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Vocational English Grammar: Computer Engineering Students' Misformation Error Analysis on Auxiliary Verbs of Passive Voice in TOEIC Reading

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Abstract

Vocational English in colleges such as polytechnic is structured based on academic and professional potential. This notion also prevails in Computer Engineering students at the State Polytechnic of Sriwijaya who learn English for 200 questions, which is a widely recognised standardised test to assess English proficiency in work-related settings. Particularly in the TOEIC Incomplete Sentence in Reading section, a good mastery of grammar is necessary, yet students appear to be struggling due to the absence of rules in their mother tongue, resulting in errors, for instance, on misformation in passive-active questions. Therefore, this study aims to disclose their misformation error analysis to improve learning outcomes, particularly in passive-active form on Incomplete Sentences of TOEIC Reading. The research design for this study was quantitative descriptive with the population of 125 Computer Engineering students taking the TOEIC preparation course (Bahasa Inggris 4) while the sample was 30 participants taken by purposive sampling technique. The research instrument was the Multiple Choice Cloze Test, consisting of 50 passive form questions adopted and adapted from Longman TOEIC Preparation and Barron's TOEIC. These questions were segmented equally for five common types of Tenses and discovered that the misformation error analysis in Simple Present Tense (33%; Good), Past Tense (29%; Good), Present/Past Continuous Tense (41%; Moderate), Future Tense (20%; Very Good), and Present Perfect Tense (41%; Moderate). The findings were segmented across five common tenses and revealed the following distribution of misformation errors which were Simple Present Tense (33%; Good), Past Tense (29%; Good), Present/Past Continuous Tense (41%; Moderate), Future Tense (20%; Very Good), and Present Perfect Tense (41%; Moderate). The analysis disclosed that the Future Tense had the lowest error rate, indicating Very Good accuracy, while in summary, Computer Engineering students at State Polytechnic of Sriwijaya's error analysis was regarded as "Good" (37%). However, they still need further practice with the grammatical pattern in passive voice across different tenses. However, although the students have grasped the concept of using passive voice, they still require additional practice to master the grammatical structure, particularly in how it changes across different tenses. Therefore, further targeted practice is necessary for them to become more fluent and accurate in composing passive voice in different tenses, particularly in TOEIC Reading.

Keywords: Vocational English, TOEIC, grammar, error analysis, passive voice

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1. Introduction

Vocational English in vocational colleges such as Polytechnic, a branch of English for Specific Purposes (ESP), emphasises language learning primarily on specific skills and domains. Language proficiency plays a critical role as a means of effective communication, which also leads to academic and professional opportunities, so students should also be taught according to their career and academic requirements. This notion also prevails in Computer Engineering students at the State Polytechnic of Sriwijaya while learning English for TOEIC (Test of English for International Communication) in their final semester of study. TOEIC is a widely recognised standardised test of English language proficiency that is utilised by many companies and institutions to assess English language skills in a professional or work-related setting. It is in line with the focus of vocational college which is to produce graduates who are competent and able to compete in the industrial world. Therefore, increasing the competence of students in the TOEIC test is regarded a significant instrument. However, factors such as

limited access to high-quality English language instruction, a lack of exposure to English-speaking environments within English as a Foreign Language (EFL), and socioeconomic barriers can all contribute to lower levels of English proficiency among Indonesian students. However, factors such as a lack of exposure to English-speaking environments or insufficient interaction with native speakers (Hijazi & AlNatour, 2021; Muñoz & Cadierno, 2021) and socio-economic barriers of inadequate resources and access to technology (Soriano & Garcia, 2021) can all contribute to lower levels of English proficiency among English as Foreign Language students. As a result, hindering factors also affect students' performance on standardised English language tests, such as the TOEIC, that may fall short of their potential.

TOEIC consists of 200 questions segmented into two sections namely Listening (100 questions) and Reading (100 questions). Test questions simulate actual situations that are relevant to the global workplace. This can be especially beneficial for vocational students in finding future jobs on an international scale. Particularly in the Reading section, a good mastery of grammar is required. It is needed to cope with three parts of the Reading section: Incomplete Sentences, Text completion, and Reading Passages. These three parts are combined to create a final reading comprehension score. The TOEIC test includes multiple-choice questions which ask students to respond correctly and complete sentences using correct grammar or vocabulary. One of the obstacles is that students seem difficult to understand due to grammar issues. In addition to grammar, a broader challenge lies in overall time management and strategic reading skills, where understanding the grammatical context plays a key role in correctly answering questions (Zahruni, Fahmi, Pratolo, 2020). Grammar has many parts that make it difficult for students to understand, remember, and use. This difficulty in grammar often provokes negative reactions from students in English learning, including active-passive voice. This part of grammar is also common in TOEIC Reading. Consequently, improving TOEIC scores is a common challenge for EFL students. This struggle does not only occur in Indonesia but also in Korea, which is also in the realm of learning English as a foreign language. In Korea, Busa and Chung (2024) argued that although TOEIC is one of Korea's most popular and widely accepted English language assessments for college admissions and job applications, increasing TOEIC scores has far-reaching implications beyond the classroom.

Errors, therefore, always occur, even after years of education, even in a high-quality teaching-learning process. However, student error is possible, and it is caused by some factors such as the social circumstances of the students or influenced by their mother tongue, as in subject-verb agreement or auxiliary verbs. Although making subject-verb agreement seems easy, it is one of the most common mistakes in standard written English, as also found in Computer Engineering students at the State Polytechnic of Sriwijaya. Many students struggle with subject-verb agreement in English patterns because they do not have this kind of rule in their first or second language, such as in Bahasa Indonesia or the local language. This lack of familiarity with the rule can lead to errors in their written language, which can affect their grades and overall performance. However, errors should not be viewed as solely negative but rather as an integral aspect of the language learning process. In actuality, error analysis is not a new field. Many previous scholars have conducted studies concerning errors to provide insight into the process of acquiring a second (L2) or foreign language (L3).

Hence, being an English instructor, it is critical to have a clear overview of the different types and sources of learner's errors (Mesfer, Yahrif, & i Siradjuddin, 2024) since errors are important in the study of language acquisition because they are believed to provide valuable information about the strategies used by language learners to acquire the language (Sene, 2023). Yet, several related studies have not specifically intended to explore vocational college students' error analysis for subject-verb agreement or auxiliary verbs of passive voice in TOEIC Reading on Incomplete Sentence section. In addition, subject-verb agreement relates to the misinformation type of error analysis. Therefore, this study is eager to disclose the Computer Engineering students at the State Polytechnic of Sriwijaya misinformation error analysis to

improve the learning outcome, particularly in the passive voice in Incomplete Sentences of TOEIC Reading.

1.1 Vocational Grammar in TOEIC Reading

Vocational education emerges to prepare its graduates for the dynamic work world. Therefore, it must swiftly adapt to the changing landscape of Industry 4.0 as a cornerstone for skill development since real-world learning experiences and teaching are supposed to correlate positively (Phuong et al., 2023). It is consistent with the finding from (Bui & Huong, 2023) that educators and learners of English for Occupational Purposes (EOP) should be aware of the elements of successful EOP instruction. This divergence is not surprising because of the diversity of academic fields since each academic field has its own history and community that has developed distinct communication practices (Okamoto, 2023). The language requires precision and clarity, objective proposition statements and scientific conclusions, and rigorous translation which are important for the international exchange and dissemination of ideas. In addition, graduates need to read manuals, either printed English or digital text in English, for working abroad, so besides imparting English knowledge, they also need to cultivate literacy, such as in reading. These vocational college students are required to read English textbooks and articles in their disciplines both in printed and digital formats.

Additionally, reading in English can help the students improve their English proficiency since they can gain implicit English grammatical and vocabulary knowledge. Oranpattanachai (2024), about Thai students who are also learning English as a foreign language, discovered that the knowledge of English grammar and vocabulary makes a great contribution to the student's English reading comprehension ability. Particularly in vocational colleges, students' reading ability can be assessed by TOEIC (Test of English for International Communication) in a standardised test aimed at discovering their English language proficiency in a work-related context. Unfortunately, these vocational college students tend to struggle in grammar, such as passive-active voice, particularly due to subject-verb agreement, as found in TOEIC Reading, either for completing the sentence or comprehending the passage. Reading cannot be apart from grammar. Even for adult learners learning English, English grammar can be challenging. Some students find learning English grammar boring and even dislike it because they believe it is hard to understand. They occasionally fail to recognise when their grammar has errors. They are unable to fix their errors on their own because they are not aware of them in which Nurussa'adah, Lestari, & Yosephin (2024) disclosed.

When learning a language, especially English, students need to understand grammar well which basic knowledge is to comprehend language sentences. Grammar is one part of learning English, which is difficult for English as a Foreign Language (EFL) students. This linguistic challenge also occurs in Arabic-speaking learners as Al-Hamzi et al. (2023) found that the contrastive existence of both the English and Arabic languages contribute to an apparent grammatical inconsistency in the English language learners that lead to being more prone to producing errors when comprehending the passage. These distinct linguistic characteristics, such as sentence structure and varied grammatical rules of the learner's native language, are contrasted to those of the target language, such as in Bahasa Indonesia or the local language.

In other words, grammar mastery of English is a major challenge for both English as Foreign Language (EFL) language educators and students. On the other hand, one of the reasons English as Foreign Language (EFL) students still make mistakes in using the proper grammar is previous learning. English grammar has many matters to be discussed. One of them is the passive voice. The voice could be syntactic, depicting a sentence's relationship between the verb and the subject. Particularly, voice is fundamentally categorised into active and passive (Herring, 2016) and is defined as how the verb is expressed or composed in connection to the subject (Kurnianto, 2012). The active voice is more focused on the subject whereas the passive voice is more focused on the object (does not need to say the subject). Many students still do not understand tenses in the active form, so it is difficult for them to learn them in the passive

form, and they are too focused on the exchange of subject and object positions without put less attention to subject-verb agreement.

1.2 Error Analysis in Passive Voice

Composing a sentence in a native tongue is simpler than composing one of the different language functions. The mistakes which are often made by the students in the English learning process are natural. Several major causes of errors foreign language learners make are likely mother tongue interference, overgeneralisation, and teaching material or method. Error is a deviation from native speaker adult grammar, reflecting the learner's interlanguage competence when transferring first language habit. They often contributed creatively to the process of learning, causing many errors that varied according to their level of development. The practice of identifying, classifying, interpreting, or characterising mistakes made by someone in English is known as error analysis (Kharmilah & Narius, 2019). An error analysis can give a picture of the type of difficulty learners are experiencing and provide significant signs into how language is learned. Besides, it helps the students avoid making errors and improve their language skills since errors are crucial to the learning process as an indicator of the learners' proficiency level. Dulay (1982) in Alhamidi, Triyono, & Ahmad (2024) promote The Surface Strategy Taxonomy which emphasises the way surface structure is changed into four categories of error namely the error of omission (characterised by the absence of an item that must appear in a well-formed utterance), the error of addition (the presence of an item which must not appear in a well-formed utterance), the error of misformation (the use of the wrong form of the morpheme or structure), and the error of misordering (the incorrect placement of a morpheme or a group of morphemes in the utterance).

Particularly for the error of misformation, which is highlighted in this study, Ellis (2010) in Permatasari, Wijayatiningsih, & Mulyadi (2018) state that there are four types of errors in the use of forms namely the misuse of the possessive adjective form, the misuse of to form (auxiliary), the misuse of plural forms, and the misuse of verb forms. When someone utilises an element in a word or sentence in the wrong form, it is known as a misformation error. This type of error is commonly found in active-passive voice. Passive voice is the opposite of active voice in sentence patterns. The passive voice is, arguably, useful for emphasis on what was done rather than on who did the action or receiver of the action is more important than the initiator (Millar, Budgell, & Fuller, 2012; Drăcșineanu, 2020) since passive voice is a type of sentence in which the subject is acted upon by the verb (Joshi in Agustini, 2017). On the other hand, students often struggle with the tenses used in passive voice, leading to confusion. Passive voice is used when it is unnecessary to name the active person, it is impossible to name the active person, and it is emphasised to make its position distinct and prominent (Gao, 2009).

Mastering subject-verb agreement is a fundamental basis for avoiding mistakes and ensuring that the message is conveyed grammatically correctly, using correct sentence construction (Hanim et al., 2024), which also prevails in the pattern of passive voice. It is essential in various tenses, especially in the term of auxiliary verb of 'be'. Although the subject-verb agreement structure was introduced early to students since they were at the primary level, they still faced problems in acquiring the correct form of it. Limited to the misuse of auxiliary forms, several studies found similar issues about active and passive voice. Both show different understandings and functions that have dissimilar rules in use. A study by Manurung, Lestari, and Manik (2020) suggested that students' errors were found in changing active to passive voice in Simple Present and Past Tense, mostly in misformation. It is similar to the finding from Rahyono (2020), who analyzed error analysis to the incorrect use of the auxiliary verb "be" in students' passive voice. However, these previous studies did not specifically explore vocational college students' error analysis for misformation in subject-verb agreement found in grammar of passive and active in TOEIC Reading.

2. Methodology

The research design for this study was quantitative descriptive which was aimed at providing a comprehensive description of Computer Engineering students at State Polytechnic of Sriwijaya's error analysis of misinformation in using passive voice on TOEIC Reading. The Surface Strategy Taxonomy by Dulay (1982) was used in describing errors made by students in completing the passive voice pattern in TOEIC Reading, particularly the Incomplete Sentence section. The population of the study consisted of 125 Computer Engineering students taking TOEIC preparation courses (*Bahasa Inggris 4*) in their final semester of the 2023/2024 Academic Year at the State Polytechnic of Sriwijaya. The TOEIC preparation course (*Bahasa Inggris 4*) was provided to prepare final semester students to sit in the TOEIC test at the end of their study. The selection of 30 participants from a population of students taking the TOEIC preparation course (*Bahasa Inggris 4*) was conducted through the purposive sampling technique. The purposive sampling technique allowed the researcher to take the sample by using fair judgment to select the appropriate sample for collecting the data that was needed and usually based on prior information (Fraenkel & Norman, 2002).

The research instrument for this study was the Multiple Choice Cloze Test. Multiple Choice (MC) Cloze Test was considered the most common types of reading comprehension tests (Brown, 2002) where students' reading comprehension was tested by requiring them to select the best answer from four possible options to fill in the blanks in the passage to make a sentence semantically coherent and syntactically complete (Hao, 2011; Tabatabaei & Shakerin, 2013). Since several fundamental competencies are usually embedded in Multiple Choice (MC) Cloze Test, students are expected to fail to provide correct answers if their comprehension ability and logical thinking ability are not well developed (Luo, 2022) including how they determine the correct form to complete the passive voice in Incomplete Sentence section of TOEIC Reading. The 50 passive form questions were adopted and adapted from Longman Preparation Series for the New TOEIC Test 4th Edition dan Barron's TOEIC 4th Edition. These questions were segmented equally for five common types of Tenses namely Simple Present Tense, Past Tense, Present/Past Continuous Tense, Future Tense, and Present Perfect Tense.

The data collection in this study was carried out in the second semester of the 2023/2024 Academic Year. The data collection process consisted of three steps. In step one, all 30 students were taking the written test of the Incomplete Sentence section in TOEIC Reading only, which was completing passive form sentences administered for 2 SKS (80 minutes). All students have learned passive voice in Simple Present Tense, Past Tense, Present/Past Continuous Tense, Future Tense, and Present Perfect Tense. The test was performed to obtain appropriate data on Computer Engineering students at State Polytechnic of Sriwijaya's misinformation errors analysis about passive voice in the Incomplete Sentence section of TOEIC Reading. Result of this written test was then analyzed to extract the findings of study which also determined students' competency through 5-Likert Scale namely Very Good (0% - 20%), Good (21% - 40%), Moderate (41% - 60%), Bad (61% - 80%), and Very Bad (81% - 100%).

3. Finding and Discussion

3.1. Finding

The data were obtained from Computer Engineering students, who sit in TOEIC preparation course (*Bahasa Inggris 4*) of the 2023/2024 Academic Year, at State Polytechnic of Sriwijaya' written test to find out the misinformation errors analysis about passive voice in Incomplete Sentence section of TOEIC Reading. The result was shown by this table below:

Table 1. Result of Computer Engineering Students' Misformation Error Analysis

Passive voice in TOEIC Reading – Incomplete Sentence	Number of Students who Answered Incorrectly	Average
Simple Present Tense		
1. The decision is considered final.	7	23%
2. The meeting is postponed because Mr. Tan's plane was late.	9	30%
3. Mary and Juna are considered excellent writers.	3	10%
4. If the bills are not paid in five days, the company will seek damages.	10	33%
5. These regions are often referred to as the costliest place to do business.	10	33%
6. No one is allowed to enter without a pass from the security desk.	6	20%
7. Hotel employees are required to knock before entering the rooms.	8	27%
8. If those reports are sent by overnight delivery, it will reach Milan by noon tomorrow.	9	30%
9. A number of documents are kept in the pursuer's office.	20	67%
10. One of books is kept in the top drawer.	18	60%
Average		33%
Past Tense		
1. A number of awards were contested by many competitors.	17	57%
2. The proposal was submitted on April 28.	10	33%
3. The companies were founded by immigrants.	4	13%
4. The dispute was settled on Saturday.	13	43%
5. The meetings were postponed.	7	23%
6. The error was noticed after Ms. Radice sent the order to the company.	11	37%
7. It was agreed that the committee meet again on the tenth of April.	2	7%
8. Seminars were cancelled because the invitations were not printed in time.	6	20%
9. The fax was not received because the fax number was wrong.	9	30%
10. Most small business owners were required to file their taxes.	8	27%
Average		29%
Present/Past Continuous Tense		
1. A new collection of programs was being presented in the conference room.	19	63%
2. Any defective merchandise was being returned to the store for a refund.	16	53%
3. The package was being sent by the express mail service.	11	37%
4. Visitors are being reminded to always wear name tags.	11	37%
5. The food is being ordered.	10	33%
6. The itinerary is being filed with the cruise list.	12	40%
7. The buildings were being equipped with a security system.	9	30%
8. Employees are being reminded about the parking space.	8	27%
9. Passengers were being notified that all luggage will be checked one hour before the scheduled departure time.	13	43%
10. All delivery person is being asked to use the side entrance to make their deliveries.	15	50%
Average		41%
Simple Future Tense		
1. Our future will be based on what services we can provide.	8	27%
2. The result will be announced next week.	6	20%
3. The meeting will be held on Thursday.	8	27%
4. The merger will be announced today.	4	13%
5. The vice-president will be seated by the chairman at the banquet.	7	23%
6. An extended training will be instituted in July.	7	23%
7. The solution will not be determined until the problem is identified.	4	13%
8. The paycheck will be delivered when it arrives later.	5	17%
9. The plant will be closed before noon for its annual safety inspection.	5	17%
10. All travel arrangements will be completed by December 5.	7	23%

	Average	20 %
Present Perfect Tense		
1. Price quotes have been announced daily.	15	50%
2. Transactions have been documented weekly.	13	43%
3. Retirement luncheon has been changed because the speaker arrived late.	14	47%
4. The training session has been changed from 8.30 to 9.00.	13	43%
5. Many applications have been submitted for the vacant position.	10	33%
6. Your room has been reserved for two nights.	11	37%
7. This product has been considered our most popular item.	11	37%
8. The conference for next week has been postponed.	12	40%
9. The appointment has been scheduled immediately.	10	33%
10. Budget meetings have been held every week.	13	43%
	Average	41%
	Total Average	33%

3.2. Discussion

Errors in using appropriate auxiliary verbs were expected since it is often confusing for non-native speakers, especially when multiple auxiliaries are used in the same sentence or when learners are uncertain about subject-verb agreement. Meanwhile, the relatively lower percentage of errors in the Simple Future Tense was kind of unsurprising, as the use of “will be” was less complicated than the variations in auxiliary verbs seen in other tenses. In addition, the most significant findings from this analysis were difficulty in using subject-verb agreement or number was ambiguous. The key findings align with similar studies on tense errors among English learners. The findings have important implications for teaching strategies to include more practice with sentence construction in both active and passive voice, along with regular exposure to irregular verbs and vocabulary building.

3.2.1 Misformation Error Analysis in Simple Present Tense

When expressing jobs, actions, or occurrences that are typically carried out or when expressing daily routines and activities, the Simple Present Tense is utilised (Azizah & Purwanti, 2023). This tense is distinguished by the usage of auxiliary verbs like “am”, “is”, and “are”, or the basic form of the verb (V1). The research showed that 33% of Computer Engineering students at the State Polytechnic of Sriwijaya used auxiliary verbs incorrectly in the Simple Present Tense, yet it was still considered “Good” because it fell between 21% and 40%. The most significant responses were in the last two questions. Less than half of the students properly answered both questions. In detail, only 10 students were able to correctly respond to question number 9, “A number of documents are kept in the pursuer’s office,” whereas 12 students were able to do so in question number 10, “One of the books is kept in the top drawer,”. The cause could be the ambiguity faced by students at utilising the plural by referring to countable nouns as “documents” or the single by referring to article “A”. In another related example, students became perplexed when deciding which auxiliary verb to employ when they came across “one” and “books”. It also occurred while determining whether the subject was singular or plural in other sentences that were less complex.

3.2.2 Misformation Error Analysis in Past Tense

Actions carried out in the past at a specific moment are referred to as Past Tense (Gonçalves, Guterres, & Amaral, 2020). Past Tense uses “was” and “were” as its auxiliary verb. It can occasionally be challenging for students to switch from the basic form of the verb (V1) to a past participle (V2), particularly an irregular verb. This study discovered that the misformation error analysis of auxiliary made by Computer Engineering students at the State Polytechnic of Sriwijaya was 29%, which was deemed “Good”. Examples of this misformation error analysis were in question number 1, “A number of awards were contested by many competitors,” in which only 13 students provided accurate answers because they were unsure whether to use

“was” or “were”. Another question with the lowest right answer was in number 4,” The dispute was settled on Saturday,” which students explained it was primarily due to their limited vocabulary, as they did not know what the word “dispute” meant.

3.2.3 Misinformation Error Analysis in Present/Past Continuous Tense

According to Aryadi et al. (2023), the Continuous Tense is employed to represent an action that is taking place or is now underway. The error analysis for misinformation in Continuous Tense, including Present Continuous Tense and Past Continuous Tense, among Computer Engineering students at the State Polytechnic of Sriwijaya was 41%. It was deemed “Moderate”. Students seemed to have difficulty discerning whether the subject was singular or plural. In addition, they sometimes forgot to add “being” next to the auxiliary verb of “am”, “is”, or “are” for Present Continuous Tense, or “was” and “were” for Past Continuous Tense. In other case, these students used “be” or “been” instead of “being” to complete the questions. Furthermore, they appeared to be more unsure which auxiliary verb to complete the questions such as found in number 1 and 10, “A new collection of programs was being presented in the conference room” and “All delivery personnel are being asked to use the side entrance to make their deliveries,” should be singular or plural.

3.2.4 Misinformation Error Analysis in Simple Future Tense

Simple Future Tense is used to convey that an activity, such as an offer or a plan, will take place at a specific period in the future, as shown by the usage of will and going to. Computer Engineering students at State Polytechnic of Sriwijaya’s misinformation error analysis in passive voice for this tense was 20% which was considered “Very Good”. For instance, only 4 students missed to correctly answer the questions in number 4 and 7, “The merger will be announced today,” and “The solution will not be determined until the problem is identified,”. They appeared to be less puzzled when utilizing the grammatical pattern for passive voice in Simple Future Tense because all types of subjects employ the same auxiliary verb of “will be”. However, they sometimes forget to add “be”, resulting in wrong answers. Despite the fact that Present/Past Continuous Tense, Simple Future Tense, and Present Perfect Tense all use more than one auxiliary verb, students reported that it was easier for them to fill in the blank spaces in Simple Future Tense because all subjects must be followed by “will be” whereas Continuous Tense and Present Perfect Tense have a different auxiliary verb for each subject. It might also be the reason why the error analysis in Simple Future Tense percentage was lower among these three tenses, namely Continuous Tense, Simple Future Tense, and Present Perfect Tense.

3.2.5 Misinformation Error Analysis in Present Perfect Tense

According to Lestari (2017), Present Perfect Tense is used to represent an activity that began in the past but continues into the present, or a situation that began in the past and persisted into the present, or the results of which are still felt. Present Perfect Tense uses auxiliary verbs of “has” and “have”. If the sentences are in passive form, this “has” or “have” must be followed by “been”. Computer Engineering students at State Polytechnic of Sriwijaya’s error analysis in Present Perfect Tense was 41%, which is classified as Moderate (41% - 60%). Their least correct answer was question number 1, “Price quotes have been announced daily,” which only answered correctly by 15 students or half of all students. They admitted that they were still puzzled about whether to use “has” or “have” when deciding singular or plural. In addition, similar to the rules of passive voice in Simple Future Tense and Present/Past Continuous Tense, they frequently forget to add “been” or used “be” or “being” instead of “been”.

4. Conclusion

Mastering grammar will make it easier for students to comprehend English texts. They will be able to identify sentence patterns and structures in written language and boost their overall reading comprehension. In precis, Computer Engineering students at State Polytechnic of Sriwijaya’s misinformation error analysis of passive voice in TOEIC Reading on Incomplete Sentence was regarded as “Good” (21% - 40%) with a score of 33%. In other words, most of

them knew which auxiliary verbs were appropriate for each subject in various tenses namely Simple Present Tense, Past Tense, Present Continuous Tense/Past Continuous Tense, Simple Future Tense, and Present Perfect Tense. Based on the statistics, among the five tenses above, it appeared that they comprehended the use of auxiliary verbs for passive voice in Simple Future Tense the best as they got “Very Good (20%)”. However, they still need to address challenges regarding the distinction between singular and plural forms, as well as the correct usage of “be,” “being,” and “been.” Additional practice is required to help them internalize the grammatical patterns of passive voice across diverse tenses. Lastly, this study has the potential to contribute to future research in related fields, particularly in Vocational English Grammar. Since vocational education students often undertake the TOEIC exam before completing their studies, the findings from this research can serve as a valuable resource for educators aiming to enhance their teaching methods and improve students’ grammatical proficiency in English.

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