



**RESEARCH PAPER**

**Error Analysis of Active Voice and Passive Voice Narration at Elementary Level in Gujranwala, Pakistan**

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**ABSTRACT**

Most of the students commit errors in their writing. This research aimed to analyse errors committed by Eighth-grade students in changing active voice narration into passive voice narration. The study assesses both the primary reasons for errors and the frequency at which they occur. Sixty students from two different Govt. schools were selected to conduct this study using convenient random sampling. The active voice to passive voice narration test was used as a data collection tool. The descriptive and mixed method approach was used in this study. Dulay's theory (1982) was employed to categorize the collected data according to the types of errors. As per the research, the Past Indefinite tense exhibited the highest frequency of misformation errors. Based on the findings, it is recommended that the correction of misformation errors in Past Indefinite tense must be the priority while teaching the active voice narration change into passive voice narration and be figured out consistently.

**KEYWORDS** Active Voice Sentences, Dulay's Theory, Errors Analysis, Norish's Theory, Passive Voice Sentences, Past Tense, Present Tense

**Introduction**

Language is a communication tool used by human beings in this world. "Language is a system of arbitrary conventionalized vocals, written or gesture symbols that enable community members to communicate with one another". According to Corder (1976), errors are made due to adopting an inappropriate teaching method. The errors trigger a child to learn a language as it indicates the child's level of understanding. Learning English involves four language skills: listening, speaking, reading, and writing. Writing is considered a crucial skill as it allows for the assessment of a student's proficiency level. It is beneficial for students to master this skill and possess the ability to explore and convey their ideas through writing. Writing is considered the highest level of proficiency in English language learning. According to Ur (2009), a learner who has a command over English grammar can effectively apply the rules to express themselves using acceptable language forms. Thornbury (2002) comments that "grammar is a description of the rules that govern how a language's sentences are formed. Grammar attempts to explain why the following sentence is acceptable." The statements suggest that having a strong foundation in English grammar is essential for students to communicate effectively, as it forms the basis of the language.

According to Scholnik (2018), writing skill is identified as a trend in this digital world. People are creating blogs, posting information, tweeting and composing daily. For the said purpose, writing needs perfection and flawlessness as it deals with transforming ideas in a true sense. One error can lead to a drastic change in meaning, and the aim is dead. Writing skill is a need for other needs too. English teachers should

pay special attention to teaching the lesson on passive voice when instructing grammar. This lesson is crucial as passive voice is derived from active voice and it is important to explain the rules for converting active voice to passive voice clearly to the students. Occasionally, students may require additional guidance in comprehending the rules of passive voice while changing from active to passive voice. They can make errors. They should correct these errors to prevent the students from creating the same errors.

Enrich (2000) explains that in a sentence, the direct object is the noun that receives the action of the verb, while the indirect object is the noun that receives the direct object. These concepts can be particularly challenging for English language learners, who may struggle to grasp the various passive sentence structures. This complexity can lead to confusion and difficulty in remembering the rules. As students learn a second language, it is natural to make mistakes. However, errors provide valuable feedback for learners to assess their progress. Whether speaking, reading, or writing in English, mistakes are a common and understandable part of the learning process. The differences between a student's native language and their second language are evident in pronunciation, vocabulary, and grammatical structure. As a result, teachers may occasionally overlook errors made by their students. However, such errors can provide valuable feedback to the teacher in terms of teaching grammar, especially the passive voice. By analyzing students' errors in transforming active sentences into passive ones, teachers can identify which parts of the syllabus require further attention to improve the learning process. Additionally, students can receive feedback on their proficiency in using the passive voice by examining their mistakes.

This study analyzes the students' errors in changing Active Voice Narration to Passive Voice Narration. The identification of standard errors of the students while constructing Passive Voice of Present Indefinite tense and Past Indefinite tenses. Moreover, it can help teachers to bring change in their pedagogical practices. When it comes to transforming sentences from active voice to passive voice, students may not have a complete understanding of the passive voice rules. They can make errors. The results can guide teachers to prevent students from creating the same errors in constructing Passive voice. The findings can also be beneficial to suggest some solutions for the problems Eighth-grade students face in changing Active Voice to Passive voice.

### Literature Review

When studying a second language, the student typically recognizes and fixes his errors since he is familiar with the rules. In other words, a mistake can be self-corrected even when the learner cannot recognize it. Another notable fact is that computers and computational devices cannot make mistakes since they lack the same inherent ability to learn as humans (Penuku, 2018). Both mistakes and errors are essentially the same and are regarded as defective acts. A *mistake* is an error brought on by a flaw, whereas an error is a departure from perfection. A performance error, the fault was made due to forgetfulness or error. Because the writer is unfamiliar with the guidelines, the work is done without competence (James, 2013).

In 2019, Suhartini performed a case study that aimed to examine the mistakes made by students when learning passive voice in the simple past tense. The study's objectives were twofold: to identify the types of errors made by 11th-grade students at SMAN 1 Kabandungan in learning passive voice in the past tense, and to determine the factors contributing to their difficulties in doing so. The writer employed a descriptive analysis method and used a test as the primary data-gathering tool. The study focused on two key aspects of passive voice in the simple past tense: the verbal conjugation and the two essential elements. Suhartini conducted a case study in 2019 with the goal of

analyzing the errors that students made while learning passive voice in the simple past tense. The study had a dual purpose: first, to categorize the kinds of mistakes that 11th-grade students at SMAN 1 Kibandungan made when learning the past tense of passive voice; and second, to determine the factors responsible for their difficulties in grasping the concept. To gather data, the writer employed a descriptive analysis methodology and utilized a test as the primary tool. The research focused on two fundamental aspects of passive voice in the simple past tense: verbal conjugation and the two essential elements.

In 2022, Khasanah performed a case study aimed at examining the errors made by students when forming passive voices. The study's objectives were twofold: first, to identify the types of mistakes made by second-year students at SMK Purnama Mandiri Jakarta in learning passive voice, and second, to determine the factors contributing to their difficulties. The writer utilized a descriptive analysis methodology and utilized a test to gather data. The test consisted of multiple-choice questions, completion of sentences with the correct form of "be," and construction of active sentences into passive ones. The writer classified the errors made by the students into two categories: Misformation and Selection. The results revealed that second-year students at SMK Purnama Mandiri Jakarta still needed to improve their ability to convert active sentences into passive ones, and the primary type of error made by students was selection.

### **Error**

Erdogan, a research assistant at Mersin University Faculty of Education, notes that errors in a new language can arise from persistent use of mother tongue habits. Douglas Brown defines error as a noticeable deviation from the grammar of a native speaker, which reflects the learner's competence. Noam Chomsky, an American linguist, points out that even native speakers make mistakes when speaking, despite having perfect knowledge of their language's grammar, vocabulary, and pronunciation. John Norrish describes an error as a consistent deviation resulting from a learner's failure to master a particular aspect of the language. Susan and Larry suggest that errors occur repeatedly and often go unnoticed by the learner. Building on these expert definitions, the researcher proposes that an error is an unacceptable mistake made by a student that they cannot self-correct and that occurs regularly. Analyzing a student's errors can reveal their level of proficiency in the target language.

### **Differences between Error and Mistake**

Distinguishing between error and mistake is necessary because they have distinct meanings. According to Ellis, errors reveal gaps in a learner's knowledge and occur when the learner doesn't know the correct form. In contrast, mistakes are occasional performance lapses that happen when the learner is unable to apply their knowledge correctly. Corder, as explained by Susan and Larry, likens error and mistake to slips of the tongue, with error being a repetitive occurrence that the learner doesn't recognize, while a mistake is a random guess or a slip that can be self-corrected once brought to the learner's attention. Brown examines both mistakes and errors and defines a mistake as a performance error resulting from either a random guess or an incorrect utilization of a known system, which can be self-corrected. In contrast, an error is a noticeable deviation from the adult grammar of a native speaker and reflects the learner's competence. With these expert definitions in mind, the researcher aims to differentiate between mistakes and errors. A mistake is an unacceptable performance by a student who is not conscious or focused but can be self-corrected. In contrast, an error is an unacceptable performance that the student regularly makes and cannot self-correct.

### **Types of Errors**

According to Kaswan (2010:50-52), Dulay has categorized errors into four types: omission, additions, misformation, and misordering.

i. **Omission:** Errors are defined by the lack of a necessary item in a properly constructed utterance. While any word or particle in a sentence can be omitted, some are more frequently omitted than others. Function words or grammatical items, such as "is," "the," "of," and "an," are more commonly omitted by language learners than content words, such as nouns, verbs, adjectives, and adverbs.

ii. **Addition:** In contrast to omissions, addition errors involve the inclusion of an item that should not be present in a grammatically correct utterance. These errors often arise during the later stages of second language acquisition when learners have already grasped some of the target language rules. Addition errors occur due to an overly strict adherence to particular rules.

iii. **Misformation:** Misformation is a type of error that occurs when a language learner uses an incorrect form or structure in their speech or writing. This can involve using the wrong tense, singular or plural form of a noun, or an incorrect form of an adjective or adverb. Misformation errors may also involve the incorrect use of prepositions, conjunctions, or other function words. These errors can be caused by a lack of understanding of the appropriate form or structure or by the influence of the learner's first language. Misformation errors can impede effective communication and can be challenging for learners to correct because they may be difficult to recognize. Language learners need to understand the appropriate form and structure of the language they are studying to avoid misformation errors and communicate effectively.

iv. **Misordering:** Misordering errors are another type of error that occurs in language learning. As the name suggests, these errors involve the incorrect placement of one or more morphemes within a sentence or utterance. This can result in a sentence that is difficult to understand or even nonsensical. For instance, consider the sentence "He is all the time lately." This sentence contains a misordering error as the adverb "lately" is misplaced. A correct version of this sentence would be "Lately, he is all the time." Misordering errors can also occur in the arrangement of noun phrases, prepositional phrases, or clauses within a sentence.

### **Causes of Errors**

Several factors may cause errors. According to Norish (1983), there are three classifications of the reasons behind errors, namely carelessness, interference from the first language, and translation.

#### **Carelessness**

Lack of motivation is a contributing factor to carelessness. When students lack motivation in their learning or written assignments, they are more likely to make mistakes. Norrish (1983) suggests, "It is not always the student's fault if he loses interest; perhaps the materials and the style of presentation do not suit him" This implies that students may find the content or presentation of materials dull and unappealing, leading to disinterest and carelessness.

#### **First Language Interference**

Errors in language learning can arise from interference from the student's first language. Norrish (1983) notes, "It was commonly believed until fairly recently that learning a language (a mother tongue or a foreign language) was a matter of habit

formation." When a student's old habits in their first language disrupt their development of new habits in the target language, it is referred to as first-language interference. As the learner's language abilities progress, their speech patterns are thought to be molded towards those of the language being learned. In their first language, children learn to produce sounds that earn approval from their parents or satisfy their own needs. This leads to the repetition of certain utterances and the formation of linguistic habits.

### **Translation**

Norish (1983) suggests that learners often make mistakes when attempting to translate sentences from their mother tongue into the target language, particularly with idiomatic expressions, which can lead to classic blunders.

### **Material and Methods**

This study was conducted based on the descriptive method and mixed method approach. It identified the students' errors in constructing passive voice sentences in present indefinite sentences and past indefinite sentences. This study tested five exercises of active voice narration changed into passive voice narration of the participants of the schools mentioned above in Gujranwala. The English tenses test was used as a data collection tool. James' procedure of analysis was used to conduct this research. A test was conducted under the observation of the researcher. Errors made by the students were highlighted on paper. The researcher made a list of errors committed by Eighth-grade students and explained them accordingly. The errors were also described and explained the errors committed by elementary students. The errors were explained according to the theory of Norish (1983). The researcher classified errors like omission, addition, misordering, misformation, etc.

### **Data Analysis**

The researcher analysed the collected data from the participant according to the research plan. Data were presented in table and graphs. The data discussed in detail about the common errors committed by the participants. The deep analysis showed some common errors in changing Active Voice Narration into Passive Voice Narration of Present Indefinite tense and Past Indefinite tense.

### **Common Errors Committed by Eighth Grade Students**

#### **Omission Errors**

Errors in language use can be defined as the absence of an essential component that is required to construct a coherent and meaningful sentence or written text. It is crucial to note that any word or particle in a sentence has the potential to be omitted, but some types of components are more commonly missing than others.

In particular, individuals who are learning a new language tend to omit grammatical items or function words, such as "is," "the," "of," "an," and so on, more frequently than content words like nouns, verbs, adjectives, and adverbs. This is because grammatical items are often considered to be less important than content words in conveying meaning, and their omission may not significantly affect the overall understanding of the sentence. However, omitting content words can make it much more difficult to comprehend the intended message.

It is essential to recognize that errors in language use can have a significant impact on effective communication, as the omission of even a single word can change the

meaning of a sentence entirely. Therefore, it is vital to pay close attention to both grammatical items and content words when constructing sentences or written texts in any language.

**Table 1**  
**Identification of Omission Errors**

Sr. No.	Errors Identification	Errors Correction
1.	<b>A lion killed</b> by the hunter.	<b>A lion was killed</b> by the hunter.
2.	<b>The house bought</b> by her.	<b>The house was bought</b> by her.
3.	This book is <b>study</b> by us.	This book is <b>studied</b> by us.
4.	<b>Hockey played</b> by him.	<b>Hockey was played</b> by him.
5.	The poor are <b>help</b> by them.	The poor are <b>helped</b> by them.
6.	<b>A song sung</b> by me.	<b>A song was sung</b> by me.
7.	<b>The poem learnt</b> by them.	<b>The poem is learnt</b> by them.
8.	Mother is <b>love</b> by the children.	Mother is <b>loved</b> by the children.

Out of a total of 30 data points, 8 have been identified as Omission Errors, with the majority of these errors being attributed to student carelessness. In particular, many of the omissions were related to the students' failure to include the appropriate form of the verb "to be" in their passive sentences. Additionally, three of the errors (sentences 3, 5, and 8) occurred because the students forgot to add the suffix "-ed" to the verb. It is important to note that in passive voice narration, the verb used must be in the form of the past participle (verb III).

#### Addition Errors

Addition errors are a type of language error that can occur when a learner mistakenly adds an element to a sentence or written text that should not be present. Addition errors are essentially the inverse of omission errors, which involve the exclusion of a crucial element that must be present in a grammatically correct sentence. Typically, learners tend to make addition errors in the advanced stages of Second Language Acquisition (SLA) when they have already gained some understanding of the rules of the target language. At this point, the learner may feel confident enough to apply their knowledge of the language rules, but may over apply them in some cases, leading to the inclusion of elements that should be omitted. This can be due to various factors such as the learner's attempt to create a sentence structure that is similar to their first language or an overgeneralization of a rule.

For example, a learner who speaks a language that does not use articles may add unnecessary articles when speaking or writing in English. Similarly, a learner may add an unnecessary preposition when they attempt to translate a sentence from their first language. In some cases, addition errors can occur when a learner has not yet fully mastered a particular language rule, resulting in the inclusion of an element that is not needed in the sentence. It is essential for learners to recognize addition errors and work to correct them to improve their language proficiency. This can be achieved through language instruction, practice, and exposure to authentic language use. By gaining a deeper understanding of the language rules and conventions, learners can reduce the likelihood of making addition errors and become more proficient in the target language.

**Table 2**  
**Identification of Additional Errors**

Sr. No.	Errors identification	Errors Correction
1.	I was lent <b>this books</b> by a friend.	I was lent <b>this book</b> by a friend.

2.	A <b>whistles</b> was blown by you.	A <b>whistle</b> was blown by you.
3.	Tea was <b>to made</b> by her.	Tea was <b>made</b> by her.
4.	Is the milk <b>drunked</b> by them?	Is milk <b>drunk</b> by them?
5.	Cricket is <b>to played</b> by us.	Cricket is <b>played</b> by us.
6.	An essay is <b>to written</b> by you.	An essay is <b>written</b> by you.
7.	The wall <b>it was</b> climbed by boy.	The wall was climbed by boy.
8.	A horse <b>is being</b> bought by him.	A horse <b>is bought</b> by him
9.	Books <b>that are</b> read by them.	Books are read by them.

Among the thirty data points analyzed, nine have been identified as addition errors. These errors typically arise from translation and first language interference, where learners attempt to translate sentences from their first language into the target language.

In the case of the addition errors identified, several examples illustrate the issue. For instance, in sentences 1 and 2, the inclusion of the plural marker 's' with singular nouns such as 'books' and 'whistles' is unnecessary. To improve these sentences, it is better to write 'this book' and 'a whistle', respectively.

In sentence 4, the addition of 'ed' with the verb 'drunk' is incorrect, as the verb is already in the past participle form. In sentences 3, 5, and 6, the verbs used are in the correct form (past participle), but the addition of the preposition 'to' is not necessary, as 'to' is used with infinitives.

In sentences 7 and 9, the addition of 'it' and 'that' is overwhelming since the sentences already have a subject. Finally, in sentence 8, the word 'being' is not relevant as the horse has already been bought, and 'being' is used in the Present Continuous tense, not the Present Indefinite tense.

To improve language proficiency, learners must be aware of these addition errors and take steps to avoid them. This can be achieved through a combination of language instruction, exposure to authentic language use, and practice. By developing a deeper understanding of the target language's rules and conventions, learners can avoid addition errors and communicate more effectively in the language.

### Misformation

Misformation is a type of error that occurs when a learner uses the wrong form of structure in their language production. This can result in sentences that are grammatically incorrect or semantically unclear.

Misformation errors can take different forms, depending on the structure or language feature in question. For example, a learner may use the wrong verb tense, such as saying "I go to the store yesterday" instead of "I went to the store yesterday". Similarly, a learner may use the wrong form of a verb, such as saying "I have saw that movie" instead of "I have seen that movie".

Other examples of misformation errors include using incorrect word order, such as saying "I yesterday went to the store" instead of "Yesterday, I went to the store", or using the wrong article, such as saying "a car" instead of "an car".

Misformation errors can result from a variety of factors, including a lack of exposure to the target language, incomplete knowledge of the language's rules, and first language interference. To reduce the occurrence of misformation errors, language

learners should seek out opportunities for authentic language use and practice, engage in targeted instruction and feedback, and focus on developing a deep understanding of the language's structures and conventions. With time and effort, learners can improve their language proficiency and avoid misformation errors in their communication.

**Table 3**  
**Identification of Misformation Errors**

Sr. No.	Errors identification	Errors correction
1.	The door of the car <b>opened</b> by the driver.	The door of the car <b>was opened</b> by the driver.
2.	The pictures <b>was made</b> by the boy.	The pictures <b>were made</b> by the boy.
3.	They <b>gave</b> five films by her.	They <b>were given</b> five films by her.
4.	The boys <b>was praised</b> by the teacher.	The boys <b>were praised</b> by the teacher.
5.	My books <b>took away</b> by him.	My books <b>were taken away</b> by him.
6.	She <b>asks</b> by the doctor to stay in the bed.	She <b>is asked</b> by the doctor to stay in the bed.
7.	The thief <b>caught</b> by them.	The thief <b>was caught</b> by them.
8.	Five video films <b>buy</b> by her.	Five video films <b>are bought</b> by her.
9.	The child <b>was frightens</b> by the sudden noise.	The child <b>was frightened</b> by the sudden noise.
10.	Apples <b>likes</b> by her.	Apples <b>are liked</b> by her.
11.	A sound <b>hears</b> by him.	A sound <b>is heard</b> by him.
12.	The students <b>was help</b> by the teacher.	The students <b>were helped</b> by the teacher.
13.	She was to hospital by <b>they</b> .	She was taken to hospital by <b>them</b> .
14.	You <b>was</b> given the answer by them.	You <b>were</b> given the answer by them.
15.	<b>Me</b> was told to go away by <b>they</b> .	<b>I</b> was told to go away by <b>them</b> .
16.	A whistle <b>blown</b> three times by him.	A whistle <b>was blown</b> three times by him.
17.	<b>Him</b> was given a cake by his friend.	<b>He</b> was given a cake by his friend.
18.	She <b>carried</b> into house by them.	She <b>was carried</b> into house by them.

There were a total of 18 instances of misformation errors found in the data. As the term suggests, misformation errors occur when the wrong form or structure is used in a sentence or written text. In most cases, these errors were caused by the students' lack of knowledge of grammar rules. Nine out of the 18 errors (found in sentences 1, 3, 5, 6, 7, 10, 11, 16, and 18) were a result of students' confusion between passive and active sentences. They mistakenly identified the important topic being discussed as the subject of the sentence, but failed to use the passive construction, which requires the use of "be" + past participle.

Five other sentences (8, 9, 12, and 14) were found to have errors in verb forms. In addition, two sentences (2 and 4) exhibited errors in subject-verb agreement. The remaining three sentences (13, 15, and 17) were identified as object pronoun errors.

It is worth noting that misformation errors can also be attributed to the influence of students' first language and their attempts to translate sentences from their native language into the target language. For instance, some words, such as "to be" (is, am, are, was, were, been, be) and auxiliary verbs "do, does, did," do not exist in some students' native language, leading to confusion and incorrect usage.

### Misordering

Misordering errors refer to the incorrect arrangement of morphemes or groups of morphemes within an utterance, which can result in a sentence that is grammatically incorrect or difficult to understand. These errors can occur for a variety of reasons, such as incomplete understanding of grammar rules or insufficient vocabulary knowledge. Misordering errors can take various forms, such as incorrect word order, incorrect use of prepositions, or improper placement of verb tense markers. For instance, a learner might place an adjective before a noun when it should come after, or use the wrong preposition when indicating the relationship between two objects.



Moreover, misordering errors can also arise when learners attempt to directly translate sentences from their first language into the target language. For instance, the sentence structure in one language may be significantly different from that of another language, leading to errors in word order when translating. To avoid misordering errors, language learners need to have a strong understanding of the rules of grammar, as well as a solid grasp of vocabulary and the meaning of individual words in context. With practice, learners can develop the ability to construct grammatically correct sentences and avoid common errors that can hinder effective communication.

**Table 4**  
**Identification of Misordering Errors**

Sr. No.	Errors identification	Errors correction
1.	Why <b>it was</b> killed by you?	Why <b>was it</b> killed by you?
2.	By whom <b>the window was</b> broken?	By whom <b>was the window</b> broken?

Among the various error categories, the one with the lowest occurrence rate among students was misordering, which pertains to the incorrect positioning of a morpheme or group of morphemes within a sentence. The primary reason behind misordering errors is translation, as students have a tendency to apply rules from their L1 to L2. For instance, in sentences 1 and 2, students exhibited confusion regarding the proper arrangement of a question and a statement. In questions, the verb "be" should follow the question words, but if it comes after the subject, it transforms into a noun clause and conveys a declarative statement.

A detailed breakdown of the errors and their respective percentages can be found in the table below.

**Table 5**  
**Frequency of Errors Occurred by Students of Gujranwala**

Types of Errors	Frequency of Present tense	Percentage of Present tense	Frequency of Past tense	Percentage of Past tense
Addition Errors	12	8%	26	17.33%
Omission Errors	10	6.66%	25	16.66%
Misformation Errors	14	9.33%	50	33.33%
Misordering Errors	5	3.33%	8	5.33%
Total Errors	41	27.32%	109	72.65%

The table presented above indicates that among the errors made by students in constructing Passive Voice Narration, the addition errors were 8% in Present Indefinite tense and 17.33% in Past Indefinite tense. Omission errors were 6.66% in Present Indefinite tense and 16.66% in Past Indefinite tense. Misformation errors accounted for 9.33% in Present Indefinite tense and 33.33% in Past Indefinite tense. The misordering errors were 3.33% in Present Indefinite tense and 5.33% in Past Indefinite tense. The total errors made by students in Present tense were 41, which accounted for 27.33% of the total errors, whereas the percentage of errors made in Past tense was 72.65%, and the students of Gujranwala made 109 errors. The high frequency of misformation errors observed in the Past tense suggests that more attention needs to be given to this type of error.

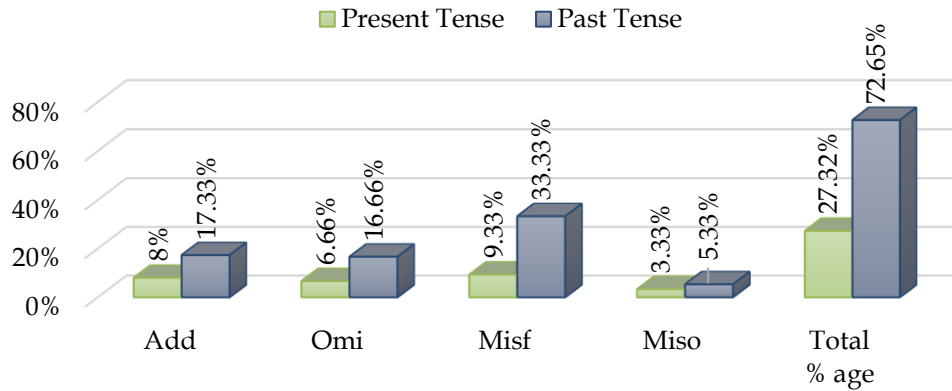


Figure-I Comparison of Present Tense and Past Tense Errors Occurred by Students of Gujranwala

**Note:** Add = Addition Errors; Omi = Omission Errors; Misf = Misformation Errors; Miso = Misordering Errors

The chart's initial bar depicts a comparison between the percentage of addition errors made by students in the Present and Past tenses. The data reveals that students committed 8% of addition errors in the Present tense, while in the Past tense, the percentage rose to 17.33%. The second bar shows the percentage of omission errors made by Gujranwala's students. The third bar compares the misformation errors in both the Present and Past tenses, while the fourth bar presents the percentage of misordering errors committed by the students. Finally, the last bar provides an overview of the overall percentage of errors made by the students of Gujranwala in both the Present and Past tenses. According to the graph, students made fewer errors in the Present tense than in the Pas

The researcher examined a sample and discovered 150 errors in the Passive Voice Narration of Present Indefinite and Past Indefinite tenses made by students of GGE/S, Ghayewala and GGE/S, Peerkot. These errors were divided into four categories: addition, omission, misformation, and misordering. Out of the 30 error data identified, 9 sentences contained addition errors, 8 had omission errors, 18 were misformation errors, and 2 were misordering errors. The study shows that misformation errors were the most frequent, followed by omission and addition errors. This suggests that students should concentrate on understanding the rules and structure of Passive sentences to enhance their writing and communication abilities. When it comes to the reasons for errors, addition errors were mainly associated with translation and the influence of the student's first language. This occurred when students attempted to translate from their L1 to L2. In contrast, omission errors were predominantly caused by inattentiveness. In fact, 14 out of the 16 errors were due to students forgetting to include the verb "to be" in their passive sentences. Misformation errors, which were the most common type of error, were mainly the result of using incorrect sentence structures. Finally, misordering errors were primarily caused by translation, with students incorrectly applying the sentence structure from their L1 to L2. For instance, some students constructed questions by placing the verb "be" after the subject, leading to a statement instead of a question.

## Conclusion

The primary aim of the study was to identify the errors made by eighth-grade students from GGE/S Ghaywala, GGE/S Peerkot, and Gujranwala when constructing the Passive Voice in the Present Indefinite and Past Indefinite tenses. The errors were

evaluated and analyzed by the researcher using a collected sample. According to the study, the students committed a total of 150 errors that can be classified into four categories: addition, omission, misformation, and misordering.

The study's second aim was to identify the reasons for these errors. Based on the analysis of the results, it appears that carelessness is the leading cause of omission errors among the students. Additionally, the primary causes of addition errors were found to be translation and interference from the learner's first language, as students may try to translate their native language sentences into the target language, leading to such errors. Misformation errors, according to the theory, refer to the incorrect use of sentence structure. Lack of knowledge in grammar was the main reason for this type of error among students. The least frequent error type was misordering, which is typically caused by translation errors as students transfer their L1 into L2.

The third objective of the study was to analyze the frequency of errors made by the students of GGE/S Ghayewala and GGE/S Peerkot in Gujranwala. The results indicate that 27.33% of errors occurred in Present Indefinite tense, while 72.65% of errors occurred in Past Indefinite tense. Moreover, the findings suggest that misformation errors were noted with high frequency in the Past tense, indicating that more attention should be given to this error type.

### **Recommendations**

The researcher has some suggestions for English teachers and educators. Firstly, it is recommended that teachers prioritize teaching the high-frequency error types and provide students with real-life examples to help them better understand and apply grammatical rules. Teachers should also identify areas that require further reinforcement by comparing the frequency of different error types. In order to address students' lack of knowledge and understanding of grammatical rules, it is suggested that students engage in more practice activities. To improve students' comprehension, teachers could use the Grammar Translation method which focuses on translating between the first and second language. Another method that may be helpful is the bilingual method to eliminate errors. It is also suggested that teachers assist students in delivering error-free presentations. Finally, teachers may use multimedia as a tool to enhance the teaching of grammar.

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