An Analysis of Arabic Esl Students' Past Participle Error Found in STAI Ali bin Abi Thalib Surabaya

Agung Pranoto Kadiatmaja

Sekolah Tinggi Agama Islam Ali bin Abi Thalib Surabaya, Indonesia

E-mail: *agungpranotokadiatmajastai-ali.ac.id*

ABSTRACT

This research examines past participle errors in students' writing term paper to identify their difficulties. The error analysis is part of an investigation into the English language learning process. The purpose of this research is to identify the types of error analysis and the most dominant types of error analysis in the use of past participle. The qualitative research was carried out to investigate errors in second language acquisition. The research concentrates on qualitative research, collecting empirical data from students' writing through document analysis. The method is used to collect accurate data. The research focuses on eleven undergraduates from Arabic Department STAI Ali bin Abi Thalib Surabaya. To obtain the results of this error analysis, the researcher investigates further using surface strategy taxonomy. It is restricted to the students' past participle error which consists of four error types: omission, addition, misformation, and misordering. At last, after identifying all of the data and analyzing the research findings, it can be summarized that the types of past participle errors produced by the students are (1) omission, which occurred 10 times or 66,67% of all, (2) addition, which occurred 4 times or 26,67% of all, (3) misformation, which occurred once or 6,66% of all, and (4) misordering error, which did not occur. According to the research findings, the most dominant type of past participle error is omission.

Keywords: Error Analysis; Writing; Past Participle.

INTRODUCTION

English is applied as the essential international language to communicate. It is the second language or foreign language in this world that everyone who wants to communicate globally. Not only in the capability aspect of writing, reading, and listening but also in speaking aspect. It has to be comprehensively applied. Writing is one of productive skills in language learning. The writing activity is different from other activities. It is less spontaneous but more permanent since it takes much time and concentrated practice. In writing, there are a number of language aspects involved such as model texts, grammar, spelling-check, punctuation and prepositions. Harmer says that 'writing has a number of conventions which separate it out from speaking apart from the differences

in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation' (Harmer, 2002).

Studying English is intimately connected to the grammatical aspects (Kadiatmaja, 2021a). It means that every single aspect of English grammatical range needs to be studied in more detail to obtain a good skill and knowledge.

In 2020, the overview of the past participle elaborated in the Walden University channel simply states that the past participle (in regular verbs, this is formed by adding "-ed" to the end of the verb). The past participle is not only related to certain elaboration in grammatical aspects but also relevant to enhance the fundamental speaking acquisition skill and knowledge. The growth of the writing aspect in determining cases of both grammatical range and accuracy in Indonesia and the province of East Java, in particular, has stagnated. The contribution data from the past participle error analysis has shown that there is no elaboration in it.

In addition, the difficulties in applying the rules of the language in writing cause students make errors. Dulay states that 'an error is a noticeable deviation from the adult grammar of a native speaker' (Brown, 1994). It means that learners make errors because they lack knowledge of the rules of the target language. They may make the same errors at other times. Error is often considered as students' mistake in learning a language because the comprehension of that rules related to the student's ability. Selinker points out that 'when a student makes a mistake, it is not the fault of the teacher or the materials or even the students, but it is a natural part of a learning process' (Pranowo, 1996). People cannot learn language without systematically committing errors first. Errors which are made by learners contribute in understanding the process of foreign language acquisition. By seeing students' errors, the researcher attempts to collect information about students' errors in writing. (Dulay, Burt, and Krashen, 1982) define 'errors are the flawed side of learners' speech or writing. Seeing this, error can be recognized by looking at the learners' speech or writing work. When learning something, especially learning a language, committing errors is something inevitable. (Richards, 1974) stated that errors analysis is the analysis and analysis of errors made by the second or foreign language learners. Based on the definition, it is known that errors analysis is necessary to conduct only for the errors made by the learners in learning second or foreign language.

Error analysis is also a way to investigate errors in the second or foreign language acquisition. Errors analysis emphasizes 'the significance of errors in learners' interlanguage system' (Brown, 1994). Errors analysis is a type of linguistic analysis that focuses on the errors learners make as the

process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. In terms of the language teaching, error analysis is more worthwhile in the field of teaching language than the language acquisition research (Cook, El-Farahaty, 2017). (Dulay, Burt, and Krashen,1982) also stated that error analysis can be beneficial not only for learners but also for teachers (Sermsook, Liamnimitr & Pochakorn, 2017). Hinnon (Sermsook, Liamnimitr, & Pochakorn, 2017) added that error analysis can be used to provide appropriate techniques in language teaching. According to the Quirk et al. (Kast, 2008), they state that aspect refers to grammatical category which describes the verb action which is used in an utterance. It is simply restated that aspect gives an answer of how an event or tragedy happens. Perfective and progressive is two instances of English aspect. Writing aspect is applied in this research since it is grammatically more complete than speaking. In writing, the communication can be intelligible through the language itself. The past participle is a word that is derived from a verb, is either as an adjective or a construction of the verb tense, and most frequently end with -ed, -d, -t, -en, or -n (Kadiatmaja, 2022). The consideration that the use of the past participle for language learners is a kind of problems that are crucial to be grammatically improved. In addition, the past participle is a fundamental aspect both in written and spoken English all students have to carefully comprehend. The surface strategy taxonomy is applied for the further classification. The use of past participle in sentences errors were limited to four classifications based on the surface taxonomy. They are *omission, addition, misformation,* and *misordering.*

To fill the research gap in both grammatical range and accuracy on the use of the past participle, and also based on several previous research studies that have found the influence of certain grammatical aspects. The novelty of this study is a variable innovation capability that allegedly acts as a meditating variable. Innovation is crucial for companies to face the challenges of competition in the current era of certainty (Iskandar 2016). Up to now, there has been no research that analyzes the past participle error in students' writing term papers, showing empirical research. Its sample size and the external validity of the data would be beneficial in the field of teaching and learning English.

Since the analysis focuses on error analysis committed by the first semester students of *English for Specific Purpose* in leadership class, so the researcher will focus on the past participle. It is based on the consideration that the use of the past participle for language learners is a kind of problems that are crucial to be grammatically improved. In addition, the

past participle is a fundamental aspect both in written and spoken English all students have to carefully comprehend. The surface strategy taxonomy is applied for the further classification. The use of past participle in sentences errors were limited to four classifications based on the surface taxonomy. They are *omission, addition, misformation,* and *misordering*.

Finally, in terms of identifying the students difficulties and recognizing that the error analysis is part of an investigation into the English language learning process, the author states that the purpose of this research is to find out the type of error found in the first semester students' writing composition of the past participle and to find out the most dominant type of error found in the first semester students' writing composition of the past participle at STAI Ali bin Abi Thalib.

METHOD

a. Research Method

In this research, document analysis is selected as the research method. (Best, 1959) states 'document analysis which is called content analysis is a kind of research method that deals with records or documents as the research data'. Referring to his statement, one purpose of document analysis is to analyse the types of errors in students' work. The qualitative method is applied to get the data collection. In addition, (Jacobs & Razavieh, 2002) state that document analysis 'focus more on analyzing and interpreting recorded materials within its own context. This research method was carried out to get the data on an error analysis in students' writing composition. (Alwasilah, 2002) states that one of the purposes of a qualitative method or analysis is to acquire descriptive data. It means that the description of the research data is in the form of words, not in the adequate amount.

b. Participant and Setting

This research was conducted at STAI Ali bin Abi Thalib Surabaya, the researcher's home institution, by focusing on first semester students writing composition of the past participle as the research respondents. The research data were taken from four leadership class. The researcher took eleven random students' writing term paper due to the fact that they were still in the starting-out degree of learning so they will be more enthusiastic to learn English and be more accessible to correction and pay attention to the errors they made. The errors they committed will assist them to greater learning and understanding of English.

c. Data Collecting Technique

In association with two research questions, some techniques are employed in this research to collect the data. The data collection is taken from students' final test composed as the written test. Writing comprehension is applied to get and detect the students' errors in writing composition of the past participle. The researcher investigates the data collection of the past participle by taking from sixteen students' writing composition as the object of the research, examining the students' errors in the past participle, explaining the steps to conduct the written test, informing the duration of the test to the students, and lastly gathering the whole students' writing composition to discuss.

d. Technique of Analyzing Data

Some steps are applied to analyze data by using a written test. Meanwhile, the complete process of the data analysis technique can be identified; first, the researcher asks the students to do a writing test, and to accomplish it based on the similar provided topic. Then, after having finished their writing, the student's writing composition are collected. Each of the sentences containing of the the past participle is classified by putting on the table and given note whether the data are correct or wrong. If the data wrong, it will be given a short description and the correction. Next, the data are identified by knowing and choosing the types of errors that frequently appear in the student's writing composition. The following steps are classifying the sentence errors that are found into some types of errors. The researcher uses the theory of c stating four type error in writing namely *omission, addition, misformation, and misordering* to analyze and correct the incorrect passive sentences based on the correct grammatical of passive sentence formula. Moreover, all errors sentences for each type are counted in order to find the most dominant errors students produced. The data are then tabulated by applying a statistic pattern to find out the percentage number of students' error in their writing composition, as follows: $P = F/N \times 100\%$ [Where: *P* is for *percentage number*, *F* is for *frequency of error*, and *N* is for *the number of error analysis*]. The last step, the researcher formulates data interpretation and the conclusion after accomplishing data analysis process.

RESULT AND DISCUSSION

The researcher will present the findings of the document analysis, which will address the research's two problem formulations in the chapter. Furthermore, the findings of grammatical errors produced by students in their writing composition focusing on past participle are discussed in this research by presenting five primary sections. Those are data findings of Past Participle usage, types of past participle errors in the *Perfect Tense,* as *adjective*, in *Participial Phrases*, and in *Passive Voice.*

a. Data Findings of Past participle Usage

1. The Total Number of the Sentences

As in each document, there are various types of sentences and past participle usage. The researcher identifies all sentences that contained (1) past participle in perfect tenses, (2) past participle as an adjective, (3) past participle in participial phrases, and (4) passive voice. Furthermore, all students' sentences in every single document that will be examined are counted. This table of analysis shows the number of sentences committed by students. The table includes every instance of the past participle. These are past participle in perfect tenses, past participle as an adjective, past participle in participial phrases, and passive voice.

The Number of Written Sentences in the Usage of Past participle

The Usage of Past participle	Number	Percentage (%)
Past participle in *perfect tenses*	1	6,66%
Past participle as an *adjective*	7	46,67%
Past participle in participial phrases	3	20%
Past participle in passive voice	4	26,67%
Total of sentences	15	100%

After calculating and identifying the sentences of the students, the researcher identified several facts. The findings show that 11 students used the past participle in 15 phrases. Only a past participle in the present perfect tense was found. The proportion for this group is 6.66%. Moreover, it is the least often used past participle.

A total of seven past participles, or around 46,67% of all sentences, were found by the researcher to be adjectives. Furthermore, the past participle was effectively used as an adjective in 7 instances. Another truth is that the past participle is most frequently used in sentences as an adjective. As a result, this second category dominated the students' writing works.

Also, the researcher discovered 3 past participles or 20% of all sentences in participial phrases and 4 past participles or 26,67% of all sentences in passive voice.

2. Classification According to the Types of Errors

After counting and reporting the total number of instances of the use of the past participle, the researcher continues to categorize sentences into each sort of error known as *omission, addition, misformation, and misordering.*

An *omission* is a type of error which is characterized by the absence of an item that must appear in a well-formed utterance. If there is an item in a sentence which is absent and making an unwell –formed utterance, it can be stated as omission (Dulay et al, 1982). In addition, (Dulay et al, 1982) explains that *addition* errors are defined by the presence of an item which must not appear in a well-formed utterance (Dulay et all, 1982). Moreover, *Misformation* errors are characterized by the use of the wrong form of the morphemes or structure. It is occured when the learner supplies something although it is incorrect. Finally, *Misordering* errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The morphemes do not take place in where it should be.

The accompanying table and diagram analysis allowed for a clear analysis of the results.

The Frequency and Percentage of *Past participle* Types of Error in Surface Strategy Taxonomy and Each Categories

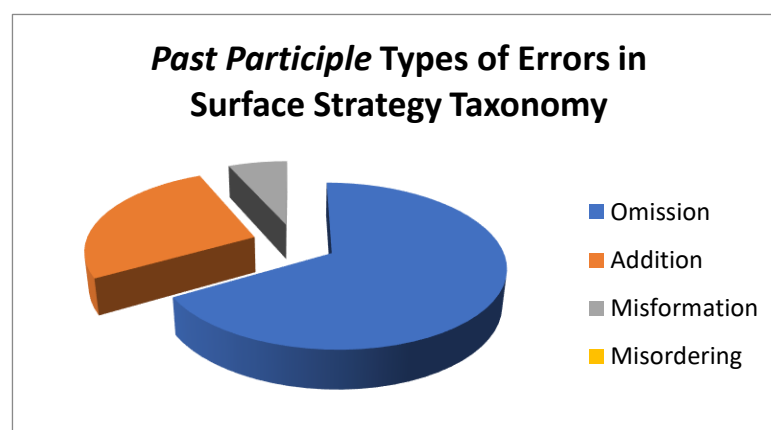| No.	Types of Errors in Surface Strategy Taxonomy		Number of Each Errors	Frequency of Errors	Percentage (%) of Errors
1.	Omission		10	10	66,67%
2.	Addition	Regularizations	1	4	26,67%
		Double marking	2		
		Simple Addition	1		
3.	Misformation	Regularizations	0	1	6,66%
		Archi-form	1		
		Alternating form	0		
4.	Misordering		-	-	-
Total			15	15	100%

Figure 1. The Distribution of Students' Past participle Error on Surface Strategy Taxonomy

According to the findings of the table and diagram analysis, omission errors were the first position or the most frequent sorts of errors discovered in the students' term papers. The statistics revealed 10 instances of omission, or roughly 66,67%. The second-best rank belongs

to addition. This addition error occurred four times, accounting for 26,67% of all errors in the data. In addition, the analysis found that other forms of errors followed omission and addition errors in importance. Those are misformations, those mistakes. Only one misformation error, or 6.66 percent of all errors, happened. Although there are three types of misformation errors, including regularizations (no error), Archi-form (one time error), and alternating form (no error), it is students' least common error. And then, Misordering error did not appear as the error. The research provides the data above to elaborate the practical implication.

As the framework, the researcher elaborates theories to answer the formulated research questions. This research is discussing the errors of the students writing focusing on the past participle. Theory of the past participle from (Azar, 1999) is used to analyze some errors which were committed by the students. In answering the first and second research problem, the researcher used the theory types of error from (Dulay, Burt, and Krashen, 1982). Those are omission, addition, misformation, and misordering. Those four types of errors were applied to analyze errors students commit in their writing.

The errors were classified into surface strategy taxonomy due to this category has an important role in finding the errors analysis question. As (James, 1998) emphasized that the descriptive categorize need to be specific and elaborated upon with maximum care while utilizing surface structure taxonomy. In addition, Corder states 'surface strategy taxonomy is a superficial of error classification used as a starting point for systematic analysis' (Corder, 1981), thus the surface strategy taxonomy is applied in the research as a starting point in the description of errors.

b. Types of *Past Participle* Errors in *Perfect Tense*

After identifying and categorizing the sentences, Dulay's theory was used to analyze and categorize the errors made by 11 students. The idea outlined in the previous chapter asserts that there are four different sorts of errors that correspond to data analysis. Based on (PRACTICAL ENGLISH , 2018), one of the function of present perfect the writer stated is that *to express the repetition of an activity before now*. The following table shows how many past participle errors in perfect tense were.

The Number of Past participle Errors in *perfect tense*

The Usage of Past participle			
Past Participle Types of Errors in *perfect tense*			
O	A	MF	MO

	Reg	DM	SA	Reg	A-f	Alt	
-	1	-	-	-	-	-	-

Furthermore, the past participle error in perfect tense committed by students was thoroughly discussed. The error in past participle sentence presented below is based on data findings that can be found in Appendix A. The error can be seen as follows.

1. Addition

The second type of error, which was only committed by students, was the addition error. As previously stated, an omission error occurs when one or more items are omitted from a sentence. As a result, it can be identified as an incorrect sentence. In contrast, addition errors are defined as "the presence of an item that must not appear in a well-formed utterance" (Dulay et. Al, 1982). After analyzing the data, the *addition* error made by the students was discovered. Following that, *addition* error appeared in the students' writing compositions or documents to be discussed. There were instances where *addition* errors were applied to the past participle observed in perfect tense. There are three kinds of addition errors: *double marking, regularizations, and simple addition.*

The researcher discovered no *double-marking or simple addition* errors while only a *regularization* error in analyzing addition error categories. Appendix B contains detailed instructions for thoroughly investigating the other details of addition error and testing all possible corrections. The following sentence demonstrates the types of addition error that can be found.

10.a. *The world has **became** so fast. (*Regularization Error*)

Those sentences are gramatically incorrect. In line with the first sentences (10.a), the verb "became" applied by the student in the sentence is an incorrect irregular verb. The irregular verb *become (V1), became (V2), become (V3).* In accordance with the form of past participle, past participle (V3) is needed. Thus, the appropriate verb which is defined as past participle should be *become.* The possible correction of the sentence can be observed as follows.

10.a. *The world (population) ~~has became~~ become (increased) so fast.

c. Types of Errors in Past Participle as an adjective

After analyzing and classifying the types of past participle errors as an adjective, the types of past participle errors as an adjective made by 11 students are also analyzed and classified using Dulay's theory. *Omission, addition, misformation,* and *misordering* are the four types of errors discussed previously. Adjectives are used in place of adverbs, and adjectives have only one job: they describe noun or pronoun (LONGMAN, 2001). Nonetheless, the number of past participle errors as an adjective observed in the following table could only be divided into two types: *omission* and *addition.*

The Number of Past participle Errors as an *Adjective*

The Usage of Past participle						
Past Participle Types of Errors as an *adjective*						
O	A			MF			MO
	Reg	DM	SA	Reg	A-f	Alt	
5	1	-	1	-	-	-	-

The *omission* error occurs five times. There was no evidence of *misformation* or *misodering* error. The *addition* error then appears two times. Furthermore, two types of past participle errors as an *adjective* committed by students will be thoroughly discussed. The errors could be observed as follows.

1. Omission

In line with the table analysis, the most common errors made by students were *omissions*. There are 5 instances *omission* errors of past participle as an *adjective*. The sentences that follow are randomly selected from the results of *omissions* on students' sentence errors.

   7. * The forming stages of team development is period of orientation and getting **acquantied**.

   10.b. * The world has became so fast, **interconected** and complex.

   11. * You can **written** or commucation electronic form.

Those sentences are classified as *omission* errors based on the above past participle. The students omitted the important points that should have been included in the sentence. As a result, the omission leads to ill-formed sentences. (1) The *omission* occurred once in the first composition. The error case (7) was in the linking verb combined with the word *'acquantied'* as an adjective. A past participle used as an adjective should be properly spelled. The pattern is Subject + linking (verb) + past participle (as an adjective). The word *acquantied* should be *acquaintied.*

In accordance with the case (10.b), it recognizes the past participle as an adjective. Students should pay close attention to spelling when composing an appropriate sentence involving the past participle as an *adjective*. As a result, the adjective should be appropriate. The word interconected should be interconnected.

In the similar case of the next finding (11), the student omitted the verb (for examle) "(to) use"- the use of past participle as an *adjective* applied in the sentence which used modal auxiliariy. Although the sentence is still clear, it is grammatically incorrect. The possible correction of those sentences can be observed as follows.

> 7. *The forming stages of team development is period of orientation and getting **acquaintied**.
>
> 10.b. * The world has became so fast, **interconnected** and complex.
>
> 11. ***** You can **use written** or electronic form.

2. Addition

The second most common type of error made by students was the *addition* error. As previously discussed, *omission* error occurs when one or more items in a sentence are omitted. As a result, it can be identified as an incorrect sentence. In contrast, *addition* errors are defined as "the presence of an item that must not appear in a well-formed utterance" (Dulay et. Al, 1982). After analyzing the data, some *addition* error made by the students were found. The next step that appeared in the students' writing compositions or documents to be discussed was *addition* error. There were two instances of *addition* errors when using the past participle as an *adjective*. There are three types of *addition* errors: *double marking, regularizations, and simple addition.*

The research found no *regularization* errors, a time of *double marking* errors, and a time of simple *additions* while analyzing *addition* error categories. The researcher only discussed the random *addition* error categories. Appendix B contains detailed instructions for investigating the other details of addition errors and testing all possible corrections. The following sentences demonstrate two types of *addition* mistakes.

> 10.c. * The **un-expected** event's hapen more frequently (*Double Marking Error*)
>
> 10.d. * To **prepared** leader's can develop four skills. (*Simple Addition Error*)

Those two sentences are gramatically incorrect. In line with the first sentences (10.c), the verb "un-expected" applied by the student in the sentence is an incorrect past participle. In accordance with the form of past participle as an adjective, the correct past participle as an

adjective is needed. Thus, the appropriate verb which is defined as past participle should be *unexpected.* Then, in the second sentence (10.d), there is a *simple addition error.* The *simple addition –d* of the word "*prepare*" is not necessary. The possible correction of the sentences can be observed as follows.

10.c. * The **unexpected** event happens more frequently

10.d. * To **prepare** it, a leader can develop four skills.

d. Types of Past Participle Errors in Participial Phrases

The researcher now attempts to investigate the types of past participle errors in participial phrases made by 11 students after analyzing and classifying the types of past participle errors in *perfect tense* and past participle errors as an *adjective*. Based on Dulay's theory, past participle errors in *participial phrases* are also examined and classified. As previously explained, there are four types of errors: *omission, addition, misformation, and misordering.* Participial phrases generally occur after noun. They are actually reduced relative clause Rogers_shrd, t.t.). However, in *participial phrases*, there is only one type of past participle error. The only type of error found in the following table is *omission* error.

The Number of Past Participle Errors in *Participial phrases*

The Usage of Past participle						
Types of Past Participle Errors in *Participial Phrases*						
O	A			MF			MO
	Reg	DM	SA	Reg	A-f	Alt	MO
3	-	-	-	-	-	-	-

The *omission* error of the past participle in *participial phrases* presented below was based on the data findings.

1. Omission

From the table analysis, the most common errors made by students were omissions. There are 2 instances of past participle omission errors in participial phrases. The sentences are random selections from the results of omissions on students' sentence errors.

1. * Strategy can be **difined** is the general plan of action..

9. * They can influence decisions are **made**.

Based on the past participle, those sentences are classified as omission errors. The students left out important details that should have been included in the sentence. As a result,

the omission leads to ill-formed sentences. The omission occurred only once in the first composition. The error case (1) was a lack of a dependent clause that should have been connected to an independent clause. Participial phrases are typically used after a noun. They are actually reduced (shortened) relative clauses. So, a shortened relative clause should be applied instead of composing * Strategy can be **difined** 'to the correct use of participial phrase.

According to case (9), it recognizes the past participle in participial phrases. When composing sentences involving the past participle in participial phrases, students should pay close attention to the correct use of clause. As a result, a reduced clause can be used to be more intelligible. Although the sentences are still understandable, they are grammatically incorrect. The following are some possible corrections to those sentences.

1. * Strategy **defined** is the general plan of action..
9. * They can influence decisions **made**.

e. Types of Past Participle Errors in Passive Voice

The last usage of past participle to identify and to classify is the types of past participle errors in *passive voice*. Based on the data produced by 11 students, there was three type of error in the analysis. They are *ommision, addition, and misformation error* that will be discussed and classified based on Dulay's theory. There are four types of errors dealing with the data analysis, but the researcher will focus on the type of errors appeared. Based on (Kadiatmaja, 2021b) stated that the passive sentence construction should consist of a subject and the appropriate passive modal (auxiliary) verb form as the underlying Passive Voice form (subject + modal aux. + be + past participle). It means that it is crucial to comprehend the essential formula of passive voice inside out. The past participle errors in *passive* could be observed in the following table.

The Number of Past Participle Errors in *Passive Voice*

The Usage of Past participle						
Types of Past Participle Errors in *Passive*						
O	A			MF			MO
	Reg	DM	SA	Reg	A-f	Alt	
2	-	1	-	-	1	-	-

The past participle error in *passive* presented below was based on the data findings. The errors could be observed as follows.

1. Omission

The most dominant errors committed by the students as observed in the above-presented table analysis were *omission*. There are 2 times occurances of *omission* errors of passive in *passive*. The following sentence is the random part in the result of *omission* on students' sentence errors.

3. *Transactional leadership is a transactional or exchanges process between leaders and followers need . end desires will be satisfi .

Those sentences are classified as *omission* errors. The students excluded the important points that should have been included in the sentence. As a result, the omission leads to ill-formed sentences. (1) The omission occurred once in the first composition. The error was in the verb *'satisfi'*. A sentence's subject determines the form of a passive verb. The sentence's subject is *the needs and desires*. According to the theory presented in the previous chapter, both active and passive sentence should have subject and the verb. The fundamental form of past participle is ***Subject + be (verb) + past participle***. The possible correction of those sentences can be observed as follows.

3. *Transactional leadership is a transactional or exchange process between leaders and followers. **The needs and desires will be satisfied**.

2. Addition

The second most common type of error committed by students was the *addition* error. As discussed in the previous section, an *omission* error occurs when one or more items are omitted from a sentence. As a result, it is an incorrect sentence. *Addition* errors, on the other hand, are defined as "the presence of an item that must not appear in a well-formed utterance" (Dulay et. Al, 1982). After analyzing the data, some addition mistakes made by the students were found. The next step that appeared in the students' writing compositions or documents to discuss was *addition* errors.

There was a time occurances of *addition errors* applied to the use of past participle in *passive voice*. *Addition error* has three categories: *Double marking*, *Regularizations*, and *Simple Addition*.

In analyzing *addition error* categories, the researcher found no *regularization errors* and *simple additions*. The researcher found only a *double marking addition* error to discuss. The following sentence is the only *addition errors* that can be observed.

5. *One goal for todays global organisation is to ensure that all employees and customers, <u>are given</u> equal opportunities. (*Double Marking Error*)

According to sentence (5), the punctuation comma used before the word '*are given*' in the sentence is an incorrect form. It does not need a punctuation after putting the subject to create a passive form. Thus, the use of a comma as a punctuation mark is initially identified as an *addition* error referring to *double marking*. The sentence is grammatically incorrect. The sentence can be corrected as follows.

5. *One goal for today global organisation is to ensure that all employees and customers <u>are given</u> equal opportunities.

3. Misformation

The error of *misformation* was the next type of past participle in *passive* errors committed by students. An appropriate morpheme or structure should be used in a sentence to be effective. The *misformation* error occurs a time. It can be detected if the sentence lacks the correct morpheme or structure. It has three catagories: *Regularization errors, Archi-forms, alternating forms.*

8.b. *the female manager <u>are typically rated</u> higher. *(Misformation: Archi forms error)*

From the above-mentioned error sentences, it can be observed that those sentences were grammatically incorrect. In line with the first (8.b), the student put the incorrect *be-form* in the sentence structure. Before inserting the past participle, the student must comprehend the correct grammatical range. The fundamental pattern is the use of *be-form* verb and the subject. They should be connected and relevant. It means that when the subject is in singular, the verb must be in singular form. When the subject is in plural, the verb should be in plural form. Whereas, when there is no connection between subject and the verb, the sentence can be catagorized *Archi forms errors.* The following sentence below is the possible correction of the above *misformation* error sentences.

8.b. *The female manager <u>is typically rated</u> higher.

CONCLUSIONS

Based on the type of past participle error and the recognition of the most prevalent type of error found in the students' term paper, the conclusion can be initially drawn by addressing the various types of past participle usage errors. The second one then addresses the most common type

of past participle error found in students' term papers. Based on those four types of past participle errors, *omission* errors occurred 10 times, or 66,67% of all errors; *addition* errors occurred 4 times, or 26,67% of all errors; *misformation* errors occurred 1 time, or 6,66% of all errors; and *misordering* errors did not occur. It can be inferred that the *omission* error was the most common or dominant past participle error that occurred in the students' term paper. Based on the data findings, students tend to make *omission* and *addition* errors when using the past participle. Although a *misformation* error appeared in the data, it was less common than *omission* and *addition* errors. The *misformation* had the fewest errors of all. The usage of the past participle for language learners is a grammatical issue that must be addressed as a crucial implication of English learning. So, the past participle is an important feature of both written and spoken English that all students must understand

REFERENCES

Alwasilah, A. Chaedar. (2002). *Pokoknya Kualitatif.* Jakarta: Pustaka Jaya. Baker, C. (2001). Foundation of Bilingual Education and Bilingualism (3rd ed.). Clevedon, UK: Multilingual Matters.

Adi, Djoko., & Wiryokusumo, Iskandar. (2016). Metode Penelitian Kualitatif. Surabaya:

Ary, Donald. et al. Introduction to Research in Education. 8th Edition. Wadsworth: Cengage

Learning, 2010.University Press. Berry-Luterman, Lillian, and Asher Bar. *The diagnostic significance of sentence repetition for language impaired children.* Journal of Speech and Hearing Disorder, vol 36, no 1, pp.29-39

Brown, H. D. (2001) *Teaching by Principles: An interactive approach to language pedagogy* (second edition) New York: Longman.

Davies, P. and Pearse, E. (2002). *Success in English Teaching.* Shanghai: Shanghai Foreign Language Education Press.

Dulay, H., Burt, M., Krashen S. (1982). *Language Two.* Oxford: Oxford University, Inc.

Harmer, Jeremy. 2002. *The Practice of English Language Teaching 3rd Edition.* London:Longman.

Kadiatmaja, A. P. (2021a). An Analysis Of Students' Sentences With Inverted Subjects And Verbs Error Found In Tmi's Toefl Preparation Class. *Jurnal Al-Fawa'id : Jurnal Agama Dan Bahasa, 11*(2), 67–78. https://doi.org/10.54214/alfawaid.Vol11.Iss2.166

Kadiatmaja, A. P. (2021b). Error Analysis in Students' Writing Composition. *Jurnal Al-Fawa'id : Jurnal Agama Dan Bahasa, 11*(1), 59–71. https://doi.org/10.54214/alfawaid.Vol11.Iss1.151

Kadiatmaja, A. P. (2022). *TEACHING PAST PARTICIPLE THROUGH DRILLING TECHNIQUE.*

Kadiatmaja, A.P. (2018). Practical English-An Integrated Reference Guide. East Java, Indonesia: EDC TMI Press Surabaya.

Krashen, S. (1982). *Principles and Practices in Second Language Acquisition.* Oxford. Pergamon Press.

Littlewood, W. (2002). Foreign *and Second Language Learning: Language Acquisition Research and Its Implications for the Classroom.* Cambridge: Cambridge University Press.

Lynch, Tony. (2008). *Communication in the Language Classroom.* Oxford: Oxford University Press.

Lyons, John (Terjemahan I Sutikno). 1995. Pengantar Teori Linguistik. Jakarta: Gramedia Pustaka Utama.

McCaskill, Mary. K. _____ . *Grammar, Punctuation, and capitalization: A Handbook for Technical Researchers and Editors.* Virgina: Langley Research Center.

Palmer, C. Barbara., Hafiner, L. Mary., and Sharp, F. Marylin. 1994. *Developing Cultural Literacy Through the Writing Process.* Massachusetts: Allyn and Bacon.

Perveen, U. & Akram, F. (2014). *A Comparative Analysis to know the causes of Spelling Errors Committed by Learners of English at Elementary Level in Distract Kasur and Lahore in Pakistan.* European Academic Research, 2(2): 2601-2622.

PRACTICAL ENGLISH -.pdf. (t.t.).

Richard. Jack. (1974). Error Analysis Prospective on Eighth Language Acquisition. London: Longman.

Richards, J. C. & Renandya, W. A. (eds) (2002) Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press.

Richards, C. Jack. 1987. *The Context of Language Teaching.* Cambridge: Cambridge University Press.

Walden University LLC (2024) Grammar: Verb Forms: "-ing," Infinitives, and Past Participles. Accessed on 11 February 2024, taken from: https://academicguides.waldenu.edu/writingcenter/grammar/verbforms