

## Exploring Common Errors in Using Passive Voice Made by EFL (English Foreign Language) Learners'

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### Abstrak

Di kelas tata bahasa, selain hasil skor pembelajar, pembelajar masih bingung dan melakukan kesalahan dalam menggunakan kalimat pasif. Mengatasi fenomena tersebut peneliti melakukan penelitian untuk mengetahui kesalahan umum dan faktor kesalahan yang dilakukan pembelajar dalam menggunakan kalimat pasif. Jika kesalahan dibiarkan terus menerus, maka kesalahan tersebut bisa menjadi fosil. Penelitian ini menggunakan metode penelitian kualitatif deskriptif dan siswa kelas dua jurusan pendidikan bahasa Inggris sebagai partisipan. Peneliti melakukan tiga jenis tes dan wawancara sebagai pengumpulan data. Peneliti menyimpulkan bahwa Be merupakan persentase kesalahan tertinggi pada tes tipe tiga dengan kesalahan pada tes tipe satu sebesar 50% dan tes tipe tiga sebesar 40%. Kemudian omission dengan persentase error tipe satu 31% dan tipe tiga 37%, Verb 3 dengan tipe satu 9% dan tipe dua error 52%, Verb 1 dengan error 43%, Subjek/Objek dengan tipe satu 9% dan tipe tiga 23%, dan error terendah adalah Verb-ing dengan persentase error 5%. Peneliti menyimpulkan bahwa faktor kesalahan yang dilakukan pembelajar seperti Verb 3, Omission, dan Be adalah karena kecerobohan. Peserta didik memahami materi tes namun masih melakukan kesalahan seperti kalimat tidak lengkap (miss to be), hal ini berarti kecerobohan.

Kata Kunci. EFL. Kesalahan, Passive Voice

### Abstract

*In grammar class, beside on learner score result which learners still confused and make mistake in using passive voice. Dealing the phenomena researcher done research to findout the common error and the factors errors that made by learners in using passive voice. If errors are allowed to persist, it can cause errors fossilize. This research used descriptive qualitative research method and learner at second grade of English education department as participant. The researcher conducted three type test and interview as collecting data. The*

researcher conclude that Be is the highest percentage errors type on three type tests with error on test type one 50% and test type three 40%. Then omission with error percentage type one 31% and type three 37%, Verb 3 with type one 9% and type two 52% errors, Verb 1 with error 43%, Subject/Object with type one 9% and type three 23%, and the lowest error was Verb-ing with error percentage 5%. Researcher conclude that the factor errors made by learner such as Verb 3, Omission, and Be, it was a carelessness. Learners understand about material test but still make error like uncomplete sentences (miss to be), those was mean carelessness.

**Keywords** : EFL learners', error, passive voice.

## INTRODUCTION

Grammar is a very important part of English language. In English there are some skills (speaking, reading, listening and writing) and some elements (grammar, vocabulary, and pronunciation). Grammar plays important role in any skill whether productive skill or reprehensive skill. Each skill need grammar. It is based on the grammatical language, which are a key part of the skill. According to Barbara Dykes (2007) in her book Grammar for Everyone mentions definition of grammar "grammar is a language to talk about language". This means that people can learn how to communicate with language inseparably related to learning grammar, starting from vocabulary and it functions, sentences patterns, expression and their meanings.

One of materials that is also taught in grammar class is passive voice. Passive voice is a type of sentence or clause in which the subject receives the action of the verb. In passive voice, the subject of the sentence does not perform an action, but the subject accepts the action. By changing the main verb of an active sentence to past participle, and putting auxiliary be before the main verb, the passive voice commonly formed (Alamsyah Lubis et al., 2019).

In fact, the learners still confuse and make error when using passive voice. The tenses frequently cause pupils to become confused when learning the passive voice, because the passive voice can fit into all forms of tenses. The learners do not fully get how the forms have changed. similar to how the present participle or the past participles of regular verbs and irregular verbs in passive voice form can be formed from the infinitive. For example in changing active to passive form, "someone is televising the football match" some learners answered this active form with " the footbal match is televised by someone". The correct answer is " the football match is being televised". Some learners still confuse on tenses of statement then they wrong choose to be. Some learners also add an object (which in active form as subject), actually in passive voice there is not need for an object (which in active form as subject) if the subject is unclear or unknown.

When learning a new language, we can't avoid errors. Erdogan, The Mersin University Faculty of Education's research assistant says that errors were thought to be caused by people carrying over habits from their mother tongue into the new language (Kurniasih, 2013). From the above definitions, it can be concluded that errors are deviations caused by carrying over habits from the mother tongue to the target language. The Oxford dictionary says that the word "error" means "mistake". It means that Error is a mistake made by someone who have learned and understood the information about what they are doing, but the mistakes are still made repeatedly. If the error is allowed to continue it could be fossilize and considered a common thing for learners.

Related to errors, errors can be a measuring tool for how much students understand the language learned and can be used as a reference for further learning. If errors continue to be made without any improvement, errors will be considered common thing for students. This is indeed worrying, even though mistakes should be made as soon as possible to be fixed, especially errors. Even though the student's error is classified as an error, at least the error should be minimized so that the error does not fossilize and is considered a common thing for learners.

To knowing what are the error made by learners researcher could use error analysis. Errors analysis is used to look at and sort the mistakes made by learners, which can help figure out what their learning problem is. Brown (2000) says that error analysis can be watched, analyzed, and categorized to show something about how the learner's mind works. Through error analysis researcher could classifies learner errors and could study what the error could made.

A few researchers focused on classifies error made by students. There have been limited studies concerned on calssifies error based on surface strategy in general. Therefore, this research intends to findout types and factors error in depth. The objectives of this research are to find out the common error and factor errors in using passive voice made by EFL learners'.

## LITERATURE REVIEW

Grammar is one element in English language which important learned by EFL learners. Grammar is very important for people who want to master English because grammar will direct us to write words and sentences correctly (Samosir, 2017). English foreign language (EFL) learner refers to learner who learning English language when there are few or no possibilities to communicate in that language.

Passive voice is one material in grammar that complicated for learner whereas it is important to mastery. Passive voice mastery is useful for the students in writing persuasive text which is commonly formed in news report and academic

essays (Manurung et al., 2020). It means that passive voice is one material grammar should be taught in grammar class.

Dulay (1982) says that error analysis is a way to figure out what is wrong with the mistakes that students make when they give a speech or write something (Azmi, 2021). Error analysis is used to look at and sort the mistakes made by learners, which can help figure out what their learning problem is. Brown (Brown, 2000) says that error analysis can be watched, analyzed, and categorized to show something about how the learner's mind works. Errors could be tools to a measuring tool for how much students understand the language learned and can be used as a reference for further learning. Through error analysis, a researcher could find out types of errors and what the factors are.

## METHODS

The method used in this research was a descriptive qualitative method. The researcher would present data to describe the findings to explore the content in depth. Descriptive qualitative research is a type of research that explores and understands the meaning of several situations for individuals or groups of people to be studied in depth (Creswell, 1959). The participants in this research were learners in the English language education study program in the second grade at the University of Nahdlotul Ulama Sunan Giri, Bojonegoro. Learners in the second grade do not learn passive voice.

The instrument in this research was a test and an interview. The researcher gave the test on three types of tests at one time. There were multiple choice, complete the sentences with the active or passive form of the verbs in parentheses, and change active to passive form. The total test was thirty-five questions that should be answered by learners. The data from the learners' answers to the test would be analyzed for errors. The interview was conducted after the learners had done the test. The researcher conducted an interview to know what factors caused the errors made by learners during the test. The interview focused on four indicators. The indicators included experiences and feelings during studying the passive voice, the way the teacher taught the material, the expected method and way of teaching, and solutions when they did not understand the material.

The data collection technique used three steps based on Merriam and Hurlburt's process of analyzing data: it was data reduction (transforming data found), data display (data presentation), and conclusion. The researcher used triangulation for data verification. The test focused on common errors and error factors in using passive sentences made by students. An interview was conducted to obtain data that can be used to confirm and match the test results.

## FINDINGS AND DISCUSSION

### FINDINGS

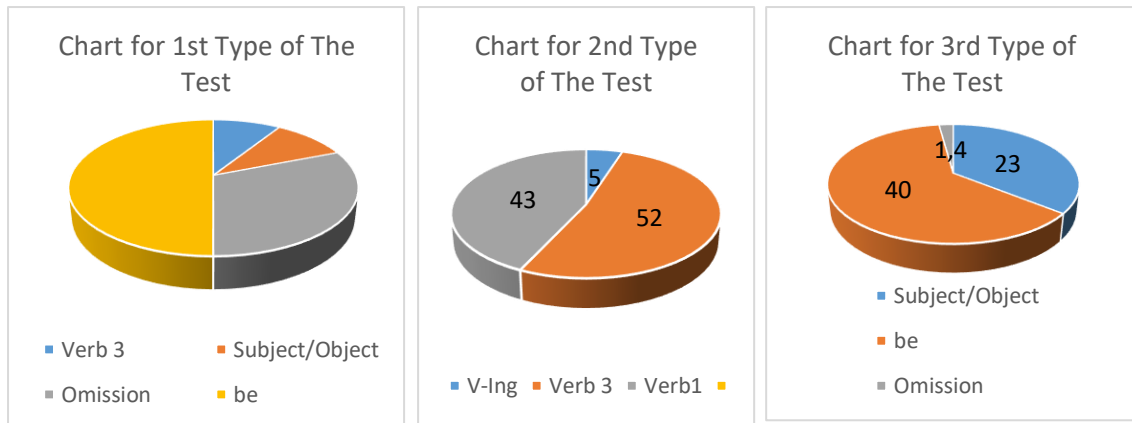
The researcher conducted interviews with 14 participants from semester two of the Nahdlatul Ulama Sunan Giri Bojonegoro English education study program to determine the prevalent errors and determinants of the errors produced by EFL learners in employing passive voice. During the interview, the researcher utilized open-ended questions consisting of 5 questions that attempted to disclose the variables that caused people to commit passive voice errors. The test's questions then made calculations utilizing the formula. The researcher would provide descriptive explanations of the results of the interview responses.

#### *Test results*

The researcher structured the test into three types of questions to determine the typical errors and factors contributing to the errors produced by EFL learners when using passive voice. First, the multiple choices test is a type of objective test that comprises unfinished questions or statements, and to complete them, one or more of the various possible solutions offered for each item linked to passive voice must be selected. The second approach is to complete the phrases in parenthesis with the active or passive forms of the verbs. Students are requested to add empty phrases to the text in the question of text completion.

Student	Score			Total
	Type 1	Type 2	Type 3	
1. SRW	12	18	3	33
2. KN	16	3	0	19
3. DFS	20	18	3	41
4. LA	12	3	0	15
5. YGR	16	3	0	19
6. RND	30	24	12	66
7. AMF	30	24	9	63
8. AN	12	0	0	12
9. RW	30	24	6	60
10. LZA	14	3	0	17
11. SMR	36	27	3	66
12. QW	24	12	15	51
13. TS	36	30	3	69
14. AZA	18	9	9	36
<b>Mean=40,5</b>				
<b>Highest=69</b>				
<b>Median=38,5</b>				
<b>Modus=12,6</b>				
<b>Lowest=12</b>				

The researcher also estimated the "mode" in this table, which is defined as the values that appear the most frequently. When interested in frequency data or the overall value of a data collection, this mode is used. The average result on all exams offered to students is 12,66. In addition to the mean, median, and mode, the researcher also takes into account the maximum or highest value of all test results on each type of test that students have taken, and the highest score is 69. In addition to seeking the maximum score, the researcher looked for the lowest



score in the test results that the students had completed and received data indicating that the lowest score was 12. These findings indicate that some students continue to struggle with grammar concepts related to passive voice.

The researcher distributed the test through Google Form concentrated on passive voice were given a test consisting of 35 questions with three different sorts of questions by the researcher. Based on Ellis' steps—collecting learner language samples, identifying errors, describing errors, and finally explaining faults—the researcher examined each student's error in their response. The following are the types of errors that researcher found in each type of test given,

Based on the results of the students' first type test, which was a multiple-choice test, it can be said that the most frequently made error they made was utilizing the word be incorrectly. Researcher might look for the verbs am, is, are, was, were, be, be, and being. The verb must be altered depending on the aspect of the verb (simple, perfect, continuous) and the time of the action or event (present, past, or future). Therefore, it may be inferred that the researcher's discovery of the type of error or the common error in the first type of question on the student exam was incorrect in utilizing a score of 50%.

According to the students' second type test results, which consisted of completing sentences using the specified verbs, the most common error they made was using verb three incorrectly. Auxiliary verbs and the past participle (verb-3) combine to generate the passive voice. The primary auxiliary verb "be"

(is, are, am, was, and were) can be combined with another primary auxiliary verb (is/are being, was/were being, has/have been), or it can be combined with a modal auxiliary verb (will be, will have been) to form the auxiliary verb used in the passive voice. A transitive verb is employed as the past participle. A normal verb's basic form can have the past participle formed by adding -ed, -en, -d, -t, -n, or -ne. The past participle form is inconsistent, and the verb in the base form is irregular. Therefore, it can be inferred that the researcher's results regarding the type of error or common error in using the three verbs with a score of 52% on the student exam were incorrect.

Based on the results of the students' third type tests in the form of changing forms from active to passive in the text that has been provided, it can be said that the error they most often make is the inappropriate use of to be. The function of the first to be is to be as an auxiliary or connecting word in a sentence in English. We often encounter the first to be function as an auxiliary verb in tenses: Present / past continuous / progressive tense, Passive voice, and Future tense (to be + going to). Therefore, it can be concluded that the researcher's findings regarding the type of error or common error in the second type of question on the student exam were wrong in utilizing the three verbs with a score of 40%.

#### *Interview results*

To gain the data, the researcher get interview to the participant. There were seven participants who participated in this research. Based on the interview on some indicators asked by the researcher definition can be explain as follow,

##### a) Experiences and during studying the passive voice

“did you have any difficulties in learning passive voice? What difficulties did you have?”

According to student statements, there are still many students who struggle with studying passive voice material. The majority of them stated that this could be due to a variety of factors, including difficulty in practice, particularly in verb 3, and difficulties in shifting forms. Participant 6 reported that learning passive voice content went smoothly for him. He claims that the more challenges he faces, the harder it will be for him to try to comprehend the information.

##### b) The way teacher teach the material

“ how does the teacher teach grammar material, especially passive voice?”

“ does the teacher’s method make it easier for you to understand the material?”

From the responses, it can be inferred that some of the students benefit from the teaching strategies used in the class, while others are still unable to comprehend the material being covered.

- c) The expected method and way of teaching  
 “what kind of learning or teaching methods do you expect in teaching grammar?”

There are numerous ways and types of teaching that students expect, one of which is the face-to-face approach, which provides ice-breaking, the method of listening and singing English songs so students do not feel bored, and the method of serious but not tense learning.

- d) Solution when do not understand the material presented  
 “do you ask the teacher if you have difficulty or understanding the material?”

Because the responses gathered were nearly identical, the researcher just wrote down a subset of them. The majority of those who responded opted to ask new friends rather than the teacher. On the other hand, some students choose to study using their cellphones, while others are obliged to ask the teacher rather than being unable to understand and comprehend what is being communicated.

## DISCUSSION

According to the explanation and findings of the two research questions, the researcher can identify a number of challenges when learning passive voice, including issues recognizing direct and indirect sentences, confusion with V3, and challenges converting active sentences into passive ones. The researcher can draw the conclusion that the interview results speak to internal causes, which are internal factors self-reference. The internal component at issue in this study is carelessness, based on John Norrish (1983). The categories include Carelessness, when anything is done without giving it careful thought, it is careless. In addition to locating and examining the interview responses, the researcher also looked at student test scores, which are strongly related to the elements that lead to mistakes, such as writing insufficiently carefully, failing to consider formulas, etc. The resource persons also discussed techniques to overcome obstacles in addition to meeting them. The methods they employ, such as exploring the subject further, consulting teachers and friends, and studying with others. As they claim, it typically also helps eliminate errors and address any difficulties.

Based on the result above, this research was in line with some previous study such as Manurung (2020) and Hendrik Rahyono (2020). The research of Hendrik Rahyono (2020), who obtained the common result and the largest error was omission, verb 3 was consistent with the first number problem inquiry regarding the common error. However, the second question on consistent factors with Manurung (2020) demonstrates that internal variables, such as loss of concentration, inability to employ verb 3, and difficulty switching from active to passive forms, are what cause student errors.



## CONCLUSION

The researcher was done to analyze learners' error and the factors errors in using passive voice. Based on the finding and discussion research, the researcher can concludes: Some learner still make errors when using passive voice. The kinds of error commonly made by EFL learners in using passive voice toward three type tests: Multiple choice, Complete the sentences with the active or passive form of the verb in parentheses, and change the active to passive form. There the kind errors was found researcher from highest to lowest. The researcher conclude that Be is the highest percentage errors type on three type tests with error on test type one 50% and test type three 40%. Then omission with error percentage type one 31% and type three 37%, Verb 3 with type one 9% and type two 52% errors, Verb 1 with error 43%, Subject/Object with type one 9% and type three 23%, and the lowest error was Verb-ing with error percentage 5%.

Researcher conclude that the factor errors made by learner such as Verb 3, Omission, and Be, it was a carelessness. Learners understand about material test but still make error like uncomplete sentences (miss to be), those was mean carelessness.

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