

Passive Voice Learning Problems of the 1st Year Students of Rajamangala University of Technology Srivijaya

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บทคัดย่อ

กรรมวาทกเป็นหนึ่งในบทเรียนที่ผู้เรียนภาษาอังกฤษจำเป็นต้องเรียน การศึกษานี้มุ่งที่จะวิเคราะห์ปัญหาการเรียนเรื่องกรรมวาทกและเปรียบเทียบปัญหาการเรียนเรื่องกรรมวาทกของนักศึกษา 2 กลุ่ม ซึ่งกลุ่มตัวอย่างในการศึกษาครั้งนี้คือ นักศึกษาชั้นปีที่ 1 หลักสูตรสาขาวิชาภาษาอังกฤษเพื่อการสื่อสารสากล มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย ซึ่งสำเร็จการศึกษาจากระดับชั้นมัธยมศึกษาตอนปลายจากสายสามัญ และระดับประกาศนียบัตรวิชาชีพ จำนวน 58 คน เครื่องมือที่ใช้ในการเก็บข้อมูลครั้งนี้คือแบบสอบถามปัญหาการเรียนกรรมวาทกซึ่งแบ่งเป็น 3 ด้าน ได้แก่ ด้านผู้เรียน ด้านผู้สอน และด้านสื่อการเรียนการสอน และแบบสัมภาษณ์เพื่อศึกษาข้อมูลเพิ่มเติม ผลการวิจัยพบว่า นักศึกษาทั้งสองกลุ่มประสบปัญหาในการเรียนเรื่องกรรมวาทกเหมือนกัน ด้านผู้เรียนในระดับปานกลาง ด้านผู้สอน และสื่อการเรียนการสอนในระดับสูง จากผลการวิจัยดังกล่าว สามารถนำไปเป็นแนวทางในการจัดการเรียนการสอนภาษาอังกฤษให้แก่นักศึกษาทั้งสองกลุ่มนี้ซึ่งศึกษาในห้องเรียนเดียวกันได้

คำสำคัญ

กรรมวาทก ผู้เรียนภาษาอังกฤษ ปัญหาในการเรียนรู้

Abstract

Passive voice is one of the important language aspects that English language learners need to master. This study aimed to determine the problems of the 1st year English for International Communication students in learning passive voice and compare the problems in learning passive voice of two group of students. The respondents were 58 students who graduated from high school and high vocational college. The tool used in this study were 1) the questionnaire which is divided into 3 parts, exploring about the learner, instructor and learning material problems, and 2) an interview. Overall, the results indicated that both groups of the students faced learning problems at the same level; their learner problem was at a moderate level while the problems regarding instructors and learning materials were at a high level. The findings of this study can serve as guidelines for better management of English classrooms in which the students of different educational background study together.

Keywords

Passive voice, English learners, learning problems

Introduction

When learning another language, it is necessary to learn how words are systematically arranged to form meaningful ideas. Grammar is also an essential resource in transmitting accurate and effective communication (Frodesen, 2001) Even though English grammar is included as a compulsory subject in the curriculum for Thai students in Thai curriculum, Thai students are still poor in grammar probably because of its complexity (Nunan, 2004).

Passive voice is one of the important lessons that has been taught in many levels of language education. Somphong (2013) states that in Thai context, students begin to study passive voice in grade 6. Thus, learning passive voice is compulsory for Thai students because it is used a lot in writing and speaking. Students in different study programs seem to learn passive voice differently. Students in high school learn this area of language more intensively. Gass (1990) states that it is required for high school students to learn passive voice because it is included in their text books. Moreover, learning important grammatical aspects, such as passive voice is placed as a central focus of the program. Moreover, students in high school study other various grammar-related topics as essential elements of the curriculum designed by the Ministry of Education. Learning grammar for high school students is integral to their overall communication skills development, hence, teachers commonly integrate passive voice in their lessons.

In contrast, vocational college students learn the passive voice structure differently. Trakulkasemsuk (2012) states that the students in vocational colleges tend to learn English for communication; they focus more on practicing the language in conversations, without paying intensive attention to grammar and structure. Most of their English subjects concentrate on English communication skills in order to produce students who are able to survive in workplaces after their graduation. These schools/colleges provide English courses that are relevant to the students' fields of

study. In other words, they teach English for Specific Purposes (ESP). For example, students in the department of commerce usually study English for Business while students in technical fields usually study Technical English. Therefore, English grammar English grammar for this group of students tends to be less intense.

This paper aims to investigate the problems that might occur with these two groups of students. This research can be helpful in understanding the problems as regards learning passive voice of the first-year students who have different language learning backgrounds in English courses. Also, the result of this research can contribute to the management of passive voice teaching and learning in university courses for both the English program and general English language learners.

Objectives

This study aims to:

1. investigate the problems faced by the students in learning passive voice;
2. examine the passive voice learning problems faced by the high school graduates and vocational college graduates and
3. compare the levels of problems when learning passive voice of two groups of students.

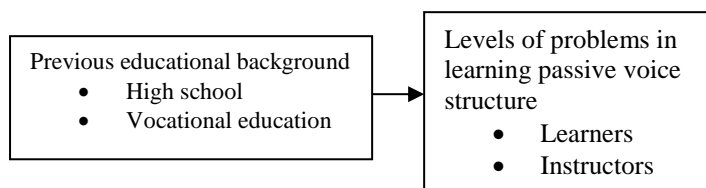
Research Questions

Based on the objectives presented above, there are three questions being addressed in the study:

1. What were the problems the students faced in learning passive voice?
2. What were the levels of problems that the two groups of students have when learning the passive voice?
3. Are there any different levels of problems that students who are taught in different styles when learning passive voice?

Conceptual Framework

The school-based curriculum has aimed that the students should be able to communicate both in written or oral language (Sa-ngiamwiboon, 2005). In regard with this statement, passive voice is one of the basic skills that should be mastered by the students. However, the students have reflected certain difficulties in learning passive voice structure (Sa-ngiamwiboon, 2005). Learning passive voice can be considered as a complex aspect as there are many linguistic elements involved, such as tenses, sentence structure and subject verb agreement. This research examined the problems faced by university students in learning passive voice and investigated whether the students who are taught in the different teaching styles have different levels of problems when learning passive voice. There were 2 main variables studied in this research: previous educational background and difficulties in learning passive voice structure. The conceptual framework of the research is presented below.



Literature Review

This paper generally examines problems in learning passive voice of the first-year students at Rajamangala University of Technology Srivijaya. Learners, as observed by their teachers through their writing exercises and outputs, encounter difficulties in understanding the passive voice construction. Teachers need to address this problem by assessing the strategies or techniques they use in teaching passive voice.

Teaching grammar

Various teaching methods have been employed in teaching grammar in ESL/EFL contexts. Some educators and teachers prefer employing communicative method when teaching grammar (e.g. Littlewood, 1988; Richards & Rogers 2001) while other teachers enjoy the advantages of active learning (e.g. Bandar and Gorjian 2017; Fromkin & Hyams, 2018). Moreover, Gass (1990) revealed that the learning achievement of the students significantly improved after being taught by using the constructivist approach. Most students reflected that they had achieved a high level of understanding on the form and meaning of English grammatical structures and were capable of applying them correctly. They likewise had a high satisfaction with the constructivist learning approach especially with regard to group-work, the learning activities and tasks.

Teaching passive voice in the EFL context

In Thailand, learners who are studying passive voice structure have revealed that they have made mistakes about this grammatical aspect due to their lack of familiarity to its structure and the influence of their mother tongue (Somphong, 2013).

Passive voice structure is constructed through using auxiliary *be* followed by the past participle of an action verb as in ‘is spoken’, ‘was cleaned’, ‘had been chosen’. In Thai context, it was found that some learning strategies had a positive effect in teaching and learning passive voice. For instance, translation strategies were used when teaching English passive voice. Students translated the sentences and added the Thai passive marker, “tuuk” (meaning “received the action”) to see if passive voice was needed (Chumthong, 2009). They also reported they used memory strategies to learn English passive voice.

Difficulties of teaching and learning passive voice

Amadi (2018) investigated the difficulties of learners in learning the English passive voice and he found that the most difficult area for the participants is the tense-aspect changes. More specifically, learners recorded in their diaries that they found it difficult to master the English tense and aspect (how structures shift from one tense to another).

Most teachers who teach English in Thailand are Thais and they always emphasize teaching structure by assigning students to do exercises. There are some students who can memorize all structure in each tense but cannot utilize them effectively. They cannot speak English well and their listening, reading, writing are poor. Furthermore, there is high number of students who cannot understand what passive voice is. When teachers assign them to do the tasks, they could not complete them because they lack knowledge about passive voice. They could not memorize the structure of each tense and could not remember participle verbs (Leong, 2014).

Azar (2003) proposed that learning and teaching the passive voice, especially at a university level was one of the most difficult chapters in learning grammar because learners could not understand the structures. Some students also face problems in learning the passive voice due to limited background knowledge.

Chumtong (2009) also showed that when learning passive voice learners encountered difficulties such as aspects of English tenses, situations of when the passive should be used, correct lexical and syntactic constructions of English passive and mastery of English irregular verb forms.

Research Methodology

This classroom action research aims to determine the problems for the students when learning passive voice structure. In order to meet the objectives of this research, there were considerations taken into account which are described below.

Research Participants

The participants in this study were 58 first year students (24 vocational college students and 34 high school students) enrolled in the English for International Communication program, Faculty of Liberal Arts, Rajamangala University of Technology Srivijaya. This study used purposive sampling technique in order to gather the data. The sample was divided into two groups: vocational college students and high school students. The comparison was made to determine the differences of the level of the learners' problems in learning passive voice.

Research Instruments

The instruments used in this research were the questionnaire with open-and close-ended question items, and an interview about the problems in studying passive voice. There are steps the researchers followed in order to complete this research. First, the questionnaire items were designed and checked by two experts who are experienced in doing research. Then, the questionnaire was piloted with a group of 10 students who studied in the same program. The questionnaire was revised and later used for the main study.

The questionnaire was divided into 2 parts which are as follows:

Part 1: Two questions asking about the participants' gender and previous study program.

Part 2: Eighteen questions asking about the students' perceptions towards their problems in studying passive voice: learner problem, instructor problem, and teaching material problem.

A 5-point rating scale was used to describe different levels of learning passive voice problems. The 5 scales were described as follows:

- 5 = highest level of problem
- 4 = high level of problem
- 3 = moderate level of problem
- 2 = low level of problem
- 1 = lowest level of problem

An interview was also used to elicit the participants' additional problems affecting their passive voice learning. The interview was conducted in Thai and consisted of 2 questions.

Data Analysis

The data were analyzed through statistical methodology using the SPSS program. The first part of the questionnaire which is about the general information of participants was analyzed by computing its percentage. On the other hand, the opinions of the students on the levels of problems they faced when learning passive voice were analyzed through computing the average value (\bar{X}), frequency and standard deviation (S.D.).

After that, nine students who reported similar learning problems were selected to participate in an interview, asking them to describe their problems in detail.

Results

The findings of this research are presented in the tables below. The first main finding was about the students' passive learning problems, ranging from the overall problems for the students, the learner-related problems, instructor-related problem, and material-related problems. The second main finding was about the comparison of the problems faced by the students who graduated from different educational background. The description of the data is also provided to describe the key observations in the data.

Table 1 The overall learners' problem in passive voice learning

Aspects	N (Students)	Rating (Point)	\bar{X}	S.D.	Problem Level
Learners	58	5	3.04	0.33	Moderate
Instructors	58	5	3.74	0.38	High
Teaching materials	58	5	3.58	0.49	High

As it can be seen in table revealed that the instructor-related problems was the highest level among three problems (3.74). The overall level of the problems in passive voice learning was at the high level (3.45).

Learner-related problems in passive voice learning

Table 2 The level of Learner-related problems in learning passive voice

Statements	Levels of problems				
	Highest	High	Moderate	Low	Lowest
1. Learners didn't understand tenses in passive voice.	5.2 % (n=3)	22.4% (n=13)	53.4% (n=31)	13.8% (n=8)	5.2% (n=3)
2. Learners didn't understand verb forms in passive voice.	6.9% (n=4)	22.4% (n=13)	53.4% (n=31)	12.1% (n=7)	5.2% (n=3)
3. Learners didn't understand the parts of speech used in passive voice.	5.2% (n=3)	32.8% (n=19)	44.8% (n=26)	13.8% (n=8)	3.4% (n=2)
4. Learners didn't understand word order in passive voice.	0 % (n=0)	19% (n=11)	55.2% (n=32)	20.7% (n=12)	5.2% (n=3)
5. Learners didn't understand the use of passive voice.	3.4% (n=2)	13.8 (n=8)	44.8 (=26)	27.6 (n=16)	10.3 (n=6)
6. Learners weren't interested in searching for more useful information after class.	20.7% (n=12)	34.5% (n=20)	32.8% (n=19)	10.3% (n=6)	1.7% (n=1)
7. Learners described themselves as a slow learner when compared with others.	3.4% (n=2)	20.7% (n=12)	51.7% (n=30)	15.5% (n=9)	8.6% (n=5)
8. Learners didn't review the lesson in advance.	0% (n=0)	12.1% (n=7)	36.2% (n=21)	43.1% (n=25)	8.6% (n=5)
9. Learners didn't complete the passive voice assignment by themselves.	6.9% (n=5)	25.9% (n=15)	43.1% (n=25)	19% (n=11)	5.2% (n=3)
10. Learners' passive voice knowledge didn't improve after learning in the class.	6.9% (n=4)	39.65% (n=23)	36.2% (n=21)	13.8% (n=8)	3.4% (n=2)

Table 2 shows the specific level of the learner-related problems encountered by the students in learning passive voice. Among all the aspects, there were two areas rated as a high-level problem which were “the learners’ interest in searching for more useful information after class” and “the learners’ passive voice improvement of knowledge after learning in the class”. It also shows

that majority of the learner-related problems in learning passive voice were rated as a moderate-level problem, such as the learners' understanding of the tenses in passive voice, their understanding of the verb forms in passive voice, their understanding of the parts of the speech used in passive voice, the use of passive voice, their pace of learning passive voice as compared to their fellow learners, and their completion of passive voice assignment. The learners' reviewing the lesson in advance was the only aspect rated as a low-level problem.

Based on the findings, teachers should address the most high-level problems which are “the learners’ interest in searching for more useful information after class” and “the learners’ passive voice improvement of knowledge after learning in the class.”

Instructor-related problems in passive voice learning

Table 3 The level of problems in learning the passive voice regarding instructors

Statements	Levels of problems				
	Highest	High	Moderate	Low	Lowest
1. Teachers didn't provide the background knowledge on passive voice equally to groups of students.	19% (n=11)	41.3% (n=24)	27.6% (n=16)	10.3% (n=6)	1.7% (n=1)
2. Teachers didn't provide activities which support passive voice learning.	20.7% (n=12)	32.7% (n=19)	31% (n=18)	12.1% (n=7)	3.4% (n=2)
3. Teachers didn't promote learning passive voice appropriately.	22.4% (n=13)	37.9% (n=22)	31% (n=18)	8.6% (n=5)	0% (n=0)
4. Teachers didn't encourage students to think, analyze, make decision and seek knowledge about passive voice by themselves.	20.7% (n=12)	46.6% (n=27)	29.3% (n=17)	3.4% (n=2)	0% (n=0)
5. Teachers didn't prepare teaching materials appropriately.	24.1% (n=14)	51.7% (n=30)	24.1% (n=14)	0% (n=0)	0% (n=0)

As it can be seen in Table 3, the students showed high level of problems related to instructor' factor. A large number of students (51.7%) reported that the teachers did not prepare teaching materials well enough when teaching passive voice. Moreover, 46.6% of the students reflected that their teachers failed to encourage them to think critically in class. As to the students' background knowledge on passive voice, 41.3% of the students reported that they were not provided background knowledge about the topic equally. With regard to the promotion of learning passive voice, 37.9% of the students reported that their teachers did not promote passive voice learning appropriately. Moreover, 32.7% of the students revealed that teachers did not provide activities which support passive voice learning. Also, they reported in the interview that university holidays disrupted their learning hours.

Material-related problems in passive voice learning

Table 4 The level of problems in learning the passive voice regarding teaching materials

Statements	Levels of problems				
	<u>Highest</u>	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>Lowest</u>
1. The books and resources useful for learning passive voice outside classroom aren't sufficiently provided.	22.4% (n=13)	29.31% (n=17)	34.5% (n=20)	12.1% (n=7)	1.7% (n=1)
2. Clarification on grammatical aspect isn't given by their peers.	13.8% (n=8)	34.5% (n=20)	37.9% (n=22)	6.9% (n=4)	6.9% (n=4)
3. Internet spots aren't available for students to search for passive voice learning resources.	29.3% (n=17)	31% (n=18)	27.6% (n=16)	6.9% (n=4)	5.2% (=3)

The analysis showed that the students had a high level of problems regarding the accessibility of the internet and moderate level of problems related to the resources and peer clarification. They considered the insufficiency of the Internet spots for information searching as a high-level problem (31%). The other two problems were rated as a moderate-level problem, namely the lack of useful books and information resources for outside classroom learning (34.5%) and the unavailability of peer explanation on the grammar point when requested (37.9%).

Passive voice learning problems of vocational college graduates

Mean and standard deviation were used to analyze the problem levels of vocational college students and the results are presented in the table below.

Table 5 Average levels of passive voice learning problems of vocational college students

Aspects	N (Students)	Rating (Point)	\bar{X}	S.D.	Problem Level
Learners	24	5	2.88	0.42	Moderate
Instructors	24	5	3.64	0.41	High
Teaching materials	24	5	3.58	0.53	High

Table 5 shows the overall rating of the students who graduated from vocational college. The average level of learner problem was at a moderate level ($\bar{x}=2.88$) while the average level of instructor problem was at a high level ($\bar{x} = 3.64$). As regards teaching material problem, the students rated it as a high level problem ($\bar{x} = 3.58$). The findings show that instructor-related problem has the highest rating (S.D. = 0.53). In other words, the students who graduated from vocational college considered the instruction-related problem as the biggest problem among the three aspects.

Passive voice learning problems of high school graduates

Mean and standard deviation were used to analyze the data about passive learning problem of the students who graduated from high school, which were derived from the respondents' answers to the questionnaires. The findings are presented in the table below.

Table 6 Average levels of passive voice learning problems of high school graduates

Aspects	N (Students)	Rating (Point)	\bar{X}	S.D.	Problem Level
Learners	34	5	3.19	0.23	Moderate
Instructors	34	5	3.84	0.35	High
Teaching materials	34	5	3.57	0.46	High

Table 6 shows the overall rating of passive voice learning by the students who graduated from high schools. The average of learner problem was at a moderate level ($\bar{x} = 3.19$). Both instructor and material problems were at a high level. Instructor-related problems and material-related problems appeared to be their biggest problems in learning passive voice.

Table 7 Average levels of passive voice learning problems of both group of students

Group of students	N (Students)	Learners	Instructors	Teaching materials	Rating (Point)	\bar{X}	S.D.	tt
Vocational college	24	2.88	3.64	3.58	5	3.37	0.30	1.14
High school	34	3.19	3.84	3.57	5	3.53	0.43	1.24

Table 7 provides the factors students from both vocational college and High School found to have affected their learning of the passive voice. Learner, instructor, and teaching materials were the factors identified.

As can be seen on the data, instructor-related problems were rated the highest at 3.64 and 3.84 by both groups, Vocational College and High School respectively. This was followed by teaching material-related problems at 3.58 and 3.57, and finally learner-related problems rated as the last factor affecting their learning. It is worth noting that High School students marked all three aspects – learners, instructors, and teaching materials- all at a high level with minimal differences between them. Vocational students, on the other hand, rated instructor and teaching materials at a high level.

On the other end of the spectrum when both groups of students were compared in terms of aspects affecting their passive voice learning, it was revealed that there was no significant difference. Table 7 revealed that instructor-related problems appeared to be the highest level of both group of students. The average level of passive voice learning problems of both group was at the high level. Moreover, the average of passive voice learning of vocational college students was at high level as same as the high school students. In addition, when two groups of students were compared about average level of passive voice learning problems, it revealed that it was not significantly difference.

The result of the interview

The students also reported in the interview that they described themselves as having less exposure in learning passive voice. They did not study as much as they should; some of students reported that they did not have time to do the exercises or review lessons that helped them to recognize what their teachers taught. In addition, they had financial problem. Some students needed to work to earn money during their studies. This often caused some students to be absent in the class because of work fatigue. Moreover, most students from vocational college had less time to study grammar. Most subjects emphasized on English for communication or Business English. They were quite poor in grammar and lacked knowledge about passive voice. They had difficulty in comprehending the

structure of each tense and could not classify the tenses of each sample. On the contrary, students who graduated from high school level had more background knowledge about passive voice. They reported that in every lesson in the commercial textbooks they used, passive voice was included in every level from grade 9 to grade 12. They learned passive voice before, so they did not have to spend more time in learning English passive voice. Both groups of students spent time memorizing the passive voice structure in order to improve their performance. If they could memorize the structure, their performance in learning passive voice would be enhanced.

Comparison of learning problems faced by the students who were taught to different teaching styles

As discussed previously, the students from vocational college and students from high school were exposed to different teaching styles in their previous study programs. The comparison between the learning problems of the two groups of students was made and it was found although these two groups learned in different styles, their levels of problems in each area, namely, learner-related problems, instructor-related problems and teaching material problems was at the same level. Both groups rated learner-related problems at a moderate level, instructor-related problems at a high level and the material-related problems at a high level. In short, there was no significant difference in those three passive voice learning problems.

Discussion

The findings of this study revealed that the level of problems in learning passive voice of students in 3 aspects, namely, learner-related problems, instructor-related problems, and teaching material problem, were at the moderate, high, and high level respectively. The teaching material problems were at the high level which implies that the teacher should provide the students' effective teaching material in order to enhance the students' comprehension of the content. Such findings correspond with Hinkel (2002) wherein the students need to prepare themselves before the class. Moreover, the teaching materials should not be too difficult to understand to motivate the students to learn passive voice effectively. The result revealed that there is no significant difference in problems in learning passive voice. It can

be assumed that their knowledge background about passive voice is not different even though they graduated from the different program.

From the interview, it was found that most students could not understand the structure of the passive voice. It might be the insufficiency or lack of background knowledge of the students. Indeed, teachers should provide them the background knowledge about structure in order to make them master the passive voice.

Implications

The result of this study can contribute to the improve the management of teaching grammar courses in universities. To improve the teaching of passive voice, the students should find sufficient time to review the lessons by themselves or as a group with classmates; they should have the courage to answer the teacher's questions even though they could make mistakes. Also, teachers should cater to the needs of the students in learning grammar lessons such as passive voice. This can be achieved through determining the learners' weaknesses or areas they need to enhance and provide remedial instruction to ensure their students' improvement (Chumthong, 2010).

Conclusion

Based on the analysis of the problems in studying passive voice of the 1st year students of English for International Communication program who were high school and vocational college graduates, it was found that both groups of students had problems in learning passive voice at a high level. Even though they learned grammar differently in their previous programs, both groups of students did not encounter different levels of problems when they studied together in English grammar classes at the university level.

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Appendix
Questionnaire

Topic: Passive Voice Learning Problems of the 1st Year Students of Rajamangala University of Technology Srivijaya

Section 1. General Information

Direction: Please put a mark (✓) to give information that best describes you.

1. Sex Male Female
 2. Program high school vocational college

Section 2 Opinions

Direction: Please put a mark (✓) to rate yourself honestly based on how you agree with the given statements

2.1 Learner problems or Learner-related problems in learning passive voice

Statements	Levels of problems				
	Highest	High	Moderate	Low	Lowest
1. Learners didn't understand tenses in passive voice.					
2. Learners didn't understand verb forms in passive voice.					
3. Learners didn't understand the parts of speech used in passive voice.					
4. Learners didn't understand word order in passive voice.					
5. Learners didn't understand the use of passive voice.					
6. Learners weren't interested in searching for more useful information after class.					

Statements	Levels of problems				
	Highest	High	Moderate	Low	Lowest
7. Learners described themselves as a slow learner when compared with others.					
8. Learners didn't review the lesson in advance.					
9. Learners didn't complete the passive voice assignment by themselves.					
10. Learners' passive voice knowledge didn't improve after learning in the class.					

2.2 Passive voice learning problems regarding instructors

Statements	Levels of problems				
	Highest	High	Moderate	Low	Lowest
1. Teachers didn't provide the background of passive voice equally to groups of students.					
2. Teachers didn't provide activities which support passive voice learning.					
3. Teachers didn't promote learning passive voice appropriately.					
4. Teachers didn't encourage students to think, analyze, make decision and seek knowledge about passive voice by themselves.					
5. Teachers didn't prepare teaching materials appropriately.					

2.3 Learning problem regarding teaching materials

Statements	Levels of problems				
	Highest	High	Moderate	Low	Lowest
1.The books and information resources useful for learning passive voice outside classroom aren't sufficiently provided.					
2. Clarification on grammatical aspect isn't given by their peers.					
3. Internet spots aren't available for students to search for passive voice learning resources.					

Interview form

1. What is/are important problem(s) that you are facing?
2. How can you solve these problems?

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