



การวิเคราะห์เชิงเปรียบเทียบข้อผิดพลาดกรรมวากในการเขียนอนุเมท
ภาษาอังกฤษของนักศึกษาภูมิพุกษาและไทยที่เรียนภาษาอังกฤษ
เป็นภาษาต่างประเทศ

วิทยานิพนธ์

ของ

สำนาง วุน

เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ

มกราคม 2561

ลิขสิทธิ์ของมหาวิทยาลัยราชภัฏบุรีรัมย์



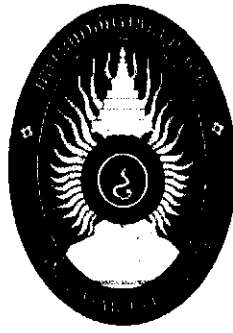
**A CONTRASTIVE ANALYSIS OF PASSIVE VOICE ERRORS IN
ENGLISH PARAGRAPH WRITING MADE BY CAMBODIAN
AND THAI EFL UNIVERSITY STUDENTS**

Samnang Voun

**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts Program in English**

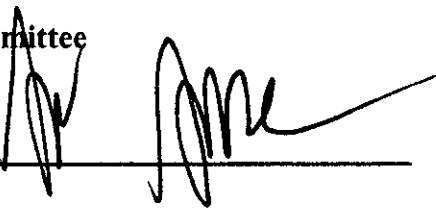
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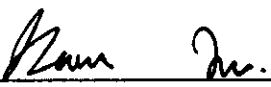
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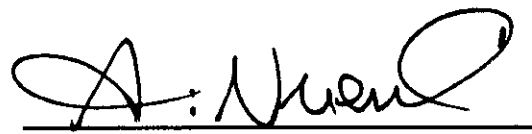
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Thesis Examining Committee

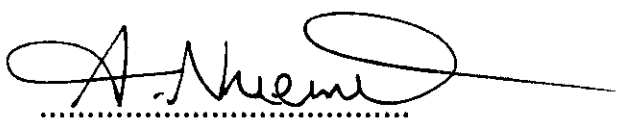


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(Assistant Professor Dr. Pragasit Sitthitikul)


Major Advisor
(Assistant Professor Dr. Kampeeraphab Intanoo)

Nawamin P. Co-advisor
(Assistant Professor Dr. Nawamin Prachanant)


Member
(Assistant Professor Dr. Akkarapon Nuemaihom)

The Graduate School, Buriram Rajabhat University has accepted this thesis in
partial fulfillment of the requirements for the Degree of Master of Arts Program in English.

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.....
(Assistant Professor Dr. Akkarapon Nuemaihom) (Assistant Professor Dr. Narumon Somkuna)

Dean, Faculty of Humanities and Social Sciences

Dean, Graduate School

Approval Date: 25 B.E. 2561

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ชื่อเรื่อง	การวิเคราะห์เชิงเปรียบเทียบข้อผิดพลาดกรรมวากในการเขียนอนุเจตภาษาอังกฤษของนักศึกษาข้ามพหุชาและไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ		
ผู้วิจัย	ตำนาน วูน		
ที่ปรึกษาวิทยานิพนธ์	ผู้ช่วยศาสตราจารย์ ดร.คำภีรภาพ อินทนู		ที่ปรึกษาหลัก
	ผู้ช่วยศาสตราจารย์ ดร. นวมินทร์ ประชานันท์		ที่ปรึกษาร่วม
ปริญญา	ศิลปศาสตรมหาบัณฑิต	สาขาวิชา	ภาษาอังกฤษ
สถานศึกษา	มหาวิทยาลัยราชภัฏบุรีรัมย์	ปีที่พิมพ์	2561

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ประสงค์เพื่อ 1) จำแนกประเภทข้อผิดพลาดกรรมวากในการเขียนอนุเจตภาษาอังกฤษของนักศึกษาข้ามพหุชาและไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ 2) เปรียบเทียบความเหมือนและความแตกต่างของประเภทกรรมวากในการเขียนอนุเจตภาษาอังกฤษของศึกษากัมพูชาและไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศและ 3) ค้นหาปัญหากรรมวากในการเขียนอนุเจตภาษาอังกฤษของนักศึกษาข้ามพหุชาและไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ กลุ่มตัวอย่างของการวิจัยในครั้งนี้ได้แก่นักศึกษา 62 คนจากสองมหาวิทยาลัยในประเทศกัมพูชาและไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ กลุ่มตัวอย่างจากทั้งสองประเทศได้มาโดยการเลือกแบบเจาะจง เครื่องมือในการวิจัยได้แก่แบบทดสอบการเขียนและแบบสัมภาษณ์ สถิติใช้ในการวิเคราะห์ข้อมูลจากแบบทดสอบการเขียนได้แก่ ค่าความถี่ ค่าร้อยละ และค่าไคสแควร์ ส่วนข้อมูลจากการสัมภาษณ์นำมาวิเคราะห์โดยใช้การวิเคราะห์เชิงพรรณนา ผลการวิจัยพบว่า

1. นักศึกษาจากทั้งสองมหาวิทยาลัยมีความผิดพลาดกรรมวาทประเภท Misformation of Passive Verb มากที่สุดจากข้อผิดพลาดทั้งสี่ประเภท จากผลข้อผิดพลาดในกรรมวาท พบว่า นักศึกษากัมพูชามีความผิดพลาดในการใช้กรรมวาทในการเขียนอนุเจตน้อยกว่านักศึกษาไทย

2. นักศึกษาจากทั้งสองมหาวิทยาลัย มีความผิดพลาดการใช้กรรมวาทในการเขียนอนุเจต โดยภาพรวมแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ.01

3. ปัญหาในการใช้กรรมวาทของนักศึกษากัมพูชาและไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศได้แก่ ความซับซ้อนของรูปแบบประโยคกรรมวาท การขาดความสนใจของนักศึกษา การขาดความเอาใจใส่ของครูผู้สอน และการขาดการฝึกฝนการเขียนอย่างต่อเนื่อง

ผลการวิจัยอาจเป็นข้อมูลส่วนหนึ่งที่สำคัญสำหรับนักศึกษาในการตระหนักถึงความผิดพลาดในการใช้กรรมวาท สำหรับครูผู้สอนเพื่อพัฒนาการเรียนการสอนเกี่ยวกับกรรมวาท หรือสำหรับผู้อ่านและนักวิจัยที่สนใจในกรรมวาทภาษาอังกฤษ

TITLE	A Contrastive Analysis of Passive Voice Errors in English Paragraph Writing Made by Cambodian and Thai EFL University Students		
AUTHOR	Samnang Voun		
THESIS ADVISOR	Assistant Professor Dr. Kampeeraphap Intanoo	Major Advisor	
	Assistant Professor Dr. Nawamin Prachanant	Co-advisor	
DEGREE	Master of Arts	MAJOR	English
SCHOOL	Buriram Rajabhat University	YEAR	2018

ABSTRACT

This research purposed to: 1) categorize types of passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students; 2) compare the similarities and differences between the passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students; and 3) find problems of passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students. The samples of this study were 62 students from two universities in Cambodia and Thailand who study English as foreign language. Both groups of sample were selected by purposive sampling technique. The research instruments were writing test and interview. The statistics used to analyze the data from writing test were frequency, percentage and chi-square test. The data obtained from interview were analyzed by descriptive analysis. The findings were as follows:

1. Students from both universities made passive voice errors in their paragraph writing in type of misformation of passive verb most frequently among four types. Based on the findings of passive voice errors in their paragraph writing found that Cambodian EFL university students made errors less than Thai EFL university students.

2. Students from both universities made passive voice errors were different with statistically significant set at .01 level.

3. The passive voice problems of both universities students were the complication of passive voice forms, lack of students' interest, lack of teachers' attention and lack of constantly practice writing.

The findings could be a part of significant point for students to be aware of making passive voice errors, for instructors to develop their teaching plans on the topic of English passive voice, and it can be a part of proper information for readers or researchers who are interested in English passive voice.

ចំណងជើង	ការវិភាគបែបប្រៀបធៀបកំហុសប្រយោគអកម្មក្នុងការសរសេរកថាខណ្ឌភាសាអង់គ្លេសរបស់និស្សិតកម្ពុជានិងថៃដែលរៀនភាសាអង់គ្លេសជាភាសាបរទេស		
អ្នកស្រាវជ្រាវ	រ៉ូន សំណាង		
ទីប្រឹក្សានិក្ខេបបទ	ជំនួយការសាស្ត្រាចារ្យបណ្ឌិត ខាំភិរះជាប អិនថេនុ	ទីប្រឹក្សាបង្កោល	
	ជំនួយការសាស្ត្រាចារ្យបណ្ឌិត ណារះមីន ប្រះណាណាន់	ទីប្រឹក្សារួម	
កម្រិត	អនុបណ្ឌិតសិល្បសាស្ត្រ	មុខវិជ្ជា	ភាសាអង់គ្លេស
ស្ថាប័នសិក្សា	សាកលវិទ្យាល័យរាជភ័ក្ត្របុរីរម្យ	ឆ្នាំបោះពុម្ព	២០១៨

សេចក្តីសង្ខេប

ការស្រាវជ្រាវលើកនេះមានគោលបំណង ១) បែងប្រភេទកំហុសប្រយោគអកម្មក្នុងការសរសេរកថាខណ្ឌភាសាអង់គ្លេសរបស់និស្សិតកម្ពុជានិងថៃដែលរៀនភាសាអង់គ្លេសជាភាសាបរទេស។ ២) ប្រៀបធៀបភាពដូចគ្នានិងភាពខុសគ្នារបស់ប្រយោគអកម្មក្នុងការសរសេរកថាខណ្ឌភាសាអង់គ្លេសរបស់និស្សិតកម្ពុជានិងថៃដែលរៀនភាសាអង់គ្លេសជាភាសាបរទេស និង ៣) ស្វែងរកបញ្ហារបស់ប្រយោគអកម្មក្នុងការសរសេរកថាខណ្ឌភាសាអង់គ្លេសរបស់និស្សិតកម្ពុជានិងថៃដែលរៀនភាសាអង់គ្លេសជាភាសាបរទេស។ ក្រុមឧទាហរណ៍របស់ការស្រាវជ្រាវលើកនេះគឺនិស្សិតចំនួន ៦២នាក់មកពីវិស្វកម្មវិទ្យាល័យក្នុងប្រទេសកម្ពុជានិងថៃដែលរៀនភាសាអង់គ្លេសជាភាសាបរទេស។ ក្រុមឧទាហរណ៍មកពីវិស្វកម្មវិទ្យាល័យត្រូវបានជ្រើសរើសដោយបែបដោតដាក់លាក់។ ឧបករណ៍ក្នុងការស្រាវជ្រាវលើកនេះគឺលំហាត់បែបសរសេរនិងបែបសំភាសន៍។ ស្ថិតិប្រើក្នុងការវិភាគទិន្នន័យពីលំហាត់បែបសរសេរគឺ តំលៃប្រេកង់ តំលៃភាគរយ និងតំលៃខែស្ត្រី ហើយទិន្នន័យដែលបានពីការសំភាសន៍នាំមកវិភាគដោយប្រើការវិភាគបែបពិពណ៌នា។ លទ្ធផលរបស់ការស្រាវជ្រាវសង្កេតឃើញថា

១. និស្សិតទាំងពីរសាកលវិទ្យាល័យមានកំហុសរបស់ប្រយោគអកម្មប្រភេទ

Misformation of Passive Verb ច្រើនបំផុតក្នុងចំណោមកំហុសទាំងបួនប្រភេទ។ ពីលទ្ធផល
កំហុសរបស់ប្រយោគអកម្មសង្កេតឃើញថានិស្សិតកម្ពុជាមានកំហុសប្រយោគអកម្មក្នុងការសរ
សេរកថាខណ្ឌភាសាអង់គ្លេសតិចជាងនិស្សិតថៃ។

២. និស្សិតទាំងពីរសាកលវិទ្យាល័យមានកំហុសរបស់ប្រយោគអកម្មក្នុងការសរសេរ
កថាខណ្ឌភាសាអង់គ្លេសមានភាពខុសគ្នាដោយមានតំលៃខាងស្ថិតិក្នុងលំដាប់.01 ។

៣. បញ្ហាក្នុងការប្រើប្រយោគអកម្មរបស់និស្សិតកម្ពុជានិងថៃដែលរៀនភាសាអង់គ្លេស
ជាភាសាបរទេសដូចជា ភាពស្មុគស្មាញសំណង់ប្រយោគរបស់ប្រយោគអកម្ម កង្វះការចាប់
អារម្មណ៍របស់និស្សិត កង្វះការយកចិត្តទុកដាក់ពីគ្រូបង្រៀន និងកង្វះការអនុវត្តន៍សរសេរជា
ប្រចាំ។

លទ្ធផលក្នុងការស្រាវជ្រាវនេះអាចជាផ្នែកមួយដែលសំខាន់សំរាប់និស្សិតដឹងអំពីកំហុស
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របស់ភាសាអង់គ្លេស។

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LIST OF ABBREVIATIONS

ASEAN	The Association of Southeast Asian Nations
EFL	English as a Foreign Language
IOC	Index of Item Objective Congruence
AC	Active Voice
PA	Passive Voice

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is become a popular language for people around the world. It has been chosen to be official communication language in Association of Southeast Asian Nation (ASEAN). English has functioned as the common language of communication for ASEAN since its founding, it first became official with the signing of the ASEAN Charter in November 2007, when in Article 34 official the members affirmed that “The working language of ASEAN shall be English” (ASEAN. 2008: 29). It is broadly used for being a crucial key for common understanding among people in different countries. English is playing a main role for nowadays technology improvement in many sectors includes medicine, engineering, science and education. English is accepted as the best medium to better education and high quality job requirement opportunities.

Writing is the most difficult productive skill among four English skills; reading, listening, speaking and writing. It requires learners to understand the process in learning English grammar. Writing is a critical skill that is required the learners take much time to learn or practice. It is the most burdensome skill to learn because its complex procedure which is reversing the writers’ communicative skills (Shokrpoure & Fallahzadeh. 2008). However, the writing is able to provide the learners to expand their ability in planning, organizing and reflecting in English structure. It helps learners to have opportunities to adventure with the language, to go

beyond what they have learned. Hedge (1988) also states that a good deal of writing in the English language classroom is undertaken as an aid to learning; for instance, to consolidate the learning of new structures or vocabulary or to help students remember new items of language.

Grammar is a type of systematic study and description of learning English language. Cowan (2008) considers that grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. Grammar could assist learners to understand their writing rules and process well. It is able to lead learners to accurately way in communicating because it is the base of English knowledge. Ur (1988) also states that a learner who knows grammar is one who has mastered and can apply these rules to express him or herself in what would be considered acceptable language forms. Even though, grammar is accepted to be inconvenient for learners to apply in their learning in terms of its difficulty and complicated. Murcia (1987) claims that grammar often taught isolate unconnected sentences that give a fragmented, unrealistic picture of English and make it is difficult for students to apply what they learned in actual situation.

Passive voice is one type among many main aspects of English grammar instruction. Passive voice is usually used in written form than spoken. It is focused on a common writing and other types of expression where the writers are most interested in events or process in the things that happen or sentences that the subject receives the action. Dixon (1986) declares that the passive voice is formed by using the verb to be used as an auxiliary and the past participle of the main verb. It is mostly seen in form of academic writing or English teaching grammar syllabus so learners should have a

good understanding. Cowan (2008) comments that the passive voice is considered an important part of English language teaching grammar syllabus.

Passive voice is taught to Cambodian and Thai students since in high school level. However, it still considered as one of problems for English learners among Cambodian and Thai English as Foreign Language (EFL). The complication of passive forms put them into difficulty. They cannot form structures of passive voice correctly in their writing. They are careless in practicing passive voice in their writing. They have less chance learn or use constantly. Passive voice does not receive much interest among Cambodian and Thai EFL learners because it rarely use in spoken. In the same way, in both countries, passive voice seems become a hidden subject to learners. It means that learners have less time to study the detail and teachers take much time to teach other grammars which students can use in their everyday life better than focus only on passive voice topic.

On the other hand, teachers do not want to teach or explain to learners because of the difficulty and take much time to make them understand. Furthermore, number of courses teaching passive voice is very less at all levels even in high school or university. Therefore, teachers have to draw the students' attention to passive voice or teach them at the earliest stage, if possible. These would able to motivate their learners to gradually recognize the significance of passive voice. Thus, their learners would pay more attention and use it effectively and carefully. The teachers or instructors should learn the areas of learners' weaknesses that can help them realize which forms of passive voice should be taught in order to raise students' awareness in the use of passive voice. In addition, by analyzing what strategy to apply in producing the correct passive voice, EFL teachers can adjust their teaching method easier and

more effectively. Therefore, to study the errors of passive voice will be a useful guideline for language teaching or learning because it shows up clearly what should be specifically emphasized.

Passive voice becomes the most popular grammatical point confusing for English language learners in some countries comprising Ahmad Rifan Hadi (2014, Indonesia) an error analysis of using passive voice sentences in writing made by the second year students of SMPN Tuntang, Monnipha, Somphong (2013, Thailand) an analysis of errors in passive sentence structures by Thai EFL university students, Johor Bahra (2013, Malaysia) the correct use of passive voice in report writing by Somali SPACE students in UTM, Nguyen Tuan Anh (2010, Vietnam) a contrastive analysis passive voice in English and Vietnamese, Kenichi Yamakawa (1994, Japan) error analysis of passive written by Japanese learners of English and Hakeem M Elmadwi (2007, Libya) problem encountered by students at Al-Amal secondary school in using passive voice in written English.

However, most of research studies mentioned above, focus on one single group of EFL learners but there are no any researches to examine learners' errors in passive voice learning especially with the university students from the two countries. Today, Cambodian and Thai EFL university students are trying to overtake their awareness on their fixed English subject in their curriculum especially for the English major students. They still have less interest in passive voice or may not worry or forget about the importance of it in academic writing pattern.

It is the reason that the present study is undertaken to bridge the gap in passive voice use between Cambodian and Thai EFL university students. So far very few researches have been conducted on passive voice errors in Thai EFL learners and

there are no any researches on passive voice errors in Cambodian EFL learners. Thus, this study will investigate types of passive voice errors and compare the similarities and differences of errors and problems of using passive voice produced by Cambodian and Thai EFL university students. These two groups of students are in the same year in the university and they are considered to have similar knowledge in writing that will be suitable to make a comparison of the study. In addition, this study will be the first comparison of passive voice errors between Cambodian and Thai EFL university students. The researcher hopes that the findings from this study could be a part of a proper solution for instructors who want to teach their students in passive voice concept or it would be crucial for students to be aware of producing more errors and it could be a good guideline for readers or researchers that would like to know or conduct research similar in this field.

1.2 Purposes of the Study

1.2.1 To categorize types of passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students.

1.2.2 To compare the similarities and differences between the passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students.

1.2.3 To find problems of passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students.

1.3 Research Questions

1.2.1 What are the types of passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students?

1.2.2 What are the similarities and differences between the passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students?

1.2.3 What are the problems of passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students?

1.4 Significances of the Study

This research focuses on a contrastive analysis of passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students. The significances of the study are:

1.4.1 The findings of this research could be a part of proper information to students to be aware of making errors in the use of passive voice in writing.

1.4.2 The findings of this research could be a part of proper information to teachers to teach students or find effective strategies to improve students' ability in using passive voice in writing.

1.4.3. The findings of this research could be a part of proper information to assist readers who interested in passive voice or researchers who want to conduct a study similar in this field.

1.5 Scopes and Limitation of the Study

1.5.1 The EFL students from two universities are selected as the population of this study. The first group is the third year English major students from Institute of Foreign Languages, Royal University of Phnom Penh, Cambodia. The second group is the third year English major students, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand.

1.5.2 This study is designed to observe the use of passive voice between Cambodian and Thai EFL university students who are studying the third year. This study is analyzed errors of passive voice made by Cambodian and Thai EFL university students in their paragraph writing based on the main theory of Azar (1985) errors in passive voice area and the researcher uses the theory of Dulay et al. (1982) surface strategy taxonomy errors just only for coding errors that made by Cambodian and Thai EFL university students.

1.6 Definitions of Key Terms

To understand more about this research, it is essential to describe some key terms as the followings:

1.6.1 **Errors** refer to errors that Cambodian and Thai EFL university students make in transforming active to passive voice sentences in writing test based on Azar (1985) errors in passive voice area and Dulay et al. (1982) surface strategy taxonomy errors.

1.6.2 **Passive Voice** refers to sentences in forms of positive, negative and question of simple present, present continuous, present perfect, present perfect

continuous, past simple, past continuous, past perfect, past perfect continuous, future simple, future continuous, future perfect and future perfect continuous.

1.6.3 Writing Test refers to test that Cambodian and Thai EFL university students have to do by transforming 18 active voice to passive voice sentences in forms of positive, negative and question of simple present, present continuous, present perfect, present perfect continuous, past simple, past continuous, past perfect, past perfect continuous, future simple, future continuous, future perfect and future perfect continuous and active voice sentences in paragraph writing under the topic “My House”.

1.6.4 Paragraph Writing refers to a part of writing test which Cambodian and Thai EFL university students have to transform sentences in active voice to passive voice sentences in paragraph under the topic “My house”.

1.6.5 Thai EFL University Students refer to students who are studying third year in English program, academic year 2017, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand.

1.6.5 Cambodian EFL University Students refer to students who are studying in the third year in English program, the academic year 2017, Institute of Foreign Languages, Royal University of Phnom Penh, Cambodia.

1.7 Summary of the Chapter

This chapter is to present the background of the study, the purposes of the study, research questions, the significances of the study, scopes and limitation of the study, as well as definitions of the key terms used and summary of the chapter which provides in the final of the chapter. The next chapter is describes the literature review.

CHAPTER 2

LITERATURE REVIEW

This chapter purposes to address the literature review related to the research. They are divided into seven parts as follows: 1) second language acquisition, 2) theory writing, 3) grammar, 4) passive voice, 5) error analysis, 6) previous studies and 7) summary of the chapter.

2.1 Second Language Acquisition

Krashen (1987), an expert in the field of linguistics, specializing in theories of language acquisition and development, gives a brief description of widely known and well accepted theory of second language acquisition, which has had a large impact in all areas of second language research and teaching since the 1980s. Krashen's theory of second language acquisition consists of five main hypotheses: the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis.

1. The acquisition-learning distinction is the most fundamental of all the hypotheses in Krashen's theory and the most widely known among linguists and language practitioners. According to Krashen (1987), there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural

communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act. The 'learned system' or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. He also states that 'learning' is less important than 'acquisition'.

2. The monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen (1987), the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met : that is, the second language learner has sufficient time at his/ her disposal, he/ she focuses on form or thinks about correctness, and he/ she knows the rule. It appears that the role of conscious learning is somewhat limited in second language performance. The role of the monitor is - or should be - minor, being used only to correct deviations from 'normal' speech and to give speech a more 'polished' appearance. He also suggests that there is individual variation among language learners with regard to 'monitor' use. He distinguishes those learners that use the 'monitor' all the time (over-users) ; those learners who have not learned or who prefer not to use their conscious knowledge (under-users) ; and those learners that use the 'monitor' appropriately (optimal users). An evaluation of the person's psychological profile can help to determine to what group they belong. Usually extroverts are under-users, while introverts and perfectionists are over-users. Lack of self-confidence is frequently related to the over-use of the 'monitor'.

3. The natural order hypothesis is based on research findings (Dulay & Burt. 1974; Fathman. 1975; Makino. 1980; cited in Krashen. 1987) which suggests that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seems to be independent of the learners' age, L1 background, conditions of exposure, and although the agreement between individual acquirers is not always 100% in the studies, there are statistically significant similarities that reinforce the existence of a natural order of language acquisition. Krashen, however points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

4. The input hypothesis is Krashen's attempt to explain how the learner acquires a second language. In other words, this hypothesis is Krashen's explanation of how second language acquisition takes place. So, the Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/ her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/ she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that natural communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/ her current stage of linguistic competence.

5. Finally, the fifth hypothesis, the affective filter hypothesis, embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

In conclusion, second language acquisition a key concept that enables teachers of the second or foreign language to better understand the language learning process. It can also help teachers to plan their teaching stages, including teaching grammar, as well as providing a better understanding of the language learning.

2.2 Writing Theory

Writing is the useful and confused skill to learn or teach in English as Foreign Language (EFL) because the learner has to use all basic skill to write for correct grammar, structure, and Vocabulary (Raimes.1983: 3). Furthermore, it can be utilized as activities in the classroom. It is reflectively silent activity in which a great deal of consciousness is needed. Writing is cognitive process and a rich mixture in which cognition is only one aspect (Hyland. 2003). Moreover, writing is the one of importance productive skill which is essential to communicate and can be kept as the later reference.

2.2.1 Definitions of Writing

Writing is a complex process skill. The meaning of writing has been differently defined by several educators and scholars. According to Hamp-Lyons and Heasley (1984) define writing as an incidence of communication between a writer and a proposed reader in which the writer produces a discourse with the imagined reader and derives from this text by which an real reader can estimate to the original discourse.

According to Tarigan (1985 : 5), writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability, according to Harmer (2001 : 79), writing is a form of communication to deliver through or to express feeling through written form. Suparno, (2006 : 14) argues that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts, Suparno (2006 : 29) argues that writing can be used as an indirect means of communication to others to convey information. Activities is not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader through writing. This preparation can make it possible for words that have been used receptively to come into productive use. Furthermore, writing is a person's ability to communicate information and ideas to someone, public, government also writing is not only an activity of arranging words into form of sentences, but also when people write, they should organize some interesting stuffs, which are experiences or ideas in written form.

Lamp-Lyons and Heasley (1984) define writing an incidence of communication between a writer and proposed reader in which the writer produces a discourse with the imagined reader and derives from this text by which a real reader can estimate to the original discourse.

Delahunty (1994: 335-359) states that there are some important characteristics of writing. Firstly, writing is solitary act t is, when writing something, the writer cannot perceive any reaction from the readers: whereas, in the speaking process, the speaker can get the reaction from the interlocutor immediately. Secondly, writing is more extended in time than speech: that is, writing is a time-consuming process because when writing something, the writer must think first and then write it out. Also, writing is more self-conscious than speech, in the sense that the writer must have self-consciousness in writing. This means that the writer must be careful in choosing the words and tries to arrange them appropriately in order to make the readers understand the correct meaning that he she wants to convey. Finally, writing language relies less heavily on context that spoken language. In addition, the writer is still dependent on the verbal context, situational context, and cultural context.

Ur (1999:163) maintains that, in principle, the purposes of writing are the expression of ideas, the conveying of a message to the reader, so the ideas become the important aspect of the writer. On the other hand, the writer also needs to pay attention, as well as acceptable grammar and careful selection of vocabulary. This is because much higher standards of language are normally demanded in writing than in speech more careful constructions, more precise and varied vocabulary and more correctness of expression in general.

To summarize, writing is a difficult skill for both students and teachers. For students, it is difficult to make readers understand their thoughts through a set of letters set down correctly. Similarly, it is difficult for teachers to teach students to become effective writers. However, there are some advantageous concepts and theories which involve writing that both students and teachers should know such as writing process, composition writing, and teaching writing.

2.2.2 Types of Writing

Writing is influenced for people today; they use the formal written in classroom, email, and short notes to friends and colleagues. They have to learn several type of writing that specific purposes to be successful on their goals. The types of writing are identified by a lot of scholars as follow:

Aungwatanakul (1997: 185) suggests that teachers should let students practice their writing skills based on the language form which they have learned from listening and speaking in class. Moreover, teachers should recognize that the writing control should be decreased, and students should be allowed to write their own work gradually. In addition, teachers should concentrate on communicative writing and give students a chance to write freely. Furthermore, she claims that teaching writing activities can be divided into three types as follows:

1. **Controlled writing.** This kind of writing permits teachers both to set writing form and content for students to write. The examples of this writing are copying sentences or changing some words in sentences. In addition, this kind of writing helps learners develop accurate knowledge about the language structure, including vocabulary use.

2. Guided writing. This kind of writing is developed from controlled writing. Teachers may only guide or give the broad content and language form to the students by stipulating the first or final sentence used in writing. The materials used in this kind of writing may come from pictures or cartoons, including a series of pictures.

3. Free writing. This kind of writing permits writers to write as freely as they want. However, the writers should have knowledge about the writing process first.

Derewianka (1990) identifies six main type of writing according to their primary social purpose:

1. Narratives: tell a story, usually to entertain;
2. Recount: to tell what happened;
3. Information report: provide factual information;
4. Instruction: tell the listeners or readers what to do;
5. Explanation: explain why or how something happens;
6. Expository texts: present or argue a viewpoint.

In addition, Morin (2013), agree that when the teacher requires teaching students in writing, the teacher has to ask students about the topic first, the teacher should encourage them to think about what type is suitable for the topic. There are four main types of writing that can improve writing skill for students as follow:

1. Narrative: The main purpose of this type is to tell the story, functions, or event plot summarization of a story. First person (I) is usually used in narrative writing.

2. Descriptive: The objective of descriptive writing is to describe a person, a picture, or an idea clearly.

3. Expository: It mainly focuses on definitions, instructions, directions, and other basic comparison and clarification.

4. Persuasive: The primary purpose of persuasive writing is to convince the reader to agree with idea, opinion of the writer.

Lastly, the types of writing are mentioned by many scholars so the teacher is able to choose suitable topic, level, and situations of students.

2.2.3 The Importance of Writing

Nowadays writing is an instrument for humans in recording words, history, events, and without writing, people may forget previous events or words. Writing allows human knowledge to transcend time and space. It is the wheel of man's words, the time machine of his thoughts. Moreover, it permits a society to permanently record its poetry, its history, and its technology. There are many scholars who mentioned the importance of writing as follow:

Lundsford (2000) claims that writing is sometimes leads learners to understanding and thinking critically as well as to learning and creating order.

Long (1988; cited in Stylistic. 1973) quotes that writing is a special, careful, elaborated, shuffled, pruned and tidied form of language, very different from the everyday, spontaneous, precarious adventures of speech which make up, and have made up, most of the world's linguistic activity and are in that sense.

Byrne (1988) states that writing is a crucial tool to apply in variety of pedagogical purpose. For example, it provides different learning styles, needs, the learners with some tangible evidence that they are making progress in language. It

also increases the amount of language contact through work that can be set out of class.

Rivers (1968) responds that writing gives the students practice in manipulating structural variants, adding the reinforcement of the kinesthetic image to the auditory and visual. It is recognized as a desirable complementary activity to reading. By drawing attention to the form of words and phrases writing helps the student to distinguish one from the other and to build up a memory the graphic forms and their associations, which facilitates the reading process.

Pillai (2010) considers writing is necessary for achieving in education, applying for a job, web, content writing, business communication, scientific papers, government, international affair, and disturbing trends of today goal. It is a significant standard of communication. If one desires to accomplish his goals, greater writing skills are crucial.

In short, writing is a very important skill of the developing learners because it develops a person's ability to think briefly and obviously.

2.3 Grammar

People learn how to construct a good message based on the rules they have known and try to convey the message to the others. These rules are termed as grammar. The mechanism of grammar cannot be seen concretely, because it is rather abstractly represented in the human mind, but we know it is there because it works.

2.3.1 Definitions of Grammar

The meanings of the grammar terms are differently provided by educators and experts as follow.

Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language.

Wignell (1994: 2) states that grammar is a theory of a language, of how language is put together and how it works. Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Without knowing the grammar of a language, one cannot be said to have learned the language. Besides, it seems 99 impossible to learn a language without learning the grammar because it tells him how to use the language.

Nachiengmai (1997:1) considers grammar is a tool or resource to be exploited in expressing meaning and understanding other people's message. It is regard as necessary aspect of language instruction.

Freeman (2000) notes that grammar is about forms and one way to teach forms is to provide learners rules. It is more than forms and its teaching is poorly served if learners are just given rules.

Hudson (2004) mentions grammar is a device or resource that a writer employs also as part of the result of the writing procedure. In the mean terminology of theoretical linguistics, grammars are both capability and performance.

Nordquist (2010) points out that grammar is methodical study and explanation of a language and a series of rules and illustrations coping with the syntax and word structure of a language.

Whitesmoke (2010) declares that grammar is the intrinsic structure of word and sentences in a language; and the learning and explanation of the structure, include these topics under the term grammar as follows: orthography (spelling, punctuation and capitalization), semantics (word meanings), phonetics and phonily (sounds) and pragmatics (language use in cortex).

To conclude, grammar is a device or resource that the writers utilize to expressing meaning and understanding message, furthermore, it is the structure of words and sentences in a language, and the learning and explanation of the structure.

2.3.2 Importance of Grammar

Grammar is important in English writing. It can help learners know how to construct sentences effectively as supported by various researchers below:

Lason (1996) mentions that the grammar teaching as part of ESL programs is essential; it has been revealed that usual learners that usual learners of second languages do not become expertise in the language if they do not comprehend the fundamental structure as supplied by grammar studies. The accurate utilization of tenses is a significant skill for ESL adult to have and the lesson plans conducted to address this directly will facilitate them to communicate successfully with co-workers and people in the community as to what they desire and require, what they have had and have done and also to start their individuality derived from their previous and future wants. It is significant for ESL learners to be taught grammar in order that they are able to communicate individual thoughts in the proper syntax. Efficient utilization of syntax is crucial to indicate diverse attitudes and express influence and individuality. Some inaccurate forms of grammar may even be deduced by the listener or reader as being rude or impolite. The more accurately an individual can

communicate their ideas and meaning the more efficient their communication will be, and the more possible achievement they will have in their interpersonal and business communications throughout their lives.

Smith (2005) claims that teaching of traditional grammar or syntax has several important outcomes on writing advance between 5-16 years old.

Ponniah (2009) points out that studying grammar during direct teaching can be employed to amend the output of the obtained language. To improved second and foreign language linguistic proficiency, direct teaching in grammar is an essential step. Learners can attain a language in a short period of time through learning and practicing grammar.

English Club.com (2010) points out that grammar can help learners to learn a language more rapidly and more proficiently. When learners understand the grammar of a language, they can comprehend many things themselves, with no assistance from a teacher or looking in book.

Frodsen (2010) states that grammar in writing accentuates a concentrate on structure in a composition which can facilitate writers to increase rich linguistic sources necessitated to convey thoughts successfully in addition to providing support in error correction. The rule of grammar in writing is both apparent descriptions of grammatical rules and instructor correction of errors in second language writing.

In summary, learning the grammar and understanding how to exploit it is a significant part of mastering a language. Knowing about grammar proposes a window into the human mind and into human mental competence.

2.3.3 Types of Grammar

Scott (1971: 6586A) claims that a grammar of time in Thai has no adverbs of time as it is timeless.

English Club (2010) lists glossary of English grammar terms as follows: active voice, adjective, adverb, article, auxiliary verb, clause, conjunction, infinitive, interjection, modal verb, noun, object, participle, part of speech, passive voice, phrase, predicate, preposition, pronoun, sentence, subject, tense, and verb.

Heermann (2010) claims that linguists separate grammar into two types: prescriptive grammar is the structure of a language as it is actually utilized by speakers and writers, and descriptive grammar is the lesson of how grammar is utilized.

Nordquist (2010) declares that there are ten varieties of grammar as follows:

1. Comparative Grammar
2. Generative Grammar
3. Mental Grammar
4. Pedagogical Grammar
5. Performance Grammar
6. Reference Grammar
7. Theoretical Grammar
8. Traditional Grammar
9. Transformational Grammar
10. Universal Grammar

The researcher's view, tenses are divided into two main types: prescriptive grammar, and descriptive grammar. Tense are considered as a significant category of grammar; in contrast, it is the great obstacle in learning English which have to conquer.

2.4 Passive Voices

Passive voices are prescriptive grammar. They are a significant element of a grammar academic writing. Passive voices are provided some definitions by educators or scholars as mention below:

2.4.1 Definitions of Passive Voice

Thomson (1986: 263) comments that the subject of the active verb becomes the agent of the passive verb and agent is very often not mentioned. When it is mentioned it is preceded by and placed at the end of the clause.

Berk (1999: 116) notes that passive voice is a very different phenomenon from aspect where tense and aspect work together to place an event or state within a time frame, passive voice provides a strategy for focusing on different participants in an event. The passive voice of an active tense is formed by putting the verb to be into the same tense as the active verb and adding the past participle of the active verb.

Hall (1992: 214) comments that the passive voice is usually formed with be and the past participle. Only verbs which are transitive in the active can be used in the passive. The agent, the former of the action is expressed by a prepositional phrase with by.

According to Azar (1978) states in passive voice that a verb is in the active voice when it expresses an action performed by its subjects and a verb is in the passive voice when the action it expresses is performed upon its subjects. The voice of a verb indicates whether the subject of the verb acts or is acted upon. Active voice denotes that the subject of the verb is the actor. Passive voice denotes that the subject receives the action.

Frank (1972) points out that the passive voice is preferred when the doer of an action is unimportant or unknown.

In conclusion, passive voice is a sentence is acted upon by someone or something unnamed or to say that the subject (I, We, They, You, He, She and It) is not the doer, but receives an action.

2.4.2 The Use of Passive Voice

Frank (1972) points out that passive voice is used to the sentence that the subject is not necessary to know. Therefore, because of its impersonal tone, the passive voice is commonly found in textbook, in scientific, technical or business reports, and newspaper stories.

Eckersley (1995) points out that we use the passive voice when we are more interested in the action than in the person or people who do the action.

Wishon (2000) explains that the passive voice gives an object and impersonal touch to writing. It may soften statements that might seem harsh or even accusing in the active voice. Generally, the passive voice is used when it is not important to know the doer, or when the doer is not known.

Thomson (1986) comments that use of passive voice that where there is an indirect and an indirect object; make the indirect object the subject of the passive verb.

To sum up, passive voice is used with kind of expression where writer is interested in event and processes in things that happen.

2.4.3 Types of Passive Voices

Hancock (2005) mentions that there are three step processes forming a passive form are as follow:

1. The receiver of the action is moved into the grammatical subject slot.
2. A verb to be auxiliary is added to the verb phrase and the lexical verb changes to past participle (For regular verb, past tense and past participle form will be identical).
3. The actor moves into the predicate phrase with the help of the preposition by to further complicate things (or make them rich and interesting); passive verb phrases can also carry tense or modality and aspect. No matter how complex the verb phrase, though the lexical verb in a passive verb phrase will always be past participle and the verb to be will always be its closet auxiliary.

Hancock (2005) also claims that the passive voice is divided into twelve, they are:

1. Present simple passive

Active: Your dog eats my dinner.

Passive: My dinner is eaten by your dog.

2. Present continuous passive

Active: Your dog is eating my dinner.

Passive: My dinner is being eaten by your dog.

3. Present perfect passive

Active: Your dog has eaten my dinner.

Passive: My dinner has been eaten by your dog.

4. Present perfect continuous passive

Active: Your dog has been eating my dinner.

Passive: My dinner is been eating by your dog.

5. Past simple passive

Active: Your dog ate my dinner.

Passive: My dinner was eaten by your dog.

6. Past continuous passive

Active: Your dog was eating my dinner.

Passive: My dinner was been eating by your dog.

7. Past perfect passive

Active: Your dog had eaten my dinner.

Passive: My dinner had been eaten by your dog.

8. Past perfect continuous passive

Active: Your dog had been eating my dinner.

Passive: My dinner had been being eaten by your dog.

9. Future simple passive

Active: Your dog will eat my dinner.

Passive: My dinner will be eaten by your dog.

10. Future continuous passive

Active: Your dog will be eating my dinner.

Passive: My dinner will have been being eaten by your dog.

11. Future perfect passive

Active: Your dog will have eaten my dinner.

Passive: My dog will have been eaten by your dog.

12. Future perfect continuous passive

Active: Your dog will have been eating my dinner.

Passive: My dinner will have been being eaten by your dog.

Djuhari (2008) explains that there are six things that should be follow to change the active sentence to passive sentence, they are:

1. The subject in the passive sentence is come from the object of active sentence.
2. The “ing” form in active from in active sentence becomes “being” in the passive sentence.
3. The tenses in passive sentence follow the form of active sentence.
4. Verb past participle (verb3) in the passive sentence is formed from the verb in the active sentence.
5. Only the transitive sentence (sentence with object) that can be changed into passive and or passive and or passive sentence is only a transitive verb.

To conclude, the type of passive voice is changed from an active sentence to passive sentence do not change the tense that is used by the sentence. In other word, the tense from the passive sentence will follow the pattern to active sentence.

2.5 Error Analysis

2.5.1 Definitions of Error Analysis

There are a variety of theories and research methodologies regarding learning a second or foreign language. The practice of studying errors in translating the structures of the mother tongue and the target language or studying learners' competence can make the process of learning a second language more successful. When studying an error analysis, it is the trace to determine the problems of learning the second or target language in both speaking and writing skills. The researcher intends to discuss the definitions or terms concerning this study.

As for errors, Dulay et al. (1982) points out errors are the flawed components of a learners' speech or writing. They are the parts of conversation or composition that deviate from some selected norm of natural language performance.

Corder (1975) uses the term "error" to refer to the features of the learner's utterances which differ from those of any native speakers.

Carter (1993) defines errors as the wrong deductions of the learners' nature of the second language.

For error analysis, Dulay et al. (1982) also state that it focuses on the creative aspects of language learning, which has helped to raise the status of errors from unwanted forms to the more instructive status of indicators of learning and guides to teaching.

From the definitions discussed, errors and error analysis are concerned with the second language learners which are important for studying the processes of second-language acquisition.

2.5.2 Importance of Error Analysis

As error analysis becomes an important tool for teachers or researchers to find the problems and discover causes of occurring errors in second language learning, many researchers have voiced their opinions about the advantages of error analysis.

Richards et al. (1971; cited in Sridhar. 1980: 104) point out that error analysis can reveal many other types of errors frequently made by learners, such as, intralanguage errors arising from the particular teaching and learning strategy employed. In addition, error analysis provides not only hypothetical problems but also data on actual and attested problems. Therefore, it forms a more efficient and economical basis for designing pedagogical strategies.

Moreover, Abbott and Wingard (1981: 213 – 215) states that error analysis has many advantages both for researcher, teacher, syllabus designer, and material writer. For the researcher, errors are studied in order to find out something about the learning process and about the strategies employed by human beings learning another language.

By studying samples of language produced by the foreign learner, the researcher can discover what she/ he thinks the rules of the foreign language are. For the teacher, syllabus designer, and material writer, a study of the learner's errors can show what problems the learner is having now, and help the teacher to plan remedial work. A survey of errors of one group may help the teacher to predict that, probably,

there will be the same problems for a future similar group. Error analysis may also indicate learning items which will require special attention and extra practice.

The last advantage is that error analysis may also suggest modifications in teaching techniques or order of presentation in order to simply identify the difficulties for the learner in studying the language.

To sum up, error analysis can help teachers to access whatever they have taught and teachers can understand if learners cannot achieve native speaker's competence directly, they would be ready to accept the varieties of language which their learners produce.

2.5.3 Error Analysis and Interlanguage

With regard to the aspects dealing with the methodology of error analysis, particularly as it is applied to the analysis of an adult learner's syntax in a second language. Corder (1971) points out that the learners of the language or the social groups of learners are the special sort of dialect. This is based on two considerations : 1) the spontaneous speech intended by the speaker to communicate is a meaningful and systematic set of rules and so is the spontaneous speech of the second-language learner ; and 2) a number of sentences of that language are similar and have the same interpretation or rules needed to account for the learner's language which will be the same as those to account for the target language. Therefore, the learner's language is a dialect in the linguistic sense; two languages which share some rules of grammar are dialects".

For studying transitional dialect, Michaelides (1990) has studied error analysis as an aid to teaching and correcting all kinds of compositions, translations and summaries. He has found students' errors to be errors of performance and errors of

competence. The source of errors he studied is mother tongue interference and interference from the target language, also called the "transitional dialect". The errors he collected for analysis fall into eight domains, in order of seriousness and frequency of occurrence. They are : 1) wrong word order ; 2) misuse of tenses ; (3) misuse of prepositions ; 4) misuse of articles ; 5) omission of indirect object pronouns and indefinite "it" as subject ; 6) misuse of certain words which seem to stand for the "same" object (story-history, stranger-foreigner), state (ill-sick, foolish-mad), or act (lose-miss, dress-wear) ; 7) orthography ; and 8) miscellaneous. The errors are presented in class and corrected by the learners. Language learning helps the learner a great deal through the process of error correction and explicit rule learning. It assists the learner to come to the correct mental representation of the linguistic generalization.

Furthermore, Sridhar (1982: 102 – 103) also supports that error analysis is the way to define "error" in a formally rigorous and pedagogically insightful way or to systematically account for the occurrence of errors both in linguistic and psychological terms. Thus, error analysis is an important attempt to deal with the practical needs of the classroom teacher. If the learners' errors are observed, analyzed and classified, the learning system operating within the learners will be revealed because error analysis differs from contrastive analysis as its examination of errors coming from all possible sources, not those which result from negative transfer of the native language only.

Ellis (1985: 68-69) suggests that error analysis ought to be one of the first methods used to investigate learner language, replacing contrastive analysis which was popular in the 1970s. It consists of four stages. The first stage of error analysis is to

collect a massive, specific, or incidental sample of learner language. The sample could consist of natural language use or be elicited both clinically and experimentally and also be collected cross-sectionally or longitudinally. The second stage is the identification of error. The third stage is error description, and the fourth stage is the error explanation in a psycholinguistic way.

Selinker (1992: 139) states that error analysis serves five helpful purposes. First, it teases out of these literatures interlanguage hypotheses that can be empirically tested. Second, it provides these hypotheses possible frameworks of theoretical thought. Third, it provides analytical tools for both old and new data sets. Fourth, it enhances the breadth and depth of interlanguage explanations. Fifth, it trains scholars of second language acquisition in descriptive interlanguage analytical techniques.

From the description of error analysis mentioned above, it could be concluded that it is the most advantageous approach for teachers to find the causes of difficulties in second language learning. To use error analysis as an effective tool, it is necessary to master all the processes. Therefore, all the relevant details about error analysis such as the difference between errors and mistakes, the advantages of error analysis, and problems and limitations in analyzing errors are revealed as presented in the following sections.

2.5.4 Types of error

According to Dulay et al. (1972) there are four kinds of surface strategy taxonomy error. They are as follows:

1. Omission Errors

Omission errors are characterized by the absence of an item that must there in a well-formed utterance such as grammatical and content morphemes.

Example: Mary the president the new company.

It should be: Mary is the president of the new company.

2. Addition Errors

On committing these errors, learners usually add an item that should not appear in a well-formed utterance.

Example: He doesn't likes this school.

It should be: He doesn't like this school. .

3. Misformation Errors

These errors are characterized by the use of the wrong form of the morpheme or structure and applying some part of the rule and leaving the other

Example: Bring-Bringed

It should be: Bring-Brought

4. Misordering Errors

These errors are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance.

Example: He is all the time working.

It should be: He is working all the time.

Conclusion, as mentioned above, there is four main types of surface strategy taxonomy error which EFL learner should pay attention to learn or practice more to avoid making more errors in their writing test.

Based on Azar (1985) there are four types of errors in passive voice area, they are as followings:

1. Misformation of passive verb
2. Active order but passive voice

Example: The traffic jam was held up by my brother.

It should be: My brother was help up by the traffic jam.

3. Absent or wrong preposition before

Example: She is not allowed her parents go to.

It should be: She is not allowed her parents to go.

4. Passive order but active form

Example: Everything covered insurance against fire.

It should be: Everything is covered insurance against fire.

Azar (1985) also categorizes misformation of passive verb into five classifications, they are as bellows:

1. Subject – Object

Example: He was built this house by John in 1930.

It should be: This house was built by John in 1930.

2. Verb to be

Example: A lot of money is stolen last night.

It should be: A lot of money was stolen last night.

3. Pronoun

Example: A new car is bought by they.

It should be: A new car is bought by them.

4. Verb Participle

Example: An English song was sanged by me.

It should be: An English song was sung by me.

5. By Phrase

Example: This car will be fixed Jacky.

It should be: This car will be fixed by Jacky.

To sum up, it could say that teachers can explain or encourage students to practice more in each type of passive voice to reduce misunderstand the use of passive voice in writing aspect.

2.5 Previous Studies

Andaryanti (2008) examined a case study on analyzing on the students' difficulties in applying passive voice. The purpose of this study were 1) to find out what kinds of error made by students in learning passive voice and 2) what factors that causing the second grade students of SMKN 2 Cikarang Barat difficult to learn passive voice. The samples of this study were 35 second grade student of SMKN 2 Cikarang Barat. The instrument in this research was writing test. The statistics used for obtain the data were percentage and frequency. The results of this research were 1) second grade students of SMKN 2 Cikarang Barat made errors in the type of object pronoun in active into subject in passive voice in most frequently, 2) factors that causing the second grade students of SMKN 2 Cikarang Batrat difficult to learn passive voice were the use of their mother tongue, teaching method and lack of practicing.

Nakmontri (2009) studied the problem in using passive voice made by the third year English major students at Rangsit University. The purposes of this study were 1) to find out the types in applying the rule of passive voice made by English major students at Rangsit University and 2) to find problems of passive voice made by English major students at Rangsit University. The 79 students were chosen as the sample of the research. The instruments in this research were the writing test and

questionnaire. The statistics used in this research were frequency and percentage. The results of this study showed that the rules of tense and irregular verb were found in the most frequently and the main problems in using passive voice caused by the complication of passive voice forms, lack of students' interest, lack of teachers' attention and student's study habit.

Khasanah (2010) conducted a case study on analyzing on the students' errors in forming passive voice. The purpose of this study were 1) to find out what kinds of error made by students in learning passive voice and 2) to find out factors that causing the second grade year students of SMK Purnama Mandiri Jakarta difficult to learn passive voice. The samples of this research were 30 second grade year students of SMK Purnama Mandiri Jakarta. The writing test was the instrument in this research. The statistics used for analyzing the obtained data were frequency and percentage. The findings of this research were; 1) misformation of passive voice rules and verb to "be" in forms of present, past and future were found in the most frequently and 2) two main factors that cause students made errors were interlingual transfer and incomplete application of rules.

Uswatun (2010) studied students' error in using passive voice forms in two tenses simple present and simple past at second grade students of SMA Miftahussa Adahkot Tangerang school. The purpose of this research were 1) to find out types of error of passive voice forms in two tenses simple present and simple past mad by the second grade students of SMA Miftahussa Adahkot Tangerang school and 2) to find out casus of error in using passive voice forms in two tenses simple present and simple past made by the second grade students of SMA Miftahussa Adahkot Tangerang school. The samples of this research were 49 second grade students of

SMA Miftahussa Adahkot Tangerang School which divided into two classes, 25 students in science class and 24 students in social class. Writing test was the instrument in this research. Frequency and percentage were statistics used to analyze the obtained data. The findings of the study were 1) verb to “be” and verb past participle were found in the most frequently and 2) cause of error in using passive voice forms in two tenses simple present and simple past was interlingual where the learners make a rule based on their experience of other rules in the target language.

Aprilia (2011) inspected the students’ ability in identifying passive voice in reading text of the second year students in SMAN 3 Teluk Kuantan School. The purposes of this research were 1) to find out students’ ability in identifying passive voice in reading text of the second year students SMAN 3 Teluk Kuantan School and 2) to find out problems effect to students’ ability in identifying passive voice in reading text of the second year students SMAN 3 Teluk Kuantan School. The samples were 38 the second year students at SMAN 3 Teluk Kuantan School. Writing test was the research instrument. The statistics used for analyzing the obtained data were frequency and percentage. The findings were 1) the students’ ability in identifying passive voice in reading text were found in poor to average level 2) the problems effect to students’ ability in identifying passive voice in reading text of the second year students at SMAN 3 Teluk Kuantan School were from different knowledge background or places had different ability in using passive voice which based on the factors that influence the students’ ability were low motivation, limited time, intelligence, teachers’ method, class condition, environment, family, and peers.

Suhartini (2011) conducted a research on analyzing of the students' error in learning passive voice in the simple past tense in order to find out kinds of error made the past tense and factors that causing XI grade students of SMAN 1 Kabandungan difficult to learn passive voice in the simple past tense. The findings found that the XI grade students of SMAN 1 Kabandungan still made the errors when they constructing active into passive voice in the simple past tense and the most types of error made by students were verbal conjunction and the main factors that causing students made errors were overgeneralization and transferring their mother tongue.

Rivandil (2012) investigated the correct use of passive voice in report writing by Somali SPACE students in UTM. They were given a report about picture sand the characters by using passive voice. They were then asked to write an essay about 100 words on a picture given to them. Findings revealed that 7 out of 20 learners used this structure in their writing and among them only 3 learners could use the correct form. Generally it was indicated that most of them have problems using the passive voice in their writing. Although they were studying at intermediate level, they were considered as beginners in using the passive voice correctly in writing. This research found that teachers were the main factor to reduce students' error by finding some effective strategies that could be employed in classroom to help students appreciate the correct usage of passive voice in writing.

Elmadwi (2013) explored the problems encountered by students at al-Amal Secondary School in Using Passive Voice in Written English. The sample in this research were 45 the students in using passive voice in written English, in order to find out the main causes behind the errors committed, which may affect their learning of English. The instrument was used in this research is writing test. The results of the

study show that most Secondary School students at al-Amal , in Aljmeil, encounter difficulties and committee errors in using passive voice in written English, these difficulties were systematic errors such as interference of the Mother tongue, over-generalization, ignorance of rule restriction , incomplete application of rules and false concept hypothesized passive voice, EFL, written English, Libyan EFL Learning.

Husnul (2013) reviewed the analyzing students' errors made by the eighth grade student of SMP Islam Plus Baitul Maal Junior High School in using passive voice. It was aimed at obtaining and identifying the common error in using passive voice in simple past tense and finding out the cause why the students make such errors. The data sources of this research were 38 students of eighth grade of SMP Islam Plus Baitul Maal which were taken by total sampling. The finding showed that there are 250 errors made by students. The common error made by students in using passive voice in simple past tense was misformation, which consists of 217 errors or 86.8%. Based on Brown's theory, it was interpreted that interlingual transfers, intralingual transfer, context of learning and communicative strategies were causes of those errors.

Rahmawaty (2013) examined the error analysis verb to be in passive voice made by students of Junior High School. The researcher used the subject of this study are two classes 64 students of the seventh grade students. The instrument used in a form of essay tests with verb to be and verb dealing with passive voice. The finding were 722 errors that can be classified into three groups as follows; a) misformation (98.33%): 1) the use of 'to be' is/are was 100 errors or 100%; 2) the use of 'to be' is/are was 287 errors or 99.10% and 3) the use of past participle verb was 323 errors or 99.34% and b) misordering (1.66%): the use of verb was 12 errors.

Agung (2014) investigated the problem in using English passive voice faced by students of Dual Degree Program Stikom Bali high school. It aimed to know the understanding of the students in using passive voice. There were 20 students as the sample in this study. The method of collecting data was a quantitative method. The data analysis in this study was the student's works of forming English passive voice. There were 3 similarities and 2 differences between English and Indonesian passive voice found in this study. In the part of the error analysis, there were 11 categories of error found in this study. The highest percentage of error was 31.3% in the error category related to the misformation of present perfect in passive voice. While the lowest percentage of error was 0.9% for the category of error related to the incorrect use of past participle. The source of students' error was Interlingual Error.

2.6 Summary of the Chapter

In summary, this chapter presents about second language acquisition. Then, it describes the writing theory even in definition, types and the importance. It also talks about grammar part within definition, the importance and the types. It defines detail in passive voices by studying about definition, the use and the types. Furthermore, it claims about the error analysis in definition, the importance, error analysis and interlanguage, types of errors and the previous study. They are all crucial topics in this chapter which involve with next focus on research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains the research methodology employed in this study. It is designed to analyze passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students in the academic year 2017. It presents the population and samples, research instruments, data collection, data analysis, statistics uses in data analyses and summary of chapter.

3.1 Population and Samples

3.1.1 Population

The population of this study consisted of students from two universities. The first group was the third year English major students from Institute of Foreign Languages, Royal University of Phnom Penh, Cambodia. The second group was the third year English major students from Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand. Both groups of population are the students in academic year 2017.

3.1.2 Samples

The samples of this study included 62 students and divided into two groups. The first group was 32 third year English major students at Institute of Foreign Language, Royal University of Phnom Penh, Cambodia. The second group was 30 third year English major students of Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand. They were chosen by purposive

sampling technique; because all of them were already attended the writing courses entitled “Paragraph Writing”.

3.2 Research Instruments

There were two major instruments in this research to collect the data. They were writing test and interview.

3.2.1 Writing test

There were two parts in writing test. The first part contains 18 active voice sentences of present simple, present continuous, present perfect, present perfect continuous, past simple, past continuous, past perfect, past perfect continuous, future simple, future continuous, future perfect and future perfect continuous which students had to transform these sentences to passive voice in forms of positive, question and negative. The second part was a paragraph writing that students were required to transform active voice to passive voice sentences in the paragraph under the topic of “My House”. There were some procedures to construct of the writing test as follow:

1. The researcher studied literature review how to construct the writing test.
2. The researcher constructed the 18 sentences in active voice of present simple, present continuous, present perfect, present perfect continuous, past simple, past continuous, past perfect, past perfect continuous, future simple, future continuous, future perfect and future perfect continuous and sentences in paragraph writing in active voice.

3. The researcher edited the writing test items to the thesis advisors before proposing to the three experts to examine the content and construct validity by using IOC formula as follows (Phattiyathanee. 2003: 219)

+1= when it is sure that items of the test are coincident with objectives.

0= when it is not sure that items of the test are coincident with objectives.

-1= when it is sure that items of the test are not coincident with objectives.

The three experts who examined the content were Mr. Sittisak Ponguechee, Mr. Matt Stimpson and Mr. Graig Ringer.

4. The researcher calculated IOC formula and choose the writing test items which had the IOC index at level 0.5-1.00. (See Appendix D)

3.2.2 Interview

The researcher interviewed four students from each university who got the low scores in their writing test. The researcher prepared six questions to ask students. The researcher asked them about their English language learning, opinions related to passive voice and their difficulties in learning passive voice. They are interviewed by semi-structured form. (See Appendix E)

The interview questions were constructed and developed gradually as follows:

1. The researcher arranged the questions about the issues concerning to participation in their learning English passive voice into a list.

2. The researcher proposed these questions to the thesis advisors before offering to the three experts to improve more and construct validity by using IOC formula as follows (Phattiyathanee.2003:219)

+1= when it is sure that items of the test are coincident with objectives.

0= when it is not sure that items of the test are coincident with objectives.

-1= when it is sure that items of the test are not coincident with objectives.

The three experts who examined the content were Mr. Sittisak Ponguechee, Mr. Matt Stimpson and Mr. Graig Ringer.

3. The researcher calculated IOC formula, and chooses the writing test items which had the IOC index at level 0.5-1.00.

4. The researcher constructed the complete interview questions to employ with the samples.

3.3 Data Collection

There were two steps in collecting the data as follows:

3.3.1 Writing test

The researcher collected the data two universities from two countries. The researcher went to Cambodia in order to collect the data during the period of April 2017. The data were collected by the researcher himself within 2 days. The researcher asked permission to collect the data from Head of English Department of Institute of Foreign Languages, Royal University of Phnom Penh, Cambodia. The third year English major students from Institute of Foreign Languages, Royal University of Phnom Penh, Cambodia were required to do writing test including two parts. The first part, students were asked to transform 18 active to passive voice sentences of present simple, present continuous present perfect, present perfect continuous, present perfect continuous, past simple, past continuous, past perfect, past perfect continuous, future simple, future continuous, future perfect and future perfect continuous in forms of positive, question and negative. The second part, students were required to transform active to passive voice sentences which are underlined in the paragraph writing under the topic of "My House". Students were given 60 minutes to do the writing test. They were not allowed to use dictionary, cellphone or other electric devices to assist them in the class.

Then, the researcher came to Thailand to collect the data from Buriram Rajabhat University. The researcher asked permission to have data collecting from the Head of English department, Faculty of Humanities and Social Sciences, Buriram Rajabhat University. The third year English major students from Faculty of Humanities and Social Sciences, Buriram Rajabhat University were required to do the

writing test including two parts. The first part, students were asked to transform 18 active to passive voice sentences of present simple, present continuous present perfect, present perfect continuous, present perfect continuous, past simple, past continuous, past perfect, past perfect continuous, future simple, future continuous, future perfect and future perfect continuous in forms of positive, question and negative. The second part, students were required to transform active to passive voice sentences which were underlined in the paragraph writing under the topic of “My House”. Students are given 60 minutes to do the writing test. They were not allowed to use dictionary, cellphone or other electric devices to assist them in the class.

3.3.2 Interview

The researcher interviewed students from two universities of two countries. Firstly the, researcher scored all writing tests of the third year English major students from Institute of Foreign Languages, Royal University of Phnom Penh, Cambodia in order to find 4 students who got the low scores in their writing test. They were interviewed by semi-structured interview. The researcher had 6 questions to ask them. The researcher interviewed students via cellphone talk. Each student was given 10 minutes to answer the questions. Secondly the, researcher scored all writing tests of the third year English major students from Humanities and Social Sciences, Buriram Rajabhat University, Thailand in order to find 4 students who got the low scores in their writing test. They were interviewed by semi-structured interview. The researcher had 6 questions to ask them. The researcher interviewed students via cellphone talk. Each student was given 10 minutes to answer the questions.

3.4 Data Analysis

There were three steps for analyzing the data in this study:

3.4.1 Scoring of tests

In the first step, the researcher scored the whole of students' writing test in order to identify correct or wrong sentences one by one from each group of the samples based on their answers. The researcher scored students' writing test based on Brookhart (1999): 1 point for sentence is completed. Sentence is correct by the grammatical rule. 0 point for sentence is not completed or is significantly lacking in grammatical rule.

3.4.2 Coding of Errors

After scoring all students' writing test, the researcher coded and corrected errors based on the theory of Azar (1985) errors in passive voice area and Dulay et al. (1982) surface strategy taxonomy errors. Azar (1985) divides the errors in passive voice area into four main types as follows:

1. Misformation of passive verb

Subject – Object

Example: He was built this house by John in 1930.

It should be: This house was built by John in 1930.

Verb to be

Example: A lot of money is stolen last night.

It should be: A lot of money was stolen last night.

Pronoun

Example: A new car is bought by they.

It should be: A new car is bought by them.

Verb Participle

Example: An English song was sanged by me.

It should be: An English song was sung by me.

By Phrase

Example: This car will be fixed Jacky.

It should be: This car will be fixed by Jacky.

2. Active order but passive voice

Example: The traffic jam was held up by my brother.

It should be: My brother was held up by the traffic jam.

3. Absent or wrong preposition before

Example: She is not allowed her parents go to.

It should be: She is not allowed her parents to go.

4. Passive order but active form

Example: Everything covered insurance against fire.

It should be: Everything is covered insurance against fire.

Dulay et al. (1982) divides the surface strategy taxonomy errors into four types as follows:

1. Omission Errors

Example: Mary the president the new company.

It should be: Mary is the president of the new company.

2. Addition Errors

Example: He doesn't likes this school.

It should be: He doesn't like this school.

3. Misformation Errors

Example: Bring-Bringed

It should be: Bring-Brought

4. Misordering Errors

Example: He is all the time working.

It should be: He is working all the time.

Then, the researcher firstly took to the thesis advisors to examine more errors before making 3 sets of writing test copy recruited to the three experts of the English language to code and correct sentences based on the researcher's and the thesis advisors' coding. These three experts were as follows:

1. Mr. Sittisak Ponguechee, the English lecturer at Buriram Rajabhat University.
2. Mr. Matt Stimpson, the English teacher at Lamplaimat School, Buriram Province.
3. Mr. Graig Ringer, the English teacher at Lamplaimat School, Buriram Province.

The researcher asked them to be experts because they had many experiences in teaching English writing for years.

After coding and correcting students' writing test completed, the researcher counted errors from each type enter them into the recoding table as shown in Table 3.1, and Table 3.2, by dividing the samples into two groups (Cambodian and Thai EFL university students).

Table 3.1

Cambodian EFL University Students' Passive Voice Errors Record

Student	Error in Passive Voice Area				Total of Error
	Misformation of passive verb	Active order but passive form	Absent or wrong preposition before	Passive order but active form	
S 2					
Total					

Table 3.2

Thai EFL University Students' Passive Voice Errors Record

Student	Error in Passive Voice Area				Total of Error
	Misformation of passive verb	Active order but passive form	Absent or wrong preposition before	Passive order but active form	
S 2					
Total					

3.4.3 Descriptive Analysis

The researcher used descriptive analysis to describe the data obtained from the interview of four students from each university who got the low scores in their writing test. The researcher grouped the same problems in a group of students' answer.

3.5 Statistics Used in Data Analyses

3.5.1 Statistics Used to Analyze the Data from the Instruments

1. Frequency and percentage were used to analyze the data of the errors made by the samples.

2. Chi-Square test was employed to compare the similarity and difference errors between Cambodian and Thai EFL university students to detect a significant difference set at .05 level.

3.5.2 Statistics used to find out the quality of instruments

Validity of writing test by using IOC (Index Item of Congruence) formula (Phattiyathanee. 2003: 220):

$$IOC = \frac{\sum R}{N}$$

IOC = Index Item of Congruence between Question and Objective

ΣR = Total Scores of Experts' Opinion

N = Number of Experts

3.6 Summary of the Chapter

In short, this chapter has presented a research procedure. It reports a description of population and samples in the study. Then, the research instruments, and the construction of research instruments are described. In addition, data collection and data analysis are shown. Finally, statistics used in data analyses are recognized. The next chapter is about the findings from the data analysis.

CHAPTER 4

RESEARCH RESULTS

The aim of this chapter is to elicit the findings of the analysis of passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students. The present findings of this study followed based on the following research questions:

4.1 What are types of passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students?

4.2 What are the similarities and differences between the passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students?

4.3 What are the problems of passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students?

Research Question One

4.1 What are types of passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students?

According to the theory of Azar (1985) errors in passive voice area and Dulay et al. (1982) errors in surface strategy taxonomy, the passive voice errors of Cambodian and Thai EFL university students were shown in the Tables below:

Table 4.1

Passive Voice Errors of Cambodian and Thai EFL University Students

Passive Voice Error Types	Cambodian (n=32)		Thai (n=30)		All Group Combined	
	f	%	f	%	f	%
1. Misformation of passive verb	181	27.60	406	61.89	587	89.49
2. Active order but passive form	2	0.30	12	1.82	14	2.12
3. Absent or wrong preposition before	10	1.52	22	3.35	32	4.87
4. Passive order but active form	11	1.70	12	1.82	23	3.52
Total	204	31.12	452	68.88	656	100.00

Table 4.1 revealed the overall frequency of the passive voice errors found in

the paragraph writing made by 32 Cambodian EFL university students and 30 Thai

EFL university students. The highest number of passive voice errors found in

Cambodian EFL university student's paragraph writing was misformation of passive

verb (f=181,27.60%), followed by passive order but active form (f=11,1.70%) and

absent or wrong preposition before (f=10,1.52%) respectively. While the highest

number of passive voice errors found in Thai EFL university students' paragraph

writing was misformation of passive verb (f=406,61.89%), followed by absent or

wrong preposition before (f=22,3.35%) and passive order but active form

(f=12,1.82%) respectively.

The following are the examples of passive voice errors found in Cambodian

and Thai EFL university students' writing:

4.1.1 Misformation of Passive Verb

According to Table 4.1, it was found that the passive voice errors found Cambodian EFL university students' paragraph writing in the type of misformation in passive verb was 181 (27.60%) and for Thai EFL university students' paragraph writing was 406 (61.89%), but it was divided into five types as in the following table:

Table 4.2

Misformation of Passive Verb of Cambodian and Thai EFL University Students

Misformation of passive verb	Cambodian (n=32)		Thai (n=30)		All Group Combined	
	f	%	f	%	f	%
1. Subject-Object	32	5.30	20	3.29	52	8.59
2. Verb to be	116	19.11	198	32.61	314	51.72
3. Pronoun	0	0	0	0	0	0
4. Verb Participle	44	7.24	197	32.45	241	39.69
5. By phrase	0	0	0	0	0	0
Total	192	31.65	415	68.35	607	100.00

Table 4.2 reviewed the overall frequency of the misformation of passive verb errors found in the paragraph writing by 32 Cambodian EFL university students and 30 Thai EFL university students. The highest number of misformation of passive verb found in Cambodian EFL university students' paragraph writing was verb to be (f=116, 19.11%), followed by verb participle (f=44, 7.24%) and subject-object (f=32, 5.30%) respectively. While the highest number of misformation of passive verb

errors found in Thai EFL university students' paragraph writing was verb to be ($f=198,32.61\%$), followed by verb participle ($f=197,32.44\%$) and subject-object ($f=20,3.29\%$) respectively.

The following were the examples of sub-type errors of misformation in passive verb found in the paragraph writing made by Cambodian and Thai EFL University students:

4.1.1.1 Subject-Object

Based on Table 4.2, it was found that the sub-types errors of misformation in passive verb made by Cambodian EFL university students in the type of subject-object was 32 (5.30%) and for Thai EFL university students was 20 (3.29%). Examples of errors in the type of subject-object were as follows:

Cambodian Students' Error Examples:

Student 4: "John cleans his house every week". (AV)

"John is cleaned his house every week". (PV)

Correct sentence

"His house is cleaned every week". (PV)

Student 13: "Your dog has eaten my dinner" (AV)

"Your dog has been eaten my dinner". (PV)

Correct sentence

"My dinner has been eaten by your dog". (PV)

Student 20: "Mom will read this novel in one day".(AV)

"Mom will be read this novel in one day". (PV)

Correct sentence

“This novel will be read by mom in one day”. (PV)

Thai Students’ Error Examples:

Student 20: “Two presidents will have signed the treaty”. (AV)

“Two presidents will have been signed the treaty”. (PV)

Correct sentence

“The treaty will have been signed by two presidents”. (PV)

Student 1: “Alex posted the video on Facebook” (AV)

“Alex was posted the video on Facebook”. (PV)

Correct sentence

“The video was posted by Alex on Facebook”. (PV)

Student 5: “The team will celebrate their victory tomorrow”.(AV)

“The team will be celebrated their victory tomorrow”. (PV)

Correct sentence

“Their victory will be celebrated by the team tomorrow”. (PV)

4.1.1.2 Verb to Be

According to Table 4.2, it was found that the sub-type errors of misformation in passive verb made by Cambodian EFL university students in the type of verb to be was 116 (19.11%) and for Thai EFL university students was 198 (32.61%). Examples of errors in the type of verb to be are as follows:

Cambodian Students' Error Examples:

Student 25: "The wedding planner is making all the reservations". (AV)

"All the reservations is being made by the wedding planner". (PV)

Correct sentence

"All the reservations are being made by the wedding planner". (PV)

Student 12: "My father plants mango tree at the back of the house".

(AV)

"Mango tree was planted by my father at the back of the house". (PV)

Correct sentence

"Mango tree is planted by my father at the back of the house". (PV)

Student 5: "The Kangaroo carried her baby in her pouch".(AV)

"The kangaroo's baby is carried in her pouch". (PV)

Correct sentence

"The kangaroo's baby was carried in her pouch". (PV)

Thai Student's Error Examples:

Student 16: "Jacky is washing his car in the garden". (AV)

"Jacky's car was being washed in the garden". (PV)

Correct sentence

"Jacky's car is being washed in the garden". (Passive voice)

Student 24: "My cousin visited Singapore last two weeks" (AV)

"Singapore is visited by my cousin last two weeks". (PV)

Correct sentence

"Singapore was visited by my cousin last two weeks". (PV)

Student 17: "Sally had finished her work in the office".(AV)

“Sally’s work had being finished in the office”. (PV)

Correct sentence

“Sally’s work had been finished in the office”. (PV)

4.1.1.3 Verb Participle

According to Table 4.2, it was found that the sub-type errors of misformation in passive verb made by Cambodian EFL university students in the type of Verb Participle was 44 (7.24%) and Thai EFL university students was 197 (32.45%).

Examples of errors type of verb participle are as follows:

Cambodian Students’ Error Examples:

Student 4: “The wedding planner is making all the reservations”. (AV)

“All the reservations are being make by the wedding planner”. (PV)

Correct sentence

“All the reservations are being made by the wedding planner”. (PV)

Student 12: “I am designing new room” (AV)

“New room is being design by me”. (PV)

Correct sentence

“New room is being designed by me”. (PV)

Student 24: “My brother showed me how to mix color”.(AV)

“I was showned how to mix color by my brother”. (PV)

Correct sentence

“I was shown how to mix color by my brother”. (PV)

Thai Student’s Error Examples:

Student 18: “Mom will read the novel in one day”. (AV)

“The novel will be readed by my mom in one day”. (PV)

Correct sentence

“The novel will be read by my mom in one day”. (PV)

Student 15: “Salesman has been helping the customer”. (AV)

“The customer has been being help by salesman”. (PV)

Correct sentence

“The customer has been being helped by salesman”. (PV)

Student 22: “Gorge was doing this homework”.(AV)

“This homework was being doing by Gorge”. (PV)

Correct sentence

“This homework was being done by Gorge”. (PV)

4.1.2 Active Order but Passive Form

According to Table 4.1, it was found that passive voice errors made by Cambodian EFL university students in the type of active order but passive form was 2 (0.30%) and Thai EFL university students was 12 (1.82%). Examples of errors type of active order but passive form as follows:

Cambodian Students’ Error Examples:

Student 15: “Salesman has been helping the customer”. (AV)

“Salesman has been being helped by the customer”. (PV)

Correct sentence

“The customer has been being helped by salesman”. (PV)

Thai Student’s Error Examples:

Student 23: “We are going to build more room”. (AV)

“We are going to be built by more room”. (PV)

Correct sentence

“More rooms are going to be built by us”. (PV)

4.1.3 Absent or Wrong Preposition Before

According to Table 4.1, it was found that the passive voice errors made by Cambodian EFL university student in the type of absent or wrong preposition before form was 10 (1.52%) and Thai EFL university students was 22 (3.35%). Examples of errors type of absent or wrong preposition before form as follows:

Cambodian Students’ Error Examples:

Student 4: “Jacky is washing his car in the garden”. (AV)

“His car is being washed.. the garden”. (PV)

Correct sentence

“His car is being washed in the garden”. (PV)

Student 13: “I will stay in this house with my parents” (AV)

“My parents and me will be stayed... this house”. (PV)

Correct sentence

“My parents and I will be stayed in this house”. (PV)

Student 12: “My father plants mango tree at the back of the house”.

(AV)

“Mango tree is planted by my father the.... back of the house”. (PV)

Correct sentence

“Mango tree is planted by my father at the back of the house”. (PV)

Thai Student's Error Examples:

Student 28: "I will stay in this house with my parents". (AV)

"My parents and me will be stayed... this house". (PV)

Correct sentence

"My parents and me will be stayed in this house". (PV)

Student 10: "Sally had finished her work in the office". (AV)

"Her work had been finished the... office". (PV)

Correct sentence

"Her work had been finished in the office". (PV)

Student 4: "Mom will read the novel in one day".(AV)

"The novel will be read by mom on one day". (PV)

Correct sentence

"The novel will be read by mom in one day". (PV)

4.1.4 Passive Order but Active Form

According to Table 4.1, it was found that the passive voice errors made by Cambodian EFL university students in the type of passive order but active form was 11 (1.70%) and Thai EFL university students was 12 (1.82%). Examples of errors type of passive order but active form as follows:

Cambodian Students' Error Examples:

Student 14: "Your dog has eaten my dinner". (AV)

"Your dog has been eaten my dinner". (PV)

Correct sentence

"My dinner has been eaten by your dog". (PV)

Student 5: "My cousin visited Singapore last two weeks" (AV)

“My cousin was visited Singapore last two weeks”. (PV)

Correct sentence

“Singapore was visited by my cousin last two weeks”. (PV)

Student 4: “Salesman has been helping the customer”.(AC)

“Salesman has been being helped the customer”. (PV)

Correct sentence

“The customer has been being helped by salesman”. (PV)

Thai Student’s Error Examples:

Student 7: “Larry will have been donating to the homeless shelter”.

(AV)

“Larry will have been donated to the homeless shelter”. (PV)

Correct sentence

“The homeless shelter will have been donated by Larry”. (PV)

Student 11: “I have continued this work until completed”. (AC)

“I have been continued this work until completed”. (PV)

Correct sentence

“This work has been continued until completed”. (PV)

Student 9: “The forest fire will be destroying the whole suburb”.(AV)

“The forest fire will be being destroyed the whole suburb”. (PV)

Correct sentence

“The whole suburb will be being destroyed by the forest fire”. (PV)

Based on the theory of Dulay et.al (1982), surface strategy taxonomy errors made by Cambodian and Thai EFL university students in paragraph writing was shown in the table below:

Table 4.3

Surface Strategy Taxonomy of Cambodian and Thai EFL University Students

Surface Strategy Taxonomy	Cambodian (n=32)		Thai (n=30)		All Group Combined	
	f	%	f	%	f	%
1.Omission	43	9.83	189	43.24	232	53.07
2.Addition	31	7.09	52	11.88	83	18.97
3. Misformation	23	5.29	84	19.22	107	24.51
4. Misordering	2	0.49	13	2.96	15	3.45
Total	99	22.70	338	77.30	437	100.00

Table 4.3 revealed the overall frequency of surface strategy taxonomy errors found in students' paragraph writing by 32 Cambodian EFL university students and 30 Thai EFL university students. The highest number of surface strategy taxonomy errors found in Cambodian EFL university students' paragraph writing was omission (f=43,9.83%), followed by addition (f=31,7.09%), misformation (f=23,5.29%), and misordering (f=2,0.49%) respectively. While the highest number of surface strategy taxonomy errors found in Thai students' EFL university students' paragraph writing was omission (f=189,43.24%), followed by misformation (f=84,19.22%), addition (f=52,11.88%) and misordering (f=13,2.96%) respectively.

The following were the examples of surface strategy taxonomy errors found in the paragraph writing of Cambodian and Thai EFL university students:

4.1.5 Omission

According to Table 4.3, it was found that the surface strategy taxonomy error made by Cambodian EFL university students in type of omission was 43(9.83%) and Thai EFL university students was 189 (43.24%). Examples of errors type in omission as follows:

Cambodian Students' Error Examples:

Student 23: "The forest fire will be destroying the whole suburb".

(AV)

"The whole suburb will..being destroyed by the forest fire". (PV)

Correct sentence

"The whole suburb will be being destroyed by the forest fire". (PV)

Student 2: "Gorge was doing this homework" (Active Voice)

"Gorge's homework was..done by himself". (PV)

Correct sentence

"Gorge's homework was being done by himself". (PV)

Student 2: "Jacky car is washed in the garden".(AV)

"His car is washed in the garden". (PV)

Correct sentence

"His car is being washed in the garden". (PV)

Thai Student's Error Examples:

Student 7: "Your dinner has eaten my dinner". (AV)

"My dinner has been being eaten by your dog". (PV)

Correct sentence

“My dinner has been eaten by your dog”. (PV)

Student 14: “Larry will have been donating to the homeless shelter”.

(AV)

“The homeless shelter will have been being donated by Larry”. (PV)

Correct sentence

“The homeless shelter will have been donated by Larry”. (PV)

Student 17: “Thousands of tourists view the Grand Canyon every year”.(AV)

“Did is the Grand Canyon viewed by thousands of tourists every year?” (PV)

Correct sentence

“Is the Grand Canyon viewed by thousands of tourists every year?”

(PV)

4.1.6 Addition

According to Table 4.3, it was found that the surface strategy taxonomy error made by Cambodian EFL university students in the type of addition was 31 (7.09%) and Thai EFL university student was 52 (11.88%). Examples of errors type of omission as follows:

Cambodian Students’ Error Examples:

Student 26: “Gorge was doing this work”. (AV)

“This work was be being done by Gorge”. (PV)

Correct sentence

“This work was being done by Gorge”. (PV)

Student 23: “Mom will read the novel in one day” (AV)

“The novel will be readed by my mom one day”. (PV)

Correct sentence

“The novel will be read by my mom one day”. (PV)

Student 8: “The two presidents will have signed the treaty”.(AV)

“The treaty will have be been signed by two presidents”. (PV)

Correct sentence

“The treaty will have been signed by two presidents”. (PV)

Thai Student’s Error Examples:

Student 7: “Your dinner has eaten my dinner”. (AV)

“My dinner has been being eaten by your dog”. (PV)

Correct sentence

“My dinner has been eaten by your dog”. (PV)

Student 16: “I took a tall ladder to do the second story”. (AV)

“A tall ladder was be taken to do the second story”. (PV)

Correct sentence

“A tall ladder was taken to do the secondary story”. (PV)

Student 19: “I will clean this house every day”.(AV)

“This house will be cleaned in every day”. (PV)

Correct sentence

“This house will be cleaned every day by me” (PV)

4.1.7 Misformation

According to Table 4.3, it was found that the surface strategy taxonomy error made by Cambodian EFL university students in the type of misformation was 23 (5.29%) and Thai EFL university student was 84 (19.22%).

Examples of errors in the type of omission are as follows:

Cambodian Students' Error Examples:

Student 4: "John cleans his house every week". (AV)

"John's house is cleant very week". (PV)

Correct sentence

"John's house is cleaned every week". (PV)

Student 13: "The Kangaroo carried her baby in her pouch" (AV)

"Kangaroo's baby is carried in her pouch". (PV)

Correct sentence

"Kangaroo's baby was carried in her pouch". (PV)

Student 7: "I am going to build more rooms".(AV)

"More rooms is going to be built by me". (PV)

Correct sentence

"More rooms are going to be built by me". (PV)

Thai Student's Error Examples:

Student 27: "Larry will have been donating to the homeless shelter".

(AV)

"The homeless shelter will had been donated by Larry". (PV)

Correct sentence

"The homeless shelter will have been donated by Larry". (PV)

Student 26: “My cousin visited Singapore last two week”. (AV)

“Singapore were visited by my cousin last two weeks”. (PV)

Correct sentence

“Singapore was visited by my cousin last two weeks”. (PV)

Student 19: “My parents have bought color”.(AV)

“Color have been bought by my parents”. (PV)

Correct sentence

“Color has been bought by my parents” (PV)

4.1.8 Misordering

According to Table 4.3, it was found that the surface strategy taxonomy errors made by Cambodian EFL university students in the type of misordering was 2 (0.49%) and Thai EFL university student was 13 (2.96%). Examples of errors in the type of misordering are as follows:

Cambodian Students’ Error Examples:

Student 30: “The project had been completing before the deadline”.

(AV)

“Had the project been being before completed the deadline?” (PV)

Correct sentence

“Had the project been being completed before the deadline?”(PV)

Thai Student’s Error Examples:

Student 8: “I will stay in this house with my parents”. (AV)

“This house will stayed be with my parents by me”. (PV)

Correct sentence

“This house will be stayed with my parents by me”. (PV)

Research Question Two

4.2 What are the similarities and differences between the passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students?

The table below compares types of passive voice errors of Cambodian and Thai EFL university students.

Table: 4.4

Cambodian and Thai EFL University Students Errors Record

Passive Voice Error Type		Nationality		Total	Chi-Square test	Asymp. Sig
		C	T			
1.Misformation of passive verb	Count	181	406	587	35.10**	.000
	Expected	182.5	404.5	587.0		
2.Active order but passive form	Count	2	12	14	8.54**	.003
	Expected	4.4	9.6	14.0		
3.Absent or wrong preposition before	Count	10	22	32	6.60**	.002
	Expected	10.0	22.0	32.0		
4.Passive order but active form	Count	11	12	23	5.31*	.030
	Expected	7.2	15.8	23.0		
Total		204	452	656.0	58.88**	.000

* Significant difference at .05

** Significant difference at .01

Table 4.4 reviewed that the total numbers of passive voice error made by Cambodian and Thai EFL university students had statistical significance difference at .01. While comparing between each type found that the types had statistical significance difference at .05 was passive order but active form, and had statistical significance difference at .01 was misformation of passive verb, active order but passive form and absent or wrong preposition before.

Research Question Three

4.3 What are the problems of passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students?

The 8 third year English major students from both universities who got low scores in their writing test were asked about problems of passive voice. After interviewing students from both universities, problems were divided into 4 main categories consisted the complication of passive voice forms, lack of students' interest, lack of teachers' attention and lack of constantly practice writing. Below were the details of problems:

First problem was the complication of passive forms. Students said that it is hard to make them understand because they need to remember twelve forms of active voice, twelve forms of passive voice, verb to be in kind of past, present and future, forms of regular and irregular verbs of verb participle and subject and object of sentences. Here are some problems found from students:

“I found that I forget some rules of using active voice, passive voice, verb to be, verb participle and subject and object of sentences.”

“The use of passive voice forms of all tenses, the use of verb to be in form of present, past and future, subject and object of active and passive voice sentences, the use of regular and irregular verb of verb participle put me into difficulty.”

“I sometime feel complicated with tenses of active when it is transformed to passive voice, the use of verb to be and verb participle.”

Second problem was lack of passive voice interest. It means that they were rather not interested in using English passive voice. They said passive voice is rarely used in their daily communication that why they did not pay attention and they will learn if it is necessary. The followings are the written expression from their words:

“I do not care much because it is rarely used in my daily life, so I will learn it as much as possible that I can do.”

“For me, passive voice is not much use in speaking style that why I do not pay attention.”

“For my own idea, I think that passive voice is so complicated if we do not know about its forms. It is a reason that I need to learn other kinds of grammar than take much time focus only passive voice.”

Third problem was lack of teachers' attention. Teachers seem do not explain much or sometime ignore for telling the detail of passive voice. Teacher said that passive voice is not often use in English spoken way and need to take time to illustrate to students. The following are some examples get from students' interview:

“I have studied English passive voice since I was in high school but in the past, my teacher told me to pay attention to learn other kinds of grammar which I can use it more often, for passive voice my teacher just explains me a time without going detail.”

“I had short time to learn passive voice because I had two reasons, one believe my teacher not to learn much. They told me that passive voice use only in written form and hard to understand. They said, if students want to be good at passive voice, students must be clear in active voice in advance. Two, I just follow my teachers’ advices so I decided to learn other skills in English.”

“I did not know well about passive voice. I have learned passive voice when I was in grade 12 but my teacher took a little time to teach me and told me that we had other topics to talk and learn more.”

Fourth problem was lack of constantly practice writing. They do not have enough time to learn, review and practice on passive voice exercises. Yet, they ignore, careless and took time to do other lessons. It is the reason that they get low scores in their test. Here are some expressions from students:

“I have studied passive voice since I was grade 12 but at that time I did not know clearly about it so I decided to stop learning for a while. On the other hand I had to handle my national examination. I met passive voice again when I was in first year university student but I still cannot use it well.”

“For me, I can say that just only a time that I learned passive voice with my teacher and then I do not have time to review again. I used to remember all forms of

passive voice but I forget all because I do not use and sometime I do not pay attention.”

“I tried to spend whole day to learn passive voice but I feel confuse with its forms. I can tell you that passive voice is complicated and make me headache so I drop it and find other easy for me to understand.”

According to their answers from interview, it can be summarized that problems in using English passive voice of Cambodian and Thai EFL university students were from the complication of passive voice forms, lack of students’ interest, lack of teachers’ attention and lack of constantly practice writing.

4.4 Summary of the Chapter

This chapter presents the findings of the study based on the research questions. The next chapter focuses on the summary of the findings, discussion, pedagogical implications, and suggestions for future research.

CHAPTER 5

CONCLUSION AND DISCUSSION

This research purposes to analyze English passive voice errors in paragraph writing made by Cambodian and Thai EFL university students. The findings of data analysis are divided into four parts: 1) summary of the main findings, 2) discussion of the findings, 3) pedagogical implications, and 4) suggestion for further research.

5.1 Summary of the Main Findings

The present research analyzed passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students. It followed by 3 major purposes: 1) to categorize types of passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students, 2) to compare the similarities and differences between the passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students, and 3) to find the problems of passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students. The data were collected from 32 Cambodian students who were studying the third year English major in Institute of Foreign Languages, Royal University of Phnom Penh and 30 Thai EFL university students who were studying the third year English major students, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand. There were two main instruments collect the data in this research. Writing test was used to find students' passive voice errors in their paragraph writing. Interview was used to find students'

problems in their using passive voice. There were three steps for analyzing the data. They were scoring of tests, coding of errors and descriptive analysis.

Based on the theory of Azar (1985) errors in passive voice area, there are four types of passive voice errors. They are 1) misformation of passive verb, 2) active order but passive voice form, 3) absent or wrong preposition before, and 4) passive order but active form. After the process of data collection, the researcher checked passive voice test by scoring and then coding the errors of passive voice found. After the writing test was already done the researcher interpreted the interviewing data from the 4 students who got the low scores from each university in order to find out their problems in passive voice used. Based on the errors in passive voice area of Azar (1982), the results of the study were shown as the following.

1. Misformation of passive verb was found in the most frequently among four types of errors in passive voice area. When considered by the nation, Cambodian EFL university students made errors in the type of misformation of passive verb was ($f=181,27.60\%$), while Thai EFL university students made errors in the type of passive verb was ($f=406,61.89\%$). Cambodian EFL university students rarely made errors in the type of active order but passive form ($f=2,0.30\%$), while Thai EFL university students rarely made errors in the type of passive voice order but active form ($f=12,1.82\%$) and active order but passive voice ($f=12,1.82\%$).

2. Students from both universities made errors in significant different in the total number of errors at .01. While comparing between each type found that the types had statistical significance difference at .05 was passive order but active form and had statistical significance difference at .01 were misformation of passive verb, active order but passive form and absent or wrong preposition before.

3. There were four main problems found from interviewing data of four lowest students' scores in each university include the complication of passive voice forms, lack of students' interest, lack of teachers' attention and lack of constantly practice writing.

5.2 Discussion of the Findings

5.2.1 Types of Passive Voice Errors in English Paragraph Writing Made by Cambodian and Thai EFL University Students

The findings revealed that types of passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students were all of four types. This could be explained by the fact that students from both universities have difficulty in the use of passive voice when transform active into passive sentences, especially the use of verb to be, verb participle in forms of present, past and future. This phenomenon could cause from the lack of constantly use or careless in writing so their proficiency of using grammar knowledge in passive voice is still insufficient. Yet, students from both universities may have less opportunity to aware the importance of passive voice in academic writing or learning grammatical pattern. Therefore, they do not put their awareness to learn or practice in their daily life. This is supported by Ellis (1985) who described that error takes places when the deviation arises as a result of the lack of knowledge and when learners fail to perform their competence. This finding is similar to Rivandil (2012) who conducted the correct use of passive voice in report writing by Somali SPACE students in University Technology Malaysia. This research found that teachers were the main factor to reduce

students' error by finding some effective strategies that could be employed in classroom to help students appreciate the correct usage of passive voice in writing.

5.2.2 Comparison of Passive Voice Errors in English Paragraph Writing Made by Cambodian and Thai EFL University Students

The research revealed that the overall and each of passive voice errors type found in paragraph writing made by Cambodian and Thai EFL university students had significant different between both nationalities. It could illustrated that students from both universities had abilities to do passive voice test were not too different. It is possible that both university students built up incorrect concept of using passive voice in general and they try to interpret into sentences base on their own experience without following up grammatical rules of passive voice pattern. It means that both universities student made errors in passive voice because they fail to understand completely the use of English passive voice correctly in terms of lack of awareness significance of this grammar type. It is supported by Azar (1985) who noted that knowing more about how grammar works is to understand more about how grammar is used and misused. Although, both groups of students made errors are not far different but Cambodian students made errors less than Thai students in English passive voice writing. It means that the ability of both groups of student who learn English from different background, places and different language always made errors based on their own factors. The result of the study is similar to Aprilia (2011) who mentioned that ability of students who come from different background and place had different ability in using passive voice which based on some factors that influence the students' ability were low motivation, limited time, intelligence, teachers' method, class condition, environment, family, and peers.

5.2.3 The Problems of Passive Voice Errors in English Paragraph Writing Made by Cambodian and Thai EFL University Students

The findings shown that problems of passive voice errors in English paragraph writing made by Cambodian and Thai EFL university students were from the complication of passive voice forms, lack of students' interest, lack of teachers' attention and lack of constantly practice writing. It could be illustrated that students from both universities still not understand well about passive voice. The use of English passive voice is very complicated that students need to handle other rules of English grammar such as verb to be, verb participle in forms of present, past and future and subject and object of sentences. If they could not understand the rules, they may have problems in transforming active to passive voice. Moreover, they are lack of passive voice interest which made them had a bad study habit. They thought that the rule of using English passive voice is difficult to understand and they just practice the rules and do exercise only in the classroom. Apart from that, in their everyday life, they rarely revise their lessons frequently or only one time before the examination. In addition, teachers were careless to explain the advantages or how to form of passive voice correctly in writing. They did not motivate students to use passive voice inside or outside classroom. This is supported by Parrot (2004) mentioned that because the form of passive construction is quite complex, the most students usually find the difficulties to understanding about the using of auxiliary verb be and distinguishing the form of past participle. Moreover, Nakmontri (2009) who pointed out that passive voice seldom use in daily life and they did not need to use this grammar rule in their future job so it makes them lack of motivation to study and have problems when they want to use this grammar rule.

Additionally, Noisaengsri (1981) explained that the inability of students using English passive voice because of poor teaching, uncertainty about teaching methods, shortage of adequate teaching materials, lack of motivation and lack of supervision. This finding of the study is similar to Nakmontri (2009) mentioned that the problems in using passive voice of students caused by the complication of passive voice forms, lack of students' interest, lack of teachers' attention and lack of constantly practice writing.

5.3 Pedagogical Implications

The results of this study focus on the analysis of English passive voice errors in paragraph writing made by Cambodian and Thai EFL university students. This study would be an important part for the teaching and learning English, especially for writing aspect as follows:

5.3.1 Four types of passive voice errors were found from both universities students, they had problems in English passive voice by some reasons such as, the complication of passive voice forms, lack of their interest, lack of teachers' attention and lack of constantly practice writing. So, students from both countries and other countries should be aware of making errors by putting their effort to study or try to use more in writing. Teachers also play crucial role in reducing these problems with their students by putting passive voice in the detail of their writing or encouraging them to use passive voice in daily life.

5.3.2 Cambodian and Thai EFL university students should pay attention to their English passive voice using. For English teachers, they should teach their students more about passive voice and its importance in order to use in writing

correctly. As a major result of this study regarding the passive voice errors found that Cambodian EFL students have priority errors amount less than Thai EFL students as they are in the same year in university, so Thai EFL students should try to learn or use passive voice more and correctly. However, both Cambodian and Thai EFL university students have low awareness on their passive voice uses because the result found that both groups made many passive voice errors.

5.3.3 The results from the interviewing showed that both universities students had problems in passive voice because of the complication of passive forms. The rules of active, passive tenses, verb to be in forms of present, past and future and verb participle in forms of regular and irregular verb put them into difficulty. Apart from that, they were not seemed to have some motivation from their teachers to learn passive voice. It made them lack of interest, and lack of constantly practice writing. So, teachers or learners must pay attention to all cases mentioned above in order to reduce errors when they want to use passive voice in their correctly writing.

To sum up, the results of this analysis in passive voice errors can be applied to pedagogy. In order to develop students' English proficiency, teachers have to have more effort or new techniques on teaching passive voice and can follow the output of the study or construct into their instruction. Students are able to apply tips to improve their passive voice knowledge more on their English accomplishment.

5.4. Suggestion for Further Research

This investigation focused on the errors analysis of English passive voice in paragraph writing made by Cambodian and Thai EFL university students based on the theory of Azar (1985) error in passive voice area. According to the findings of present study, two recommendations can be made for future research. The following suggestions should be the good choices for those who want to conduct the future research in the familiar field.

5.4.1 Since it was found that a main problem amount four of passive voice was the complication of passive voice forms, a study an effective strategy to improve EFL students' abilities using passive voice accuracy in their writing and retention would be valuable.

5.4.2 Since lack of students' interest in learning passive voice was one of main problem that lead students made many errors in their writing test, more studies on students' habit and attitudes toward studying English grammar, especially passive voice concept would be important.

To conclude, the researcher hopes that the present study can help the instructors to develop their teaching on the topic of English passive voice. Yet, the researcher believes that this study would provide proper information for readers or students who want to learn or conduct the research related to this field.

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APPENDICES

APPENDIX A

Writing Test

I. Sentences Writing

Directions: Please transfer these sentences from active into passive voice in forms of positive, negative and question.

1. Active sentence: John cleans his house every week.
 Passive in positive:
 Passive in negative:
 Passive in question:

2. Active sentence: Jacky is washing his car in the garden.
 Passive in positive:
 Passive in negative:
 Passive in question:

3. Active sentence: Your dog has eaten my dinner.
 Passive in positive:
 Passive in negative:
 Passive in question:

4. Active sentence: Salesman has been helping the customer.
 Passive in positive:

Passive in negative:

Passive in question:

5. Active sentence: My cousin visited Singapore last two weeks.

Passive in positive:

Passive in negative:

Passive in question:

6. Active sentence: George was doing this homework.

Passive in positive:

Passive in negative:

Passive in question:

7. Active sentence: Sally had finished her work in the office.

Passive in positive:

Passive in negative:

Passive in question:

8. Active sentence: John had been completing a project before the deadline.

Passive in positive:

Passive in negative:

Passive in question:

9. Active sentence: Mom will read the novel in one day.
 Passive in positive:
 Passive in negative:
 Passive in question:
10. Active sentence: The forest fire will be destroying the whole suburb.
 Passive in positive:
 Passive in negative:
 Passive in question:
11. Active sentence: The two presidents will have signed the treaty.
 Passive in positive:
 Passive in negative:
 Passive in question:
12. Active sentence: Larry will have been donating money to the homeless people.
 Passive in positive:
 Passive in negative:
 Passive in question:
13. Active sentence: The wedding planner is making all the reservations.
 Passive in positive:
 Passive in negative:
 Passive in question:
14. Active sentence: Susan will bake two dozen cupcakes for the bake sale.
 Passive in positive:

Passive in negative:

Passive in question:

15. Active sentence: Thousands of tourists view the Grand Canyon every year.

Passive in positive:

Passive in negative:

Passive in question:

16. Active sentence: The team will celebrate their victory tomorrow.

Passive in positive:

Passive in negative:

Passive in question:

17. Active sentence: The Kangaroo carried her baby in her pouch.

Passive in positive:

Passive in negative:

Passive in question:

18. Active sentence: Alex posted the video on Facebook.

Passive in positive:

Passive in negative:

Passive in question:

II. Paragraph Writing

Directions: Please transfer sentences of active that underlined into passive in the paragraph bellows:

My house

Last year I painted our house. My parents have bought color. First, I washed the exterior using warm water. My brother showed me how to mix color. Then I started to paint in the wall. After that, I painted the exterior. I used latex paint, because it is easy to apply and cleans up with water. I used a color that was very close to the original color. Our house has two stories, so I took a tall ladder to do the second story. My father has held the ladder. My mother was cooking in the kitchen when I colored the wall. She was doing the food that I like. We spent two hours to finish the room on the second story. However, my father went out to buy some drinks for me. I have continued this work until completed. I felt a great deal of satisfaction when the job was done. Now we plant flowers in front of the house. My father plants mango tree back of the house. We are going to build more rooms. My parents have saved money for this project. We have bought some furniture from the market. I am designing new room. My friends help me with this work. Last, I will stay in this house with my parents. I will clean this house every day. I am going to take photo of our house and put it in my room. I will build a garage for my car. My parents are going to read book or newspaper under the tree in our house area. We are very happy to have this beautiful house.

APPENDIX B

Interview Questions

1. How long have you studied English?
2. Have you ever learnt passive voice?
3. How long did you take to learn passive voice?
4. How do you think about passive voice?
5. Are you interested in passive voice?
6. What are the problems in learning passive voice?

APPENDIX C

Cambodian and Thai Student's Errors

Cambodian Students' Passive Voice Area Errors

Student	Error Type				Total
	Misformation of passive verb	Active order but passive form	Absent or wrong preposition before	Passive order but active form	
S1	1	0	0	0	1
S2	17	0	0	0	17
S3	9	0	0	0	9
S4	91	1	1	1	94
S5	3	0	0	1	4
S6	1	0	0	4	5
S7	0	0	0	0	0
S8	0	0	0	0	0
S9	3	0	0	0	3
S10	3	0	0	0	3
S11	10	0	0	3	13
S12	4	0	1	0	5
S13	4	0	1	0	5
S14	0	0	0	1	1
S15	2	1	0	0	3
S16	2	0	0	0	2

Cambodian Students' Passive Voice Area Errors (Continued)

Student	Error Type				Total
	Misformation of passive verb	Active order but passive form	Absent or wrong preposition before	Passive order but active form	
S17	0	0	0	0	0
S18	0	0	0	0	0
S19	0	0	1	0	1
S20	1	0	0	0	0
S21	5	0	1	0	6
S22	1	0	1	0	2
S23	1	0	1	1	3
S24	4	0	0	0	4
S25	6	0	1	0	7
S26	4	0	0	0	4
S27	0	0	1	0	1
S28	7	0	1	0	8
S29	0	0	0	0	0
S30	2	0	0	0	2
S31	0	0	0	0	0
S32	0	0	0	0	0
Total	181	2	10	11	

Cambodian Students' Misformation of Passive Verb Errors

Student	Misformation of Passive Verb					Total
	Subject-object	Verb to be	pronoun	Verb participle	By phrase	
S1	0	1	0	0	0	1
S2	0	17	0	0	0	17
S3	0	6	0	3	0	9
S4	27	37	0	27	0	91
S5	0	3	0	0	0	3
S6	0	1	0	0	0	1
S7	0	0	0	0	0	0
S8	0	0	0	0	0	0
S9	0	3	0	0	0	3
S10	0	3	0	0	0	3
S11	0	7	0	3	0	10
S12	0	3	0	1	0	4
S13	1	3	0	0	0	4
S14	0	0	0	0	0	0
S15	0	1	0	1	0	2
S16	0	2	0	0	0	2

**Cambodian Students' Misformation of Passive Verb Errors
(Continued)**

Student	Misformation of Passive Verb					Total
	Subject-object	Verb to be	pronoun	Verb participle	By phrase	
S17	0	0	0	0	0	0
S18	0	0	0	0	0	0
S19	0	0	0	0	0	0
S20	1	0	0	0	0	1
S21	0	5	0	0	0	5
S22	0	1	0	0	0	1
S23	0	1	0	1	0	2
S24	0	3	0	1	0	4
S25	3	3	0	0	0	6
S26	0	4	0	0	0	4
S27	0	0	0	0	0	0
S28	0	7	0	0	0	7
S29	0	0	0	0	0	0
S30	0	2	0	3	0	5
S31	0	0	0	2	0	2
S32	0	3	0	2	0	5
Total	32	116	0	44	0	

Cambodian Students' Surface Strategy Taxonomy Errors

Student	Surface Strategy Taxonomy Errors				Total
	Omission	Addition	Misformation	Misordering	
S1	0	1	0	0	1
S2	2	1	0	0	3
S3	0	1	0	0	1
S4	0	3	1	0	4
S5	6	1	0	1	8
S6	3	1	1	0	5
S7	0	0	1	0	1
S8	0	1	0	0	1
S9	1	1	0	0	2
S10	0	0	1	0	1
S11	7	1	0	0	8
S12	2	2	0	0	4
S13	3	2	1	0	6
S14	0	0	0	0	0
S15	0	0	0	0	0
S16	0	0	0	0	0

Cambodian Students' Surface Strategy Taxonomy Errors
(Continued)

Student	Surface Strategy Taxonomy Errors				Total
	Omission	Addition	Misformation	Misordering	
S17	0	0	0	0	0
S18	2	0	0	0	2
S19	0	0	0	0	0
S20	0	0	0	0	0
S21	6	4	0	0	10
S22	0	0	1	0	1
S23	1	1	0	0	2
S24	0	0	5	0	5
S25	0	0	0	0	0
S26	0	3	3	0	6
S27	2	2	2	0	6
S28	1	2	2	0	5
S29	5	1	5	0	11
S30	1	0	0	1	2
S31	2	0	1	0	3
S32	1	1	0	0	2
Total	43	14	13	2	

Thai Students' Passive Voice Area Errors

Student	Error Type				Total
	Misformation of passive verb	Active order but passive form	Absent or wrong preposition before	Passive order but active form	
S1	34	1	0	0	35
S2	0	0	1	1	2
S3	0	0	0	0	0
S4	16	0	1	0	17
S5	7	1	0	1	9
S6	19	0	0	0	19
S7	7	0	0	1	8
S8	3	0	0	0	3
S9	21	0	1	1	23
S10	23	0	1	0	24
S11	19	0	0	1	20
S12	16	0	1	0	17
S13	18	1	0	0	19
S14	24	0	0	0	24
S15	9	1	1	1	12
S16	4	0	1	2	7
S17	8	2	3	1	14
S18	30	0	0	0	30
S19	15	1	1	0	17
S20	27	0	1	0	28
S21	10	0	0	1	11
S22	9	2	2	0	13
S23	17	1	0	0	18
S24	21	1	3	0	25
S25	16	0	0	0	16
S26	9	0	3	1	13
S27	3	0	1	0	4
S28	15	1	1	1	18
S29	6	0	0	0	6
S30	8	0	0	0	8
Total	406	12	22	12	

Thai Students' Misformation of Passive Verb

Student	Misformation of Passive Verb					Total
	Subject-object	Verb to be	pronoun	Verb participle	By phrase	
S1	11	21	0	2	0	34
S2	0	0	0	0	0	0
S3	0	0	0	0	0	0
S4	0	10	0	6	0	16
S5	1	5	0	1	0	7
S6	0	17	0	2	0	19
S7	0	3	0	3	0	6
S8	0	3	0	0	0	3
S9	0	3	0	18	0	21
S10	1	4	0	18	0	23
S11	6	8	0	5	0	19
S12	0	5	0	11	0	16
S13	0	13	0	5	0	18
S14	0	9	0	15	0	24
S15	0	3	0	6	0	9
S16	0	1	0	3	0	4
S17	0	4	0	4	0	8
S18	0	12	0	18	0	30
S19	0	0	0	15	0	15
S20	1	11	0	15	0	27
S21	0	10	0	0	0	10
S22	0	0	0	9	0	9
S23	0	16	0	1	0	17
S24	0	9	0	12	0	21
S25	0	9	0	7	0	16
S26	0	4	0	5	0	9
S27	0	0	0	3	0	3
S28	0	7	0	8	0	15
S29	0	3	0	3	0	6
S30	0	8	0	2	0	10
Total	20	198	0	197	0	

Thai Students' Strategy Taxonomy Errors

Student	Surface Strategy Taxonomy Errors				Total
	Omission	Addition	Misformation	Misordering	
S1	16	6	5	3	30
S2	7	0	0	0	7
S3	6	0	0	0	6
S4	3	3	0	0	6
S5	8	0	3	1	12
S6	10	0	8	6	24
S7	13	18	0	0	31
S8	3	3	0	1	7
S9	6	0	1	0	7
S10	0	1	1	0	2
S11	3	0	5	0	8
S12	2	1	0	0	3
S13	15	0	8	0	23
S14	8	0	3	0	11
S15	15	6	6	0	27
S16	8	0	1	0	9
S17	6	0	4	0	10
S18	6	3	12	0	21
S19	18	0	6	0	24
S20	15	0	0	0	15
S21	0	18	1	0	19
S22	5	3	3	0	11
S23	0	0	8	0	8
S24	0	1	0	0	1
S25	0	0	0	0	0
S26	2	1	1	0	4
S27	2	0	1	0	3
S28	4	0	4	0	8
S29	3	3	4	0	10
S30	5	5	2	0	12
Total	189	43	86	11	

APPENDIX D

The Table of IOC Analysis of Writing Test

Topic: A Contrastive Analysis of Passive Voice Errors in English Paragraph Writing Made by Cambodian and Thai EFL University Students

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
1	1	1	1	1.00	Coincide
2	1	1	1	1.00	Coincide
3	1	1	1	1.00	Coincide
4	1	1	1	1.00	Coincide
5	1	1	1	1.00	Coincide
6	1	1	1	1.00	Coincide
7	1	1	1	1.00	Coincide
8	1	1	1	1.00	Coincide
9	1	1	1	1.00	Coincide
10	1	1	1	1.00	Coincide
11	1	1	1	1.00	Coincide
12	1	1	1	1.00	Coincide
13	1	1	1	1.00	Coincide
14	1	1	1	1.00	Coincide
15	1	1	1	1.00	Coincide
16	1	1	1	1.00	Coincide
17	1	1	1	1.00	Coincide
18	1	1	1	1.00	Coincide
19	1	1	1	1.00	Coincide
20	1	1	1	1.00	Coincide
21	1	1	1	1.00	Coincide
22	1	1	1	1.00	Coincide
23	1	1	1	1.00	Coincide
24	1	1	1	1.00	Coincide
25	1	1	1	1.00	Coincide
26	1	1	1	1.00	Coincide
27	1	1	1	1.00	Coincide
28	1	1	1	1.00	Coincide
29	1	1	1	1.00	Coincide
30	1	1	1	1.00	Coincide
31	1	1	1	1.00	Coincide
32	1	1	1	1.00	Coincide
33	1	1	1	1.00	Coincide
34	1	1	1	1.00	Coincide

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
35	1	1	1	1.00	Coincide
36	1	1	1	1.00	Coincide
37	1	1	1	1.00	Coincide
38	1	1	1	1.00	Coincide
39	1	1	1	1.00	Coincide
40	1	1	1	1.00	Coincide
41	1	1	1	1.00	Coincide
42	1	1	1	1.00	Coincide
43	1	1	1	1.00	Coincide
44	1	1	1	1.00	Coincide
45	1	1	1	1.00	Coincide
46	1	1	1	1.00	Coincide
47	1	1	1	1.00	Coincide
48	1	1	1	1.00	Coincide
49	1	1	1	1.00	Coincide
50	1	1	1	1.00	Coincide
51	1	1	1	1.00	Coincide
52	1	1	1	1.00	Coincide
53	1	1	1	1.00	Coincide
54	1	1	1	1.00	Coincide
55	1	1	1	1.00	Coincide
56	1	1	1	1.00	Coincide
57	1	1	1	1.00	Coincide
58	1	1	1	1.00	Coincide
59	1	1	1	1.00	Coincide
60	1	1	1	1.00	Coincide
61	1	1	1	1.00	Coincide
62	1	1	1	1.00	Coincide
63	1	1	1	1.00	Coincide
64	1	1	1	1.00	Coincide
65	1	1	1	1.00	Coincide
66	1	1	1	1.00	Coincide
67	1	1	1	1.00	Coincide
68	1	1	1	1.00	Coincide
69	1	1	1	1.00	Coincide
70	1	1	1	1.00	Coincide
71	1	1	1	1.00	Coincide
72	1	1	1	1.00	Coincide
73	1	1	1	1.00	Coincide
74	1	1	1	1.00	Coincide

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
75	1	1	1	1.00	Coincide
76	1	1	1	1.00	Coincide
77	1	1	1	1.00	Coincide
78	1	1	1	1.00	Coincide
79	1	1	1	1.00	Coincide
80	1	1	1	1.00	Coincide
81	1	1	1	1.00	Coincide
82	1	1	1	1.00	Coincide
83	1	1	1	1.00	Coincide
84	1	1	1	1.00	Coincide
85	1	1	1	1.00	Coincide
86	1	1	1	1.00	Coincide
87	1	1	1	1.00	Coincide
88	1	1	1	1.00	Coincide
89	1	1	1	1.00	Coincide
90	1	1	1	1.00	Coincide
91	1	1	1	1.00	Coincide
92	1	1	1	1.00	Coincide
93	1	1	1	1.00	Coincide
94	1	1	1	1.00	Coincide
95	1	1	1	1.00	Coincide
96	1	1	1	1.00	Coincide
97	1	1	1	1.00	Coincide
98	1	1	0	0.67	Coincide
99	1	1	1	1.00	Coincide
100	1	1	1	1.00	Coincide

From the table, it shows that the Index Item of Congruence (IOC) is 0.67-1.00

Remark:

+1= when it is sure that sentences of the test are coincident with objectives.

0= when it is not sure that sentences of the test are coincident with objectives.

-1= when it is sure that items of the test are not coincident with objectives.

APPENDIX E

The Table of IOC Analysis of Interview

Topic: A Contrastive Analysis of Passive Voice Errors in English Paragraph Writing

Made by Cambodian and Thai EFL University Students

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
1	1	1	1	1.00	Coincide
2	1	1	1	1.00	Coincide
3	1	1	1	1.00	Coincide
4	1	1	1	1.00	Coincide
5	1	1	1	1.00	Coincide
6	1	1	1	1.00	Coincide

From the table, it shows that the Index Item of Congruence (IOC) is 1.00

Remark:

+1= when it is sure that sentences of the test are coincident with objectives.

0= when it is not sure that sentences of the test are coincident with objectives.

-1= when it is sure that items of the test are not coincident with objectives

APPENDIX F

Examples of Cambodian and Thai Writing Test

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Writing Test

I. Sentences Writing

Directions: Please transfer these sentences from active into passive voice in forms of positive, negative and question.

1. Active sentence: John cleans his house every week.

Passive in positive: John's...house...is...cleaned every week.

Passive in negative: John's...house...is...not...cleaned every week.

Passive in question: Is...John's...house...cleaned every week?

2. Active sentence: Jacky is washing his car in the garden.

Passive in positive: Jacky's...car...is...being...washed in the garden.

Passive in negative: Jacky's...car...is...not...being...washed in the garden.

Passive in question: Is...Jacky's...car...being...washed in the garden?

3. Active sentence: Your dog has eaten my dinner.

Passive in positive: My...dinner...has...been...eaten by your dog.

Passive in negative: My...dinner...has...not...been...eaten by your dog.

Passive in question: Have...my...dinner...been...eaten by your dog?

4. Active sentence: Salesman has been helping the customer.

Passive in positive: The...customer...has...been...being helped by salesman.

Passive in negative: The...customer...hasn't...^{been} ^{been}...being...helped by salesman.

Passive in question: Has...the...customer...been...being helped by salesman?

5. Active sentence: My cousin visited Singapore last two weeks.
 Passive in positive: Singapore...was...visited...by my cousin last two weeks.
 Passive in negative: Singapore...wasn't...visited...by my cousin last two weeks.
 Passive in question: Was...Singapore...visited...by my cousin last two weeks?
6. Active sentence: George was doing this homework.
 Passive in positive: This...homework...was...being...done by George.
 Passive in negative: This...homework...wasn't...being done by George.
 Passive in question: Was...this...homework...being done by George?
7. Active sentence: Sally had finished her work in the office.
 Passive in positive: Sally's...work...had...been...finished in the office.
 Passive in negative: Sally's...work...had...not...been finished in the office.
 Passive in question: Had...Sally's...work...been finished in the office?
8. Active sentence: John had been completing a project before the deadline.
 Passive in positive: A project...had...been...being...completed before the deadline.
 Passive in negative: A project...had...not...been being completed before the deadline.
 Passive in question: Had...a project...been...being...completed before the deadline?
9. Active sentence: Mom will read the novel in one day.
 Passive in positive: The...novel...will...be...read...by mom in one day.
 Passive in negative: The...novel...won't...be...read...by mom in one day.

- Passive in question: Will the novel be read by mom in one day?
10. Active sentence: The forest fire will be destroying the whole suburb.
- Passive in positive: The whole suburb will be being destroyed by the forest fire.
- Passive in negative: The whole suburb won't be being destroyed by the forest fire.
- Passive in question: Will the whole suburb be being destroyed by the forest fire?
11. Active sentence: The two presidents will have signed the treaty.
- Passive in positive: The treaty will have been signed by the two presidents.
- Passive in negative: The treaty won't have been signed by the two presidents.
- Passive in question: Will the treaty have been signed by the president?
12. Active sentence: Larry will have been donating money to the homeless people.
- Passive in positive: The homeless people will have been being donated money.
- Passive in negative: The homeless people will not have been being donated money.
- Passive in question: Will the homeless people ~~will~~ have been being donated money?
13. Active sentence: The wedding planner is making all the reservations.
- Passive in positive: All the reservations are being made by the wedding planner.
- Passive in negative: All the reservations aren't being made by the wedding planner.
- Passive in question: Are all the reservations being made by the wedding planner?
14. Active sentence: Susan will bake two dozen cupcakes for the bake sale.
- Passive in positive: Two dozen cupcakes will be baked by Susan for the bake.
- Passive in negative: Two dozen cupcakes won't be baked by Susan for the bake.
- Passive in question: Will dozen cupcakes be baked by Susan for the bake?

15. Active sentence: Thousands of tourists view the Grand Canyon every year.

Passive in positive: The Grand Canyon is viewed by thousands of tourists every year.

Passive in negative: The Grand Canyon isn't viewed by thousands of tourists every year.

Passive in question: Is Grand Canyon viewed by thousand of tourists every year?

16. Active sentence: The team will celebrate their victory tomorrow.

Passive in positive: The victory will be celebrated by the team tomorrow.

Passive in negative: The victory won't be celebrated by the team tomorrow.

Passive in question: Will the victory be celebrated by the team tomorrow?

17. Active sentence: The Kangaroo carried her baby in her pouch.

Passive in positive: The Kangaroo's baby was carried in her pouch.

Passive in negative: The Kangaroo's baby wasn't carried in her pouch.

Passive in question: Was the Kangaroo's baby carried in her pouch?

18. Active sentence: Alex posted the video on Facebook.

Passive in positive: The video was posted on Facebook by Alex.

Passive in negative: The video wasn't posted on Facebook by Alex.

Passive in question: Was the video posted on Facebook by Alex?

II. Paragraph Writing

Directions: Please transfer sentences of active that underlined into passive in the paragraph bellows:

My house

Last year I painted our house. My parents have bought color. First, I washed the exterior using warm water. My brother showed me how to mix color. Then I started to paint in the wall. After that, I painted the exterior. I used latex paint, because it is easy to apply and cleans up with water. I used a color that was very close to the original color. Our house has two stories, so I took a tall ladder to do the second story. My father has held the ladder. My mother was cooking in the kitchen when I colored the wall. She was doing the food that I like. We spent two hours to finish the room on the second story. However, my father went out to buy some drinks for me. I have continued this work until completed. I felt a great deal of satisfaction when the job was done. Now we plant flowers in front of the house. My father plants mango tree back of the house. We are going to build more rooms. My parents have saved money for this project. We have bought some furniture from the market. I am designing new room. My friends help me with this work. Last, I will stay in this house with my parents. I will clean this house every day. I am going to take photo of our house and put it in my room. I will build a garage for my car. My parents are going to read book or newspaper under the tree in our house area. We are very happy to have this beautiful house.

My house

Last year our house was painted by me. Color has been bought by my parents. First, the exterior was washed by me using warm water. I was showed how to mix color by my brother. Then, the wall was painted by me. After that, the exterior was painted by me. Latex paint was used by me because it is easy to apply and cleans up with water. A color that was very close to the original color was used by me. Our house has two stories, so a tall ladder to do the second story was ~~not~~ taken by me. The ladder has been held by my father. My mother was cooking in the kitchen when the wall was colored by me. The food that I like was being done by her. The room on the second story was spent two hours to finish by us. However, some drink was bought by my father for me. This work has continued until completed by me. I felt a great deal of satisfaction when the job was done. Flowers are planted in front of the house now. More rooms are going to be built by us. Money has been saved by my parents for this project. Some furniture have been bought from the market by us. New room is being designed by me. This work are helped by my friends. Last, I ~~will~~ this house will be stayed by me with my parents. This house will be cleaned every day by me. Photo is going to taken by me and put it in my room. A garage will be built by me for my cars. Book or newspaper is going to be read by my parents under the tree in our house area. We are very happy to have this house.

$$\frac{90}{100}$$

Writing Test

I. Sentences Writing

Directions: Please transfer these sentences from active into passive voice in forms of positive, negative and question.

1. Active sentence: John cleans his house every week.

Passive in positive: John's...house...is...cleaned...very week.

Passive in negative: John's...house...isn't...cleaned...very week.

Passive in question: Is...John's...house...cleaned...very week?

2. Active sentence: Jacky is washing his car in the garden.

Passive in positive: Jacky's...car...is...being...washed in the garden.

Passive in negative: Jacky's...car...isn't...being...washed in the garden.

Passive in question: Is...Jacky's...car...being...washed in the garden?

3. Active sentence: Your dog has eaten my dinner.

Passive in positive: My...dinner...has...been...eaten...by your dog.

Passive in negative: My...dinner...has...not...been...eaten...by your dog.

Passive in question: Has...my...dinner...been...eaten...by your dog?

4. Active sentence: Salesman has been helping the customer.

Passive in positive: The...customer...has...been...being helped by salesman.

Passive in negative: The...customer...hasn't...been...being helped by salesman.

Passive in question: Has...the...customer...been...being helped by salesman?

5. Active sentence: My cousin visited Singapore last two weeks.
 Passive in positive: Singapore...was...visited...by my cousin last two weeks.
 Passive in negative: Singapore...was not...visited...by my cousin last two weeks.
 Passive in question: Was...Singapore...visited...by my cousin last two weeks?
6. Active sentence: George was doing this homework.
 Passive in positive: This...homework...was...being done by George.
 Passive in negative: This...homework...wasn't...being done by George.
 Passive in question: Was...this...homework...being done by George?
7. Active sentence: Sally had finished her work in the office.
 Passive in positive: Her...work...had...been...finished in the office.
 Passive in negative: Her...work...had not...been...finished in the office.
 Passive in question: Had...her...work...been...finished...in the office?
8. Active sentence: John had been completing a project before the deadline.
 Passive in positive: The...project...had...been...being completed before the deadline.
 Passive in negative: The...project...had ^{not}...been...being completed before the deadline.
 Passive in question: Had...the...project...been...being completed before the deadline?
9. Active sentence: Mom will read the novel in one day.
 Passive in positive: The...novel...will...be...read...in one day.
 Passive in negative: The...novel...will...not...be...read...in one day.

- Passive in question: Will...the...novel...be...read...in one day?
10. Active sentence: The forest fire will be destroying the whole suburb.
- Passive in positive: The...whole...suburb...will...be...destroyed by the forest fire.
- Passive in negative: The...whole...suburb...will...not...be destroyed by the forest fire.
- Passive in question: Will...the...whole...suburb...be...destroyed by the forest fire?
11. Active sentence: The two presidents will have signed the treaty.
- Passive in positive: The...treaty...will...have...been...signed by the two presidents.
- Passive in negative: The...treaty...will...not...have...been signed by the two presidents.
- Passive in question: Will...the...treaty...have...been...signed by the two presidents?
12. Active sentence: Larry will have been donating money to the homeless people.
- Passive in positive: The...homeless...people...will...have...been...being donated money.
- Passive in negative: The...homeless...people...will...not...have...been...being donated money.
- Passive in question: Will...the...homeless...people...have...been...being donated money?
13. Active sentence: The wedding planner is making all the reservations.
- Passive in positive: All...the...reservations...are...being made by the wedding planner.
- Passive in negative: All...the...reservations...aren't...being made by the wedding planner.
- Passive in question: Are...all...the...reservation...being made by the wedding planner?
14. Active sentence: Susan will bake two dozen cupcakes for the bake sale.
- Passive in positive: Two...dozen...cupcakes...will...be...baked by Susan for the bake.
- Passive in negative: Two...dozen...cupcakes...will...not...be baked by Susan for the bake.
- Passive in question: Will...two...dozen...cupcakes...be...baked by Susan for the bake?

15. Active sentence: Thousands of tourists view the Grand Canyon every year.

Passive in positive: The Grand Canyon is viewed by thousands of tourists every year.

Passive in negative: The Grand Canyon isn't viewed by thousands of tourists every year.

Passive in question: Is Grand Canyon viewed by thousands of tourists every year?

16. Active sentence: The team will celebrate their victory tomorrow.

Passive in positive: Their victory will be celebrated by the team tomorrow.

Passive in negative: Their victory will not be celebrated by the team tomorrow.

Passive in question: Will the victory be celebrated by the team tomorrow?

17. Active sentence: The Kangaroo carried her baby in her pouch.

Passive in positive: The Kangaroo's baby was carried in her pouch.

Passive in negative: The Kangaroo's baby wasn't carried in her pouch.

Passive in question: Was the Kangaroo's baby carried in her pouch?

18. Active sentence: Alex posted the video on Facebook.

Passive in positive: The victory will be celebrate by the team tomorrow.

Passive in negative: The victory will not be celebrate by the team tomorrow.

Passive in question: Will the victory will be celebrate by the team tomorrow?

II. Paragraph Writing

Directions: Please transfer sentences of active that underlined into passive in the paragraph bellows:

My house

Last year I painted our house. My parents have bought color. First, I washed the exterior using warm water. My brother showed me how to mix color. Then I started to paint in the wall. After that, I painted the exterior. I used latex paint, because it is easy to apply and cleans up with water. I used a color that was very close to the original color. Our house has two stories, so I took a tall ladder to do the second story. My father has held the ladder. My mother was cooking in the kitchen when I colored the wall. She was doing the food that I like. We spent two hours to finish the room on the second story. However, my father went out to buy some drinks for me. I have continued this work until completed. I felt a great deal of satisfaction when the job was done. Now we plant flowers in front of the house. My father plants mango tree back of the house. We are going to build more rooms. My parents have saved money for this project. We have bought some furniture from the market. I am designing new room. My friends help me with this work. Last, I will stay in this house with my parents. I will clean this house every day. I am going to take photo of our house and put it in my room. I will build a garage for my car. My parents are going to read book or newspaper under the tree in our house area. We are very happy to have this beautiful house.

My house

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APPENDIX G

The Lists of Experts

1. Mr. Sittisak Ponguechee the English lecture at Buriram Rajabhat University, Buriram Province.
2. Mr. Matt Stimpson the English teacher at Lamplaimat School, Lamplaimat, Buriram Province.
3. Mr. Graig Ringer the English teacher at Lamplaimat School, Lamplaimat, Buriram Province.

APPENDIX H

Letter for Experts: The Letters Requesting to be the Experts for Research Instruments



No. 0545.11/w18

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 18, 2017

Dear Mr.Sittisak Ponguechee,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Mr.Samnang Voun, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“A Contrastive Analysis of Passive Voice Errors in English Paragraph Writing Made by Cambodian and Thai EFL University Students.”** under the supervision of Dr. Kampeeraphab Intanoo, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/w18

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 18, 2017

Dear Mr.Matt Stimpson,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Mr.Samnang Voun, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“A Contrastive Analysis of Passive Voice Errors in English Paragraph Writing Made by Cambodian and Thai EFL University Students.”** under the supervision of Dr. Kampeeraphab Intanoo, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Narumon'.

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/w18

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 18, 2017

Dear Mr. Graig Ringer,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for the research instruments. I would like to inform you that Mr. Samnang Voun, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“A Contrastive Analysis of Passive Voice Errors in English Paragraph Writing Made by Cambodian and Thai EFL University Students.”** under the supervision of Dr. Kampeeraphab Intanoo, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

APPENDIX I

Formal Letter: The Letters Asking Permission to Collect the Research Data



No. 0545.11/W21

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 26, 2017

Dear The Dean of Institute of Foreign Language in Royal University of Phnom Penh, Cambodia

Subject: Asking permission to try out the research instrument

Buriram Rajabhat University (BRU) presents its complements to you, The Dean of Institute of Foreign Language in Royal University of Phnom Peah, Cambodia and asks your permission to allow Mr.Samnang Voun to try out the research instrument. I wish to inform that Mr.Samnang Voun, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“A Contrastive Analysis fo Passive Voice Errors in English Paragraph Writing Made by Cambodian and Thai EFL University Students.”** under the supervision of Dr.Kampeeraphab Intanoo, a thesis chairperson. He would like to try out the research instrument in order to find out its efficiency. The schedule of this process will be officially informed later.

Your kind acceptance and permission is highly appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

CURRICULUM VITAE

Name: Samnang Voun

Date of Birth: April 24, 1990

Place of Birth: Kandal Province, Cambodia

Address: Sammaky Village, Prekdombang Sub-District,
Mokkompul District, Kandal Province, Cambodia

Education: 1998-2003 Primary School from Wat-Thmai School,
Prekdombang Sub-District, Mokkompul District,
Kandal Province, Cambodia

2003-2006 Secondary School Level from Prekdombang School,
Prekdombang Sub-District, Mokkompul District,
Kandal Province, Cambodia

2006-2009 High School Level from Sereymongkul School,
Mokkompul District, Kandal Province, Cambodia

2010-2014 Bachelor of Arts in Hotel and Tourism Industry
program, Buriram Rajabhat University, Kingdom of
Thailand

2015-2018 Master of Arts in English, Buriram Rajabhat
University, Kingdom of Thailand