4.3</td>
<td>the Distribution of SubjectHumanness as Percentages</td>
<td>54</td>
</tr>
<tr>
<td>4.4</td>
<td>the Distribution of Explicit and ImplicitDemoted Agent</td>
<td>58</td>
</tr>
<tr>
<td>4.5</td>
<td>the Distribution of Agent Animay as Percentages</td>
<td>60</td>
</tr>
<tr>
<td>4.6</td>
<td>the Distribution of Agent Humanness as Percentages</td>
<td>64</td>
</tr>
</tbody>
</table>
List of Tables

Table 2.1 Subject and Object  
Table 2.2 List of Semantic Roles  
Table 3.1 Six Passive Types in the Data  
Table 3.2 Information About the Informant  
Who Produces Passive Sentence  
Table 3.3 Codes Applied to Verb, Subject and Agent  
Table 4.1 the Distribution of Passive Types  
Table 4.2 the Distribution of the Subject Animacy  
Table 4.3 the Distribution of the Subject Humanness  
Table 4.4 the Distribution of Explicit and Implicit Demoted Agent  
Table 4.5 the Distribution of Demoted Agent Animacy  
Table 4.6 the Distribution of Demoted Agent Humanness
CHAPTER I
INTRODUCTION

1.1. Background of the Research

Nowadays, tourism industries get attention from many countries, including Indonesia. This situation is supported with many developments in tourism sectors, for example: hotels, guests house, travel agents and tourism object that is famous in Indonesia is Borobudur temple. There are many visitors coming to Borobudur temple, including the domestic visitors and foreigners. The number of foreign visitors increased every year. They are interested in not only the architecture of the temple, but also the history of Borobudur. Since, the number of foreign visitors increased, the need of a tour-guide is highly needed. A tour-guide is someone who is officially registered as a guide in a tourism places to help the visitors, both domestics and foreigners. For a tour-guide who specially accompanies the foreigners, they need to master foreign languages, especially English as the international language. Considering the need of a tour-guide that speaking in English, I am interested into investigate the language used by tour-guide.

To accompany foreign visitors, English is important for a tour-guide. To help and explain the visitors especially when it is in a historical object like Borobudur, the use of passive construction is frequently used. Though, active constructions can also be used instead. For example, when a tour-guide will explain about the one who has built the temple, they might prefer to use passive
as: ‘this temple was built by Syailendra Dynasty’ or ‘this temple was discovered by Thomas Van Erp’. However, I found that a tour-guide used passive constructions in several ways. In this research, I would like to investigate the types of passive the tour-guide use while they are helping the visitors. It is interesting to know whether they use grammatical or ungrammatical forms of passive construction. This research will contribute to knowledge of the English language teaching indirectly, because the results will show how passive types are used among the tour-guide. Thus, I would be able to provide a recommendation for what aspects of passive needs more focus to be given to the students. In this research, I would like to investigate: “ENGLISH PASSIVE CONSTRUCTION USED BY THE INDONESIAN TOUR-GUIDE IN BOROBUDUR TEMPLE”.

1.2. Limitation of the problem

In research, it is very important to limit the scope of analysis to get relevant data. In this research I limit my investigation on the informants and foreign tourists’ English speaking skill. I did not limit the origin of the tourists because the number of foreign visitors in Borobudur temple is not as many as the local tourists. If I limit the origin of the tourists, I will not have enough data. In this graduating paper I would like to analyze the English passive constructions was used by tour-guide in Borobudur temple.

1.3. Problem Questions

This research will answer the following problem questions:
1. What are the distinctive features of passive construction spoken by tour-guide in Borobudur temple?

2. Does subject animacy influence the selection of passive types spoken by tour-guide in Borobudur temple?

3. Does demoted agent animacy influence the selection of passive types spoken by tour-guide in Borobudur temple?

1.4. **Objective of the Research**

This study is aimed to answer the problem questions (see 1.3). therefore, the objectives of this research are listed below:

1. To know the distinctive feature of passive construction spoken by tour-guide in Borobudur temple.

2. To describe the influence of subject animacy toward selection of passive types spoken by tour-guide in Borobudur temple.

3. To explain the influence of demoted agent animacy toward selection of passive types spoken by tour-guide in Borobudur temple.

1.5. **Benefit of the Research**

This research will give two benefits that are theoretically and practically.

1.5.1 Theoretically
Generally it enables readers to enrich their knowledge about the passive construction.

1.5.2 Practically

Firstly, for the writer, this research gives understanding to the writer about passive construction.

Secondly, for the tour-guide, the results of this research will help tour-guide to make them realize about the important of passive construction when they are guiding.

Thirdly, for the students, this research will motivate them to increase their speaking skill with look at the tour-guide, although they do some mistakes, the tour-guide be brave speak to the tourist.

1.6. Explanation of the Term

To make research easy to understand, I want to give the definition and explanation of the term used, they are as followed:

1. English passive construction

   English passive construction is alteration of subject in active become object in passive by putting to be and past participle.

2. Tour-guide leader

   Tour-guide not only directs the tour but he/she is someone who has duty directing, guiding, and to inform accurately, so that the tourist happily (Munir 2008: 2).

3. Borobudur temple
Borobudur temple is located in Borobudur sub district, Magelang regency, Central Java province. The area is surrounded by mountains and volcanoes. In the East lies Merbabu and Merapi volcano. In the North lies Tidar hill which it is believed to be the nail or the center of Java Island. In the North West lies Sumbing and Sindoro volcano. In the South to the West is the Menoreh mountain range, which it is believed as the sleeping architect “Gunadharma”. This temple is also located nearby the meeting place of two rivers “Progo and Elo” rivers, that believed to be the symbolic of Gangga (Gangees) and Yamuna Rivers in India. Borobudur temple was built in the 8th century A.D. during the golden age of Syailendra dynasty.

1.7. **Review of Related Research**

Some researchers have conducted researches about passive voice. Muntafiah (2011) has conducted a research on how passive voice is used in the Jakarta newspapers. She looks for passive voice used in the Jakarta newspaper and observes the reason why passive voice is used. She finds that there are two forms of passive used which are based on tenses and modals. Tenses used in Jakarta Post are present tense, past tense, perfect form and continues form. In addition, modals used are shall, will, can, may, must. All modals in passive constructions use the *to be* which is followed by a past participle in several tenses and modals. She also finds several reasons for the absence of the doer (a demoted agent), namely when learners do not know exactly or have forgotten who did the
action, when the subject of the active verb would be “people”, when the learners are more interested in the action than the person who does it.

Different from Muntamiah, Muthoharoh (2013) conducts a research on passive in educational areas. She conducts and experimental research. She argues that Jeopardy game is able to improve the students’ skill. She proves her findings by showing the scores of post-tests which are better than in the pre-tests.

In this research, I will investigate passives which are specifically spoken by a tour-guide in Borobudur Temple. I use a recording of spoken data which are different from the other two researches I mentioned earlier. Also, I will look at more distinctive features of the passives spoken by a tour-guide in Borobudur temple. I enumerate the detail of questions of my research in the next section.

1.8. Paper Outline

In this section, I will discuss some parts of graduating paper’s organization such as chapter I, chapter II, chapter III, chapter IV and chapter V in order to discuss each term. I elaborate is as follows:

Chapter I discusses about background of the research, limitation of the problem, statement of the problem, objective of the research, benefit of the research, explanation of the term terms, review of related and paper outline.

Chapter II discusses about introduction, an overview of passive and active usage, explain the passive construction, describe English active, explain English passive construction, describe animacy, semantic roles and the last explain about tour-guide.
Chapter III discusses about introduction, general methodology, history of Borobudur temple, selection of informants, the procedure for spoken data collection, transcription of the data, identifying of the data, the coding of data, and explain technique of data analysis.

Chapter IV discusses about distribution of passive, distribution of subject animacy, distribution subject of humanness, distribution of agent animacy and distribution of agent humanness.

Chapter V presents the closure and suggestion.
2.1. **Preface**

In chapter one, I explained about the background of passive construction. In this chapter, I will describe some points: in section 2.2 I will explain overview of passive and active usage. In section 2.3 I will explain the passive. Next, I will describe the English active voice in section 2.4 and the English passive construction in section 2.5. And then, in section 2.6 I will explain animacy, and in section 2.7 I will explain semantic roles. Finally I will explain about tour-guide in section 2.8.

2.2. **An Overview of Passive and Active Voice Usage**

The use of passive constructions in English grammar, usage, style, and writing are unremittingly negative. According to Pullum (2014: 1), before 19th century, passive constructions do not become a problem in a sentence or in spoken. But in early 20th century, people start to find some problems in their sentence or spoken. Pullum argues that writing, when passive constructions are mostly used; the writing will be dull, vague, and coward. However Haussamen (1997: 54, cited in Pullum, 2014: 1) argues that in 19th-century, some scholars writing on grammar and usage explain the structure and function of passives
without any negative spin. Unfortunately, this positive image on passives does not last longer. In the beginning of 20th century, linguistics starts to think passives negatively again.

Wooley (1907: 20, cited in Pullum 2014: 1) warns the use of excessive passives because it makes the statement clumsy and wordy. Wooley also views passive on how the agent of a verb is vaguely indicated (see section 2.3) as an oblique. Wooley argues that an agent of a verb should be clearly identified. Supporting Wooley, Strunk (1918, cited in Pullum 2014: 1) argues that the use of active voice instead of passive is better. This is because the active voice is more direct and vigorous than passive. Therefore, it is recommended to avoid passive construction in writing (Foester and Steadman, 1931 and Orwell, 1945, cited in Pullum 2014: 1).

Based on the paragraph above, it is clearly seen that some scholars before 19th century and in the beginning of the 20th view a passive construction which need to be avoid when an active voice explains better in writing. However, there are still some scholars who views passive construction positively in its use. To get more understanding about active and passive construction, I will discuss them in turn in the next sections.

2.3. The Passive Construction

According to Siewierska (2005: 434) that a construction has been classified as passive if it displays the following five properties:

1. It contrasts with another construction, the active.
2. The subject of the active corresponds to a non-obligatory oblique phrase of the passive or is not overtly expressed.

3. The subject of the passive, if there is one, corresponds to the direct object of the active;

4. The construction is pragmatically restricted relative to the active;

5. The construction displays some special morphological marking of the verb.

An example of a passive construction is illustrated by Prastowo (2009: 154) using the five properties a passive in example (1).

Prastowo (2009: 154)

(1a) Passive
Pria itu di-gigit oleh anjing.
The man is bitten by the dog.

(1b) Active
Anjing meng-gigit pria itu
The dog bites the man.

Example (1a) is an Indonesian passive sentence, while (1b) is an Indonesian active sentence. The subject of active in (1b) is anjing (the dog) which corresponds to the non-obligatory oblique phrase oleh anjing in (1a). It is non-obligatory, because when the oblique phrase is deleted from (1a), the sentence is
still grammatically correct. The doer of the action to bite is implicitly in the context. The subjects of the passive in (1a) *pria itu* (the man) correspond to the object of the active in (1b). To see the fourth property, pragmatically, I have also discussed about agent in an active sentence. In an active sentence, there is an agent, which is the doer of the action, *anjing* and there is also a patient *pria itu* which is the object who received an action from the agent. Both agent and patient are obligatory. If we delete one of the agent or patient, the sentence will be ungrammatical as in example (1c).

(1c) Anjing meng-gigit

The dog bite

The verb *menggigit* (to bite) is a transitive where both agent and patient are obligatory. So, the absence of them is not allowed. The same when the patient *anjing* is deleted as in example (1d), the sentence is not acceptable.

(1d) Menggigit pria itu

There should be the doer of an action in the sentence dealing with the last property, example (1a) and (1b) show some morphological marking on the verb, in (1a), prefix *di-* is used to mark the Indonesian passive construction, while prefix *men-* is used to mark the Indonesian active construction (Ramlan, 1992: 58).
Based on the analysis above, it is clear the properties of Indonesian passive fit to the five properties proposed by Siewierska. For English passive construction, I will explain it more detail in section 2.5.

2.4. **English Active**

The difference between the passive and the active makes it possible to view the action described in an English sentence in two different ways: In an active sentence, the subject is the agent and the object is the receiver. In a passive sentence, the object of the active sentence becomes the subject, to be and also changes to the verb element become V3. It is base of passive. There are four elements of active sentences. I discuss in 2.4.1.

2.4.1 Elements in active sentences

Refers to Prastowo’s opinion, there are three element of active sentence. They are subject, transitive verb and object. Prastowo said that active sentence is a sentence which the subject does an action. An active sentence is usually dominated by transitive verb and there are fewer intransitive verb. Look at the explanation below:

a) **Subject**

According to Prastowo (2009: 153), subject has main role as in a sentence, subject is the one who is doing an action. For example:

(2) Nina is sitting on the chair.
(3) The teacher punished the students for coming late.

In example (2), the subject is Nina. While in (3), the subject is the teacher. The two examples above are differentiated based on the type of verb used: transitive and intransitive, which I will discuss in the next section.

b) Transitive Verb

According to Prastowo (2009: 155), transitive verb is a verb is followed by noun, receive or target an action that is stated by verb. The noun has function as an object or a complement from verb itself. He illustrated example of transitive verb in (4) and (5).

(4) They broke the window.

The verb in example (4) is broke which is the past form of to break is a transitive verb because it is followed by a noun the window which received an action from the subject they.

(5) The police has shot Tibo.

The verb in example (5) is shot. Shot is a transitive verb because it is followed by a noun Tibo which received an action from the subject the police.
c) Intransitive verb

Intransitive verb is not followed by noun which receives or targets an action from verb itself, (Prastowo 2009: 155). He illustrates example of intransitive verb in (6) and (7).

(6) The man walked quickly.

In example (6), the verb is walked which is the past form of to walk is an intransitive verb because it is not followed by a noun but It is followed by adverb quickly which explain verb walked.

(7) I see clearly.

The verb in example (7) is see. See is intransitive verb because it is not followed by noun but it is followed by adverb clearly which explain verb see.

d) Object

As mentioned early, a noun following a transitive verb is an object. An object received an action that is stated by verb. Examples of objects are illustrated in example (8) and (9).

(8) The police has shot Tibo.
In example (8), the subject (the one who is doing an action) is the police. The transitive verb is in the form of verb phrases has shot and the one that received an action is Tibo and Tibo is a noun following the verb has shot directly. Thus, Tibo is the object.

(9) They broke the window

In example (9), the subject is they. The transitive verb is broke and the one that received action is the window and window is a noun following a verb broke. Thus, the window is the object.

2.5. The English Passive Construction

According to Jespersen (1909: 49, cited in Granger 1983: 5) “what in the active is an object, is made the subject in the passive”. Different from Dixon, (1957:150 cited in Muntafiah 2011:15), he says that the passive construction is formed from verb to be, used as an auxiliary, and the past participle of the main verb. What Palmer has said is actually what Siewierska has argued that in a passive, there is a marker on the verb, but the marker to be in English passive is not attached directly to the verb but preceded the verb, and the verb changed its form from the one in the active sentence. Example of the transformation of English active into passive is illustrated in (10).
(10a) Active

I read the book.

(10b) Passive

The book was read by me.

Examples (10), show both English active and passive constructions. Example (10b) is a passive sentence because the subject of an active in (10a) I becomes an oblique in (8b). Then, it is clear that the verb in (10a) read has changed in (10b) by adding of auxiliary was and V3 is read. Also, the object in (10a) the book, in the active (10a) has become the subject of a passive in (10b).

A bit different from Dixon, Zandvoort (1961: 53) adds that the presence of an agent (which is a subject of an active and oblique in a passive) is unnecessary or undesirable. If the agent presents, it is expressed as an oblique in the sentence with a preposition by. Zandvoort illustrates English passive in example (11) below.

(11) My car has been requisitioned.

In case where ‘an action undergone by the subject’ seem a somewhat forced definition, the passive may be said to express what ‘happens’ to the subject.

Similar to Jespersen, Palmer (1971: 94) says that many language show a different active and passive with the object of the active being the subject of the
passive. Palmer illustrates example of English active and passive in (12a) and (12b).

(12a)  Active
John saw Bill.

(12b)  Passive
Bill was seen by John.

As illustrated in (12a), *John* is the subject of an active sentence. The object in (12a) is *Bill*. In example (12b), *Bill* which is an object in (12a) becomes the subject of passive in (12b).

And more detail, Hall (1993: 214) states that in the passive construction, the sentence is arranged so that would be the object of an active verb becomes the subject. For example:

(13a)  Active
John Smith wrote the essay. (The sentence is about John Smith)

(13b)  Passive
The essay was written by John Smith. (The sentence is now about the essay).
According Hall (1993: 214), the passive include 4 things below:

1. The passive is usually formed with be and the past participle.
2. Only verbs which are transitive in the active can be used in the passive.
3. The agent, the performer of the action, is expressed by a prepositional verb with by.
4. The passive occurs in all tenses.

2.5.1. Elements in Passive Construction

There are three important elements in passive construction Muntafiah (2011: 16). They are subject, to be and verb 3 (past participle). Those three elements have related into formation of sentence. Look at the explanation below:

a) Subject

Subject is one of element very important toward to be and verb which are using in the sentence. So, the subject has to investigate the use of subject in passive construction. In English language, classify of subject becomes three parts. They are:

a. First person
b. Second person
c. Third person

Each part has two forms. They are singular and plural. Rahayu (2012: 11) gives resume about those changing through table,
Table 2.1 Subject and object (After Rahayu, 2012: 11)

<table>
<thead>
<tr>
<th>Number</th>
<th>Person</th>
<th>Case</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>Subject</td>
</tr>
<tr>
<td>Singular</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>you</td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>she, he, it</td>
</tr>
<tr>
<td>Plural</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>we</td>
</tr>
<tr>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>you</td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>they</td>
</tr>
</tbody>
</table>

The table 2.1 shows that examples of the subject in active construction become the object in the passive construction forms. The process of transferring active into passive is illustrated in active. Passive transformations a simple figure below.

Figure 2.1. Active - Passive transformation
b) To be

*To be* is second elements in English passive construction pattern. The use of *to be* is suitability with the subject. Base on time, *to be* are divided two parts: *To be* present and *to be* past. There are to be present are: *is, am, and are*. And to be past are: *was, were, has, and had*. And the others, modals have same function with to be. They are *can, may, must, dare, ought to, need to, could and might*. The passive construction can call passive if there is to be. So to be is important element in passive construction.

c) V3

Past participle is third element in passive construction pattern. The past participle of all regular and some irregular verb is identical with past tense, and is to be distinguished from it by its function in the sentence (Zandvoort 1962: 48). Adding *-d or -ed* is characteristic to introduce to the base of regular verb, although it is also formed in various other ways for irregular verb.

2.6. Animacy

Animacy is an inherent property of the referents of nouns which has been claimed to figure as an influencing factor in a range of different grammatical phenomena in various languages. Distinguishing animate from inanimate noun phrases is important for a number of morphological and other linguistic processes. For example, most languages exhibit some type of syntactic or morphological alternations that reflect perceived distinctions inanimacy (e.g., pronoun categories
like she/he vs. it, or marking animate direct objects differently from inanimate ones). Animacy in the non-linguistic world is typically the distinction between animate versus inanimate entities (Yamamoto 1999: 1; Comrie 1989: 185; Kittilä and Zúñiga 2010: 16 cited in Noor Maliha: 53). Examples of animate entities include women, men, and animals, while inanimate entities include vegetables, stones, tables, and books. So, animacy has to do with nouns which may be conceptually/semantically animate or inanimate.

2.7. Semantic Roles

Semantic roles are roles that participants play in events and situations. They are part of the content of linguistic communication, therefore they are defined in terms of prototypes, and the labels we give them are convenient approximations. The semantic roles that we will be concerned with in this class are taken largely from Berk (1999), with some modification and extension. Here is the list of semantic roles with examples:

Table 2.2 list of semantic roles (After Berk, 1999)

<table>
<thead>
<tr>
<th>No</th>
<th>Semantic role</th>
<th>Explanation and example</th>
</tr>
</thead>
</table>
| 1  | Agent         | Someone who consciously and willingly performs an action. Example:  
|    |               | *The architect built a house.*  
<p>|    |               | <em>The house was built by the architect.</em> |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 2 | Patient | Something or someone that is affected or undergoes a change as a result of the action, or is possessed or acquired.  
Example:  
*The architect built a house.*  
*The house was built by the architect.* |
| 3 | Theme | Something which is in a place, or moves, or has a property.  
Note: some linguists don’t use “theme”, and treat all themes as patients, sources or some other role.  
Example:  
*In the station yard stands an old, rusty engine.*  
*Barry walked across the road.* |
| 4 | Recipient | Someone who comes into possession of something.  
Example:  
*I sent my boss an email.*  
*I threw the ball and Jasmine caught it.* |
<p>| 5 | Beneficiary | Someone who benefits from an action. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
|6  | Experiencer | Someone who experiences some kind of perception (seeing, hearing, smelling) or mental experience (feeling, thinking, knowing, realising). This is a bit like a recipient, except that the person is “getting” an experience rather than “getting” an object. Example:  
Francesca thought carefully about her next move.  
Terry heard the explosion. |
|7  | Location | A place where an action happens, or where something is situated. There are often different “types” of location (e.g. in a place – at a place – near a place – around a place, etc. etc.) Example:  
The lawnmower is in the garden.  
I enjoyed Paris last summer. |
|8  | Source | A place that an action starts from; or, the origin of a perception or experience (some people would call the  |

Example:

*Archibald bought his mother a bunch of blowers.*  
*Sharon collected five hundred pounds for the famine relief fund.*
<table>
<thead>
<tr>
<th>#</th>
<th>Category</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
</table>
| 9  | Goal      | A place that an action moves towards, or is directed towards (i.e. a target or destination). | *Steven jumped out of the car.*  
*They left the city at dawn.*  
*The soldiers aimed their rifles at the enemy.*  
*Boris threw a tennis ball against the wall of the building.* |
| 10 | Time      | The time when the action or state indicated by the verb takes place.       | *The next lecture is on Friday.*  
*I went shopping last week.* |
<p>| 11 | Instrument| Something that an agent uses in order to carry out an action.             | Example:                                                                 |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Accompaniment (also called comitative)</td>
<td>I tied the bundle of sticks together with a piece of string. Ms Smith hit the nail with the hammer. Someone or something who accompanies a main participant in performing an action. Example: The police are working with the fire brigade in the arson investigation. I had a very pleasant meal with my family.</td>
</tr>
<tr>
<td>13</td>
<td>Reason</td>
<td>A reason is something that makes an agent decide to do something. It is like a cause, but the person who actually does the action has some choice in the matter. Example: He’s only doing it for the money. The thief entered through the window because of the locks on the doors.</td>
</tr>
<tr>
<td>14</td>
<td>Cause</td>
<td>A cause is something that makes the event or action happen. It’s like a reason, except that the person who actually does the action has no choice in the matter. Example: I was late for work because of the train derailment. Martha couldn’t sleep for pain.</td>
</tr>
<tr>
<td>15</td>
<td>Force</td>
<td>Like an agent, a force performs an action; but a force is</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>an unconscious thing rather than a conscious person, so the action is not intentional (note: this is very similar to a cause, so some people don’t draw a distinction here…) Example: <strong>The wind</strong> blew the tiles off our roof. I was hit on the head by a <strong>falling rock</strong>.</td>
<td>16 Causer Not to be confused with cause! A causer is a special kind of agent – someone who makes someone else do something in a “causative” sentence. Example: <strong>Andrew</strong> made the students do revoltingly difficult homework. <strong>The doctor</strong> caused the patient to die through his negligence.</td>
<td></td>
</tr>
<tr>
<td>How an action is done, or how an event happens. Example: <strong>Geoffrey</strong> was over the wall in a flash. <strong>Mr Jenkins</strong> spoke at length about Tudor history. One way to spot noun phrases with the semantic role of manner is that they can often be replaced by adverbs that have the same meaning, example:</td>
<td>17 Manner</td>
<td></td>
</tr>
</tbody>
</table>
Geoffrey was over the wall instantaneously.

Mr Jenkins spoke lengthily about Tudor history.

All of them are semantic roles. They are 17 roles there. However, in this research, I only discuss about agent mostly, and rarely patient. Agent is an important semantic role in a passive. Since the transformation of an active into passive is about the demotion of an agent.

2.7.1. Agent in a passive construction

According to Siewierska and Dik Bakker (2005), however, in languages which have agentive passive the implicit ones, i.e. the one without an overt agent, are taken to be always more common than explicit ones with an agent.

Similarly, Svartik (1966: 70 cited in Palmer 1988: 79) argues that agentless passive (passive with implicit agent) are for this reason often used where no subject is available for the active sentence because the agent is irrelevant or unknown: He was killed, that work was soon completed, and the water was quickly boiled. For this reason, it is very common in scientific writing, especially in reports on research, for the work may be describes impersonally without indicating who did it. However, the agent may not be omitted if it provides an essential part of the information:

(14a) The ceremony was preceded by a minute’s silence.

(14b) The ceremony was preceded.
It is supported by Corbett (2005 cited in Siewierska and Bakker: 2) and his associates that agent also emerge as more canonical under the canonical approach of typology currently. There are two parts in agent. They are explicit and implicit agents. An agent is called explicit which have feature overt agent. And implicit is lack of overt agent.

2.8. **Tour Guide**

Guide is someone who has ability to give direct to someone who needs help about something. (Munir 2008: 2) defines a guide as someone who has ability to direct someone else who needs a help. There are several kinds of guides, such as guide for hajj, guide for tour, and guide for other specific areas. In this study, I will only discuss about guide for a tour or tour-guide. And according to (Yoeti cited in Munir 2008: 2) Tour-guide is someone who give explain and direct to tourist about at all that want to see in a tourism place. And according to (Amato cited in Munir 2008: 3) tour guide is a person employed either by the travelers, a travel agency or any other tourist organizations, to inform, direct and advice the tourist organizations, to inform direct and advice the tourists before and during their short visit.

A tour-guide also has requirements and duties to become professional tour-guide. They were regulated by department custom in local tourism. So I will explain some requirements and duties of tour-guide clearly.
2.8.1. Requirements of tour-guide

Munir (2008: 7) proposes several requirements needed to become tour-guide in Indonesia:

a) Indonesian
b) Minimum age is 20th
c) Indonesian mastering and one foreign language fluently.
d) Knowledge mastering of attractions and the provision of tourists trips.
e) Physical and mental health.
f) Good character
g) Have a certificate and ID card of tour-guide (from local tourism department).

2.8.2. Duties of tour-guide

After a person become a tour-guide, he or she has several duties (Munir 2008: 15). The duties are as follow:

a) Take tourists both individuals and grups who hold a travel.
b) Provide an explanation about travel programs and attraction as well as provide explanation of visa, pasport etc.
c) Provide information about interesting attractions relating to the history, culture, custom and so on.
d) Helps all travelers’ need, such as arranging luggage, sending mail, telephone, package, bargain prices of souvenir and so on.
e) Give the instructions to comply of regulations was prescribed by the immigration, custom, airport authorities air, and regulation related to customary provisions in force at the destination.

f) Help tourists when an accident, illness, loss of goods and other problems.
CHAPTER III
RESEARCH METHODOLOGY

3.1. Preface

The purpose of this chapter is to explain the methodology of my research. In section 3.2, I will explain general methodology in my research, 3.3 I will explain the history of Borobudur temple and in section 3.4 selection of informant, 3.5 I will explain the procedures for spoken data collection. Then I will discuss the transcription of the spoken data in 3.6. Identifying of data, in section 3.7. After indentifying, the coding of data in section 3.8. And finally, in section 3.9 I will explain my techniques of data analysis.

3.2 General Methodology

In this chapter, I would like to explain the methodology of this research. This research follows the methodology of descriptive qualitative approach. Lestari et al. (2012: 396) argues that qualitative research aims to describe the data and deals with setting or place where the object of the research is focused. This is especially so with case studies that uses qualitative method. It is the testing of theory that is important rather than the issue of inference or generalizability (Yin: 1989 and Platt 1988, cited in Brannen, 1993: 6). Science begins with observations, and these observations lay the theoretical foundation and determine the conceptual parameters of the discipline. Since this research is also descriptive, thus, this
research also aims to investigate form and function of English passive constructions used by tour-guide in Borobudur temple, by applying theoretical approach to the analysis of the data.

Therefore, I collected the data to get data natural and actual form spoken from which are produced by tour-guides. So, that all of my data are passive sentences.

3.3 **History of Borobudur Temple**

History of Borobudur temple is important thing to describe in this section. Since, the history is helpful me to understand about conversation the tour-guide and the tourist. Borobudur temple is located in Borobudur sub district, Magelang regency, Central Java province. The area is surrounded by mountains and volcanoes. In the East lies Merbabu and Merapi volcano. In the North lies Tidar hill which it is believed to be the nail or the center of Java Island. In the North West lies Sumbing and Sindoro volcano. In the South to the West is the Menoreh mountain range, which it is believed as the sleeping architect “Gunadharma”. This temple is also located nearby the meeting place of two rivers “Progo and Elo” rivers, that believed to be the symbolic of Gangga (Gangees) and Yamuna Rivers in India. Borobudur temple was built in the 8th century A.D. during the golden age of Syailendra dynasty. It was built with more than 2, 5 million block of volcanic stones brought from the rivers nearby. Estimated it took 60 years to build it. The word “Borobudur” is derived from sanskrit words, Boro and Beduhur. Boro means monastery or temple, and Beduhur means above. So Borobudur
means monastery or temple on the hill. Borobudur temple was abandoned by Buddhist community caused by the eruption of the volcano Merapi in approximately 1006 A.D. It was rediscovered in 1814 by Sir Stamford Raffles with the badly damaged and under the jungle. He sent his officer, Cornelius, to see the site in the 1815. Cornelius then mobilized over 200 people to cut the trees and remove the rubbish hiding the structure. The temple was revealed and ready for maintaining. The restoration was done twice: the first, in 1907 to 1911 by Dutch government lead by Theodorus Van Erp. The first restoration was focused to rebuild 72 perforated stupas and 1 main stupa at the last 3 levels. Two stupas were left opened; it might be opened to show people what inside each of the stupa. The second, in 1973 to 1983 by Indonesian Government and UNESCO (Rupadhatu Levels). The second restoration was focused to restore the Rupadhatu levels. They dismantled over one million blocks of stones and cleaned them from moss, fungus, algae, plants, and others. Then they built concrete around the hill to reinforce and stabilize the construction, built drainage system to carry water quickly and safely from the temple during the rain. After these, they returned the clean stones to the original place, inserted the led as the waterproof above relieves to keep it dry and free from erosion and wet. Borobudur temple consists of 9 levels. It is divided into 3 parts according to Buddhist cosmology. First is Kamadhatu. Kamadhatu means the world of desire or phenomenal world. The story of Karma law, it is about good and bad deeds and heir consequences. Those relieves are called Karmawibangga, they are covered with extra foundation before it was made in completion, because the entire structure began to slide and needed
support. Or maybe those relieves are not good to see, because they tell the bad things. The number of Karmawibangga relieves are 160 panels, but only 4 panels can be seen. Second is rupadhatu. Rupadhatu is about transition world where human are released from their worldly desires. Third is arupadhatu. Arupadhatu is the world of formlessness. The sphere of God, sphere of perfection and enlightenment. This level consists of 72 stupas with the Buddha statues inside each of them, and one main stupa in the center which it is empty.

3.4 Selection of Informant

In collecting the data, I recorded spoken utterances that are produced by tour-guide. In this research, my informants are four tour-guides working in Borobudur. There are actually many tour-guides in Borobudur. However, I did not take them all as my informants. As my research is to look at the English passive constructions, I selected tour-guide leaders who are able to speak English and worked for foreign tourists in Borobudur. There are several tour-guide speaking English. However, I did not record all the conversations from the tour-guide for several reasons. First, I only have limited time for data collection. Then, I also should complete this research quickly. Therefore, my primary technique to select informant is I selected tour-guide who are friendly. When the informants are friendly, it will be easier for me to get permission to them to record their conversations with the tourists. In selecting my informants, I did not take any considerations on age and level of education.
3.5 The Procedures for Spoken Data Collection

Before collecting the data in Borobudur temple, I did an observation to meet the chairman of Himpunan Pramuwisata Indonesia (HPI). Unfortunately, I was not able to meet the chairman. I only got his phone number. After I got his contact, I explained him that I would like to conduct a research on the tour-guide. The chairman of HPI is a friendly person. He explained me the procedure that I have to take. From the explanation, the first step that I had to do is to get the research license from STAIN Salatiga. I brought my license to HPI office. In return, the officer in HPI provided me with a letter of research approval. Based on the approval given, I started collecting my data in Borobudur. To start the data collection, I introduced myself to some tour-guide. I told them that I would like to record them for my research. Once I got their approval, I said that I would follow them while bringing some foreign tourists. To do the recording, I followed the tour-guide and the tourists. Before following the tour-guide and the tourists, I also inform the tourists that I would follow them to record what the tour-guide explained for my research. Every day between September, 22th to October, 10th 2014, I followed them. However, I did not always get the recording every day. Sometimes, I did not get any data in one day because the weather was not good. For example, the weather was so hot. Also, some tour-guide did not agree to be recorded. Thus, I got the recording only when there were both tour-guide and foreign tourists agree to be recorded. Within 19 days, I got about 15 recording. For recording I used two instruments to avoid failure for collecting the data. I used Samsung Galaxy hand phone and pen camera to record the tour-guide.
When I used the hand phone I got some difficulties, because it is too big. To solve the problem, I bought a pen camera to record. However, there were still some problems when I used a pen camera which sometimes turned off suddenly. This problem was unexpected but disturbed my data collection. So, I decided to use two instruments for recording all together. I also had problem with my informants. Not all tour-guide agreed to be recorded although I have the research license. They refused to be recorded, so I had to find other tour-guide as informant.

3.6  The Transcription of the Spoken Data

From the data collection, there are 15 recordings from are tour-guide. However, when I started to transcribe my recording, only four recordings have good quality of the conversations. The other 11 recordings were bad because of several reasons below:

(1) The tour-guide spoke too low, so my instruments for collecting the data could not catch the voice well.

(2) The situation around the tour-guide and the tourist was too noisy. Thus, what the tour-guide spoke to the tourist was not clear.

The total length of the recordings is about 80 minutes. For transcription, I transcribed my recording manually. First, I transferred my recordings from the two recording instruments to my notebook. Then, I started to listen to each recording using a headset. While listening, I slowed down the speed of the recording to get all the utterances produced by the tour-guide in the recording. At the same time when listening, I transcribed spoken utterances produced by tour-
guide. It is sometimes hard to catch the words or an expression from the recording. This is because the informants do not speak clearly. So, I had to repeat and reply my recording by slowing down the speed to get the words.

3.7 Identifying of the Data

After I finished the transcription, I started to identify all passive constructions in my data manually. There are 62 passive constructions. After I identified all the passive constructions, I found that there are six passive types (see section 4.1). For each sentence, I identified the subject and the agent of the verbs. In my data, I looked at the animacy of the subject and the agent including their animacy and humanness. For agents, it is possible that in a passive, the agent is not explicit. Therefore, I am also looking at whether the agent is explicit or implicit. By looking at the animacy of the subject and the agent, I would like to investigate whether animacy influence the informant to produce a particular types of passive. The six passive types that identified my data are demonstrated in table 3.1.

Table 3.1 Six passive types in the data

<table>
<thead>
<tr>
<th>Types of Passive</th>
<th>Description</th>
<th>Grammatically</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS 1</td>
<td>PASS 1 is in a canonical passive in which the formula is S+be+V3+by phrase (oblique). Example: (1) PS01002 In the beginning when the monument it was destroyed by local people.</td>
<td>grammatical</td>
</tr>
<tr>
<td>PASS 2</td>
<td>PASS 2 is in a canonical passive without by</td>
<td>grammatical</td>
</tr>
<tr>
<td>PASS</td>
<td>Passive Type</td>
<td>Example</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| PASS 3 | PASS 3 is an ungrammatical passive. The formula is S+V3. | (2) PS01006  
There is room when it is built. |
| PASS 4 | PASS 4 is an ungrammatical passive in which the formula is S+V1. | (3) PS02008  
The temple buried and destroyed volcano ashes. |
| PASS 5 | PASS 5 is an ungrammatical passive in which the formula is S+Ving. | (4) PS020013  
And he take care by his aunt Gautami (ANI)(HUM) and this panel telling 40 after queen. |
| PASS 6 | PASS 6 is an ungrammatical passive in which the formula is S+be+Ving. | (5) PS020014  
Even also sometimes they checking by UNESCO. |
|        |                               | (6) PS020011  
1890 he found Singapore so and they left the temple still buried to level until here middle and all ashes were taking |
out by the Dutch (ANI)(HUM) until restoration

From the six passive types that I identified, I also put grammaticality information to each type of the passives. Passive type 1 and 2 are grammatical, according to the pattern of English passive voice. However, passive type 3, 4, 5 and 6 are ungrammatical (see section 3.6).

### 3.8 The Coding of the Data

For each data entry, I used specific string of codes. The string of code is used to differentiate the data. So, there is no data using the same code. For example, I used a string of codes PS01001. Capital PS means that this is data for passive construction. The first two number 01 show that this is data from the first recording (the first informant). The last three numbers shows the number of data. Thus PS01001 is a passive construction which is produced by the first informant and it is the first number in my data. This means that there is only one data for this string of code. The string full codes are the combination codes in three different fields. To see the combination of code, see table 3.2.

<table>
<thead>
<tr>
<th>Field</th>
<th>Code</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>PS</td>
<td>Passive construction.</td>
</tr>
<tr>
<td>2nd</td>
<td>01,02,03</td>
<td>Informant number 01,02, etc.</td>
</tr>
<tr>
<td>3rd</td>
<td>001, 002</td>
<td>Number of passive construction in my data.</td>
</tr>
</tbody>
</table>
I give two examples in this case, as the following.

(1)  PS03020

This borobudur temple was used ceremony. <PASS 2>

(2)  PS03021

And it was totally affected and damaged by earthquake. <PASS 1>

In transcribing the data, I also used several other codes to identify the types of passive, animacy of the subject and the agent. The full list codes I used are in table 3.3.

<table>
<thead>
<tr>
<th>Code</th>
<th>Information</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS1</td>
<td>PASS 1 is a passive type 1</td>
<td>end of the sentences</td>
</tr>
<tr>
<td>PASS2</td>
<td>PASS 2 is a passive type 2</td>
<td></td>
</tr>
<tr>
<td>PASS3</td>
<td>PASS 3 is a passive type 3</td>
<td></td>
</tr>
<tr>
<td>PASS4</td>
<td>PASS 4 is a passive type 4</td>
<td></td>
</tr>
<tr>
<td>PASS5</td>
<td>PASS 5 is a passive type 5</td>
<td></td>
</tr>
<tr>
<td>PASS6</td>
<td>PASS 6 is a passive type 6</td>
<td></td>
</tr>
<tr>
<td>ANI/INA</td>
<td>Animating/ inanimate. They are for indentify the distribution of subject and agent animacy</td>
<td>Immediately after subject and agent</td>
</tr>
<tr>
<td>HUM/NONH</td>
<td>Human / nonhuman. They are to identify the distribution of the subject and agent humanness</td>
<td>Immediately after code for animate or inanimate.</td>
</tr>
</tbody>
</table>
Example (3) and (4) illustrate the full codes I used in my data.

(3) PS01001
It <INA><NONH> just divided in the three part of philosophy Buddhist tree.

(4) PS03038
Philosophy <INA><HUM> was made and created by human mindset.

3.9 Techniques of Data Analysis

There are two steps to data analyze the data my research. Firstly, I counted all the annotation, including the occurrences of any tag. This counting allows me to do a statistical analysis of different passive types. Secondly, I also look at the frequencies of co-occurrences between different grammatical phenomena. For example, I look at the distribution of subject animacy and humanness. It is to see if subject animacy and humanness affect the choice of particular passive type produced by the tour-guide in Borobudur temple.
4.1. Preface

This chapter deals with the English passive constructions spoken by the Indonesian tour-guide in Borobudur temple. I investigate various aspects of the English passive constructions used by Indonesian tour-guide in Borobudur temple. My purpose is to know the distinctive feature of the English passive construction specifically used by tour-guide in Borobudur temple. First, I present distribution of passive types in my data. Second, I demonstrate the distribution of subject animacy. Third, I present the distribution of subject humanness which is followed by a presentation of distribution of agent animacy. Finally, I also present the distribution of agent humanness.

4.2. Passive Types

In my research, I collected the data from the recording of four tour-guides. The total length of the recordings is about 80 minutes. From the recording, I found 62 passive construction produced by my informants. As a beginning, I present the distribution of each passive type construction in table 4.1 and figure 4.1.
Table 4.1 The distribution of passive type

<table>
<thead>
<tr>
<th>Types</th>
<th>Number of co-occurrences</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS 1</td>
<td>19</td>
<td>30.6</td>
</tr>
<tr>
<td>PASS 2</td>
<td>32</td>
<td>50.6</td>
</tr>
<tr>
<td>PASS 3</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>PASS 4</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>PASS 5</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>PASS 6</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 show six types of passive constructions. They are canonical passive constructions with an *oblique* (PASS1), (ii) passive constructions without an *oblique* (PASS2), (iii) ungrammatical passive constructions (S+V3) (PASS3), (IV) ungrammatical passive constructions (S+V1) (PASS4), (V) ungrammatical passive constructions (S+Ving) (PASS5) and (VI) ungrammatical passive constructions (S+be+Ving) (PASS6).

Figure 4.1 the distribution of passive types as percentages
Clearly from figure 4.1, which the percentage of the distribution of passive type as number (table 4.1), it shows that passive construction without an oblique (PASS2) has the highest percentages (51, 6%). The second higher is passive without an oblique (PASS1) has percentages (30, 6%). And third higher is PASS 3 (13%). And the last PASS 4, 5 and 6 have same percentages (1, 6%). From the data, it is found that passive construction without the *oblique* is most frequently used by the tour-guide in Borobudur temple. This fact fits to what Siewierska has argued (see section 2.7.1) that a passive without an *oblique* is frequent. The example of each passive type is exemplified in example (1), (2), (3), (4), (5) and (6).

(1) PS01004

It is protected by UNESCO. (PASS 1)

In example (1), it is clear that the passive construction uses the canonical formula of a passive S+be+V3+ oblique. The subject is *it*, the auxiliary verb *be* is *is* and the V3 used is *protected*. It is also clear that the oblique by UNESCO is
attached after V3. Since the construction is used the formula of a canonical passive, this construction is an example of PASS 1.

(2) PS01006

There is room when it is built. (PASS 2)

In example (2), it is clear that the passive construction uses canonical formula of passive; S+be+V3, but without an oblique. The subject is *it*, the auxiliary verb *be* is *is* and the V3 used is *built*. Since this construction uses the formula of a canonical passive, thus this construction is an example of a PASS 2.

(3) PS02008

The temple buried and destroyed volcano ashes. (PASS 3)

In example (3), this sentence shows that it is an ungrammatical passive construction. We can see formula of the construction is S+V3. The subject is *the temple* and the V3 used is *buried and destroyed*. As, I have defined in chapter 3, such a passive construction is called as a PASS 3. Although, the construction is without the auxiliary verb *be*, but we can see that there is an agent after the verb *buried and destroyed*. Again, this example is ungrammatical also because the *by* is absent in the sentence. To illustrate the grammatical version of example (3), I manipulated the example as in (3a).
(3a) Manipulated example of grammatical passive from (3).

The temple was buried and destroyed by volcano ashes.

By presenting the grammatical version of example (3) as in (3a), it is clearer that example (3) is actually a passive construction which is not grammatical. Next, I will illustrate the example of PASS

(4) PS02013

And he take care by his aunt, Gautami. (PASS 4)

Example (4) is an ungrammatical passive construction. The formula of this construction is, S+V1. The subject is he the V1 used is take. Although this construction does not apply the canonical formula of a passive, this construction is a passive. It can be seen, that there is an oblique by his aunt Gautami, which is the subject of the active version as I will manipulated in example (4a).

(4a) Manipulated grammatical passive of example (4).

And he was taken care by his aunt, Gautami.

In the manipulated example (4a), the subject is he, the verb is was taken care and the oblique is his aunt, Gautami. The oblique by his aunt, Gautami in (4) and (4a) is the subject of an active construction as in (4b). A manipulated example of (4a) and the subject of example (4a) is the subject of (4b) His aunt, Gautami took care him. Thus, it is clear that example (4) is actually a passive but ungrammatical.
In example (5), it is clear that the sentence uses ungrammatical passive construction, \textit{S+V-ing}. The subject is \textit{they} and the \textit{V-ing} is \textit{cheking}. As example (3) and (4), although example (5) does not apply a grammatical formula of a passive construction, we can still see that it is a passive manipulating example (5) into grammatical form of a passive construction manipulated as in (5a), then modified (5a) into an active construction as in (5b).

\begin{enumerate}
\item[(5a)] Passive
\begin{quote}
Even also sometimes they were checked by UNESCO.
\end{quote}
\item[(5b)] Active
\begin{quote}
Even also sometimes UNESCO checked them.
\end{quote}
\end{enumerate}

From example (5b), it is clear that the subject of an active construction \textit{UNESCO} is demoted into an oblique by \textit{UNESCO} in the passive (5) and (5b). The example (5) is a PASS 5 which I have defined in chapter 3.

\begin{itemize}
\item[(6)] PS02011
\begin{quote}
....and ashes were taking out by the Dutch. (PASS 6)
\end{quote}
\end{itemize}
Example (6) is an ungrammatical passive construction. The formula used is S+be+V-ing. The subject is ashes, the auxiliary verb is were and the V-ing used is taking. Although example (6) does not apply a grammatical formula of a passive, we can still see that it is a passive by manipulating the sentence into a grammatical passive as in (6a). In example (6a), the auxiliary verb were is inserted after subject ashes and the V-ing taking is replaced by V3 taken out. To test that (6a) is a passive; we can use a manipulated active construction showing that the subject of passive is the object of an active construction as in (6b).

(6b) Active

The Dutch took out the ashes.

In example (6a), the subject is the Dutch which is demoted into the oblique is ...

and ashes were taken out by the Dutch. A passive as in (6). So, example (6) is a PASS 6 as I defined in chapter 3.

After presenting the types of passive in my data, I will continue to discuss the subject animacy in section 4.3.

4.3. Subject Animacy

Subject is an important element in a passive construction. Since the subject of passive construction is an element which is promoted from an object of an active construction. Without an object of active construction, it is not possible to form a
passive construction. Most subjects are nouns. And when we analyze a noun, there is a possibility that the animacy of noun might influence the different construction, in this research, the passive construction (see section 2.6). Therefore, in this section I would like to investigate, whether the subject animacy influences the tour-guide to use different passive type construction subject. I present the distribution of subject animacy in the table 4.2 and figure 4.2.

Table 4.2 the distribution of the subject animacy

<table>
<thead>
<tr>
<th>Type of passive</th>
<th>Inanimate</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N of clause</td>
<td>%</td>
<td>N of clause</td>
<td>%</td>
<td>N of clause</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>PASS 1</td>
<td>19</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>PASS 2</td>
<td>30</td>
<td>94</td>
<td>2</td>
<td>6</td>
<td>32</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>PASS 3</td>
<td>8</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>PASS 4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>PASS 5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>PASS 6</td>
<td>1</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.2 the distribution of subject animacy as percentages
The subject in a passive construction can be inanimate (INA) or animate (ANI). Table 4.2 shows the distribution of subject animacy in my data. The table shows that in PASS 1, 3 and PASS 6, all the subjects are inanimate (100%). Different from PASS 2, in PASS 2, almost the subject is inanimate (94%). On the other hand, in PASS 4 and PASS 5 is all the subject of animate (100%). Table 4.2 and figure 4.2 show the distribution of subject animacy in my data from figure 4.2. It is seen that inanimate subject is the preference among PASS 1, PASS 2, PASS 3 and PASS 6. In PASS 1 and PASS 6, the entire subject is animate (100%). However, I cannot discuss any further for PASS 6 because the number of data is only 1. For PASS 2 and PASS 3, animate subject is very rare, (6%) and (12.5%). I assume that this fact is because the subject of a passive is a patient. As I mentioned in section (2.7) a patient is something or someone that is affected or undergoes a change as a result things and not living things is higher than the agent, which is the doer. And the fact that in my data inanimate subject is
preferred in a passive fits to the general theory. The same as PASS 6, it is not enough to discuss more about PASS 4 and PASS 5 because the data is very limited (1 for each). The example of each passive type is exemplified in example (7), (8), (9), (10), (11) and (12).

(7) PS03020
And it <INA><NONH> was totally affected and damaged by earthquake. (PASS2)

Example (6) is a passive construction type 1 with inanimate subject. The subject of the passive is *it*, which refers to *the temple* which is inanimate.

(8) PS03023
And Borobudur <INA><NONH> was totally covered up with (by) the volcano ashes. (PASS2)

Example (8) is a PASS 2 with inanimate subject. The subject of the passive is *Borobudur* which is inanimate.

(9) PS04061
So this<stone><INA><NONH> written sanskrit and red that virupa means ugly face.

Example (9) is an example of PASS 3 with inanimate subject. The subject of the passive is *this*. *This* refers to *stone* which is inanimate.
(10) PS02013
And he <ANI><HUM> take care by his aunt Gautami and this panel
telling 40 after queen. (PASS2)

Example (10) is an example of PASS 4 with animate subject. The subject of the
passive is he. He refers to Gautami which is animate.

(11) PS02014
Even also sometimes they <ANI><HUM> checking by UNESCO.
(PASS5)

Example (11) is an example of PASS 5 with animate subject. The subject of the
passive is they. They refer to builder of the temple which is animate.

(12) PS02011
... and ashes <INA><NONH> were taking out by the Dutch. (PASS6)

Example (12) is an example of PASS 6 with inanimate subject. The subject is
ashes which is inanimate.

4.4. Subject Humanness

Animacy and humanness are two related semantic features (see section
2.6). Subject humanness in this section means that the subject of passive is human
or non-human. It is interesting also to see whether subject humanness influence the tour-guide to use a particular passive type. In this section, I will present the distribution of the subject humanness with different passive type. Then, I will exemplify each passive type with human and non-human subject in table 4.3 and figure 4.3.

Table 4.3 The distribution of the subject humanness

<table>
<thead>
<tr>
<th>Type of passive</th>
<th>Human N of clause</th>
<th>Human %</th>
<th>Non-human N of clause</th>
<th>Non-human %</th>
<th>Total N of clause</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS 1</td>
<td>1</td>
<td>5</td>
<td>18</td>
<td>95</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td>PASS 2</td>
<td>2</td>
<td>6</td>
<td>30</td>
<td>94</td>
<td>32</td>
<td>100</td>
</tr>
<tr>
<td>PASS 3</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>100</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>PASS 4</td>
<td>1</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>PASS 5</td>
<td>1</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>PASS 6</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.3 The distribution of subject humanness as percentages
The subject in a sentence can be human (HUM) or non-human (NONH). Table 4.3 shows the distribution of subject humanness in my data. Table 4.3 shows that in PASS 1 and PASS 2 have percentages are similar. They are mostly all the subject are human. It is not different with PASS 6 which is all the subjects of human. Differ with PASS 4 and PASS 5 which are all the subjects of non-human. Table 4.3 and figure 4.3 demonstrate that non-human subject is preferred to be used by the tour-guide across different passive types. Looking back to my discussion on the subject animacy (see section 4.2), inanimate subject is the dominance one. My finding in subject humanness reflects to the dominant inanimate subject. When inanimate subject is dominant, it can be inferred also that the subject is also non-human. Thus my finding for subject animacy fits to my finding on subject humanness. Similar to my findings in table 4.2, I cannot discuss more about PASS 4, PASS 5 and PASS 6. Thus, it needs further research to get
more data. The example of each passive type is exemplified in example (13), (14), (15), (16), (17) and (18).

(13) PS01005
But it was wall heritages of culture because wall wonder <INA><NONH> isn’t protected by UNESCO but wall heritages by culture.

In example (13) is an example of PASS 1 with non-human subject. The subject of passive is wall wonder which is non-human.

(14) PS03027
It <INA><NONH> was removed and sent.

In example (14) is an example of PASS 2 with non-human subject. The subject of passive is it. The noun it refers to statue which is non-human.

(15) PS01001
It <INA><NONH> just divided in three part of philosophy Buddhist tree.

In example (15) is an example of PASS 3 with human subject. The subject of passive is it. The noun it refers to the temple which is non-human.
And he take care by his aunt Gautami and this panel telling 40 after queen.

In example (16) is an example PASS 4 with human subject. The subject of passive is *He*. The pronoun *He* refers to *Gautami* which is human.

Even also sometimes they checking by UNESCO.

In example (17) is an example PASS 5 with human subject. The subject is *they*. The pronoun *they* refer to *builder of the temple* which is human.

1890 he found Singapore so and they left the temple still buried two level until here middle temple and ashes were taking out by the Dutch.

In example (6) is an example of PASS 6 with non-human subject. The subject is *ashes* which is non-human.

### 4.5. Demoted Agent of Passive
Agent in a passive is important to look at. This is because an agent of a passive is the subject of an active sentence (see section 2.4) which is demoted into an oblique. In this research then I call such an agent as a *demoted agent*.

In this section, I will look at whether the demoted agent influences the tour-guide to use a particular type of passive or not. First, I discuss the presence of a demoted agent in my data. Some of passive spoken by tour-guide in Borobudur temple are with implicit demoted agent some others are with explicit agent. I demonstrate the distribution of explicit and implicit demoted agent in my data in table 4.4 and figure 4.4.

Table 4.4 The distribution of explicit and implicit demoted agent

<table>
<thead>
<tr>
<th>Type of passive</th>
<th>Implicit</th>
<th></th>
<th>Explicit</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N of clause</td>
<td>%</td>
<td>N of clause</td>
<td>%</td>
<td>N of clause</td>
<td>%</td>
</tr>
<tr>
<td>PASS 1</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>100</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td>PASS 2</td>
<td>32</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>32</td>
<td>100</td>
</tr>
<tr>
<td>PASS 3</td>
<td>5</td>
<td>62.5</td>
<td>3</td>
<td>37.5</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>PASS 4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>PASS 5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>PASS 6</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.4 The distribution of explicit and implicit agent
The agent in a sentence can be explicit and implicit. The same also with passives, the agent can be explicit or implicit. The agent of a passive appears (if there is) in an oblique. So, I will use distribution of agent. Table 4.4 the distribution of implicit and explicit agent. The table shows that in PASS 1, 2, 3 and 4 all the agents are explicit (100%). While in PASS 2, entire of agent are implicit (100%). Almost same with PASS 3, implicit agents are more frequencies than explicit agents (62,5%).

After presenting agent of a passive, I will continue to discuss the agent animacy in section 4.5.

### 4.6. Agent Animacy

Agent is the person or thing that performs the action and is the subject of the active construction. The agent can be inanimate (INA) or animate (ANI). In this section I discuss whether subject animacy influences the tour-guide to produce a
particular type of passive or not (see section 2.6.). I present the distribution of demoted agent animacy in table 4.5 and figure 4.5.

Table 4.5 the distribution of demoted agent animacy

<table>
<thead>
<tr>
<th>Type of passive</th>
<th>Inanimate</th>
<th></th>
<th>Animate</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N of clause</td>
<td>%</td>
<td>N of clause</td>
<td>%</td>
<td>N of clause</td>
<td>%</td>
</tr>
<tr>
<td>PASS 1</td>
<td>4</td>
<td>21</td>
<td>15</td>
<td>79</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td>PASS 2</td>
<td>12</td>
<td>37.5</td>
<td>20</td>
<td>62.5</td>
<td>32</td>
<td>100</td>
</tr>
<tr>
<td>PASS 3</td>
<td>3</td>
<td>37.5</td>
<td>5</td>
<td>62.5</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>PASS 4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>PASS 5</td>
<td>1</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>PASS 6</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.5 the distribution of agent animacy as percentages
Its demonstrate that animate agent is preferred to be used across passive types in my data. Although in PASS 5, there is no animate subject in the data. However, it is not enough to make an assumption on this data because the number of the data is very limited (1 example only). Thus it needs further research to explain more about this kind of passive type. Dealing with the high preference of animate subject in my data, I assume that this fact because agent is someone who performs an action. As I mentioned in section (2.7) agent is who someone consciously and willingly performs an action. And the fact that in my data animate agent is preferred in passive fits to the general theory. The example of each passive type is exemplified in example (19), (20), (21), (22), (23) and (24).

(19) PS04054
The temple was discovered in 1940 by English man <ANI><HUM>.
In example (19) is a passive construction type 1 with an explicit agent. The explicit agent of the passive is by English man which is animate.

(20) PS03019
After this temple was built 8 century (by) (syailendra dynasty) <ANI><HUM>.
In example (20) is a passive construction type 2 with an implicit agent. However, from the context, it can be inferred that the implicit agent is syailendra dynasty. Therefore, we can see that the agent syailendra dynasty is animate.
(21) PS04062

So this written Sanskrit and red (by) (etymologist) <ANI><HUM> that virupa means ugly face.

In example (21) is a passive construction type 3 with implicit agent. However, from the context, it can be inferred that the implicit agent is *etymologist*. Therefore, we can see that the agent is *etymologist* which is human.

(22) PS02013

And He take care by his aunt Gautami <ANI><HUM> and this panel telling 40 after queen.

In example (22) is a passive construction type 4 with an explicit agent. The explicit agent is *his aunt Gautami* which is animate.

(23) PS02014

Even also sometimes they checking by UNESCO <ANI><HUM>.

In example (23) is a passive construction type 5 with an explicit agent. The explicit agent is *UNESCO* which is animate.
(24) PS02011

(In) 1890, He found Singapore so and they left the temple still buried two
level until here middle temple and ashes were taking out by the Dutch
<ANI><HUM>.

In example (24) is a passive construction type 6 with an explicit agent. The
explicit agent is the Dutch which is animate.

4.7. Agent Humanness

As I have done in the previous section, I also look at the subject
humanness to see if (demoted) agent humanness influences the selection of a
particular type of passive in my data. I demonstrate the distribution of the agent
humaness in table 4.6 and figure 4.6.

Table 4.6 the distribution of agent humanness

<table>
<thead>
<tr>
<th>Type of passive</th>
<th>Human</th>
<th>Non-human</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N of clause</td>
<td>%</td>
<td>N of clause</td>
</tr>
<tr>
<td>PASS 1</td>
<td>15</td>
<td>79</td>
<td>4</td>
</tr>
<tr>
<td>PASS 2</td>
<td>17</td>
<td>53</td>
<td>15</td>
</tr>
<tr>
<td>PASS 3</td>
<td>5</td>
<td>62,5</td>
<td>3</td>
</tr>
<tr>
<td>PASS 4</td>
<td>1</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>PASS 5</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>PASS 6</td>
<td>1</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>
Figure 4.6 the distribution of agent humanness as percentages

![Bar chart showing agent humanness distribution](image)

Its show the preference of almost all passive types to human agent in my data. Although in PASS 5, the agent is non-human. Also from figure 4.6, it is clearly seen that the percentages of human agent in every passive type is relatively high. In PASS 1, human agent is higher than non-human (79%). In PASS 2, human agent has 53% while in PASS 3 human agent 62.5%. And in PASS 4 and 6 all the agent are human (100%) which is different from PASS 5 which is all the agent is non-human (100%). Looking back to my discussion in section 4.3., the agent animacy, animate agent is the dominant one. My finding in agent humanness reflects to the dominant animate agent. Since most demoted agent is human, it is of course that they are animate. Therefore, what I have found dealing with the agent animacy fits to my finding in this section. Realizing that there is a single trend of agent animacy and humanness in my data, I can infer that agent
humanness animacy and humanness does not influence the selection of the tour-guide to use a particular type of passive.

The example of each passive type is exemplified in example (25), (26), (27), (28), (29) and (30).

(25) PS03024

So historically Borobudur temple was rediscovered by local Muslim <ANI><HUM> at 13 century.

In example (25) is a passive construction type 1 with an explicit agent. The agent of the passive is *local Muslim* which is human.

(26) PS03030

UNESCO said this temple must be closed (by archeology service) <ANI><HUM> for two years but it was closed for two month.

In example (26) is a passive construction type 2 with an implicit agent. However, from the context, it can be inferred that the implicit agent is *archeology service*. Therefore, we can see that the agent *archeology service* is a human.

(27) PS02009

So finally the temple forgotten (by local people) <ANI><HUM>
In example (27) is passive construction type 3 with an implicit agent. However, from the context, it can be inferred that the implicit agent is *local people*. Therefore, we can see that the agent is *local people* is human.

(28) PS02013

And He take care by his aunt Gautami <ANI><HUM> and this panel telling 40 after queen.

In example (28) is a PASS 4 with explicit agent. The agent of passive is *his aunt Gautami* which is human.

(29) PS02014

Even also sometimes they checking by UNESCO <ANI><HUM>.

In example (29) is a passive construction type 5 with an explicit agent. The agent is *UNESCO* which is human.

(30) PS02011

(In) 1890, He found Singapore so and they left the temple still buried two level until here middle temple and ashes <INA><NONH> were taking out by the Dutch <ANI><HUM>. 

(31) PS02011

(In) 1890, He found Singapore so and they left the temple still buried two level until here middle temple and ashes <INA><NONH> were taking out by the Dutch <ANI><HUM>. 


In example (30) is a passive construction type 6 with an explicit agent. The agent of the passive is *the Dutch* which is human. After analyzing the data in this research, I will provide a summary of my findings in chapter V.
CHAPTER V
CLOSURE

In this chapter, I would like to conclude the results of this research based on data analysis explained in chapter four. There are three problems that I state what are the distinctive feature of passive construction spoken by tour-guide in Borobudur temple, does subject animacy influence the selection of passive types spoken by tour-guide leaders in Borobudur temple and does agent animacy influence the selection of passive types spoken by tour-guide in Borobudur temple. In this research is closure. It contains conclusion and suggestion.

5.1 Conclusion

Based on my analysis I have discussed in chapter IV, there are 3 main conclusions that I would like to present in this section.

Firstly, as my first research question in section 1.2., I have found that the passive construction spoken by tour-guide in Borobudur temple has several distinctive features that I identified them in several types of passives. They are: (i), (ii), (iii), (iv), (v) and (vi). Based on the data analysis, I divided six types of passive constructions. The first, I called it PASS 1. It is canonical passive constructions with an oblique. The second is PASS 2. It is passive constructions without an oblique. The third is PASS 3. It is ungrammatical passive constructions (S+V3). The fourth is PASS 4. It is ungrammatical passive constructions (S+V1).
The fifth is PASS 5. It is ungrammatical passive constructions (S+Ving) and the last is PASS 6. It is ungrammatical passive constructions (S+be+Ving).

Secondly, to answer my second question in section 1.2., I have demonstrated that subject animacy does not influence the tour-guide to select a particular type of passive. From the six types of passive in my data, there is a single trend that almost all passive types prefer to use inanimate and non-human subject. Although there is one passive type (PASS 3) use animate and human subject. However, it is not enough for me to make any further assumption on this issue because the number of the data is very limited (1). This issue, I think will give opportunity for me and other linguists to conduct further research to collect more data.

Thirdly, to answer my third question in section 1.2, I have demonstrated that the agent animacy did not influence the tour-guide to select a particular type of passive. Similar to my conclusion for the subject animacy, that there is a single trend occurring in my data. Animate and human agent is relatively preferred to be used across different passive types. This might be because the nature of an agent is semantic role which do an action or the doer of an action.

5.2 Suggestion

In order to produce better result grammar especially; passive construction mastery, I would like to propose some suggestions for:
a. Tour-guide.

The tour-guide should understand and be able to use grammatical passive construction correctly. This is because passive construction is important for them. To help and explain the visitors especially when it is in a historical object like Borobudur, the use of passive construction is frequently used. If a tour-guide cannot use a passive construction well, it is possible that the foreign tourists will get confused and they will fail to understand the explanation. It is necessary learned in class seriously. So, undergraduate can use passive well and can be functioned later if they want to become a tour-guide.

b. An English teacher at school

Realizing that passive is often used in daily life especially when explaining an object, a school teacher should be aware of teaching passive to students. And for the students this research will motivate them to increase their speaking skill with look at the tour-guide, although they do some mistakes, the tour-guide be brave speaks to the tourist.
REFERENCES


Baker and Brew. *Multilingual Animacy Classification by Spare Logistic Regression*.


APPENDICES
Sample of Transcription from Recording of Tour-Guide in Borobudur

The temple is only one, so there is no other small ... .

What you can see more about other facilities like museum.

Put collecting, original stone from the temple but we don’t find correct place of the stone in ruin and we put in the museum.

So if you want to museum, you can go but it is only stone.

The temple discovered in 1940 by english man. I mean it is official, ladies covertly.

Originaly at was found by local farmer.

When they look fire for cooking, grass for animal or wood for building their houses, but they found many stone with the carvings and other relief some statues also then people talk other people, other people talk to talk other people and finally governer heard this.

And then governer come here under the guide of the local people. And find the temple under junggle discovered with volcanic materials also.

But also trees growing on the temple. So at look like junggle. So that way people didn’t see the temple for distance.
To the temple was start to be uncoverd in 1815 and they start to cut the trees. Need two month with 200 people. It mean at was rainy cover.

But of break they need long time.

After they cut in the stone sorry cut in the trees.

They saw the temple condition.

At was too damages or broken.

And the problem was rain water mostly.

Rain water enter into the crake between stone and around hill inside.

The temple was than sinking.

Sinking than it will push down it move to the right or left.

And then each till thing material feel down also the statues feel down.

So many of the statues loose their head or sometimes no still loose head.
But some of the head also were not damages were stone.

How many if you also local people long time ago for sell or may be also some dark people, english people but they were not allow make the copy of the head.

So we must keep them original to keep value of the story. They are head less but they are original.

For the restoration was done twice.
The first one about 1907-1911. This only level 8, 9, and 10. They rebuilt 73 stupa, 73 included biggest one in the center.

So low level was lake bad condition.

Biggest zigzaw puzzle.

It was built by local arceology, ee sorry buddisht dynasty.

Name sylendra dynasty.

So in java we have two dynasty sanjaya and sylendra. Sanjaya took hinduism and sylendra took budhism.

But they were living in peace and harmony at the moment.

Parently we saw lot of hindu and budha temple very close side by side. Hinduism distance only around have 2 km side by side.

They met conflic recomend. They must fight and they don’t built the temple side by side very far away.

And now this temple happen if use buddisht temple but hindu from bali come here also and there are many buddisht people live in Bali.

I don’t know may be some people, 1814. The temple 8 century around 700-900 something and estimed they took 80 years to believe.

Go to material that all volcano stone. And they must take stone.

From the river from the quarry one km from here.
And it was boulder and they cut it in small pecies with on the chisel and hammer.

They brought boulder with wagon.

All may be people use basecamp an carry them on their shoulder and then they took here.

They built it here.

They make statues here.

They make the carvinng on the place until they are really the perfect temple.

So they have good in calculation but human so they have also miss calculation.

I want to show you were miss calculation.

Alright.

Lets go this one.

So if you wanna take a pict together and then you also can to the loggo. And also you can saw the picture in the middle there.

That is loggo of the world heritage. So since 1991 the temple was regard. Regard from UNESCO.

When it is cloudy.
I show this morning and I can see but still I don’t know when update because something cloudy it very capture.

So I can take a picture from here.

This is the original foundation of the temple.

So I take you here because I want to see you this original foundation in this place only.

The other place or corner.

So it is said in believe that in the 8 century.

They built it.

8 level not 10 level.

8 level and they start to built the temple from this part. From here to the carve and continue to the construction above.

So this is what I mean miss calculation. So because it is too small and the construction above is too big and heavy so it is push down and the foundation was expanding.

Just may be it happen in 9 century when they built extra foundation.

It is regard to be extra foundation. So not in the plan since 8 century just in the 9 century.

It is later because of the collapsing.
To the carving is not only here more carving still hidden..... .

We called them hidden relief now but this corner was open reasonably.

It was open to saw people and people will see the proof and imagine... . so they move there.

So the construction there was here.

So the called this relief is telling about karma.

Good action with good karma.

Bad action with bad karma. Example there with sick man.

Here sick man and his friend massage his head.

His medicine on the shoulder, stomach helping other people.

Take care other people.

They become happy family.

Following bad action.

They don’t want to help.

They spent time for partying, drinking leager, getting drunk, they are dancing very bad.

Low is last desire.

Someone of bring something to drink again.
At the corner people with two women.

One man with two women. In this party.

It is naughty.

To be they are horse.

And then following is about the result of the getting bad.

So this is ugly face.

People on the carving here say ugly face.

It is the explanation about relief.

At the people here ugly face.

So this written sanskrit and read that virupa means ugly face. “sanskret but now, this is also may be it has been recognize at the moment”.

When the man is having whole, not only for female but they putting earing or something and then we can see zero because they give also big ring.

But we can’t judge to people whose ugly face because their bad action.

Because ugly on outside can still be good inside. So we always be positive thinking never had to negative thinking.
Nomor : Sti.24/K-1/PP.00.9/I-1.3.090/2014
S.PdI., M.A.
Lamp. : Proposal Skripsi
Hal : Pembimbing dan Asisten
      Pembimbing Skripsi

Yth. Noor Maliahah, Ph.D.

Assalamualaikum wr.wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

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NIM : 11310036
Jurusan : Tarbiyah
Judul Skripsi :

AN ANALYSIS OF ENGLISH SYNTATICAL SENTENCES STRUCTURE ON INDONESIAN TOUR GUIDES IN PRAMBANAN TEMPLE

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

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Bidang Akademik dan Pengembangan Lembaga

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Lamp : Proposal Penelitian.  
Hal : Izin Penelitian  

20 September 2014

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Yth. Kepala HPI Kab. Magelang  
Di Kab. Magelang

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Dalam rangka penyelesaian studi Program S.1 di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul yang diambil adalah

AN ANALYSIS OF ENGLISH SYNTACTICAL SENTENCES STRUCTURE ON INDONESIAN TOUR GUIDES IN BOROBUDUR TEMPLE

Dengan Pembimbing : Noor Maliah, Ph.D.  
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di HPI Kab. Magelang, mulai tanggal 22 September 2014 s.d. selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

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Demikian surat keterangan ini kami buat dengan sebenarnya untuk bisa digunakan sebagaimana mestinya.

Dibuat di : Magelang
Pada tanggal : 10 Oktober 2014

Ketua DPC HPI kab. Magelang

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<td>DEMA STAIN Salatiga</td>
<td>6 Juni 2011</td>
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<td>18 Juni 2011</td>
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<td>STAIN Salatiga</td>
<td>22-27 Juli 2011</td>
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<td>8 April 2012</td>
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<td>STAIN Salatiga</td>
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<td>20</td>
<td>Lailatul Wada &quot;sukseslah menjadi orang baik meskipun dunia semakin kejam kawan&quot;</td>
<td>PONPES Al-Hasan</td>
<td>11 Juli 2012</td>
<td>Panitia 2</td>
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</tr>
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<td>STAIN Salatiga</td>
<td>24 September 2012</td>
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<td>Public Hearing I &quot;optimisasi kinerja lembaga melalui kritik dan saran mahasiswa&quot;</td>
<td>SEMA STAIN Salatiga</td>
<td>2 April 2013</td>
<td>Peserta 3</td>
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<td>IALF</td>
<td>2 Mei 2013</td>
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<td>27 Mei 2013</td>
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<td>CEC STAIN Salatiga</td>
<td>1 Juni 2013</td>
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<td>28 Juni 2013</td>
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Salatiga, 11 Februari 2015

Mengetahui,

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