AN ERROR ANALYSIS OF THAI EFL STUDENTS' USE
OF PASSIVE VOICE

BY

MR. NAKARIN LAMUNPANDH

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2020
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THESIS

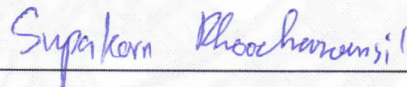BY

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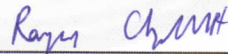the degree of Master of Arts in English Language Teaching

on September 9, 2020

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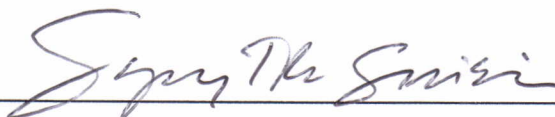
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ABSTRACT

As passive voice error is one of the most common errors produced by Thai EFL students (Thep-Ackrapong, 2009), this research aimed to investigate passives with 'be' errors made by Thai EFL students in different levels of proficiency. This research was to identify types of error, compare similarity and differences of errors, and report causes of errors. There were 50 students in a private school participated this research. They were divided into two groups, which were a low-proficiency group and a high-proficiency group, by their ONET score. Three types of instrument were used in this study, which were Translation Task, Grammaticality Judgment Task and Semi-structured Interview. The test items were adapted from the taxonomy proposed by Voun, Intanoo, and Prachanant (2017) and Somphong (2013). The result from the Translation Task indicated that both groups had problems with subject and verb agreement and past participle forms. In the Grammaticality Judgment Task, the result was also similar; the participants struggled with past participle forms. The results from the interviews explained that the participants misunderstood or did not completely understand the rules so that they committed errors. Moreover, they looked for some keywords in Thai and English to decide whether they should passivize. This could be explained by the concept of interlingual and intralingual errors.

Keywords: Passive voice, Error Analysis, Interlingual Error, Intralingual Error

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Mr. Nakarin Lamunpandh

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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
EA	Error Analysis refers to the process of analyzing student's error.
AV	Active Voice refers to S+V+(Obj.) in which the focus is on S.
PV	Passive Voice refers to be+v.3 in which the focus is on derived S.
TL	Target Language
L1	First Language
L2	Second Language
CLT	Communicative Language Teaching
CAH	Contrastive Analysis Hypothesis

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Grammar is a basis of learning a language. Ellis (2006) described teaching grammar as using methodology to capture students' attention to grammatical features that we are focusing on so that students would be able to comprehend and use the language fluently. However, the ways to teach grammar affect how learners use it in their daily life. Hu (2012) stated that teachers should teach grammatical contents and communicative content together. It is suggested that learners should be aware of accuracy and meaning when producing the language. This is the result of how well the teachers prepare the lesson. Still, the importance of grammar lies in different types of communication, for example, speaking is less formal while writing requires formal language (Leech & Svartvik, 2002, p. 5). Sangeboon (2017) investigated Thai university students' knowledge of grammar and found that their grammar knowledge was low. The problem of low proficiency resulted in the unwillingness to communicate in the second language (L2). This might be caused by the focus on grammar in class.

The role of grammar has been a hot topic ever since Communicative Language Teaching (CLT) was introduced and believed to be the best approach of language learning (Polat, 2017). Grammar is still important and is an important focus of students as it is the way to get a high score on the exam.

Hinkel (2002) mentioned that one of the difficult grammatical topics for teachers to teach was verb voices as they involved many grammatical features and L2 learners had problems when constructing it. Passive voice structure is often used in scientific material, for example, 'sodium dioxide is dissolved in water' (Alvin, 2014). Corson and Rebecca suggested passive voice makes the writing vague and weak (n.d.). Yet it is essential for academic writing, and most students commit errors when they process passive structure and often mix it with active; some feel that there is no difference as long as the teacher gets the message. Krashen (2009) believed that learners avoid passive voice as they lack a good understanding of the rules. Thus, the errors should be analyzed in order to understand what type of errors are made and why they

occur (Sobahle, 1986). Writing is the most appropriate way to gather relevant data as it provides rich and natural language (Ellis, 1994).

Passive voice is taught in Thailand during grade 8 and 9, or Matthayomsuksa 2 and 3 (Ministry of Education, 2008). Generally, the way students are taught can be divided into two methods due to the existence of schools' Intensive English Program (IEP program). The first method is to study passive voice with a Thai teacher. Grammar-Translation is often used as the main teaching approach. The teachers find that it is easy to explain the difficult concepts and the students sometimes see the connection between L1 and L2 (Harmer, 2010 p.39). Therefore, teachers explicitly provide students with rules and ask them to practice through exercises. Most exercises cover change from active voice to passive voice and fill in the blank. However, there is no related grammatical features taught, such as past-participle verbs or tenses. The second method will be with foreign teachers. The focus is on the application of passive voice in conversation, reading and writing. The classroom atmosphere tends to be more communicative; still, grammar exercises sometimes are given. In the end, the students are tested via mid-term and final exams.

English teachers have tended to apply explicit grammar teaching to students as it is required for their university entrance exam. Nevertheless, the topic of passive voice is mentioned in grade 9 curriculum (Ministry of Education, 2008). An inductive approach is usually used where students are encouraged to analyze the language and as part of the revision of what they have learnt previously (Harmer, 2010 pp.81-82).

There is considerable evidence that students struggle with passive voice as shown in their writing work. Thep-Ackrapong (2009) stated that most students made huge numbers of error regarding passive structure as Thai passive voice relied on context rather than syntactical aspect.

In order to gather the data, a cross-sectional study was applied in this study. The Institute for Work & Health, Toronto, defines cross-sectional study as the study aiming at retrieving data without interfering, and comparing the data at a single point of time (2009). The use of cross-sectional study in language mostly appears in sociolinguistic works. Dittmar, Ammon & Mattheier (2005) denoted that cross-sectional study is useful for examining the trends that occur in language learning or

development at a particular single point of time. Moreover, this study follows the error analysis theory to identify the error on students' writing by scoping down to passive voice error.

Hence, the current study examines student use of passive voice in their translation and grammaticality judgment and aims to recognize the mistakes they make in order to find and compare the errors made by high school students with different proficiency levels, under a cross-sectional study scheme.

1.2 A statement of problem

Though the targeted Thai EFL students had learnt passive voice in a private school since grade 8, it is an undeniable fact that they struggled with using it in the higher level. The Ministry of Education (2008) set criteria for achieving scores related to how well a student can form correct grammar. According to the rubric of grading essay writing used by the private school, grammatical mistakes carry half of the total score. Numerous students receive a low score on this category which means their total score stays very low. Errors related to voice are frequent.

Hinnon (2014) and Nguyen (2018) stated that though active voice was used more than passive voice, passive voice seems to create more errors than active sentences. Still, there are few studies that provide grounded conclusions of how the errors occur.

Nevertheless, there might be some differences of passive voice error in grade 9-10 students. As grade 7-9 in Thai education provides the fundamental education background, students follow the same track of subject without any particular focus. The students shift their focus in grade 10-12. In a private school where students are exposed to English through various subjects such as science, social, and mathematics, there are two main majors for students to choose, namely, Math-Science Major and Math-English Major. The curriculum of these two is different in terms of subject and number of periods on basic subjects. Math-Science students have to study English for 4 classes a week whereas Math-English students study English for 6 classes a week. Nonetheless, it is seen that both groups have problems in their writing assignments. They still earn low score on the grammatical section. Again, passive voice formed in their writing is misused, even though the meaning is understood.

Causes of errors may be varied. The difficulty of English passive voice may be responsible for the error. The students have to consider both grammatical structure and the meaning that the passives convey. This might make it is difficult to use this particular grammatical feature. Pae (2015) claimed that L2 learners are likely to apply the use of passives in all structures. This may possibly be another cause. Moreover, the L1 transfer and interference reflect direct translation (same author). Consequently, there is no clear answer on what basis the students make their errors

In order to understand student errors, student's written works should be analyzed regarding the use of passive voice. In addition, it is suggested that cross-sectional study would be beneficial to investigate the differences in passives use according to their proficiency level. By this method, teachers are able to compare the data and use the result for solutions in the future. To the best of the researcher's knowledge, there are few studies conducted on error analysis of Thai students' use of passive voice in their writing under a cross-sectional scheme.

1.3 Research Objectives

1. To identify the types of errors relating to passive voice made by Thai EFL students with different proficiency levels.

2. To compare and contrast the errors made by Thai EFL students with different proficiency levels.

3. To analyze the causes of errors in passive voice structure made by Thai EFL students with different proficiency levels.

1.4 Research Questions

1. What types of error relating to passive voice are made by Thai EFL students in two different proficiency levels?

2. What are the similarities and differences between errors made by Thai EFL students in two different proficiency levels?

3. What are the causes of errors made by Thai EFL students in two different proficiency levels?

1.5 Scope

This study aims to investigate the errors in 'be' passives made by 50 Thai EFL students with different proficiency levels in a private school. Specifically, the study focuses on the types of error that occur and how the errors made by students with different proficiency levels are similar or different. In this cross-sectional study, a translation task and a Grammaticality Judgement Task (GJT) were used to gather the data and additionally, a semi-structured interview was used to collect qualitative data on the reasons why students made the errors.

1.6 Limitation

This study only investigates passives with 'be' error and other types of passives are not involved. The use of past tense to build up the tasks is used to only investigate 'be' passives errors. Therefore, there are no other tenses involved in this study. Moreover, complex structures such as complex sentences are not applied so as to avoid misunderstanding and complexity while doing the tasks. In addition, the data was gathered in a private school which may have different study programs from other schools. The error production focuses on translation, judgment and correction which mainly is from writing. Another type of production such as speaking is excluded. Therefore, the findings of this study may not be generalized to other types of passive voice.

1.7 Definition of terms

Error Analysis: The approach to examine learners' error by identifying what the errors are and the cause of them. There are five stages of Error Analysis which are 1. Collection of a sample of learner language 2. Identification of error 3. Description of error 4. Explanation of error and 5. Evaluation of error (Corder, 1974)

Error: According to Ellis (1994) error means the misuse of language which is deviant from the target language and the learners are unable to self-correct and do not know that they have made mistakes.

Active Voice Structure: Active Voice refers to Subject + Verb + Object in which the focus is on Subject

Passive Voice Structure: Passive Voice refers to be+v.3 in which the focus is on a derived subject.

Target Language: English Language

L1: Thai Language

L2: Second Language

Theme: The topic of a sentence

Actor: A subject making action in that sentence (Pullum, 2014)

Foreign Teacher: Native English teachers and non-native English teachers who are not Thai

Thai EFL Student: Thai students in grade 10 in an Intensive English Program in a private school who study English as a foreign language

1.8 Significance of the study

This study is beneficial to EFL teachers in terms of resources for improving the English of students who have difficulty learning and using passive voice. It also provides further understanding on passive errors made by EFL students so that the teachers can take the result as a source for planning passive voice lessons.

1.9 Organization of the study

This thesis discusses the errors in the use of passive voice among high school students based on error analysis theory in the aspect of cross-sectional study so as to compare and contrast the type of errors and find the cause of errors. It begins with Chapter 1, an introduction which covers background of the study, statement of the problem, objectives, scope and limitation, terms and significance of the study. In Chapter 2, it investigates related literature and research that is relevant to the study. It reviews passive voice structure as well as its acquisition. Then, it talks about error analysis and what it is and how it is implemented through research on error analysis. Next, the thesis describes the methodology in Chapter 3 which deals with participants, research instruments, data collection technique and triangulation. The results are discussed in Chapter 4 and the study is concluded with given recommendations in Chapter 5.

CHAPTER 2
REVIEW OF LITERATURE

2.1 Passive Voice Structure

Keenan and Dryer (2006) emphasized the important of passive voice in communication "passives are a more essential part of the grammars of some languages than of others" (p. 325). Generally, passive voice is understood as the way the object is more important than the subject, or the subject is not mentioned, or omitted. Thus, this refers to the role of meaning or semantic aspect of passive voice structure (Huddleston & Pullum, 2005). This research bases the meaning of active voice and passive voice on 'A Student's Introduction to English Grammar' by Huddleston and Pullum as well as 'Passive in the World's Languages' by Keenan and Dryer.

To begin with, consider these sentences:

(a) everyone saw the accident.

(b) the accident was seen by everyone.

In (a), according to active aspect, 'everyone' is the focus of the sentence as it is directed that it is everyone who saw the accident. By contrast, in (b) the focus is shifted to the accident. This is explained by the topicalization when the focus of the sentence is shifted while the meaning remains more or less the same (Huddleston & Pullum, 2005). In order to do so, the rule of passives should be applied as the NP2 'accident' acts as the theme of the sentence.

According to Keene and Dryer (2006), 'everyone' as the subject in (a) is transformed to be a complement in passive form (b). Next, the object 'the accident' acts as the subject in (b). Last, the use of verb to be is added and marks the tense and the main verb in active is changed into past participial form. To mention the actor, preposition 'by' appears and the actor 'everyone' follows. Further explanation can be understood from the diagram below:

everyone Active Subject	saw Active Verb	the accident. Active Object
The accident Passive subject	was seen Passive Verb	by everyone. Possible Actor
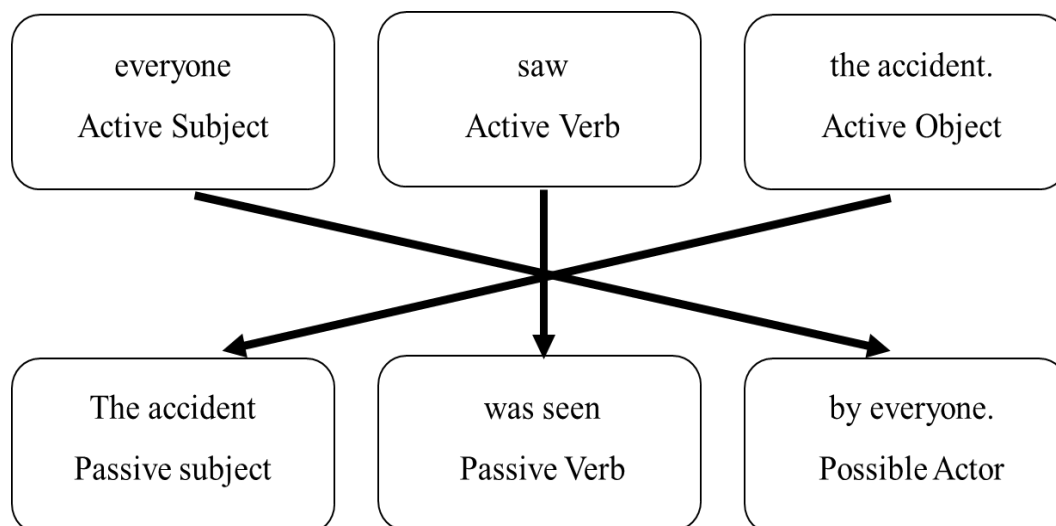
Figure 2.1: Example of passives transformation

*adapted from Wang (2010)

The distinction between active voice and passive voice is the relocation of subject and object. Huddleston and Pullum called this a 'derived subject'. They further explained that it is to mark the subject in the active and we cannot actually say the derived is the main NP of the passive form (2005). Also, Huddleston & Pullum (2005) elucidated the differences of voicing into syntactic functions and order of appearance. The way to distinguish is to consider the status of NP. They stated that the entity NP should be determined in which familiarity or the status of NP refers to, so that we can identify the relationship of the NP as being in active or passive voice. For example:

(c) The detectives have questioned her.

(d) She has been questioned by the detectives.

* Pullum (2014)

We can see from (c) that the status of NP (The detectives as subject; her as object) acts as the new information. When transferring to passive form in (d), the old information remains NPs, the sentence is grammatical and acceptable. In short, the passive form is acceptable only if the NPs (The detectives and she) remain which means the doer and the object is the same.

2.1.1 Types of Passive Voice

Passives are sub-divided into 5 more categories, according to Huddleston and Pullum (2005) and Pullum (2014).

1. Passives with 'be'

In English language, the object can be divided into two types: direct object and indirect object, affecting how passives are constructed. There are the alternatives of making passives in the forms that follow:

(e) i. Everyone in the department admires Anne's scholarship.

ii. Anne's scholarship is admired by everyone in the department.

When there is only one object in the sentence, the object NP moves to the front and acts as the subject of the sentence (ii) and the subject appears in as the complement of preposition 'by'.

(f) i. The boss gave me the key.

ii. I was given the key by the boss.

iii. The key was given to me by the boss.

* Pullum (2014)

The verb in f(ii) is changed into past participle form and follows 'be', according to the rule of passivization. The difference is the focus and the location of direct object and indirect object. The direct object in (ii) which is 'key' functions as a part of VP complement and the indirect object functions as subject, and vice versa. Still, the subject (NP) in (i) is transformed to be a complement in PP of both (ii) and (iii).

The speaker can choose either f(ii) or f(iii) depending on the focus.

2. Prepositional passives

This type of passive ends with a preposition. After the preposition is a complement but in passive form it can be followed by Ø. However, the meaning can be understood from the subject.

(g) i. His friends laughed at him.

ii He was laughed at by his friends.

iii. He was laughed at.

* Pullum (2014)

g (ii) illustrates the subject (NP) as a PP complement so that the complete meaning is shown and specific actor is stated. On the contrary, g(iii) entails that the subject (NP) is unknown or not specific in the sentence.

Remarkably, this type of passive occurs in the short version where the subject is omitted.

3. Get-passives

We can use get as a substitute for passives with be

(h) i. A journalist photographed Marie.

ii. Marie got photographed by a journalist.

* Pullum (2014)

Though 'get' is not an auxiliary be, it is acceptable to use get to mark passive form if the NP constitutes the present of animacy.

4. Embedded passives

It means the passive form with the verb to be or get but carries the sense of passive. It is also called a bare passive in which there is no 'be' or 'get' marker but can be interpreted in passive meaning. t acts into 2 forms.

4.1 Act as complement

This occurs in catenative verbs (verbs that can be followed by another verb in infinitive or gerund) such as have, order, witness, and etc. It acts as a complement of the main clause.

(i) i. We had the documents checked by a lawyer.

ii. The prime minister ordered tax reduced.

iii. He saw his son knocked down by a bus.

*Huddleston and Pullum (2015)

4.2 Act as modifier

This takes place in a short form of relative clause.

(j) i. We want a house built after 1990.

5. Adjectival passives

An adjective in past participial form sometimes functions as passive. Note that it can be confusing with an intransitive clause. It depends on the interpretation of the reader as in

(k) i. Her leg was broken.

k(i) is ambiguous as to whether it is an adjectival passive or a clause. Huddleton & Pullum (2005) explained that "k(i) describes a state resulting from an earlier event: she was using crutches because her leg was broken. Here we say that broken (not the whole clause) is an adjectival passive." The distinction between adjectival passives and clauses is that adjectival passives can occur with complex-transitive verbs other than be.

2.2 Passive Voice in Thai Language.

Thai Language also has a passives feature. Passive voice in Thai relates to active voice in a similar way to English language. Wongwattana (2013) explained that passive voice means the relocation of subjects in active voice to a position where they are not in the subject position, with passive voice determined by the markers 'Tuk', 'Don' or 'ถูก' 'โดน'. For example,

(l) (i) He was eaten by a tiger or เขาถูกเสือกิน

*adapted from Wongwattana (2013)

Most sentences in negative aspect will be using 'Tuk' as marker while 'Dai rub' or 'ได้รับ' is used in positive aspect (Tantasith, 2000). However, some cases do not carry a passive voice marker but it is needed to be translated, or uses passive structure such as

(m) (i) This car is sold at a good price, or รถคันนี้ขายได้ราคาดี

*adapted from Wongwattana (2013)

Similar to English, there is a form of English passive which is a de-transitive form which is the omission of subject if the subject is less important and can be guessed.

(n) (i) Amphetamine was devastated or ยาบ้าถูกกวาดล้าง

<div align="right">Wongwattana (2013)</div>

In (n) (i) the actor is omitted in the sense that it is a common understanding who did the devastation and the focus of this sentence was on 'Amphetamine'.

2.3 Acquisition of Passive Voice

In first language acquisition, passive form is acquired at the age of three to four years. Kirby (2010) cited when children and adults adopt passive voice, they should put meaning in consideration. Children, when processing passive form, are likely to comprehend it the same way as active voice. However, CAH and semantic scaffolding hypothesis can explain the acquisition of passive voice in L1. This explains that young children process the role of subject semantically before the pragmatic or syntax aspect.

It is crucial to understand how L1 learners acquire L2 features. It traces back to 1976 when Li and Thompson classified language as topic-prominent and subject-prominent. They categorized passive structure in the language where subjects are dominant (as cited in Wang, 2010). Wang (2010) stated that the problem of acquiring passive voice is the existence of the feature in the language. The number of action verbs can determine the possibility of passive voice structure and how the learners use the structure. Other research on translation from Chinese to English by Wang (2010) found that sentence arrangement is transferred from L1 to L2; though some sentences are meaningful, the learners translate word-to-word and are unable to find the structure. The researcher said that negative transfer is a key for passive voice acquisition in Chinese learners.

Kim and Kim inspected L1 transfer of passive voice. They expected that if the same verbs occur in Korean and English, it is easier to produce passive sentences. They experimented with 75 Korean students with several instruments. First, the participants had to translate English passive voice into Korean and were asked to judge the formality. Another task was a stimuli test in which the participants had to read passive voice structure and time for comprehension was recorded. The findings showed lower proficiency students took longer time to process the passive sentences.

Contrasting to Wang, it is controversial to constitute L1 transfer is the problem of developing passive voice form. The participants translated from Chinese to English to examine the transfer of L1 to L2. It occurred only in non-subjective passives as Chinese learners tended to translate from word-to-word. The result of the study was a lack of evidence that could not endorse the hypothesis that fewer passive verbs would make it difficult to produce passive sentences (2011).

Some researchers tried to claim that interaction during the SLA stage accelerates the process. Nopashani and Azari (2013) provided the students in their controlled group with no interaction while they were studying passive voice. In the experiment, both groups had to highlight errors in the written text in which the controlled group was not allowed to discuss or received feedback from the teacher. After the experiment, it uncovered the intriguing result that there was no significant evidence that interaction hastened the process of acquisition.

2.4 Error Analysis (EA)
2.4.1 What is Error Analysis (EA)?

To understand students' error, error analysis is used to analyze students' performance. EA is derived from Contrastive Analysis (CA) which believes that error occurs from the transference of L1. Wardhaugh (as cited in James, 1980) argued that CA, used to predict the errors caused by L1 interference, has never been successful to foresee student errors. There is no evidence as some errors occur only in particular structures. Therefore, the introduction of EA helps teachers to investigate learner language. Crystal (as cited in Sermsook, Lismnimitr, and Pochakorn, 2017) gave the meaning of EA that it is the study of learner's language which is default from the target language. Wu and Garza (2014) pointed out that EA is an approach to analyze learner's language proficiency. EA is a key to improve teaching language. Teachers and researchers can take error analysis to assist and develop language proficiency for better communication. Lightbown and Spada (2013) also stated that a hypothesis of EA is that "second language learner language is a system in its own right- one that is rule-governed and predictable" (p.43)

Corder (1967) stated that error analysis is beneficial in three ways: 1) it provides information about learner language background, 2) it provides the information

about how the learner learns language, and 3) it provides the method how the learner figures out the rule of target language. As a result, researchers and teachers who are keen on error analysis would take the results to be a source for teaching development.

From all these definitions, we can say that Error Analysis is the approach used to examine learner's language ability and find out why that learner makes mistakes, rather than predicting the errors. In other word, EA inspects what the language learner can do and what they cannot do.

2.4.2 Error and Mistake

It is crucial to distinguish what is an error and what is a mistake. Error and mistake are different in many aspects. Error is recognized when a learner has lack of knowledge in a particular language while mistake occurs because the learner is unable to perform their competence correctly (Corder, 1967). According to Ellis (1994), a mistake indicates malfunction of native production of language. Hence, the researcher should bear in mind what is an error and what is a mistake as we would consider only error to be the target of the research.

2.4.3 Source of Error

Error can result from various sources (Taylor, 1986; Gass & Selinker, 2008; Ellis, 1994). Richards (1971), divided error into two main categories which are interlingual and intralingual error.

Interlingual refers to the transfer of L1. The learners incorporate some features appearing in L1 to L2. Though the meaning is projected, it could be the source of error in L2 (Phoocharoensil et al. 2016). An example is in (a): Thai learners are not familiar with articles as there is no existence in Thai language (same author).

(a) *they are first teachers whom I studied with.

(b) * they writes a letter.

On the contrary, Intralingual is the error arising from the complications of L2. Intralingual can occur regardless of any L1 the learner has acquired (Phoocharoensil et al., 2016)

Richards (1971b) further explained sub-categories of error as follows:

1. Overgeneralization error is the application of one rule to another. In this error, learners tend to apply the same rule, e.g. subject and verb agreement, and is very obvious:

(c) *Jim can drives a car

As shown in (c) learners may take the rule of singular subject with verb + morpheme –s in any sentences in present tense.

Similarly, error takes place both in L1 and L2. Error can be a part of the developing process (Lightbrown and Spada 2013). It may not be the case that the source of error comes from L1 transfer. It may be described as overgeneralization. For example:

(d) He writes a letter.

(e) *They writes a letter.

Lightbrown and Spada explained that this is normal when learners try to apply the rule to all utterances.

2. The absence of rule appears when learners use the rule that does not exist. For example:

(f) *Mike imagined to be a rock star.

The sentence represents the misuse of infinitive with to, as imagine should be followed by v.ing (adapted from Richard, 1971).

3. Incomplete use of rule takes place when the learners fail to develop the rule completely (Ellis, 1994). This may be caused by the omission of some rules as stated in (g) where the learner takes a declarative sentence as an interrogative sentence. The V. 3 (v. to be omitted) verb like 'does' may arise if the learners find that high pitch in declarative sentence can be a question which is pragmatically acceptable.

(g) *John likes to drink coffee?

4. Hypothesis Fallacy refers to false comprehension in target language. Considering the SLA aspect of acquiring negative sentence, learners assert 'no' when they want to mark negation in their sentence (Lightbrown & Spada, 2013). In example (h), the learner put 'no' to determine the negation as they are frequently used.

(h) * I no eat pizza.

More explanation of error is given by Lott (as cited in Ellis, 1994); he furthered the explanation of transfer into 3 categories:

1. False analogy is the error that is caused by the misuse of shared features between L1 and L2.

2. Structural Transfer occurs when learners share or adopt more L1 features with L2.

3. Interlingual and Intralingual Errors take place whenever the learners produce the language that does not occur in L1.

Dulay and Burt (1974) proposed the idea of 'creative construction' which they got from similar errors made by L2 learners:

"the process in which children gradually reconstruct rules for speech they hear, guided by universal innate mechanisms which cause them to formulate certain types of hypotheses about the language system being acquired, until the mismatch between what they are exposed to and what they produce is resolved" (as cited in Braidi, 2014, p.12).

This supports the notion of developmental error that error is the way that learners are figuring out the rule which falls apart in L1 transfer but involves the input they are exposed to. Braidi (2014) supported that this type of process also happens in adult L2 learners.

In brief, the source of error is derived from 2 main factors. First, the error caused by L1, which is called interlingual interference. Another is intralingual interference, in which the error is caused by the absence of L2 knowledge. Nevertheless, these sources of error reflect the way the learners develop their ability.

2.4.4 Stages of Error Analysis

Corder (1974) proposed 5 stages of EA as follows:

1. Collection of a sample of learner language

Ellis (as cited in Phoocahroensil et. al, 2016) stated the way the researchers collect the data would affect how error will be presented. The researchers should carefully design the data collection technique for appropriate results. Moreover, the amount of data should be large enough in order to certify and specify the error (Ellis, 1994). Phoocahroensil et al. suggested that the data collection method should correspond to what the researcher is looking for and the task should elicit natural errors that the students make as some may make errors in speaking but may do well in writing

(2016). The elicitation of data should not intersect with testing. Corder (1973) defined 2 types of elicitation, which were clinical elicitation and experimental method. In clinical elicitation, the data can arise from interview or writing. Experimental methods, on the other hand, use some instruments designed for gathering specific linguistics features the researchers target.

Yet, cross-sectional or longitudinal data collection affects the result. Therefore, the point of time that students make the errors, and different stages of development, cause difficulty in analysis and might compromise the accuracy of the data (Ellis, 1994; Gass & Selinker, 2008).

2. Identification of errors

Error and mistake should be segregated at this stage. Gass & Selinker (2008) define error as a systematic mistake which repeatedly occurs while the learner is unable to recognize it as an error. By contrast, mistakes are poor language production, but the learners are able to self-correct, because they already have the appropriate knowledge of the language. The difference between errors and mistakes, according to Corder (1974), is the way that the learners correct their errors. Once the learners are able to find the errors they make and are able to correct them, they become 'mistakes'. Still, the lack of ability in some linguistics feature may cause error. For example,

(a) She played tennis yesterday.

(b) *She plays tennis now.

This type of error has been directed to the concept of overt and covert (Corder, as cited in Ellis 1994). Corder described overt error as the obvious error that can be noticed at first glance, as in

(a) *I drinked coffee.

On the other hand, covert error is the error where grammar may not mean the same as the student wants it to mean. The use of tense is a clear example:

(b) *She has been to Phuket.

The error represented may deal with the semantics issue of whether the speaker means the subject went to Phuket or the subject has gone to Phuket.

3. Description of errors

At this stage, we are comparing the defective language the L2 learners make. Errors which will be taken into consideration are regarded as the language that

varies from the use of native speakers. However, it is argued by several researchers the descriptive taxonomies of error are observable; so, descriptive taxonomy should be based on linguistic features (Dulay, Burth & Krashen, 1982). According to Chamot, the number of errors may not respond or be credible enough to be a clear description of a student's error (as cited in Ellis 1994). Taken from Dulay, Burt, and Krashen, they proposed the taxonomy of error as follows:

Category	Description	Example
Omissions	The absence of an item that must appear in a well-formed utterance.	She sleeping.
Additions	The presence of an item that must not appear in well-formed utterances	We didn't went here.
Misinformation	The use of wrong form of the morpheme or structure	The dog ated the chicken.
Misordering	The incorrect placement of a morpheme or group of morphemes in an utterance	What daddy is doing?

Table 2.1: A surface strategy taxonomy of errors

More explanation given on the description of error is projected in the framework by Corder (1974) in which he categorized error into systematic description.

- Presystematic errors

This error takes place at the time the learners are careless on the rule of the TL. This could be compared with interference introduced by Richard in 1974 as they are similar in that the learners are not aware of the rule in L2 and attempt to use their L1 as complement.

- Systematic errors

This refers to the use misconception of the rule gathered from the learner itself. The learner may not be able to correct the error but they are able to explain. It is comparable to intralingual error in terms of the complication of the rule.

- Postsystematic error

This type of error occurs when learners make a mistake. In other words, the learners can explain the rule but use it inconsistently.

4. Explanation of errors

Ellis and Barkhuizen (as cited in Al-Khresheh, 2016) mentioned that the way to explain errors is the explanation of the causes of error. There are two main causes of error which are interlingual error and intralingual error. Interlingual error can result from the transition and deviant usage of the L1 and L2 (Richard, 1975). This is also called negative transfer in which some feature of L1 creates error in TL (Al-Khresheh, 2016). On the other hand, intralingual error is the error caused by the complexity of the target language. Developmental error exemplifies this error, for example, overgeneralization, the absence of rules and the incomplete use of rules. The way to differentiate interlingual and intralingual is how the errors are created.

Kaweera (2013) exemplified error made by Thai students in essay writing as follows:

(a) *I will keep money for the house.

This is interlingual error due to the direct translation. The word 'save' should be used when mentioning about collecting money.

(b) * My school have many trees.

As there is no feature like subject and verb agreement in Thai, so Thai students usually make errors on this feature. Moreover, the absence in use of the 'there is and there are' structure is also an error due to its complication when using this structure. Hence, intralingual error explains this type of error.

5. Evaluation of errors

The last stage of EA is to justify the seriousness of error. In order to evaluate error, the researchers should consciously consider these fundamental questions: (1) Are the errors serious? (2) Are the native and non-native treatments of error equal? And (3) What are the criteria used to identify the error? (Ellis, 1994)

Hyland and Ana (2006) found an outstanding viewpoint of how to judge error. The results showed that a non-native judge tends to look for grammatical accuracy and judges it is more serious when comparing to the native speaker judge who looks for the meaning and the knowledge of the learners. In addition, they also

discovered that the experience of the judge plays a role for error justification as well as the knowledge of language.

The interesting point is that a native speaker judge is more merciful. The criteria they use is based on the effect of error whereas a non-native judge focuses on the rules. It is suggested a standardized paradigm should be employed so that the learners would get the benefit after they spot their error. Besides, they will be more confident to develop their language skills (Ellis, 1994; Hyland and Ana, 2006; Takashima, 1987).

Of all the five stages, the researcher has to be aware of many measurements while conducting the error analysis. The data should reflect the genuineness of the error that goes in line with the cause. Therefore, the teachers would be able to focus on the concrete problems the students are facing.

2.4.5 Limitations of Error Analysis

Though EA provide fruitful detail about learner language development, some critique the weaknesses of EA. Ibrahim and Sideeg (2002) argued that it is impossible to clarify the merit of error and mistake. According to the definition, we cannot identify whether students really make mistakes or are committing errors. Moreover, avoidance is a factor in which we may not be able to identify the error (Gass and Selinker, 2008; Lighbown and Spada, 2013; Ibrahim and Sideeg, 2002). SLA theory states that L2 learners possibly avoid using the structure or some features that are difficult for them.

Another problem of EA is raised by Dulay et al. (1982). He claimed EA fails to give clear description of errors; it contains vague definition of error categories, and it is unable to prove the actual cause of error. These raise questions about whether the stage of error analysis is reliable as EA cannot give the whole picture of one learning a language (Corder, 1971).

Chamot (as cited in Ellis, 1994) also maintained that error cannot be defined at different stages of development. It means that it is difficult for longitudinal study. SLA again should be put into consideration as the process of acquisition changes in each stage.

To sum up, Error Analysis (EA) is the approach to investigate learners' errors which is the result from CA in which EA does not predict the error but is concerned with how that error takes place. The first step of EA is to collect a huge number of data items to find the medium of error or the common error made by the learners. Plus, natural language data should be collected, whether cross-sectional or longitudinal. Second, the researcher must identify the error. One way to do it is to distinguish between error and mistake. The ability to self-correct an error means it should be regarded as a mistake, according to Corder. The third step is to describe error. Two categories which are popular for describing are interlingual error and intralingual error. Furthermore, we can classify error using taxonomy, namely omissions, additions, misinformation, and misordering. Fourth, the explanation of error is based on L1 transfer or the complexity of L2. This refers to the previous step - whether the learners make errors because of interlingual or intralingual factors. Finally, determining the seriousness of an error is the last stage of EA. The judges and the criteria are the vital elements for making judgement.

Conversely, EA is attacked on ambiguity and reliability of the results. EA has critics but still provides a pivotal concept for teachers and researchers to understand the language development of the learners.

2.5 Previous Research

2.5.1 Previous Research on Error Analysis

This part will discuss previous research done on EA and student writing, and varies from the role of EA in teaching and learning L2 to comparative study, specifically on passive voice.

The application of EA is introduced in the work of Jabeen and Kazemian (2015). They highlighted the importance of student errors and suggested the solutions to improve error awareness and self-correction. Based on a qualitative method, content analysis received from the copies of exam answers taken by 150 Iranian students was carried out. The result revealed that Iranian students committed four types of error which were addition, omission, selection, and ordering. Most students were unable to use the correct verb form when dealing with tenses, as well as misspelling and using false parts of speech. Interestingly, selection error was the highest number among the

four types of error followed by omission, addition, and order, respectively. Overgeneralization was thought to be the key reason for all the errors as students preferred to apply one rule to all features as in tenses and subject-verb agreement. The researchers concluded that the result allowed them to dig deep into the learning process. Plus, the result can be adapted for improving students' weaknesses. Still, some areas could not be investigated by this research. There are more grammatical features that should be covered as well as productive communication data needed to support the result to be more concrete.

To obtain more sophisticated data, comparative study in EA was employed by Sychandone (2016). Writing was the main source due to its appropriateness. The researcher worked on writing tasks to detect types of error and analyzed the frequencies of each type. In the end, the writer summarized and came up with the causes for the errors. First year to Third year students participated in this research. As a comparative study, there were 14 first-year students, 20 second-year students, and 20 third-year students. They were asked to write on the same topic once a week with different levels. Brown's error analysis framework was utilized and Hatch and Lazaraton's work also, to find out frequencies. The findings presented 571 errors which consisted of 131 lexical errors and 440 syntactical errors. Additionally, the result pointed to the conclusion that the more the students are exposed to the target language, the less they make errors, as third-year students made fewer errors. The reasons for making errors were overgeneralization, simplification, and language transfer.

Khansir and Shahhoseiny (2013) investigated the errors in tenses and voice in Iranian students, as well as suggesting treatment. 100 students were selected from the general English Proficiency Test, questionnaire, and grammaticality judgement. The outcome of the data showed that active voice and passive voice was the minimum error. However, it occurred in past simple tense passive voice structure. Students also misused present simple tense and present continuous tense. The problem in tenses indicated the misconception of different tenses. Students were unable to justify which tense should be used. The maximum error number was for the use of articles. Omission was the main factor of error with articles as students did not get used to this feature of English. Additionally, they recommended practice for students in the area that the students were weak would solve the problem.

Sermsook, Liamnimitr, and Pochakorn (2017) stated that intralingual error is the completeness of L2 knowledge which causes misunderstanding and mixing L1 and L2. They provided examples in the use of articles among Thai students writing * I have a dinner and * I go to the bed. These examples fall into the misuse of rule which is caused by intralingual error. The participants were 26 students who enrolled in a writing course. The researchers collected data on the students' writings and found that intralingual error was the main reason for Thai students to commit errors. In the same trend, Kaweera (2013) concluded in her theoretical work that there are two types of error made by Thai EFL learners; interlingual interference and intralingual interference. She clarified that interlingual interference is the error caused by L1 Thai language while intralingual is the lack of knowledge in the target language. Error in Thai learners were caused by both interlingual and intralingual factors.

Error on passive voice also showed different types of error. Zulfariati and Amelia (2013) analyzed the use of passive voice form in 10 theses based on surface strategy taxonomy. It revealed that 74.7% of error was omission, the highest type of error, while misordering represented the least with 1.9%. This goes in line with Khansir and Shahhoseiny who confirmed the high frequency of omission in their research. The advice for solving the problems was to take advisor's advice sincerely. Along with advice, English teachers should be careful when presenting any grammatical feature and try to understand the reason behind errors rather than just give linguistics correction.

2.5.2 Previous Research on Passive Voice

Yamakawa (n.d.) did a translation task to gather errors in using passive voice and found that problems with actor and actor-acted relationships were the most outstanding error. 232 participants translated 20 sentences from Japanese to English, with all sentences in passives form. The result suggested that the relationship between actor and actor-acted confused the verb selection. This implied the knowledge of vocabulary affected how students interpret a sentence. Besides, function of verbs, such as causative verbs was problematic. It misled the participants and they were unable to distinguish which was the actor or the acted upon.

Hinkel (2004) investigated the use of tense, aspect and passives in L2 learners' writing and compared with L1 English speakers. The participants were from 7 different backgrounds which were English, Chinese, Japanese, Korean, Indonesian, Vietnamese, and Arabic. She gathered the data by collecting the frequency of tense, aspects, and passive from the writing. The result exposed that students preferred to use present simple tense while past tense was seen in describing events in the past. Moreover, L2 learners used a high rate of past tense comparing with native speakers, as well as avoiding complex structure like passives. She suggested that students should be advised how to write passive in formal language as tense confusion affected the judgment on whether to use complex structure such as passive voice.

The status of subject animacy affected passives construction. Wang and Xu (2015) did research to examine how foreign students acquired Chines passives. It revealed that animacy was the factor to produce and accept Chinese passive sentence. The experiments were using a grammaticality judgment task (GJT) and Paired Picture for elicited production. The participants were able to perform native-liked using animacy concept to comprehend and perform Chinese passives. Moreover, word order was another key decision for acceptability of Chinese passives among foreign students as they might suspect a missing part or unusual sentence when word order was strange.

Simargool (2008) investigated the use of passive voice in Thai language and found that passive voice in Thai language was used as an adversative meaning. The use of passive voice also appeared in non-adversative meaning in which interlanguage was expected to explain this phenomenon. The study hypothesized that L1 Thai learners would transfer topic comment structure to English passives. 38 L1 Thai participants were asked to complete a written test. They had to construct sentences from the given verbs (transitive verb, unaccusative verb, and unergative verb) and noun. It revealed that the participants produced 5 types of sentences which were Well-formed passive, Malformed passives, Active, Possible pseudo-passive, and others. In terms of passive construction, it was clear that the students with high proficiency level in spoken English produced accurate answers; yet, it was not certain that the ability to speak English and grammar showed positive relationships with each other. In addition, error on subject and verb agreement and past participle form was the cause of malformed passive constructions. It did not show the problem of interlanguage as there was no past

participle marker in Thai language. The malformed passive sentence may be caused by the problem of acquiring L2 and students' perception toward the given verbs and noun. Still, it cannot be concluded the error was from interlanguage.

Choomthong (2011) did a case study with Thai university students to find the problems of using passive structure and their learning strategies. The data was collected through various instruments such as diary, in-class observation, achievement test, thinking aloud protocol, and interview. The result exhibited that students thought that it was difficult to decide when to use passive sentences and confused whether the given subject could perform as object. Next, lack of irregular verb and aspects of English verb was the problem for constructing passive sentences. The participants stated that they did not understand the tenses and did not know the past participle of the verb. Moreover, some mentioned that they did not know the vocabulary so that they were reluctant to write passive sentences. Another problem was the misunderstanding of passive structure. The result also revealed that instead of using 'be + past participle', some participants tended to use –ing as they could not remember how to form passive sentences.

Somphong (2013) compared passives errors made by Thai EFL students using a written test. The participants were given noun and verb and asked to construct 25 sentences. The errors were categorized into five categories, namely, Well-formed passive, Malformed passive, Ungrammatical sentences, Non-sentences, and Active. The result showed that high proficiency students produced well-formed passive structures correctly compared with low proficiency students. It also showed that some low proficiency students were unable to produce passive sentences at all. Moreover, in malformed passive sentences, low proficiency students contributed their sentences in this type more than the high proficiency group. The errors that were found as ungrammatical consisted of subject and verb agreement, active sentences without object, and passive sentences with an object. In addition, non-sentences errors were also found in the study. Errors regarding verb were v. to be + base form, v. to be + verb – ing, v. to be + wrong v.3, v. to be + wrong –ed ending, and v. to be + past simple form of irregular verbs. The findings suggested that Thai EFL students committed passives errors because of unfamiliarity with English passives structure and morphological changes.

More studies on passives structure and error analysis were done in a contrastive analysis aspect. Voun, Intanoo, and Prachanant (2017) compared passive voice errors between Cambodian and Thai EFL university students. The researchers used two instruments to gather data which were a writing test and interview. The writing test was to change items from active to passive and paragraph writing. After that, 4 participants who received low scores from each university were called for an interview. The findings of the study found 4 types of error which were: Misinformation of passive verb, Active order but passive form, absent or wrong preposition before, and Passive order but active form. Cambodian students performed misinformation of passive as the highest error as well as Thai students. The lowest types of error number made by these two groups were passive order but active form. The interview results indicated 4 reasons for making errors. First, it was hard to understand and use passive structure. The participants did not understand and rarely used this structure because of lack of understanding. Second, they did not pay attention to the structure. They thought that it was too complicated and there were many grammatical forms to learn. Third, teachers did not focus on this feature in class and stated that passive sentences were occasionally used in daily life. Last, students did not practice much in writing skills.

Yasim, Roni and Hasnavia (2018) did research on master degree students' construction of passive voice by using an error analysis scheme. Their instruments consisted of observation, interview and test which were done on 18 participants. 273 errors were found in their test. Among the errors, the results showed that Misinformation, meaning use of wrong grammatical morpheme and structure, were the highest frequency error. When considering examples of Misinformation error, the data revealed that most errors related to past participle verb, pronoun, subject-object and be. The results from the interviews showed that most of them had trouble with passive voice but few of them said that they found it was difficult dealing with tenses, auxiliary verbs and singular and plural. The causes of errors that they concluded were interlingual, intralingual, context of learning and communicative strategy.

Wang and Huang (n.d.) investigated common errors made by 145 undergraduate students. There were 750 writing items in their analysis. The result showed that misuse of passive voice was the second highest common error. The participants were unable to use passive voice when necessary. It showed that verb to be

+ verb infinitive or past tense form of verb rather than using verb to be + verb 3. Moreover, some student's omitted both main verb and auxiliary verb when forming sentences. Plus, when forming past forms of a verb, overgeneralization of the 'ed' rule was found. They tended to add 'ed' as a marker to indicate a past event.

There are certain types of error that L2 learners have problems with Jung (2006) found in the research investigating Korean undergraduate students when forming passive sentences. The participants were asked to write an argumentative essay from given topics. The result provided 6 types of error which were: 'Be-auxiliary', Past participle', 'By-phase', 'Wrong choice of patent-agent', Wrong choice of voice', and 'Wrong choice of lexical terms'. The most frequently found error was incorrect use of be which consisted of misuse of tense, S-V agreement, and be-omission. Use of 'has' and 'have' was found with the mix of subject and verb agreement error. Moreover, wrong use of 'ed' to mark past tense appeared. Another type of error that the research found to be problematic was use of incorrect voice. This involved use of active in place of passive and vice versa. Jung concluded that some causes of error were interlingual interference, overgeneralization, simplification, avoidance, and erroneous hypothesis. It was mentioned that most errors were explained by interferences.

Though there are many studies which have investigated L2 learners' errors in passive voice, some areas are unclear. Most research explored errors made by L2 learners and passives have been found as a difficult feature for students. This research goes deeper, looking at errors made by different levels of proficiency as level of English affects the errors made by students. Moreover, passive voice is always found difficult for learners (Pae, 2015).

CHAPTER 3
RESEARCH METHODOLOGY

3.1 Participants

The participants were 50 grade-10 students from a private school at the time of doing this research. They were selected by using a convenient sampling method. The reason for choosing these participants was that they were the students where the researcher works and they were seen to be making errors in their essay writing regarding the use of passive voice. As this research aims to use a cross-sectional study to compare the data between students with different proficiency levels, 25 students from 2 different proficiency levels were randomly selected as the representatives of each group. However, the participants who were in the English Program and exchange students were excluded as it affected the result in terms of language exposure. All students studied 4 English classes a week: 2 classes with a Thai teacher and 2 classes with a foreign teacher. All of them were in the same grade and studied the same amount of English classes in which they were taught by Thai teachers and foreign teachers. The participants were divided into two groups based on their proficiency levels which were determined by their O-NET Exam. Moreover, 5 students from each group were asked to be the volunteers in semi-structured interviews.

In order to group students based on their proficiency, this research took the Ordinary National Education Test (O-NET) score which was created by the National Institute of Educational Testing Service to assess students' knowledge before graduating Phratom 6, Mattayom 3 and Mattayom 6 as the criteria to form a group. Wang (2009) asserted that the difference in level of English represented learner's knowledge, enabling the compared result to draw valid conclusions.

The researcher asked the participants to provide their O-NET score, which was used to divide them into groups. They were assured that the data would be kept confidential. The participants were grouped into a low proficiency group (group A) and a high low proficiency group (group B). Their O-NET scores are shown below:

Score	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Average
Group A	-	3	1	10	11	-	-	-	-	-	38.52
Group B	-	-	-	-	-	5	9	5	3	3	72.56
Total Average	55.54										

Table 3.1: Participant's O-NET scores

According to Table 3.1, in Group A the majority of the participants received O-NET scores between 41 and 50, a sample of 11 participants. Participants who received O-NET scores between 31 and 40 were 10 participants. However, scores showed that there was only 1 participant who got a score around 21-30. The rest of the participants in Group A were in the least score range which was 11 – 20 and there were only 3 of them. Then, Group A average score was 38.52. In Group B, there were 3 participants who were in the 91 – 100 range and one of them received a full score. The majority gained a score of 61 – 70, which were 9 participants, while 3 of them gained a score of 81 – 90. There were 5 participants who received the score of 71 – 80 and another 5 participants who received the score of 51 – 60. The average score of Group B was 72.56 and the total average score of both groups were 55.54.

3.2 Instruments

To answer research questions 1 and 2, the data were elicited through the translation task and the grammaticality judgement task (GJT). As for the third research question, data were elicited through the semi-structure interviews.

3.2.1 Translation Task

Presada and Badea stated that the translation is beneficial for data collection in error analysis (2014). So, the first instrument was a translation task. There were 16 sentences in Thai and the participants had to translate them into English. The

sentences were created based on the level of the vocabulary in accordance with school's vocabulary book to ensure participants had no problem with vocabulary. Additionally, complex sentences were not be used in the tasks.

In this study, the production of passive voice with 'be' was investigated. The students had studied the structure of passives with 'be' during grade 7-9. Regarding the tenses in English, only past simple tense was used in the test as this study focuses on passive voice and this avoided any effect of tenses on passive voice. The translation would require only one tense which was past simple tense, thus excluding the aspect of tenses (Ureel, 2011). Based on Nourdad and Aghayi (2014), the complexity of tenses could affect how learners construct passive structure. The repeated tense practice enhanced the ability to use that particular tense fluently. The study of present and past tense was one main part of learners' grammar classes since grade 7, according to the school's curriculum. According to Abdel and Gadalla (2017), any altered ways of stating time in different tenses causes problems in translation, so specific time markers should be provided to avoid mistranslation and misunderstanding. Therefore, in the present study, a time marker is provided in some sentences to avoid mistranslation and misunderstanding as well as making the sentences sound authentic. However, students were given the verb in each sentence to ensure they would use expected verbs (Mirdamadi & Jong, 2014).

The translation task consisted of 16 items. For each item, the students were instructed to use the verb given and also to use past tense only. Examples of the items are as illustrated below.

A. ไอศกรีมละลายอย่างรวดเร็ว (melt)

Ans: The ice-cream melted quickly.

B. เขาได้รับเชิญไปงานเลี้ยง (invite)

Ans: He was invited to the party.

C. ผู้ต้องสงสัย 2 รายถูกนำตัวไปโรงพัก (take)

Ans: Two suspects were taken to the police station.

Item A, for example, was designed to elicit the production of the unaccusative verb which cannot be in passive voice. There were 4 items with an unaccusative verb in the task which were 'fall, melt, grow, and occur'. Items B and C, for example, were designed to elicit the production of passive voice with 'be' with a singular subject and a plural subject, respectively. There were 5 items with a singular subject and 7 items with a plural subject. Subject-verb agreement could be examined with these items.

In addition to data concerning the use of unaccusative verbs, singular subjects, and plural subjects, data concerning other types of error relating to passive voice that were made in the translation task were also collected.

3.2.2 Grammatical Judgment Task

Khansir and Ilkhani mentioned that a grammatical judgement test can assess students' knowledge of grammatical structure (2016). This test was adapted from Cook (1994) in research which he conducted to find judgments on the order of preposition, complement, subject and object. Following the same trend, this research adapted the design to fit with the experiment.

There were 20 items on the grammaticality judgement tasks. There were 4 controlled items and 16 experimental items. According to Tremblay (2005), controlled items and experiment items are used to compare the data. The controlled items are simpler while the experimental items are more complex. The controlled items consisted of 4 sentences. They were similar and grammatical so as to act as distractors (Mayo, 2003; Sugino et al., 2003). All of the sentences were taken and adapted from 'English Grammar in Use' written by Raymond Murphy (2012), which was one of the grammar books used within the department at the school. The controlled items consisted of 4 sentences as exemplified below.

A. iPhone was invented by Steve Jobs in 2007.

B. Many new graduates were recruited by that company

C. Jumanji was directed by Joe Johnston.

D. The election was delayed to 2018.

The experimental items were divided into 4 categories: Past participle error, Unaccusative verb error, Subject-verb agreement error, and Non-sentence error. The four categories were based on the errors found in a study by Voun, Intanoo, and Prachanant (2017) and Somphong (2013). The categories, together with the description, examples, and explanation are as follows:

Category	Description	Example	Explanation
Past participle error (4 items)	The base form is used instead of the past participle	The window <u>was break</u> by Jane.	The base form 'break' was used instead of the past participle 'broken'.
Unaccusative verb error (4 items)	The unaccusative verb is used in passive form.	Global warming <u>was happened.</u>	The verb 'happened' is an unaccusative verb which cannot be used in passive form.
Subject and verb agreement error (4 items)	The subject and the verb do not agree. The verb 'be' is not correctly inflected.	The <u>bus were</u> stopped.	The verb does not agree with the singular subject. 'Were' is used instead of 'was'
Non- sentence error (4 items)	A group of words that does not follow any English grammar	The thief <u>catching</u> by the police.	There is no verb appearing in the sentence

Table 3.2: Coding Taxonomy surface used in the study

According to Somphong (2013) and Voun, Intanoo, and Prachanant (2017), four categories of error taxonomy can be explained as followed. First, the past participle error was when the base form was used in passive structure instead of the past participle. The structure is verb to be followed by the base form which was an outstanding error among all errors in passive voice structure (Somphong, 2013). Second, unaccusative verb in passives form means a sentence that contains an

unaccusative verb and is used in passive form. Simargool (2016) mentioned that learners tended to overpassivize because of their interpretation and familiarity with the form. The misinformation of passive error was represented through the incorrect use of form such as past participle. Third, subject and verb agreement error refers to a sentence considered ungrammatical because the sentence consists of subject and main verb that do not agree. Last, non-sentence means a group of words that cannot be classified or analyzed based on grammar theory. It consisted of the subject being followed by a verb ending in -ing, subject being followed by V.3, meaningless sentences as well as ungrammatical ones, or the absence of main verbs.

Participants had to make judgments on the items in the task and provided correction when needed. Since two of the categories were similar to the categories in the translation task, the data could be compared. Furthermore, the incorrect corrections by the participants in the grammaticality judgment task provided data concerning errors relating to passive voice that could be compared with data from the translation task.

3.2.3 Semi-structured Interview

This was aimed at collecting qualitative data regarding the results of the first-two tasks. The interviewees were selected voluntarily and were 5 participants from each group. Each interviewee was asked questions regarding the answers they made on the first two tasks. However, they were not told the correct answer for each task. The questions were separated in accordance with the tasks. The question on the first task was why the participant translated the sentence into this, starting from sentences 1 to 16. Another question was based on task 2 investigating why they thought this part of the text was incorrect. This interview was to get into the viewpoint of the participants on grammatical judgment and to identify whether the error they thought they made was consistent with what they actually did. Then, they were asked about their experiences and knowledge of passive voice topic. Besides, the data was used to triangulate with the data from the previous tasks.

3.3 Data Collection

The researcher collected the data from the participants after class time at the school. Thai language was used as medium to explain research and task procedures

so as to prevent misunderstanding regarding the experiment. The participants' homeroom teachers were present to monitor and observe the research. Both groups did the translation task and the GJT on the same day. They were told about the objective of the study, including what they had to do in this research. Then, the translation task was distributed to the participants which they had 30 minutes to complete and the results were collected after they finished.

This was followed by the GJT; the participants were given another half an hour to finish the task. The participants were shown the sentences on the screen and they had to judge whether 'grammatical' or 'ungrammatical'. Though some sentences may be comprehensible, the participants focus on grammaticality of sentences so as to avoid confusion while making a judgement (Marks, 1968; Warner & Glass, 1987 as cited in Keller). If they considered the sentence ungrammatical, they had to provide corrections to reflect their knowledge of grammatical features (Bialystok as cited in Mayo, 2003). Instructions and examples were provided before the task to avoid the participants' misunderstanding. In order to do the experiment, the researcher prepared test question papers. The answer sheet consisted of background information, instructions, and the questions. They were allowed to choose only 'grammatical' or 'ungrammatical'. Once they selected ungrammatical, they had to provide a correction.

After that, semi-structured interviews were conducted with the participant who volunteered. There were 5 participants from each group participated. The interview lasted 15 minutes each with the interviewee's permission to record. Also, it was conducted in Thai in order to gather in-depth information and avoid misconception.

3.4 Data Analysis

After collecting the data, each error in each sentence was examined and categorized manually by tallying based on the given taxonomy and each type of error was marked in that sentence (Wongranu, 2017; Watcharapunyawong & Usaha, 2013).

To count errors in the Translation Task (Task 1), the researcher counted sentences that were correctly translated by comparing with the answer key. For incorrect translation, Pojprasat (2007) mentioned that there were three types of error in translation, which were semantic errors, an error regarding single words or group of words, syntactic error, meaning mistranslation of structure, and cultural errors, meaning

mistranslation regarding cultural differences. However, this research involved errors regarded as syntactic errors. The incorrect use of words and grammatical features were marked as errors and then these ungrammatical errors were identified and categorized.

Errors were identified into ten categories. Four categories were the expected errors based on the study by Voun, Intanoo, and Prachanant (2017) and Somphong (2013).They are: v. to be. + base form, the unaccusative verb in passive form, the wrong v. to be + v. 3 (subject-verb agreement error), and non-sentence. There were six other errors that emerged from the study; they were as follows: v. to have + v.3, v. to be + v.ing, v. to be + v.2, v.3 (v. to be omitted), v. to be + wrong v.3, or not using the given verb.

After that, the errors were categorized based on the taxonomy proposed by Dulay, Burth & Krashen (1982) which differentiated Omission, Addition, Misinformation and Misordering.

In the Grammatical Judgment Task (Task 2), similarly, the same method as Task 1 was adopted in terms of identifying and categorizing errors. However, only their corrections were taken into consideration as to which grammatical aspect was applied, without acceptability, as this was to focus on grammatical factors (Tremblay, 2005).

To identify causes of error, this research adopted explanation regarding sources of error from Richard (1971), Lightbrown and Spada (2013) and Ellis (1994). These causes were 'Interlingual' and 'Intralingual'. Interlingual error referred to an error that occurred by L1 transfer while Intralingual error meant the error arising from the complications of L2.

The data analysis covered qualitative and quantitative methods. Percentages of error that both groups made were calculated so that data could be compared. Moreover, frequency of the errors was calculated and ranked. The qualitative data analysis which was collected from semi-structured interviews was transcribed. Thus, the qualitative data helped finding causes of error which were not included in the taxonomy.

CHAPTER 4
RESULTS AND DISCUSSION

This chapter provides the result from the translation task, the grammaticality judgment task and the interviews, regarding the error analysis in using passive voice. The participants were students in grade 10 at a private school. There were 50 students in the study. They were equally divided into 2 groups: Group A (Low proficiency) and Group B (High proficiency). Each student completed the translation task (Task 1) and the grammaticality judgement task (Task 2), and 5 of the students were selected based on their consent for the interviews. Later, the result was analyzed, based on the coding taxonomy surface used in the study, and to answer 3 research questions:

1. What types of error relating to passive voice are made by Thai EFL students in two different proficiency levels?
2. What are the similarities and differences between the errors made by Thai EFL students in two different proficiency levels?
3. What are the causes of the errors made by Thai EFL students in two different proficiency levels?

The results are analyzed as follows:

4.1 Results

To answer the first and second research questions, data from Tasks 1 and 2 are shown. The data were analyzed using percentage as a means. Data from the Group A (the low proficiency group) will be presented first, followed by the data of Group B (the high proficiency group). Then the data of both groups will be compared.

4.2 The Result of Task 1: Translation Task

In the first task, participants in both groups were asked to complete the Translation Test. The test consisted of 16 items in which the verbs were given. They had to read Thai sentences and use the given verb, then translate into English. All sentences should have been translated in Past Tense. Items in Task 1 were designed to

investigate common errors in the use of passive voice. Hence, the items were grouped as follows: items with an unaccusative verb, items with a singular subject, and items with a plural subject.

For the findings, first, the data will be presented to show whether or not participants had difficulty with unaccusative verbs, singular subjects and plural subjects. Next, the percentages of correct and incorrect translation will be shown and this is followed by showing errors by taxonomy, showing how the errors produced in the translation are categorized. This is to provide a clearer picture of the errors that were made. The results are shown in the tables below.

Unaccusative verb (Items 1,2,7,8)	Correct	Incorrect
Item Count (out of 100)	2	98
Percentage	2%	98%

Table 4.1: Group A's Usage of Unaccusative verbs

Unaccusative verb (Items 1,2,7,8)	Correct	Incorrect
Item Count (out of 100)	41	59
Percentage	41%	59%

Table 4.2: Group B's Usage of Unaccusative verbs

In these tables, the correct items in this area meant the participants used active voice in their translation and made a correct translation. For Group A, there were 98 items (98%) that were incorrectly translated. A similar result of many errors can be seen for Group B where there were 59 items (59%) that were incorrectly translated. The examples of error were *'were fallen', 'was melted', 'was grown' and 'was occurred'*

Next, data relating to subject-verb agreement error is presented.

Singular subjects (Items 3,4,5,11,12)	Correct	Incorrect
Item Count (out of 125)	19	106
Percentage	15.20%	84.80%

Table 4.3: Group A's Usage of Singular Subject-Verb

Singular subjects (Items 3,4,5,11,12)	Correct	Incorrect
Item Count (out of 125)	100	25
Percentage	80.00%	20.00%

Table 4.4: Group B' Usage of Singular Subject-Verb

In these tables, the correct item meant that the participants correctly used passive voice in their translation. Group A made more errors when dealing with singular subjects. In Group A, there were 106 items (84.8%) that were incorrectly translated, while for Group B, there were 25 items (20.00%) that were incorrectly translated.

Plural subjects (Items 6,9,10,13,14,15,16)	Correct	Incorrect
Item Count (out of 175)	9	166
Percentage	5.14%	94.86%

Table 4.5: Group A's Usage of Plural Subject-Verb

Plural subjects (Items 6,9,10,13,14,15,16)	Correct	Incorrect
Item Count (out of 175)	80	95
Percentage	45.71%	45.29%

Table 4.6: Group B's Usage of Plural Subject-Verb

In these tables, the correct item meant that the participants correctly used passive voice in their translation. With regard to the data, Group A made more errors

when dealing with a plural subject. The result showed that there were 166 items (94.86%) items that were incorrectly translated. In Group B, there were 95 items (45.29%) which was less than Group A.

From the tables above, participants from both groups appeared to have more difficulty with items with unaccusative verbs, and items with plural subjects.

Next, the errors regarding the use of passive voice that were made from the translated items of both groups will be shown. There were 10 types of error found in the study as follows.

Items/Errors	Wrong v. to be + v.3 (s-v agreement error)	V.3 (v. to be omitted)	V. to be + base form	V. to have + v.3	V. to be + wrong v.3	Non-sentence	Unaccusative verb in passive form	V. to be + v.2	V. to be + v.ing	Not using given verb
Items with an unaccusative verb	31	-	20	10	12	19	36	2	3	1
Items with a singular subject	19	44	27	30	19	9	-	1	3	6
Items with	70	69	38	22	21	16	-	9	5	1

a plural subject										
Total (543 errors)	**120 (22.10%)**	**113 (20.81%)**	**85 (15.65%)**	**62 (11.42%)**	**52 (9.58%)**	**44 (8.10%)**	**36 (6.63%)**	**12 (2.21%)**	**11 (2.03%)**	**8 (1.47%)**

Table 4.7: Task 1' Errors made by Group A

Items/Errors	Wrong v. to be + v.3 (s-v agreement error)	V. to be + base form	Unaccusative verb in passive form	V. to be + v.ing	V. to be + wrong v.3	V. to have + v.3	V.3 (v. to be omitted)	Non-sentence	V. to be + v.2	Not using given verb
Items with an unaccusative verb	5	6	30	4	11	9	-	6	3	-
Items with a singular subject	2	6	-	4	5	5	8	-	-	2
Items with a plural subject	37	25	-	21	10	7	12	2	2	3

Total	44	37	30	29	26	21	20	8	5	5
(225 errors)	(19.56%)	(16.44%)	(13.33%)	(12.89%)	(11.56%)	(9.33%)	(8.89%)	(3.56%)	(2.22%)	(2.22%)

Table 4.8: Task 1' Errors made by Group B

According to the errors produced by the participants, results revealed that there were 10 types of error found in the study as follows.

In Group A, there were 543 errors in total found. The result showed that Group A made most errors on incorrect S-V agreement (wrong v. to be + v.3) which was 120 errors, or 22.10%.

The second highest error was for V. 3 (v. to be omitted). There were 113 instances, or 20.81%.

The third highest error was the use of the verb in base form instead of verb 3. This was an error where the participants used the verb in base form where they should have used v.3 or the past participle in order to form grammatical sentences. There were 85 items, or 15.65%.

The fourth highest error rate was V. to have + v.3. The participants incorrectly used this verb to make passive structure in 62 items, or 11.42%.

The fifth highest error frequency occurred with V. to be + wrong v.3 meaning that the participants failed to use the correct form of verb 3 which was in 52 items, or 9.58%.

Moreover, Group A also made 44 non-sentence errors, or 8.10% of errors. Analysis also showed that Group A made errors on unaccusative verbs in passive form for 36 items, or 6.63%. Other types of errors were found, such as use in 12 items, or 2.21%, of V. to be + v.2, 11 items, or 2.03% of V. to be + v.ing and there were 8 items or 1.47% of those not using the given verb.

Group B made 225 errors in total. The most frequent error made by this group was Wrong v. to be + v.3 (s-v agreement error) which was 44 items, or 19.56%.

The second highest error was V. to be + base form which was 37 items, or 16.44%.

The third highest error was an unaccusative verb in passive form which made up 30 items, or 13.33%. This was similar to error on V. to be + v.ing which was 29 items or 12.89%

Next, there were 26 items, or 11.56%, on V. to be + wrong v.3. Furthermore, errors on use of V. to have + v.3 and and v.3 (v. to be omitted) were similar, being 21 items, or 9.33%, and 20 items, or 8.89%, respectively. There were 8 items, or 3.56%, making non-sentence errors. The error of V. to be + v.2 and not using the given verb were equal at 5 items, or 2.22%

From the findings, what appears to be similar is that both groups had problems with subject and verb agreement, using the wrong v. to be + v.3. In addition, both groups appeared to use v. to be + base form with high frequency. One difference between the two groups is the use of v.3 (v. to be omitted). Group A used v.3 (v. to be omitted) with high frequency; it was the second highest error (85 errors). For Group B, however, v.3 (v. to be omitted) was the seventh highest error (20 errors).

Based on this study, there were 10 main types of error. Examples of the errors produced are shown in tables below.

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	-	-
Items with a singular subject	The book **written** by…	This book **was written** by
Items with a plural subject	Many people **killed** in the mob.	Many innocent people **were killed** in the protest

Table 4.9: Examples of V. 3 (v. to be omitted) in Task 1 produced by Group A

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	-	-
Items with a singular subject	John **arrested** by….	John **was arrested** by
Items with a plural subject	Roads **flooded**	Many roads **were flooded**

Table 4.10: Examples of V. 3 (v. to be omitted) in Task 1 produced by Group B

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	Ice-cream **was melted**…	The ice-cream **melted**…
Items with a singular subject	-	-
Items with a plural subject	-	-

Table 4.11: Examples of unaccusative verbs in passive form in Task 1 produced by Group A

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	Her hair **was grown**…	Her **hair grew**…
Items with a singular subject	-	-
Items with a plural subject	-	-

Table 4.12: Examples of unaccusative verbs in passive form in Task 1 produced by Group B

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	Many **book was fell**…	A lot of **books fell**…
Items with a singular subject	The **book were** written…	This **book was** written…
Items with a plural subject	Many **soldiers was** attacked…	Many **soldiers were** attacked…

Table 4.13: Examples of Wrong v. to be + v.3 (s-v agreement error) in Task 1 produced by Group A

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	An **ice-cream was melt**	The ice-cream **melted**
Items with a singular subject	The **books was write**…	This **book was** written
Items with a plural subject	Many **roads was** flooded	Many **roads were** flooded

Table 4.14: Examples of Wrong v. to be + v.3 (s-v agreement error) in Task 1 produced by Group B

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	Had an occur election	The election occurred…
Items with a singular subject	He had a invited…	He was invited…
Items with a plural subject	Had a water flooded…	Many roads were flooded..

Table 4.15: Examples of making non-sentences in Task 1 produced by Group A

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	An election was have occur	The election occurred…
Items with a singular subject	-	-
Items with a plural subject	They have being fine	They were fined…

Table 4.16: Examples of making non-sentences in Task 1 produced by Group B

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	Her hairs **have growed**	Her hair **grew**
Items with a singular subject	He **has invited**…	He **was invited**…
Items with a plural subject	The thief **had taken…**	Two suspects **were taken…**

Table 4.17: Examples of V. to have + v.3 in Task 1 produced by Group A

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Types of item	Participants' errors	Expected response
Items with an unaccusative verb	The election **had occurred**	The election **occurred**…
Items with a singular subject	Peter **had elected**…	Peter **was elected**…
Items with a plural subject	Streets **have flood…**	Many roads **were flooded…**

Table 4.18: Examples of V. to have + v.3 in Task 1 produced by Group B

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	Books **are falling**	A lot of books **fell**…
Items with a singular subject	Peter **was hitting**…	Peter **was hit**…
Items with a plural subject	Paintings are drawing….	Those paintings were drawn…

Table 4.19: Examples of V. to be + v.ing in Task 1 produced by Group A

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	Ice-cream **was melting**…	The ice-cream **melted**…
Items with a singular subject	-	-
Items with a plural subject	Many people were killing…	Many innocent people were killed…

Table 4.20: Examples of V. to be + v.ing in Task 1 produced by Group B

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	Her hair **was grew**…	Her hair **grew**…
Items with a singular subject	A book **was wrote**…	This book **was written**…
Items with a plural subject	My watches **were stole.**	My watches **were stolen**.

Table 4.21: Examples of V. to be + v.2 in Task 1 produced by Group A

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	Her hair **was grew**…	Her hair **grew**…
Items with a singular subject	The book **was wrote**…	This book **was written**…
Items with a plural subject	The criminals **were took**…	Two suspects **were taken…**

Table 4.22: Examples of V. to be + v.2 in Task 1 produced by Group B

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	The ice-cream **was melt**…	The ice-cream **melted**…
Items with a singular subject	He was invite…	He was invited…
Items with a plural subject	My watches was steal…	My watches were stolen.

Table 4.23: Examples of V. to be + base form in Task 1 produced by Group A

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	An ice-cream **was melt**…	The ice-cream **melted**…
Items with a singular subject	John **was arrest**…	John **was arrested**…
Items with a plural subject	They **were fine**…	They **were fined**…

Table 4.24: Examples of V. to be + base form in Task 1 produced by Group B

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	Her hair was growed…	Her hair grew…
Items with a singular subject	The book was writed…	This book was written…
Items with a plural subject	They were taked	Two suspects were taken…

Table 4.25: Examples of V. to be + wrong v.3 in Task 1 produced by Group A

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	Election was **occured**…	The election **occurred**…
Items with a singular subject	The book **was writted**…	This book **was written**…
Items with a plural subject	Many roads **were floot**…	Many roads **were flooded**...

Table 4.26: Examples of V. to be + wrong v.3 in Task 1 produced by Group B

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	Book **felt**…	A lot of books fell…
Items with a singular subject	He was **catching**	John was arrested…
Items with a plural subject	The picture was made…	Those paintings were drawn…

Table 4.27: Examples of not using given verb in Task 1 produced by Group A

Types of item	Participants' errors	Expected response
Items with an unaccusative verb	-	-
Items with a singular subject	Peter **was selected**…	Peter **was elected**…
Items with a plural subject	They **were found**…	They **were fined**…

Table 4.28: Examples of not using given verb in Task 1 produced by Group B

From the data, results can be grouped in an analysis which was adapted from a surface strategy taxonomy of errors as proposed by Dulay, Burt, and Krashen (1982). There were 7 types of error defined as Misinformation, namely v. to be + base form, unaccusative in passive form, wrong v. to be + v.3 (s-v agreement error), v. to have + v.3, v. to be + v.ing, v. to be + v.2, and v. to be + wrong v.3. Omissions error was defined as v.3 (v. to be omitted) and Addition and Misordering were defined as non-sentences. The error of not using the given verb was not included. The data are shown in the tables below.

Category	Group A	Group B
Misinformation	389	193
Omissions	108	20
Additions	37	7
Misordering	1	-

Table 4.29: Errors by surface strategy taxonomy of errors in Task 1 made by Group A and Group B

According to the table, Misinformation was the biggest error found among Group A and Group B. For Group B, there were 220 errors in this category.

Omission errors were translations that were made without some items or words that form a correct sentence. Omission error was the second most frequent error.

Furthermore, Addition errors dealt with sentences that had some words or item which should not appear in a correct sentence. Group A made a total of 37 errors in the Addition category. In Group B, there were 7 errors in total. For both groups, addition error was the third most frequent error.

In Misordering, the last category, there was only 1 instance, found in Group A. The participant made the wrong word order when translating the sentence.

Generally, Misinformation was the highest frequency type of error found between both groups. In addition, the results revealed that Group A produced more errors than Group B.

4.3 The result of Task 2: Grammaticality Judgment Task

The second part of the study deals with Grammaticality Judgment Test. The participants had to read the sentences given and they made judgments as to whether the sentence was grammatical or not. Once they found it was ungrammatical, they had to provide correction. There were 20 items in total. Questions were divided into 5 categories. Each category consisted of 4 items. There was 1 category for controlled items and there were 4 categories for items related to errors defined in the Taxonomy. The 4 categories were 'Past participle error', 'Unaccusative verb error', 'Subject and verb agreement error', and 'Non-sentence error'.

This part of the Grammaticality judgment task required the participants' judgment on whether the sentences were grammatical or ungrammatical. This was to provide a general view of the judgment. Similar to Task 1, the data will be presented through the taxonomy so as to give overall errors made by both groups. Then, each kind of error will be displayed in order to give an idea of what kind of error these participants made. Later, examples of each category of errors will be shown.

The tables below show the result of the Grammaticality Judgment - whether the participants judged the items were grammatical or ungrammatical. All the items in the four categories below were ungrammatical. Therefore, if the participants judged them as 'Ungrammatical', this means that the participants made a correct judgment. However, if the participants chose 'Grammatical', this means that the participants made incorrect judgments. However, the Controlled items were grammatical. Hence, if the participants selected 'Grammatical' in controlled items, it reflected correct judgment.

The data are shown below.

Category/Judgment	Incorrect judgment	Correct judgment	Total
Past participle error	79 **(79%)**	21 **(21%)**	100
Unaccusative verb error	86 **(86%)**	14 **(14%)**	100
Subject-verb agreement error	60 **(60%)**	40 **(40%)**	100
Non-sentence error	67 **(67%)**	33 **(33%)**	100
Controlled-items	90 **(90%)**	10 **(10%)**	100

Table 4.30: Grammaticality judgment in Task 2 made by Group A

Category/Judgment	Incorrect judgment	Correct judgment	Total
Past participle error	28 **(28%)**	72 **(72%)**	100
Unaccusative verb error	82 **(82%)**	18 **(18%)**	100
Subject-verb agreement error	27 **(27%)**	73 **(73%)**	100
Non-sentence error	4 **(4%)**	96 **(97%)**	100
Controlled-items	92 **(92%)**	8 **(8%)**	100

Table 4.31: Grammaticality judgment *in Task 2 made by Group B*

From the total judgments, Group A made 302 incorrect judgments and 198 correct judgments. There were 149 incorrect judgments and 351 correct judgments

made by Group B. Similarly, Group A and B made 90 correct judgments, or 90%, and 92 correct judgments, or 92%, in controlled-items.

The data showed that both groups felt that Unaccusative verb errors were grammatical, with 86 instances, or 86%, in Group A and 82 instances, or 82%, in Group B, which was the incorrect judgment. This was followed by Past participle errors, where Group A incorrectly judged that these items were grammatical for 79 instances, or 79%, and Group B, similarly, made 28 incorrect calls, or 28%. In Subject-verb agreement error items, Group A incorrectly judged 60 instances, or 60%, as grammatical while Group B designated 27 instances, or 27%, wrongly. Last, Non-sentence errors were incorrectly judged as grammatical by Group A for 67 instances, or 67%, and there were 4 instances, or 4% in Group B.

Overall, it revealed that Group B was able to identify ungrammatical sentences better than Group A. Group B detected most ungrammatical items in Non-sentence errors whereas Group A detected most in Subject-verb agreement errors. The category that both groups were least able to recognize errors in was Unaccusative verb errors.

After the participants made their grammaticality judgments, they were asked to provide correction regarding items that they had judged as ungrammatical. However, the items where participants did not provide correction were not included in the analysis.

Next tables present the corrections which were false corrections by categorizing in types of error that were made by the participants. There were 4 main types found in the study, which were 'V. to be + base form, 'Unaccusative verb in passive form', 'Wrong v. to be + v.3 (s-v agreement error)', and 'Non-sentence'. Moreover, there were 6 other types of error emerging from their corrections as shown in the table below.

Items/Errors	V. to be + wrong v.3	V. to be + base form	V. 3 (v. to be omitted)	Unaccusative verb in passive form	V. to be + v.2	Wrong v. to be + v.3 (s-v agreement error)	V. to have + v.3	V. to be + v.ing	Not using given verb	Non-sentence
Past participle error	8	2	1	-	6	1	1	-	-	-
Unaccusative verb error	1	4	-	8	-	1	1	1	-	-
Subject-verb agreement error	1	2	-	-	-	3	1	1	1	-
Non-sentence error	10	1	9	-	2	1	2	3	-	-
Controlled-items	-	1	-	-	-	1	-	-	1	-
Total (75 errors)	**20 (26.67%)**	**10 (13.33%)**	**10 (13.33%)**	**8 (10.67%)**	**8 (10.67%)**	**7 (9.33%)**	**5 (6.67%)**	**5 (6.67%)**	**2 (2.67%)**	**-**

Table 4.32: Task 1' Errors made by Group A

Items/Errors	V. to be + wrong v.3	V. to be + v.2	V. to be + v.ing	V. to have + v.3	Wrong v. to be + v.3 (s-v agreement error)	V. 3 (v. to be omitted)	V. to be + base form	Unaccusative verb in passive form	Non-sentence	Not using given verb
Past participle error	6	1	12	-	-	1	1	-	-	-
Unaccusative verb error	-	3	-	8	-	-	-	2	-	-
Subject-verb agreement error	1	-	4	1	6	1	1	-	1	-
Non-sentence error	17	19	3	1	2	5	2	-	1	-
Controlled-items	2	-	-	2	1	1	1	-	-	-
Total (105 errors)	**25 (23.59%)**	**23 (21.70%)**	**19 (17.93%)**	**12 (11.32%)**	**9 (8.49%)**	**8 (7.55%)**	**5 (4.72%)**	**2 (1.89%)**	**2 (1.89%)**	**-**

Table 4.33: Task 1' Errors made by Group B

From the total errors in each category, there were 10 types of error found in their corrections as discussed below.

In Group A, there were 75 errors in total found in Group A. The result showed that Group A made most errors in V. to be + wrong v.3, which was 20 items, or 26.6%.

The second most frequent errors produced were v. to be + base form and v. 3 (v. to be omitted). There were 10 errors each or 13.3%.

The third highest error rate was for unaccusative verbs in passive form and V. to be + v.2. There were 8 instances, or 10.67% each in both types.

The fourth highest error was slightly different from the previous which was only one instance less. This was Wrong v. to be + v.3 (s-v agreement error). The participants made 7 errors or 9.33% of the total.

Also, there were equal instances in V. to have + v.3 and V. to be + v.ing which was 5 instances, or 6.67%. The least common error was not using the given verb, but there was only 2 instances, or 2.67%.

In Group B, there were 105 errors in total. From those errors, there were 25 errors, or 23.59%, regarding V. to be + wrong v.3, which was the major error in this group.

The second most frequent error found was V. to be + v.2, with 23 errors, or 21.70% of the total. The participants used verb to + verb 2 in their corrections.

The third most occurring error found was V. 2 + v.ing. There were 19 errors, or 17.93%.

This was followed by V. to have + v.3, where there were 12 errors, or 11.32%. There were 2 types of error where the amounts of error were similar, which were V. 3 (v. to be omitted) and Wrong v. to be + v.3 (s-v agreement error). There were 9 errors, or 8.49%, in Wrong v. to be + v.3 (s-v agreement error) and 8 errors, or 7.55%, in V. 3 (v. to be omitted).

There were 5 errors, or 4.72%, using the base form of the verb in place of v. 3. The lowest number of errors made by this group were unaccusative verbs in passive form and making a non-sentence with 2 errors, or 1.89% each.

With regards to the results, the similarity of errors between the different proficiency groups was producing v. to be + wrong v.3. It was the most frequent error

for both groups. In addition to producing v. to be + wrong v.3, it appears that both groups produced other types of error that suggested that they had difficulty with the past participle form. Group A produced v. to be + base form with high frequency, while Group B produced V. to be + v.2 and v. to be + v. ing.

Now, some examples of these types of errors is shown in the tables below.

Types of item	Participants' errors	Expected response
Past participle error	That song **singed**	The song **was sung**…
Unaccusative verb error	-	-
Subject-verb agreement error	-	-
Non-sentence error	Titanic **directed** …	The Titanic **was directed**…
Controlled-items	-	-

Table 4.34: Examples of V. 3 (v. to be omitted) in Task 2 produced by Group A

Types of item	Participants' errors	Expected response
Past participle error	The song **sung**	The song **was sung**…
Unaccusative verb error	-	-
Subject-verb agreement error	Microsoft Office **run**	Microsoft Office **was run**
Non-sentence error	The Titanic **directed** …	The Titanic **was directed**…
Controlled-items	The election **delayed**	The election **was delayed**

Table 4.35: Examples of V. 3 (v. to be omitted) in Task 2 produced by Group B

Types of item	Participants' errors	Expected response
Past participle error	-	-
Unaccusative verb error	A breakfast **was arrived**	Breakfast **arrived**
Subject-verb agreement error	-	-
Non-sentence error	-	-
Controlled-items	-	-

Table 4.36: Examples of Unaccusative verb in passive form in Task 2 produced by Group A

Types of item	Participants' errors	Expected response
Past participle error	-	-
Unaccusative verb error	The tragic case **was occurred**	The tragic case **occurred**
Subject-verb agreement error	-	-
Non-sentence error	-	-
Controlled-items	-	-

Table 4.37: Examples of Unaccusative verb in passive form in Task 2 produced by Group B

Types of item	Participants' errors	Expected response
Past participle error	Many tourists **was abandon**…	Many tourists **were abandoned**…
Unaccusative verb error	The tragic case **were occurred**…	The tragic case **occurred**
Subject-verb agreement error	John Lennon **were shot**…	John Lennon **was shot**…
Non-sentence error	The thief **were catch**…	The thief was caught…
Controlled-items	iPhone **were invented**…	iPhone **was invented**…

Table 4.38: Examples of Wrong v. to be + v.3 (s-v agreement error) in Task 2 produced by Group A

Types of item	Participants' errors	Expected response
Past participle error	-	-
Unaccusative verb error	-	-
Subject-verb agreement error	Microsoft Office **were run**…	Microsoft Office **was run**…
Non-sentence error	The thief **are** being catched…	The thief **was caught**…
Controlled-items	Many new graduates **was recruited**…	Many new graduates **were recruited**…

Table 4.39: Examples of Wrong v. to be + v.3 (s-v agreement error) in Task 2 produced by Group B

Types of item	Participants' errors	Expected response
Past participle error	-	-
Unaccusative verb error	-	-
Subject-verb agreement error	John Lennon **were deady by shoting**.	John Lennon was shot…
Non-sentence error	The thief **is being catching…**	The thief was caught…
Controlled-items	-	-

Table 4.40: Examples of making Non-sentence in Task 2 produced by Group B

Types of item	Participants' errors	Expected response
Past participle error	I **had bitted**…	I **was bitten**…
Unaccusative verb error	Global warming **had happed**.	Global warming **happened.**
Subject-verb agreement error	John Lennon **had shot**…	John Lennon was shot…
Non-sentence error	The thief **had been catched**…	The thief was caught…
Controlled-items	-	-

Table 4.41: Examples of V. to have + v.3 in Task 2 produced by Group A

Types of item	Participants' errors	Expected response
Past participle error	-	-
Unaccusative verb error	The tragic case **had occurred**…	The tragic case **occurred**…
Subject-verb agreement error	Microsoft Office **had run**…	Microsoft Office **was run**…
Non-sentence error	The titanic **had directed**…	The Titanic **was directed**…
Controlled-items	iPhone **had invented**…	iPhone **was invented**…

Table 4.42: Examples of V. to have + v.3 in Task 2 produced by Group B

Types of item	Participants' errors	Expected response
Past participle error	-	-
Unaccusative verb error	Global warming **is happening**.	Global warming **happened**.
Subject-verb agreement error	Microsoft Office **were running**…	Microsoft Office **was run**…
Non-sentence error	The titanic was directing…	The Titanic was directed…
Controlled-items	-	-

Table 4.43: Examples of V. to be + v.ing in Task 2 produced by Group A

Types of item	Participants' errors	Expected response
Past participle error	The song **was singing**…	The song **was sung**…
Unaccusative verb error	Global warming **was happening**.	Global warming **happened**.
Subject-verb agreement error	-	-
Non-sentence error	A car **was stealing**…	A car **was stolen**…
Controlled-items	-	-

Table 4.44: Examples of V. to be + v.ing in Task 2 produced by Group B

Types of item	Participants' errors	Expected response
Past participle error	The window **was broke**…	The window **was broken**…
Unaccusative verb error	-	-
Subject-verb agreement error	-	-
Non-sentence error	An Email **was wrote**…	An Email **was written**…
Controlled-items	-	-

Table 4.45: Examples of V. to be + v.2 in Task 2 produced by Group A

Types of item	Participants' errors	Expected response
Past participle error	The treasure **was hid**…	The treasure **was hidden**…
Unaccusative verb error	-	-
Subject-verb agreement error	Microsoft Office **were ran**…	Microsoft Office **was run**…
Non-sentence error	An Email **was wrote**…	An Email **was written**…
Controlled-items	-	-

Table 4.46: Examples of V. to be + v.2 Task 2 produced by Group B

Types of item	Participants' errors	Expected response
Past participle error	I **was bite**…	I **was bitten**…
Unaccusative verb error	The tragic case **was occur**…	The tragic case **occurred**…
Subject-verb agreement error	The bus **was stop**.	The buses **were stopped**.
Non-sentence error	The thief **was catch**…	The thief **was caught**…
Controlled-items	The election **was delay**…	The election **was delayed**…

Table 4.47: Examples of V. to be + base form in Task 2 produced by Group A

Types of item	Participants' errors	Expected response
Past participle error	The song **was sing**…	The song **was sung**…
Unaccusative verb error	-	-
Subject-verb agreement error	John Lennon **was shoot**…	John Lennon **was shot**…
Non-sentence error	A car **was being st**eal…	A car **was stolen**…
Controlled-items	The election **was delay**…	The election **was delayed**…

Table 4.48: Examples of V. to be + base form in Task 2 produced by Group B

Types of item	Participants' errors	Expected response
Past participle error	I was **bited**…	I was **bitten**…
Unaccusative verb error	Global warming **has happed**.	Global warming **happened**.
Subject-verb agreement error	John Lennon was shoted…	John Lennon was shot…
Non-sentence error	The thief was catched…	The thief was caught…
Controlled-items	-	-

Table 4.49: Examples of V. to be + wrong v.3 in Task 2 produced by Group A

Types of item	Participants' errors	Expected response
Past participle error	The treasure **was hided**…	The treasure **was hidden**…
Unaccusative verb error	-	-
Subject-verb agreement error	John Lennon **was shooted**…	John Lennon **was shot**…
Non-sentence error	An Email **was writed**…	An Email **was written**…
Controlled-items	The election **was delaied**…	The election **was delayed**…

Table 4.50: Examples of V. to be + wrong v.3 in Task 2 produced by Group B

Types of item	Participants' errors	Expected response
Past participle error	-	-
Unaccusative verb error	-	-
Subject-verb agreement error	John Lennon was **dead**.	John Lennon **was shot**…
Non-sentence error	-	-
Controlled-items	iPhone was **invited**…	iPhone was **invented**…

Table 4.51: Examples of not using given verb in Task 2 produced by Group A

In this section, the data was grouped by the taxonomy selected for this research. However, only items that were provided with corrections were considered. Misinformation referred to errors of 'V. 3 (v. to be omitted)', 'Unaccusative verb in passive form', 'Wrong v. to be + v.3 (s-v agreement error)', 'V. to have + v.3', 'V. to be + v.2, 'V. to be + v.ing', 'V. to be + base form', and 'V. to be + wrong v.3'. 'Non-sentence' was categorized as Omission, Addition, and Misordering. There were 21 items that the participants did not provide corrections for, so that these have been

excluded. Also, use of a not given verb was discarded in the analysis. The data are shown in the tables below.

Category	Group A	Group B
Misinformation	65	97
Omissions	10	7
Additions	-	2
Misordering	-	-

Table 4.52: Errors by surface strategy taxonomy of errors in Task 2 made by Group A and Group B

Based on taxonomy, Misinformation errors were found most in both groups, with Group A made 65 errors while Group B made 97 errors. Group A made 10 errors and Group B made 2 errors in the Omission category. However, there were only 2 categories found in Group A. Additionally, Group B made 7 errors which were Addition errors.

Though the result showed that Group B made more errors than Group A, this was countered by the fact that Group B made more correct judgments and gave corrections to each judgment that required correction, unlike Group A.

To wrap up, Misinformation was the most frequently occurring error produced by both groups. Moreover, both groups had problems producing the past participle verbs.

4.4 Interview Results

After the participants completed Task 1 and Task 2, 5 participants from each group were voluntarily selected for an interview to gather in-depth information regarding the tests. The interview aimed to investigate information as shown below:

1. Reasons for their translation (Task 1)
2. Reasons for their correction (Task 2)
3. Their experiences and knowledge of passive voice

4.4.1 Reasons for their translation (task1)

<u>Group A</u>

When asking Group A participants about the translation, they based their answer on the keyword 'Tuk' which was the indicator that they should use passives structure. This was seen in questions 5, 10, 12, 13, 14, and 16.

Interviewee 2: "*When*ever I see this word, I know I should use passive voice".

Moreover, some of them replied that they did a direct translation and translated word by word to keep the meaning without any awareness of passive.

Interviewee 1: "I am not sure, so I decided to take word-for-word translation. And I think it is correct".

However, when they encountered an Unaccusative Verb as in items 1, 2, 7, and 8, they also kept using word-for-word translation but they mentioned that they were also curious about whether the sentences tended to provide the actor or they just naturally happened as in the following example:

Interviewee 3: "In question 1, I think the books may fall by themselves.
There was no one make it fall. In question 8, someone caused
the election to occur. It is impossible that the election can
occur by themselves."

Some of the participants were unable to explain how they got the answer. They stated that they used their gut feeling and senses and felt it should be translated in this way:

Interviewee 5: "I am not sure but I think it should be like this."

Apart from the keywords and hints they used in their answer, there were outstanding points in the sentences that they constructed. First, there was the use of 'had' to make a sentence. The examples were: 'Many roads had flooded…, Two suspicious had taked…, and Her hair had grown'. This happened with both regular verbs and Unaccusative verbs. They said that they used 'had' because of two reasons. First, 'had' was a connective word that linked between the verb and the object part. They said that 'had' indicated a passive sentence and the verb that followed should be

in '-ed' form. Another reason was they thought 'had' was a part of passive structure. Then, they indicated that passive voice structure was 'Verb to have + V.3' and it was used in the circumstance that the focus of the sentence was on the object. However, the mix between the use of 'had' and 'Verb to be' as part of passive voice was spotted but they were unable to distinguish the differences and they again judged by gut feeling.

Interviewee 4: "I don't know about the differences. I feel both are okay and both are correct."

Second, the use of verb 3 to construct passive voice was also well spotted. The participants added '-ed' to form verb 3 as seen in 'falled, growed, writed, taked, drawed, and stealed'.

Interviewee 1: "I know there should be verb 3 there, so I added '-ed'. I don't know the verb 3 of this word so I added '-ed'."

Plus, the incorrect use of verb 3 that had to be transformed was found. They were unable to use the correct past participle form. Last, the participants used passives over actives in their answer. This was a mix of using passives over actives and 'had' as seen in 'Many books had been falled…, and Her hair was growed'. Most occurred in sentences with Unaccusative verbs. The reason for this also similar to previous reasons as in:

Interviewee 2: "Her hair cannot grow longer by itself, so I used passive voice to make the sentence meaningful."

Group B

The participants in Group B also based their translations on the keyword 'Tuk', the same as Group A.

Interviewee 2: "The term 'Tuk' is the keyword telling them to use passive voice in the sentence. I know right away that this sentence is passive voice."

On top of clues to translation, there were some points arising from their translation. When dealing with unaccusative verbs, the participants made judgements

whether to use actives or passives by considering the facts of the sentences. In the item "Her hair grew longer" one interviewee said that she did not use passive voice because hair grew longer naturally without any attempt to make it long. So, it was unnecessary to use passive voice.

Interviewee 4: "When we talk to our friend that our hair is long, we don't
have to tell why or how do they long because everybody
knows it grows naturally."

Only a few of them had problems with unaccusative verbs and were undecided whether to use passive or active.

Interviewee 1: "I am doubtful on it but I decided to use passive voice to play
safe. However, I think using active voice is also correct"

One thing that was similar to Group A was that they adopted word-for-word translation to keep the exact meaning of the sentence.

Interviewee 1: "I read through the sentence and try to figure out its meaning and
translate..."

Some errors in the use of correct verb 3 were uncovered. These occurred in past participles that required transformation, such as write-writen, steal-stolened and grow-growed.

Interviewee 5: "I added '-ed' to state that it is verb 3"

In conclusion, both Group A and B took the same strategy in translation, which was word-for-word translation and use of keywords to justify whether to use active voice or passive voice. Next, Group A seemed to have problems with passive voice structure, especially whether to use 'had + V.3' or 'Verb to be + V.3' as well as having problems with the correct past participle form of verbs.

4.4.2 The reasons for making correction as they did in Task 2

Group A

In this task, the reasons for making correction can be summarized as follows. The participants took subject and verb agreement, word order, and form of verb as criteria for making judgments, regardless of active or passive voice.

Interviewee 1: "I think this sentence is correct because subject and verb are agreed."

Interviewee 4: "The word order is correct so this should be correct."

Interviewee 5: "I see 'V.ing' here so I should add 'Verb to be' to make the sentence grammatical."

So, they corrected based on what they set (often wrongly) as the conditions. However, it seemed that in their unaccusative verb errors, they also took the same procedure as it showed that they judged them grammatical because the rest of the sentence was correct.

Interviewee 2: "I have seen this type of sentence before so I know how to deal with them."

For example, for 'The window broken by Jane' the interviewees stated that they learnt this in class as their teachers loved to exemplify this sentence. Hence, they immediately knew that something was wrong with this sentence. The corrections they made were based on memory of that sentence seen in class. Moreover, they took the 'keyword' concept to figure out passive voice which was acknowledging the term 'by', for example:

Interviewee 1: "I see 'by' in the sentence. It is passive voice for sure."

In terms of correction, for those who were able to identify errors, they also struggled to give the right correction. The errors in their corrections were similar to what they did in Task 1, which were use of 'had + V3.', and 'Incorrect form of past participle verb'. The reason for making their correction was the same as earlier and the errors they made were also similar to Task 1.

Interviewee 2: "When I use 'had', it shows that I am writing passives voice and the verb must be changed to V.3"

Interviewee 3: "I can use 'had' with plural subject so there was no problem
on subject and verb agreement error."

However, there were some corrections that were 'active over passive'.
Interviewee 5: "I see V.ing so I think the writer aims to construct the sentence
in Continuous Tense."

They corrected by adding 'Verb to be' in a 'non-sentence' error.

Group B

In this task, Group B seemed to be able to identify errors by judging from the meaning of the sentence rather than just structure.
Interviewee 1: "Some sentences like in Question 6, 'V.ing' was used but I
don't think it is Continuous Tense. Passive voice is more
appropriate."

They clearly explained how and why they thought this item was ungrammatical and the way they corrected them. They also recognized a keyword such as 'by', the same as Group A, to identify that this was passive voice, for example:
Interviewee 2: "I see 'by' so I think it is passive voice."

However, they also had problems with unaccusative verbs as they were undecided whether to use active voice or passive.
Interviewee 4: "In question 14, I know that Global Warming is caused by
human but it naturally happens or I should take it as some
make it happened."
Interviewee 5: "I decided to use passive voice as it is more appropriate."
Interviewee 3: "Global Warm has just happened. There is no need to use
passive voice as it occurs naturally and we cannot [know?] what or
who cause it."

It was clearly explained that interviewees in Group B were more concerned with the meaning rather than just the structure of the sentences. Moreover, some were unable to use the correct form of past participle. They said that adding '-ed' represented V.3 and some did this because they were not sure about the correct form of V.3.

Interviewee 1: "This should be V.3 so I added 'ed' to indicate V.3."

Interviewee 2: "I cannot remember the correct form so I added '-ed'."

4.4.3 Their experiences and knowledge of passive voice

For this question, both groups shared parallel experiences - that they had studied passive voice in Grade 8-9. They were taught that the structure of passive voice was 'Verb to be + V.3' and they should use passive voice in the sentence where the focus was on the object and 'by' was the keyword for making passive voice. Moreover, they further added that it depended on the speaker's intention and the meaning between active voice and passive voice was the same. They explained that in active voice the actor does something to the object but it started with the subject who did the action whereas the object was put in the front of the sentence in passive voice but the actor was also the same. So, the meaning was equal as the actor or subject was the same person. In addition, both forms can be used interchangeably and they produced the same meaning whether in active or passive form.

4.5 Discussion

The results from the study showed that there were 10 types of error found in the study. The errors were V. to be + wrong v.3, V. to be + v.2, V. to be + v.ing, V. to have + v.3, Wrong v. to be + v.3 (s-v agreement error), V. 3 (v. to be omitted), V. to be + base form, unaccusative verb in passive form, non-sentence and not using the given verb. However, s-v agreement seemed to be most problematic for both groups in Task 1 (the translation task) while v. to be + wrong v.3 was problematic in Task 2 (the grammaticality judgment task).

According to the results from task 1, the data showed that Group A (the low proficiency group) made more errors than Group B (the high proficiency group). However, in task 2, the result showed that Group B made more errors than Group A.

This was because Group A did not provide all the required correction, unlike Group B that made more correct judgments and gave corrections to each judgment that required correction.

To rank the errors in task 1, the most frequently made error in Group A and Group B was the subject-verb agreement error. This can be seen from the production of wrong v. to be + v.3. Both groups also produced v. to be + base form with high frequency, suggesting that the v.3 or the past participle form was problematic for both groups. One difference between the two groups was the production of v.3 (v. to be omitted). For Group A, this error was the second most frequent error while for Group B, this error was ranked seventh.

For task 2, in terms of the errors produced, the similarity between the two proficiency groups was producing v. to be + wrong v.3. It was the most frequent error for both groups. Other types of error produced suggested that both groups had difficulty with the past participle form. Group A produced v. to be + base form and this was the second most frequent error type while Group B produced V. to be + v.2 and v. to be + v. ing and these two types were the second and third most frequent error type.

For Group A, the results of the translation task and grammaticality judgment task were consistent. They produced v. to be + base form and v.3 (v.to be omitted) with high frequency in both tasks. For Group B, the results of the two tasks did not show that the students produced the same type of error, but it was shown that the past participle form was problematic for students in both tasks. Hence, the v. to be + base form, v. to be + wrong v.3, and V. to be + v.2 were produced with high frequency.

What was similar between the low proficiency group and the high proficiency group was that Misinformation error was the most frequent error of both groups. These findings were similar to those of Somphong (2013) and Voun, Intanoo, and Prachanant (2017) where misinformation errors were found most. Mali and Yulia (2012) cited in the research regarding Subject and Verb Agreement Error that Misformation and Omission were mostly found. This is consistent with the present study since omission was the second most frequent error found. In this study, V. 3 (v. to be omitted) was spotted and defined as 'Omission' errors in which the participants used v.3 straightforwardly without verb to be. This was rarely found in other research

which discusses errors but somehow it was outstanding among both groups of participants in this research.

The causes of error can be categorized into 2 groups which were interlingual and intralingual. Intralingual error is the error that arises from the complications of L2. From the study, it was found that students produced forms such as 'falled', 'growed', 'writed', 'taked', drawed, and 'stealed'. One of the responses in the interview emphasized that overgeneralization could be the key to this. Seeing that adding a morpheme like '-ed' designated past time, students added '-ed' to all verbs when they were unsure of making past participle form. Another form was adding '-en'. Students may overgeneralize from the past participle forms 'stolen' or 'fallen' and apply the form to other verbs, for example 'melten'. Rohani (2018) said that most students added an inflection to form the verb and believed it was correct. The evidence from the interview apparently explained this event as the participants mentioned that they took the verb from the item and applied it without any changes. By contrast, some admitted that they did not know the correct form and overgeneralized the rule of making past participle with -ed. In terms of past participle verbs, both groups relied their past participle verb formation of '-ed' and '-en'. This finding was also similar to Somphong (2013) and Phetdannuea and Ngonkum (2016) where most participants often formed past participle verbs with this strategy.

From the study, there were other types of error that can be described as intralingual errors. It was found that participants used 'has, have, had' in place of 'v. to be'. This was seen in their translations and corrections. The participants themselves stated that the use of 'has, have, had' was used in the formation process of passive sentences. The interview results supported that they wrongly believed 'has, have, had' was part of passive voice structure.

Regardless of grammatical structure and meaning, the term 'by' identified that this sentence should be passivized. When there was no 'by' in the sentence, active voice was taken as the one in consideration and applied.

Interlingual error is the error from the transfer of L1. From the study, interlingual error can be seen from errors such as 'have an occur…'. The participants said that they matched Thai meaning with English meaning. From this response, L1 transfer would possibly be a reason in making non-sentence errors. This was supported

by Rohani (2018) who reported that participants also stated they tried to translate all of the words in the sentence. Comparably, Group A in this research translated "Mee…" or 'มี' in Thai language as 'have' in order to match the meaning correspondingly. Rather, using 'there was/were' was necessary. In fact, the verb in this sentence was 'occur', which is an unaccusative verb; the participant could simply translate 'The election occurred…'. With the interference of L1, the participants selected the word with the same meaning.

To summarize, the results revealed that errors were caused by interlingual and intralingual factors.
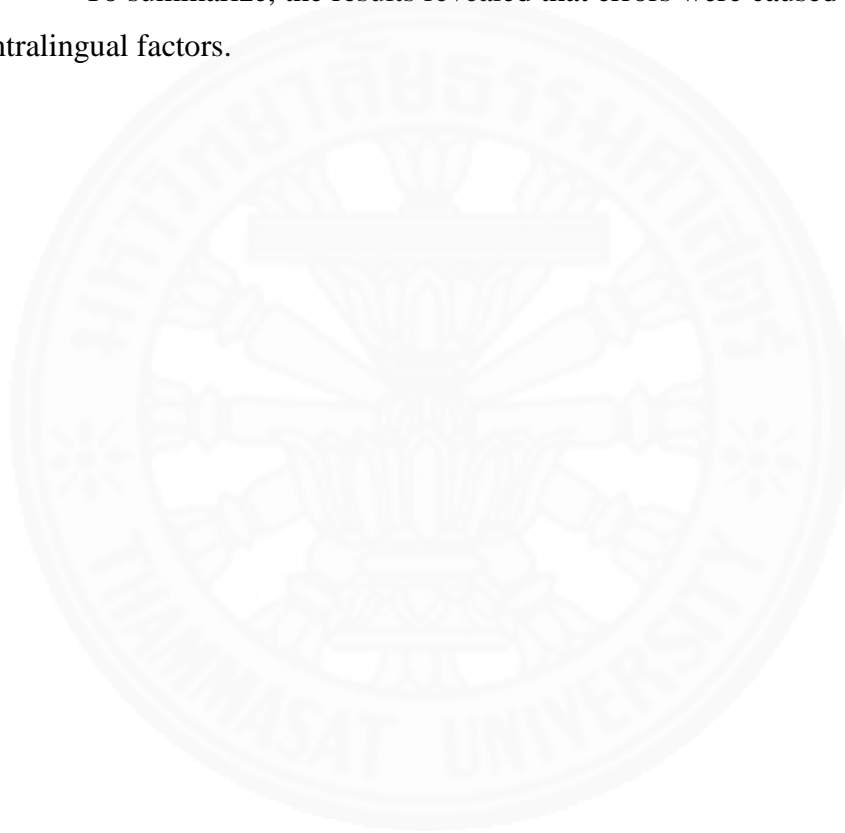
CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

At the beginning of this research, the aim was to investigate the use of passive voice among students in Grade 10 at a private school in Thailand. It was based on the evidence that Thai EFL students faced problems with errors in passive voice as numerous examples were found from students' work such as essay assignments, speaking, and examination papers. There were differences between students with good academic performance and low academic performance. The research sought to find types of error, causes of error, and similarity and differences between those groups of students at different proficiency levels.

There were 50 students for the research, containing 25 students from the low proficiency group and 25 students from the high proficiency group. Translation and Grammaticality Judgment tests were administered to all participants. Later, 5 representatives from each group, i.e. 10 participants were voluntarily recruited for an interview.

Translation and Grammaticality Judgment tests were employed as instruments to collect the data. The data were analyzed and reported in percentage form to compare the results. Then, transcriptions from the interviews were analyzed and used as confirmation of the results and also further identified the causes of errors.

To answer research question 1: What types of error relating to passive voice are made by Thai EFL students in two different proficiency levels? Findings are summarized below.

The errors in passive voice construction were shown in both the translation task and the grammaticality judgment task. From the results, errors made by the participants in both groups were categorized into 10 types of error which were V. to be + base form, Unaccusative verb in passive form, Wrong v. to be + v.3 (s-v agreement

error), Non-sentence, V. to have + v.3, V. to be + v.2, V. to be + v.ing, V. 3 (v. to be omitted), V. to be + wrong v.3.

To answer Research Question 2: What are the similarities and differences between errors made by Thai EFL students in two different proficiency levels? Findings can be summarized below.

According to the results from the translation task, the data showed that Group A (the low proficiency group) made more errors than Group B (the high proficiency group). To rank the errors, the most frequently made error in Group A and Group B was the subject-verb agreement error which can be seen from the production of wrong v. to be + v.3. Both groups also produced v. to be + base form with high frequency, suggesting that both groups have difficulty producing the v.3 or the past participle form. One noticeable difference was the production of v.3 (v. to be omitted). For Group A, this error was the second most frequent error while for Group B, this error was ranked seventh.

Another task was the Grammaticality Judgment Task. The result showed that Group B made more errors than Group A. However, this was because Group A did not provide all the required correction, unlike Group B that made more correct judgments and gave corrections to each judgment that required correction. As for the errors produced, the similarity between the two proficiency groups was producing v. to be + wrong v.3. It was the most frequent error for both groups. In addition to producing v. to be + wrong v.3, it appears that both groups produced other types of error that suggested that they had difficulty with the past participle form. For Group A, v. to be + base form was the second most frequent error type, while for Group B, V. to be + v.2 and v. to be + v. ing were the second and third most frequent error type.

What was similar between the low proficiency group and the high proficiency group was that the errors they produced the most can be described as misinformation and this was followed by omission, addition, and misordering respectively.

To answer Research Question 3: What are the causes of errors made by Thai EFL students in two different proficiency levels?

In investigating to find the causes of these errors, the research found that there were two main causes, which were interlingual and intralingual. Interlingual errors are the result of L1 transfer while intralingual errors are from the misuse of a particular rule of the L2. From the findings, there were errors produced that can be described as intralingual errors such as the use of 'v. have' instead of 'v. be' to form passive forms or the use of '-ed' and '-en' endings which were put to most verbs to form the past participle form. An example of interlingual error was the use of 'have' to match the Thai word with the same meaning.

5.2 Recommendations

This research investigated errors on passive voice made by Thai EFL learners by comparing errors between two difference proficiency groups. The results of this research have revealed several gaps that could be investigated for more explanation of the circumstances. Research with other levels of participants or students in other contexts, such as English program students, should be undertaken. Moreover, different types of passive voice, such as prepositional passive or adjectival passive, may provide more information on errors as well as variations of tenses and passive voice in complex sentences. Not only were passive errors specific to this study found, but there were also more passive-related errors which were found throughout the research. Other data collection methods are suggested for finding more aspects of errors, such as in speaking and listening, in order to retrieve data on more means of producing passive sentences. Moreover, techniques for learning passive voice could enhance the possibility of how and why errors were made as proficiency affected numbers of errors.

In terms of pedagogical implications, this study might give a broader picture of passive voice so as to help find solutions for effective teaching strategy for passive topics. Teaching topics related to passive voice in parallel with passive voice (for, example formation of verb 3), may trigger students to recognize complete passive rules easier. All in all, further study of this research area shall make for better teaching and learning of English.

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APPENDICES

APPENDIX A

GROUP A AND GROUP B TASK 1 SCORE

Group	Translation Item	Correct	Incorrect	N/A
Group A	1	0	25	0
	2	2	23	0
	7	0	24	1
	8	0	25	0
Total		2 **(2.00%)**	97 **(97.00%)**	1 **(1.00%)**
Group B	1	19	6	0
	2	11	14	0
	7	10	15	0
	8	1	24	0
Total		41 **(41.00%)**	59 **(59.00%)**	0 **(0%)**

Group A and Group B's Task 1 score by types of error - Unaccusative items

Group	Translation Item	Correct	Incorrect	N/A
Group A	3	3	19	3
	4	2	22	1
	5	10	15	0
	11	1	23	1
	12	3	21	1
Total		19 **(15.20%)**	100 **(80.00%)**	6 **(4.80%)**
Group B	3	20	5	0
	4	23	2	0
	5	22	3	0

	11	13	12	0
	12	22	3	0
Total		101 **(80.80%)**	24 **(19.20%)**	0 **(0%)**

Group A and Group B's Task 1 score by types of error - Single subject items

Group	Translation Item	Correct	Incorrect	N/A
Group A	6	1	22	2
	9	0	23	2
	10	3	21	1
	13	4	20	1
	14	0	24	1
	15	1	23	1
	16	0	24	1
Total		9 **(5.14%)**	157 **(89.72%)**	9 **(5.14%)**
Group B	6	17	8	0
	9	11	14	0
	10	15	10	0
	13	11	14	0
	14	11	14	0
	15	6	19	0
	16	9	16	0
Total		80 **(45.71%)**	95 **(54.29%)**	0 **(%)**

Group A and Group B's Task 1 score by types of error - Plural subject items

APPENDIX B

GROUP A AND GROUP B TASK 2 SCORE

Group	Item	Correct Judgment (no correction needed)	Correct Judgment & correct correction	Correct Judgment & Incorrect Correction	Incorrect Judgment & Unnecessary Correction	Incorrect Judgment & Did not make the necessary correction
Group A	2	-	-	2	-	23
	4	-	1	6	-	18
	8	-	-	5	-	20
	19	-	2	2	-	21
Total		-	3	16	-	82
Group B	2	-	9	7	-	9
	4	-	12	4	-	9
	8	-	11	9	-	5
	19	-	16	4	-	5
Total		-	48	24	-	28

Judgment of Past participle error (Group A-Group B)

Group	Item	Correct Judgment (no correction needed)	Correct Judgment & correct correction	Correct Judgment & Incorrect Correction	Incorrect Judgment & Unnecessary Correction	Incorrect Judgment & Did not make the necessary correction
Group A	3	-	-	3	-	22
	5	-	-	2	-	23

Group	Item	Correct Judgment (no correction needed)	Correct Judgment & correct correction	Correct Judgment & Incorrect Correction	Incorrect Judgment & Unnecessary Correction	Incorrect Judgment & Did not make the necessary correction
	12	-	-	3	-	22
	14	-	-	3	-	22
Total		-	-	11	-	89
Group B	3	-	1	2	-	22
	5	-	1	1	-	23
	12	-	3	-	-	22
	14	-	-	7	-	18
Total		-	5	10	-	85

Judgment of unaccusative verb in passive form items (Group A-Group B)

Group	Item	Correct Judgment (no correction needed)	Correct Judgment & correct correction	Correct Judgment & Incorrect Correction	Incorrect Judgment & Unnecessary Correction	Incorrect Judgment & Did not make the necessary correction
Group A	1	-	15	2	-	8
	16	-	8	4	-	13
	17	-	4	2	-	19
	20	-	3	-	-	22
Total		-	30	8	-	62
Group B	1	-	22	1	-	2
	16	-	16	2	-	7
	17	-	13	1	-	11
	20	-	11	6	-	8
Total		-	62	10	-	28

Judgment of subject and verb agreement error items (Group A-Group B)

Group	Item	Correct Judgment (no correction needed)	Correct Judgment & correct correction	Correct Judgment & Incorrect Correction	Incorrect Judgment & Unnecessary Correction	Incorrect Judgment & Did not make the necessary correction
Group A	6	-	4	5	-	16
	7	-	1	9	-	15
	9	-	-	6	-	19
	10	-	1	5	-	19
Total		-	6	25	-	69
Group B	6	-	15	10	-	-
	7	-	13	10	-	2
	9	-	5	18	-	2
	10	-	16	6	-	3
Total		-	49	44	-	7

Judgment of Non-sentence error (Group A-Group B)

Group	Item	Correct Judgment (no correction needed)	Correct Judgment & correct correction	Correct Judgment & Incorrect Correction	Incorrect Judgment & Unnecessary Correction	Incorrect Judgment & Did not make the necessary correction
Group A	11	23	-	-	1	1
	13	24	-	-	-	1
	15	22	-	-	2	1
	18	21	-	-	1	3
Total		90	-	-	4	6

	11	24	-	-	1	-
Group B	13	24	-	-	1	-
	15	21	-	-	3	1
	18	24	-	-	1	-
Total		93	-	-	6	1

Judgment of controlled items (Group A-Group B)

APPENDIX C
QUESTIONS USED IN THE RESEARCH

Task 1

1. หนังสือจำนวนมากตกจากชั้น (fall)

2. ไอศกรีมละลายอย่างรวดเร็ว (melt)

3. ปีเตอร์ได้รับเลือกเป็นประธานชมรมแบดมินตัน (elect)

4. เขาได้รับเชิญไปงานเลี้ยง (invite)

5. เมื่อคืนนี้จอห์นถูกตำรวจจับ (arrest)

6. ทหารหลายนายถูกผู้ก่อการร้ายโจมตี (attack)

7. ผมของเธอยาวขึ้น (grow)

8. มีการเลือกตั้งเมื่อ 2 วันก่อน (occur)

9. ถนนหลายสายโดนน้ำท่วมจากพายุเฮอร์ริเคนเมื่อสัปดาห์ก่อน (flood)

10. ผู้บริสุทธิ์จำนวนมากถูกสังหารระหว่างการประท้วง (kill)

11. หนังสือเล่มนี้แต่งโดยวิลเลียม เชกสเปียร์ (write)

12. เมื่อคืนนี้ ปีเตอร์ถูกรถชน (hit)

13. ผู้ต้องสงสัย 2 ราย ถูกนำตัวไปโรงพัก (take)

14. พวกเขาถูกปรับฐานสูบบุหรี่ (fine)

15. ภาพเขียนเหล่านั้นวาดโดยปิกัสโซ่ (draw)

16. นาฬิกาหลายเรือนของฉันถูกขโมย (steal)

Task 2

1. The buses was stopped.

2. The treasure was hide by a pirate.

3. Breakfast was arrived at the cafeteria

4. I was bite by a dog.

5. The tragic case was occurred around the world.

6. The Titanic directing by James Cameron in 1997.

7. An Email writing by James.

8. The song was sing by Gesternova.

9. The thief catching by the police.

10. A car stealing by Peter.

11. Jumanji was directed by Joe Johnston.

12. The magician was disappeared from the stage

13. Many new graduates were recruited by that company.

14. Global warming was happened.

15. The election was delayed to 2018

16. John Lennon were shot dead.

17. Many tourists was abandoned at the airport.

18. iPhone was invented by Steve Jobs in 2007.

19. The window was break by Jane.

20. Microsoft Office were run on all Microsoft computers.

BIOGRAPHY

Name	Mr. Nakarin Lamunpandh
Date of Birth	July 4, 1993
Educational Attainment	2016: Bachelor of Arts
Work Position	Translator
	Domnern Somgiat & Boonma Law Office Ltd.
Scholarship	2012: King Rama IX 80th Anniversary Scholarships
Work Experiences	2019: Translator, Domnern Somgiat & Boonma Law Office Ltd.
	2018: Translator, Powerchina Resources
	2016: Teacher, Assumption College Thonburi