Investigating Errors in Changing Active Sentences to Passive Voice among English Department Students Using Surface Strategy Taxonomy
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Abstract

EFL learners commonly struggle with grammar, particularly the passive voice. This study investigated errors made by EFL students when converting active to passive voice sentences using the Surface Strategy Taxonomy by Dulay et al. (1982) as a framework for analysis. A quantitative approach was employed, collecting data through a test administered to 50 English majors in the English Language and Literature Department at the Ghor Institute of Higher Education. The test comprised 21 active sentences in various tenses that students were required to change into the passive voice. Data analysis revealed that EFL students made errors in four distinct categories based on the proposed model. The most prevalent error type observed among students was misformation, accounting for 46.10% of errors, followed closely by omission, making up 34.58% of all errors. Conversely, addition errors were less common, accounting for 10.85% of errors, while misordering was the least frequent, comprising only 8.47% of the total errors noted during the analysis. Insights gained from this research can aid educators in refining teaching materials and strategies to address these errors, ultimately improving students' understanding and proficiency in passive voice usage.
Keywords: active voice, misformation, omission, passive voice, Surface Strategy Taxonomy,

بررسی خطاهای محصلان بخش انگلیسی در تبدیل جملات معلوم به مجهول با بهره‌گیری از چارچوب نظری طبقه‌بندی رویکرد سطحی

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چکیده

یادگیرندگان زبان انگلیسی به‌عنوان زبان خارجی معمولاً درزمینه‌ی گرامر، به‌ویژه در کاربرد صحیح حالت مجهول، با چالش‌هایی زیادی مواجه هستند. این تحقیق به بررسی خطاهای محصلان در تبدیل جملات معلوم به مجهول پرداخته و به‌منظور تحلیل این خطاها از طبقه‌بندی رویکرد سطحی اثر دولای و همکاران (۱۹۸۲) به‌عنوان چارچوب نظری استفاده کرده است. این تحقیق به روش کمی انجام‌شده و داده‌ها از طریق آزمونی که به ۵۰ محصل زبان انگلیسی در مؤسسه تحصیلات عالی غور ارائه گردید، جمع‌آوری‌شده است. آزمون مذکور متشکل از ۲۱ جمله معلوم در زمان‌های مختلف بود که محصلان باید آن‌ها را به حالت مجهول تبدیل می‌کردند. درنتیجه، تحلیل داده‌ها نشان داد که محصلان در چهار بخش مشخص، طبق مدل پیشنهادی، خطاهایی مرتکب شده‌اند. شایع‌ترین نوع خطا در میان محصلان، خطای شکل‌دهی نادرست (misformation) بود که ۴۶٫۱۰٪ از خطاها را شامل می‌شد و پس‌ازآن، خطای حذف (omission) با ۳۴٫۵۸٪ از کل خطاها به دنبال آن قرار داشت. از سوی دیگر، خطاهای افزایشی (addition)۱۰٫۸۵٪ از خطاها را به خود اختصاص دادند، درحالی‌که خطاهای ترتیب نادرست (misordering) کمترین میزان داشتند و تنها ۸٫۴۷٪ از کل خطاهای ثبت‌شده را شامل شدند. انتظار می‌رود یافته‌های این تحقیق به آموزگاران در بهبود مواد آموزشی و استراتژی‌ها برای رفع این خطاها کمک کند و درنهایت، درک و تسلط محصلان بر استفاده از حالت مجهول را بهبود بخشد.

کلیدواژه‌ها: حالت معلوم، حالت مجهول، حذف، شکل‌دهی نادرست، طبقه‌بندی رویکرد سطحی

Introduction

The English language serves as an international language of communication among individuals worldwide. As Crystal (2003) puts it, "English turns the big world into a small village" (p. 5). Indeed, it holds considerable significance across various fields, including business, education, media, diplomacy, economics, science, and technology in this era of globalization. Taking into account its paramount importance, the Afghan government has officially integrated the English language into the curricula of both the Afghanistan Ministry of Education and the Ministry of Higher Education. It is currently included as a compulsory subject from the fourth grade of primary school through university level in Afghanistan and is taught as a foreign language. In Afghanistan, individuals study English mainly for two purposes; some choose to learn it for their academic pursuits, while others pursue it for their future careers to enhance their job prospects within companies or organizations. As in most workplaces today, employers favor candidates with proficient English skills.

English as a Foreign Language (EFL) students at the Ghor Institute of Higher Education are expected to develop proficiency in listening, speaking, reading, writing, and grammar. Aside from that learners must possess a thorough command of grammar, as without it, they will struggle to compose grammatically correct sentences and paragraphs. Cowan (2008) defines grammar as "the sets of rules that describe how words and groups of words can be arranged to form sentences in a particular language" (p. 3). Since the passive voice is an important component of grammar used in both spoken and written communication, English learners should be fully versed in grammar to communicate effectively. Since its inception in 2013, the English Department at the Ghor Institute of Higher Education has been dedicated to teaching English as an academic discipline, serving as a means of communication between instructors and students. Despite years of practice and exposure, it appears that some students still encounter difficulties in constructing and changing active sentences into passive voice, both in oral and written communication. For example, during a classroom session, I noted an instance where a student said, "My car did break." This sentence is incorrect; a more accurate version would be "My car was broken." This is just one example; there are numerous other grammar-related errors made by EFL students. Such errors such challenges persist even after prolonged study. Indriani (2019) supports this view, suggesting that the length of time spent learning English does not guarantee accurate usage. Even after extensive study, individuals may still encounter challenges with grammar. Likewise, Helina (2017) adds that despite their extended study, individuals continue to

face challenges with grammar. Dulay et al. (1982) also assert that errors are an integral aspect of language learning and cannot be avoided. Therefore, it is impossible for students to learn any language without first systematically making errors. Robinson, as cited in Katiya et al. (2015), further emphasizes that due to the difference between learning a foreign language and learning one's native tongue, it is typical for students to make mistakes and errors during the learning process. Indriani (2019) also asserts that errors are proof of learning and are a normal part of the learning journey.

Studies have extensively investigated error patterns in passive voice usage among EFL learners in various international contexts. For example, Alhaysony (2012) examined errors in writing compositions among 100 first-year Saudi female EFL learners using the Surface Structure Taxonomy (SST). The study identified omission errors as the most frequent, while substitutions were the least common. In similar vein, Manurung et al. (2020) investigated error analysis in converting active voice to passive in simple present and past tense contexts, finding misformation to be the most prevalent error type. They also noted occurrences of omission, addition, and misordering, albeit less frequently. Sari et al. (2022) also explored errors made by eleventh-grade students in converting active to passive voices in the simple past tense, revealing misformation and omission as the predominant errors, followed by misordering and addition. Furthermore, Suprapto et al. (2022) conducted research on students' errors in using passive voice based on SST, identifying four main error types: addition, omission, misformation, and misordering. However, the review of previous literature reveals a gap in research focused on students' errors in converting active to passive voice in Afghanistan, particularly at the institutional level. Thus, this study aims to investigate the types of errors made by EFL students when transforming active sentences into passive voice in the light of the Surface Strategy Taxonomy (SST) developed by Dulay et al. (1982). Additionally, it seeks to identify the most frequently occurring errors among EFL students when changing active sentences into passive voice.

This study offers educators insights into students' errors when converting active sentences into passive ones. By understanding these errors, they can enhance their teaching strategies and resources, improving English grammar comprehension and proficiency. In essence, this research provides lecturers with a clear understanding of students' error patterns, enabling appropriate treatment to mitigate errors and develop correct language usage. Furthermore, it presents a novel perspective on a previously unexplored context regarding

students' incorrect conversion of active voice into passive, contributing to the existing body of knowledge.

Literature Review
Passive Voice and Its Form
In English grammar, there are two main voices: the active voice and the passive voice. According to Murphy (2019), "when we use an active verb, we say what the subject does" (p. 84). For example, in the active voice, the sentence "It is a big organization. It employs more than four hundred people" shows the subject ("the organization") performing the action (employing). However, Murphy adds that the passive voice is used when we say "what happens to the subject" (p. 84), as in the sentence, "More than four hundred people are employed by the organization." In this example, the focus shifts from the agent (the organization) to the subject (the people), and the "by-phrase" is optional, often omitted when the agent is not important. Azar and Hagen (2011) further elaborate that the passive voice is used when it is not known or not important to know exactly who performs an action, as in the sentence, "My scarf was made in Turkey," where the exact person (or people) who made the scarf is not known, and it is not necessary to know who makes scarves in Turkey; hence, there is no by phrase in the passive sentence. However, it is important to acknowledge the limitations of the passive voice. Azar and Hagen (2011) state that intransitive verbs, which do not require objects, cannot be used in the passive voice. Only transitive verbs, which have a direct object, can be used in the passive voice. For example, "Something happened outside my office" cannot be transformed into the passive voice because the verb 'happened' has no direct object.

Error
Brown (2000) defines an error as "a noticeable deviation from the grammatical norms of native speakers, reflecting the learner's competence" (p. 217). Although errors are often viewed negatively, scholars like Herlina (2017) and Pratiwi (2022) consider them natural and unavoidable in language acquisition. Gass and Selinker (1984) emphasize the positive role of errors, viewing them as indicative of a learner's progress. Additionally, Ellis (1985) asserts that errors aid both teachers and learners in the correction process. Thus, errors are an integral aspect of language learning, playing a vital role in the development of both written and oral communication skills in a foreign language.

Causes of Errors

Recognizing the causes of errors made by learners is essential for understanding their occurrence and finding effective remedies. As non-native English speakers, errors are inevitable during our language learning journey. Researchers have identified various factors contributing to these errors. For instance, Bryant (1984) distinguished between interlingual errors (L1), which are caused by the influence of one's first language, and intralingual errors, which result from misinterpretation or overgeneralization of English grammar rules. By identifying these causes, educators can better address and rectify the challenges learners face in acquiring the language

Error Taxonomy

Error taxonomy categorizes errors based on observable surface features of the errors without taking into account their underlying causes or sources (Qodir, 2006). Dulay et al. (1982) propose four taxonomies for error categorization: the Linguistic Category Taxonomy (LCT), Surface Strategy Taxonomy (SST), Comparative Taxonomy (CT), and Communicative Effect Taxonomy (CET). However, this study opts to utilize the Surface Strategy Taxonomy (SST) to analyze students' errors, as it appears to be an effective tool for categorizing grammatical errors. According to the SST framework, errors can be classified into four subtypes: omissions, additions, misformations, and misorderings (Dulay et al, 1982).

Omission

Omission errors arise when a crucial element required for a well-formed utterance is left out. Language learners frequently omit grammatical morphemes—such as articles, auxiliary verbs, and prepositions—rather than content words like nouns, verbs, and adverbs (Qodir, 2006). Ellis (2008) further explains that omission involves leaving out essential components necessary for forming correct sentences. For example, in the sentence "Samir ---- head of an oil company," the missing element is the verb "be" (is). Thus, the correct sentence should read, "Samir is the head of an oil company."

Addition

Addition errors stand in contrast to omission errors. They entail the inclusion of an item or element that should not be present in a correctly structured sentence or utterance (Qodir, 2006; Pratiwi, 2022). In other words, these errors often occur when they overuse certain grammar rules in the target language (Rusmiati, 2019). Dewi et al. (2021) point out that errors in this category include the addition of morphological indicators like plural -s/-es and tense

markers such as -s/-ed. For example, in the sentence "I can be play football," the addition of "be" is redundant, resulting in a grammatical error. Similarly, in the sentence "Sahel and Sabir goes to work together," adding the -es suffix to the verb "go" is incorrect because the subject is plural; the correct form is "Sahel and Sabir go to work together." According to Pratiwi (2022), addition errors can be further classified into three types: double markings, regularization, and simple addition.

Double Marking

As stated by Fadullah (2023), double marking is the act of marking two items for the same feature. For instance, in the sentence "Husna didn't ate her sandwich," both the helping verb and the main verb are incorrectly marked for the past tense. In simpler terms, double marking occurs when two items are marked with the same grammatical feature, though only one is needed. The corrected version should read: "Husna didn't eat her sandwich."

Regularization Errors

Regularization errors occur when a regular marker is applied instead of an irregular one, such as using "readed" for "read" or "buyed" for "buy" (Pratiwi, 2022). For example, in the sentence "Ahmad buyed a car yesterday," the incorrect form "buyed" is used instead of the irregular "bought." Similarly, the noun "sheep" does not take the regular plural marker -s, as seen in "Karim bought two sheeps from the animal market." These errors reflect the misuse of past tense and plural markers with words that do not follow regular grammatical rules. In these cases, "buy" should become "bought" in the past tense, and "sheep" remains unchanged in the plural form.

Simple Addition

Simple addition errors are mistakes that neither fall under double markings nor regularization, as noted by Imaniar (2017). These errors typically involve the incorrect addition of morphemes or words that do not align with the grammatical structure of the sentence. For instance, in the sentence "The children doesn't eat their breakfast," the verb form "doesn't" is mistakenly used with the plural subject "children." The correct form should be "do not," as in "The children do not eat their breakfast." Such errors highlight the misapplication of grammatical rules without altering the structure of the sentence entirely, making them distinct from other types of errors like double markings or regularization.

Misformation

An error of misformation occurs when one grammatical form is used instead of another (Sari et al., 2019). According to Suprapto et al. (2022), these errors stem from employing an incorrect morpheme form or structure. For instance, in the statement "Everyone were dancing at the party," the inclusion of "were" is unnecessary as it requires a singular verb. Therefore, "was" must be used in the sentence to ensure grammatical accuracy. According to Nuraini (2019) and Pratiwi (2022), misformation errors fall into three types: regularization, archi-form, and alternating forms.

Regularization

Regularization involves substituting a regular marker for an irregular one, which is a common type of error in second language acquisition. In this process, learners mistakenly change irregular forms to regular ones. For example, instead of using the correct past tense "ran," some learners might say "runned" by incorrectly adding the regular past tense marker "-ed." Similarly, the plural form of "goose" is "geese," but learners might overgeneralize the regular plural form by adding "-es" and say "gooses" instead (Nuraini, 2019; Pratiwi, 2022).

Archi-form

Archi-form refers to the use of a single form from a certain class to represent all the items within that class. This typically occurs when learners or speakers simplify language by applying one form to multiple instances. For example, instead of saying "these cats" or "those cats," a learner might say "that cat" to refer to multiple cats, using the singular form "that" to represent both singular and plural instances (Nuraini, 2019; Pratiwi, 2022). This overgeneralization simplifies language, but it often results in grammatical errors.

Alternating forms

Alternating forms refer to the substitution of different members within a grammatical class, such as replacing a masculine form with a feminine one, using plural instead of singular, or switching between accusative and nominative cases. For instance, a masculine term might be used instead of a feminine one, such as substituting "he" for "she." Another example is employing plural forms in place of singular ones, like replacing "they" with "it." Additionally, alternating forms can involve using accusative cases instead of nominative ones, such as using "her" instead of "she." These errors involve incorrect substitutions between forms that belong to different grammatical categories (Nuraini, 2019; Pratiwi, 2022).

Misordering

As stated by Pratiwi (2022), a misordering error occurs when a morpheme or group of morphemes is incorrectly placed within a sentence. For example, in the sentence "I not will lend him money," the placement of "not" and "will" is incorrect. The correct phrasing should be "I will not lend him money." Similarly, in the sentence "Rashid never was on time," the placement of "to be" and "never" is incorrect. The correct structure should place "never" before "to be," as in "Rashid was never on time." These examples illustrate misordering errors, where the elements of the sentence are out of order.

Error Analysis

Error analysis involves several key steps, as outlined by Keshavarz (1999), including collecting samples, identifying errors, classifying them, and evaluating them. Jabeen et al. (2015) emphasize the importance of error analysis in teaching second and foreign languages, highlighting its role in providing targeted feedback and instruction based on students' specific errors. Furthermore, error analysis is crucial for students in identifying their areas of struggle within grammar, while also providing educators with valuable insights into learners' existing knowledge and areas that require further development (Wahyuni, 2022).

Conceptual Framework for Analysis

There are several types of error analysis patterns proposed by scholars. However, for this research, the researchers adopted a conceptual framework by Dulay et al. (1982) to examine the errors made by learners in converting active sentences into passive voice. This framework was chosen for this research due to its effectiveness in categorizing grammatical errors, particularly in the context of error analysis in language learning. It offers a systematic approach to examining errors made by learners when converting active sentences into passive voice, aligning well with the objectives of the current study.
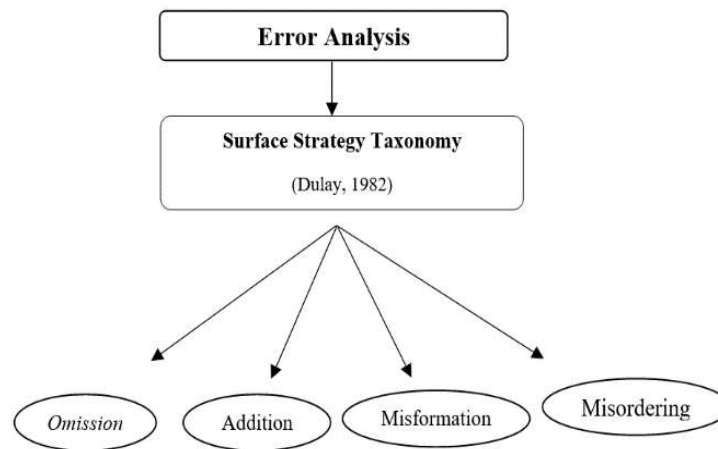
Figure 1 Error Analysis

Methodology
Research Design and Population
This study utilized a quantitative approach involving 50 male English majors randomly selected from a total of 58 in the English Department at the Ghor Institute of Higher Education during the 2024 academic year. The random selection process ensured a representative sample, enhancing the generalizability of the results.

Data Collection Tools
To collect the data, the researchers administered a test consisting of 21 active sentences, which the respondents were required to transform into the passive voice. A total of 590 errors of various types were identified from the 1,050 active sentences designated for conversion. These sentences were sourced from the textbook *Fundamentals of English Grammar* by Azar and Hagen (2011), selected for its alignment with the curriculum and its widespread use in English language education.

Research Procedures
Before administering the test, students received a briefing on the test instructions and were assured that their identities would remain confidential. After distributing the test papers, participants were given approximately 60 minutes to complete it. Once the test was completed, the researchers collected the test papers, ensuring that all responses were securely stored for later analysis to protect the privacy of the participants.

Data Analysis

The researchers followed systematic procedures for data analysis. Errors made by students were identified by underlining the error type and marking it with initials such as EA for addition, EMF for misformation, EO for omission, and EMO for misordering. Based on Dulay's (1982) SST model, the errors were categorized into four subdivisions: additions, omissions, misorderings, and misformations. The data were interpreted and described according to their error types. Bluman's (2012) formula ($p = f/n \times 100\%$) was also used to calculate the percentage of each error type, ensuring accuracy and consistency in data analysis. This systematic approach facilitated a comprehensive understanding of the students' errors in converting active sentences to passive voice.

Results and Discussion

The study presents findings on errors made by English Department students at the Ghor Institute of Higher Education when converting active sentences to passive voice. The data collected from the sample underwent analysis using the Dulay et al. (1982) model, which categorizes errors into misformation, omission, addition, and misordering. The analysis, based on the SST model, revealed that misformation errors were the most common among students, followed by omission errors. In contrast, addition and misordering errors occurred less frequently.

Table 1 *The Frequency of Errors*

No.	Error Type	Total Number of Errors	Percentage
1	Omission	204	34.58%
2	Addition	64	10.85%
3	Misformation	272	46.10%
4	Misordering	50	8.47%
Total		590	100%

Misformation

As shown in Table 1, the most prevalent category is misformation, constituting 272 (46.10%) of the total errors. This indicates that students made errors by substituting one grammatical form for another, such as using regular markers instead of irregular ones, selecting the wrong form of "be," or using an incorrect past participle. Here are a few examples showcasing misformation errors made by students: To illustrate, consider the sentence

"The tree was hitted by a truck." This sentence contains an error where a regular marker has been erroneously substituted for an irregular one, as seen with "hitted" instead of "hit." It is worth noting that the verb "hit" is irregular, maintaining the same form in both the present and past tenses. Another example of a passive construction exhibiting the same error is found in the sentence "The newspaper is readed by Mariam." The correct version would be "The newspaper is read by Mariam." Such errors, termed regularization errors, fall within the misformation category. Furthermore, the sentence "Rice is growed in India" contains an error where "growed" is incorrectly used as the past participle form of "grow," which should be "grown" instead, making regularization inappropriate. Moreover, in the passive sentence "The electric bulb is invent by Thomas Edison," there is an error where the simple present auxiliary "is" is used instead of the simple past auxiliary "was." The revised sentence should read "Thomas Edison invented the electric bulb." Moreover, it is important to note that constructing the passive voice requires the correct use of the past participle form of the verb. In the given example, "invent" is an infinitive verb; therefore, for passive voice construction, students should use "invented" as the past participle form of "invent." It is worth emphasizing that most misformation errors stem from inaccuracies in auxiliary verb usage, misformation of infinitive verbs, or errors in past participle forms. Overall, the results indicate that students struggle to understand and apply grammar rules correctly.

The findings of previous studies support these results. For instance, Manurung et al. (2020) explored errors made by 8th-grade students at SMP Swasta Puteri Sion Medan when converting active voice into passive voice in the simple present and past tenses. Their findings indicated that misformation errors were the most commonly observed type of error. Similarly, Sari et al. (2022) analyzed errors made by fifty-four eleventh-grade students from a public high school in Bangka during the conversion of active voice to passive voice, finding that misformation errors were highly prevalent. On the contrary, Indriani (2019) found that misformation errors were the second most common type of error made by students when using the simple present tense. Likewise, Alfiyani (2013) observed that misformation errors were the least common among English Department students at Yogyakarta State University.

Omission
As indicated by the data, omission errors are the second most frequent type, totaling 204 instances (34.58%). This suggests that many students may lack a fundamental understanding of passive voice, leading them to omit essential elements required for grammatical accuracy. This deficiency is evident in

several examples. For instance, in the sentence "The window broken by Ahmad," the absence of an auxiliary verb makes the sentence grammatically incorrect. The correct form would be: "Ahmad broke the window." Another example is found in the sentence "A window is washed by a window washer right now," where the absence of "being" disrupts grammatical correctness. To ensure accuracy, the verb "be" should be followed by "being," resulting in the correct sentence: "A window is being washed by a window washer right now." Furthermore, in "The building cleaned by janitors at night," the verb "is" has been omitted. Therefore, the corrected sentence should read, "The building is cleaned by janitors at night."

It is worth noting that many students attempt to construct passive voice sentences without incorporating the "be" verbs, despite their crucial role in passive voice formation. Incorrectly applying verb inflection represents another form of omission error. Take, for instance, the sentence "Many people are employ by the company," where the error lies in the absence of the -ed suffix in the passive verb. Specifically, the omission of the inflectional suffix for the simple past tense is evident. Thus, it is essential to add the -ed suffix to the verb to maintain grammatical correctness. Neglecting to include "by-phrase" is also an instance of this error type, as seen in "The door is opened Karim." This sentence is incorrect due to the absence of the "by-phrase," which should indicate the agent of the action (e.g., "The door is opened by Karim"). It seems that the majority of omissions observed among students are often related to auxiliary verbs, verb conjugations, and various forms of the verb "to be." Overall, the results imply that students struggle to recognize and include all the necessary parts to form grammatically correct passive sentences.

The current study's findings support those of Rusmiati (2019), who identified three distinct error types—misformation, addition, and omission—among learners, based on the four-error typology proposed by Dulay et al. (1982). Notably, omission errors emerged as the second most prevalent type. These findings align with Kristina and Ngadiman's (2017) research, which similarly highlighted omission errors as the second most common error among students. However, some studies yielded somewhat divergent results. For instance, Yoon (2012) found that omission errors constituted the primary error type, accounting for 74.9% of errors among Korean EFL learners during the TOEIC speaking test. Similarly, the results of this study are consistent with those of Sari et al. (2022), who also found omission errors to be the most

frequent among students. Other studies, such as those by Saad and Sawalmeh (2014) and Phettongkam (2017), reached similar conclusions.

Addition
The next error type, which includes 64 instances (10.85% of errors), is addition. This type of error occurs when unnecessary elements are included in a sentence. For example, in the sentence "Karim was did surprise by the news," the auxiliary verb "did" is unnecessary and should be removed to achieve grammatical accuracy. The corrected sentence should read, "Karim was surprised by the news." Moreover, a similar instance was found in the sentence, "The package was become mailed by Ahmad," where the term "become" serves no grammatical purpose and makes the construction incorrect. To ensure grammatical accuracy, this redundant element should be removed, resulting in the corrected sentence: "The package was mailed by Ahmad. Likewise, in the sentence "The boy was helped by *the* Mariam," the redundant use of the article "the" before "Mariam" disrupts grammatical coherence and should be removed for accuracy. Additionally, the addition of the inflection "-s" to the word "tests" in the sentence "A tests was given to students by the teacher" represents an addition error, as the indefinite article "a" requires a singular noun. The corrected sentence is: "A test was given to students by the teacher" for grammatical accuracy. Overall, the results suggest that students often complicate sentences by adding unnecessary elements, resulting in grammar inaccuracies.

These results correspond with Muhammad's (2013) study, which found that over half of Malaysian students' errors in oral presentations were misformations, followed by omissions, additions, and misordering. The findings reveal that addition errors were among the third-least commonly occurring errors. However, Al-Husban's (2018) study showed that omissions and additions were the most common errors made by Jordanian first-year students in paragraph writing. Likewise, Hafiz and Wijaya (2023) found addition errors to be the most common among students in passive voice construction. Ariffin et al. (2021) similarly observed that addition errors were the second most common error type among ESL learners.

Misordering
According to Table 1, there were 50 instances (8.47% of errors) attributed to misordering errors, indicating a relatively low occurrence compared to the previously mentioned error types. Here are a few examples of this error type. For instance, consider the sentence: "Hammers at a hardware store is selled by people." In this sentence, the parts are arranged incorrectly. The correct order of the sentence should be: "Hammers are sold by people at a hardware

store." Furthermore, this sentence also demonstrates a misformation error, where a regular marker is used instead of an irregular one, as seen in "selled" for "sold," as discussed earlier. On the whole, misordering errors suggest that students may struggle with structuring sentences logically and coherently.

The results align with Ting et al. (2010), who found that misordering was a minor error in the oral communication of Malaysian university students. Their findings indicated that misordering accounted for a smaller portion of errors. Cruz (2019) also found that misordering was the least frequent error among Filipino ESL students in English sentence writing. In contrast, Sari et al. (2021) found no misordering errors in English sentences by students at the Sriwijaya State Polytechnic's English Department. Likewise, Wahyuni (2022) found no misordering errors in students' business letter writing.

Conclusion
The main objective of this study was to examine the errors made by the English Department students at Ghor Institute of Higher Education when converting active sentences to passive voice. Upon analysis, the findings unveiled four distinct types of errors—misformation, omission, addition, and misordering—drawing from the SST model put forth by Dulay et al. (1982). Another aim of the study was to find out which errors occurred the most frequently. According to the SST model, the most prevalent errors observed among EFL students were those of misformation, comprising 272 instances (46.10%), followed by omission errors, which accounted for 204 occurrences (34.58%). However, addition errors constituted a smaller proportion, with 64 instances (10.85%), and misordering errors were the least frequent, representing only 50 occurrences (8.47%). These results suggest that converting active voice sentences to passive voice poses a considerable challenge for the majority of EFL students, particularly when irregular verbs and past participles are involved, indicating that fewer than half of the students demonstrate proficiency in this area.

Recommendations
For instructors
1. Instructors should focus on addressing the most frequently occurring error types by offering additional tutorial sessions aimed at helping students overcome these specific challenges.
2. It is recommended that educators employ a range of strategies and techniques suited to teaching the passive voice effectively.
3. Instructors are advised to consistently motivate students and provide ample opportunities for practicing passive voice construction, both

inside and outside the classroom. Regular practice helps students develop a stronger understanding of its usage.

4. Before teaching the rules of passive voice grammar, it is essential to provide students with numerous sample sentences and contextual examples of the passive voice.

5. To further reduce error rates, educators should strive to make the teaching-learning process more engaging and enjoyable for students.

For students

1. Students are encouraged to memorize the various forms of irregular verbs and past participles, which will aid in accurately constructing passive voice sentences.

2. Students should dedicate additional time to practice, focusing on areas where they encounter difficulties to help them achieve mastery.

3. Given the limited time for in-depth study of the passive voice during class, students are advised to practice it independently outside of class to reinforce their learning.

Implications

Despite its limited scope, the findings of this study are expected to provide valuable insights into grammatical error analysis, particularly in examining students' errors when converting active to passive voice and other grammatical structures. These results may assist future researchers in refining methods for analyzing student errors in similar contexts. Additionally, the study may encourage educators and curriculum designers to develop effective strategies and techniques to help students overcome challenges related to passive voice construction. Finally, the findings offer a useful reference for subsequent studies in this area.

Limitations and Further Studies

Similar to any research endeavor, the current study has its limitations. For example, it exclusively focused on male subjects. The findings could be more generalizable if participants of both genders were included. Moreover, the sample is limited to English majors enrolled in the English Department. Thus, the results of the study may not be applicable to other groups of EFL learners within the institute. It may also be helpful for researchers interested in the field to see some recommendations for future research. This study unveiled errors committed by students in turning active voices into passive ones; Future research could explore other common grammar errors, such as errors with articles, prepositions, and conjunctions, or verb tense application. Furthermore, researchers can investigate different groups, as they might yield

divergent outcomes. Finally, scholars can delve into the underlying causes behind the errors students make when converting active voice into passive voice.

Acknowledgements

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