

## An Error Analysis On The Use Of Past Participle In Writing Recount Text At The Eight Grade Of SMP Karya Utama Dolok Masihul

Trimorifa Pasaribu<sup>1</sup>, Maria Santi Feronica<sup>2</sup>, Wilda Agraini Siahaan<sup>3</sup>, Sahlan Tampubolon<sup>4</sup>

<sup>1,2,3,4</sup> Program Studi Pendidikan Bahasa Inggris, Universitas HKBP Nommensen Medan

Email: [trimorifa.pasaribu@uhn.student.ac.id](mailto:trimorifa.pasaribu@uhn.student.ac.id)<sup>1</sup>, [maria.feronica@student.uhn.ac.id](mailto:maria.feronica@student.uhn.ac.id)<sup>2</sup>,

[wilda.siahaan@student.uhn.ac.id](mailto:wilda.siahaan@student.uhn.ac.id)<sup>3</sup>, [sahlantampubolon@gmail.com](mailto:sahlantampubolon@gmail.com)<sup>4</sup>

### Abstrak

Penelitian ini bertujuan untuk mengetahui jenis-jenis kesalahan yang ditemukan pada penggunaan past participle dalam menulis teks recount di kelas delapan SMP Karya Utama Dolok Masihul dan mengetahui faktor-faktor yang menyebabkan kesalahan siswa pada penggunaan past participle dalam menulis teks recount. Untuk mencapai tujuan penelitian ini, peneliti menggunakan desain penelitian kualitatif. Teknik pengumpulan data peneliti menggunakan instrumen tes. Untuk menganalisis data melibatkan empat langkah yaitu: mengidentifikasi kesalahan, menggambarkan kesalahan, meringkas temuan wawancara. Berdasarkan hasil temuan penelitian ini, penulis menemukan terdapat 9 kesalahan penghilangan, 7 kesalahan penambahan, 38 kesalahan pembentukan, dan tidak ada kesalahan urutan pada setiap kategori masing-masing siswa kelas VIII di SMP Karya Utama membuat beberapa kesalahan dalam kategori yang tercantum di atas.

**Kata kunci:** *Past Participle, Menulis, Teks Recount*

### Abstract

This study aims to find out the types of errors are found on the use past participle in writing recount text at the eighth grade of SMP Karya Utama Dolok Masihul and find out factors caused students' errors on the use past participle in writing recount text. To achieve the objectives of this study, the researcher used a qualitative research design. Technique of collecting the data the researcher use a test instrument. To analyze the data involves four steps namely: identifying errors, describing error, summarize the findings interviews. Based on the result findings of this research, the writer found there are There are 9 omission errors, 7 addition errors, 38 mis formation errors, and no mis ordering errors in each category each of the eighth-grade students at SMP Karya Utama made several errors in the categories listed above.

**Keywords:** *Past Participle, Writing, Recount Text*

### INTRODUCTION

English being an international language serves as a crucial medium for communication between people all over the globe in areas such as commerce, business, science, and technology. Writing in general refers to the act of expressing one's thoughts and opinions via a written piece. Students who study grammar learn how to construct solid sentences and how to properly organize words. The importance of the past participle arises from the fact that it provides the basis for developing a comprehensive understanding of grammar. The past participle of a verb is the form that ends in '-ed' in grammar. In truth, some students still have difficulty producing the past participle correctly. Almost every student struggles with past participle errors when learning English. This can be

proven when the writer conducts PKM at SMP Karya Utama Dolok Masihul, there are still many analytical errors found in the use of simple past when they writing short stories that are "I (~~was~~) very happy when I went to the pool yesterday".

### **Error Analysis**

In learning English students often make errors both in speech and writing in foreign languages, of course, there are many language rules that students must learn, both vocabulary, grammatical patterns, pronunciation and this error is very common. There are several definitions of error according to experts:

Error is a necessary component of mastering any skill. Errors made by new language learners can no longer be avoided after all, no one can learn without making them (Putri irawan & Syafi'i, 2021:13). Learners must make errors as an unavoidable and necessary element of the learning process in order for the learning process to improve (Broughton, 1980 cited in Yuliasari, 2013:7). For teachers, error analysis is a valuable source of information. It provides information about student errors. This aids the teacher in correcting the errors of the students. They can also increase the effectiveness of their teaching by reducing errors. An error study based on that would be misleading in and of itself, but when compared to the precise number of responses, it provides a good picture of which records are getting mastered and which are not. As a result, the writer conclude that an error is a systematic departure produced by learners who have not grasped the English rule. Because the error is a result of the learner's present level of English development, it cannot be self-corrected.

### **Sources of Error**

Richards classified sources of information in Sompong, (2014:118). Competence errors are classified into two types:

1. Interlingual is an important source of information for language learners. Error analysis views them as signals that the learner is internalizing, internalizing, and examining the system of the new language, rather than as the persistence of old habits. Interlingual errors can occur at several levels, such as the transfer of native language phonological, morphological, grammatical, and lexical semantic features into the target language.
2. Intralingual, errors are caused by incorrect or incomplete target language acquisition rather than language transmission. They might be the result of the effect of one target language item on another. Because they have not yet grasped the language, learners may attempt to utilize two tense indicators in the same statement. The uniqueness of the third person demands "is" in present continuous and "-s" at the end of a verb in simple present tense when they say "she is comes here."

### **Causes of Errors**

There are several causes of errors. According to Richards (2013:161) in Sompong: (2014:118), intralingual or developmental errors as the causes of errors are classified as follows:

1. Overgeneralization, some of these strategies will be useful in organizing information about the second language, but others, perhaps due to superficial similarities, will be misleading and inapplicable. Overgeneralization refers to situations in which the learner creates a deviant structure based on his experience with other structures in the target language.
2. Ignorance of rules restriction, apply a rule in the context of a statement when it is not required, for example: The boy whom I saw him yesterday. The learner is unaware that it is impossible to refer to the person referred to by the relative pronoun with another pronoun.

3. Incomplete application of rule, this means that the students apply a rule in the context of a sentence, even when the rule is not yet complete. Students can utilize a statement as a question by adding a question mark at the end of the sentence, such as: "she goes to school?"
4. False concepts hypothesized, refer to erroneous rule learning at different stages. There is a type of interlingual errors that results from an incorrect understanding of distinction in the target language. Because of insufficient gradation of teaching things, some students become confused and cannot distinguish between going and coming, bring and take, too and very, and so on.

### **Types of Errors**

Errors are classified as follows by Delay, Burt, and Krashen (2013:14): (linguistic category, surface strategy, comparative taxonomy, and communicative impact taxonomy). The discussion of these taxonomies is governed by two key goals: to offer error categories that are defined only by observable (rather than inferred) properties and to reflect the findings of previous research on error kinds seen (Dulay, 2013:14).

#### **1. Taxonomy Categories Linguistic**

Burt and Kiparsky (1972, cited in Dulay et al, 2013:14-18) constructed another linguistic category taxonomy into which they classified several thousand English errors committed by students learning English in both foreign and host situations. The categories are as follows. The auxiliary system, passive sentences, temporal conjunctions, sentential complements, and psychological predicates are all part of the English clause skeleton.

#### **2. Surface Taxonomy Categories**

Burt and Kiparsky (1972, cited in Dulay et al, 2013:14-18), the surface strategy taxonomy emphasizes how the surface structure is changed. Elements of the surface strategy of a language are changed in a specific and systematic way. Among the most common errors are:

- a. Omission Error, are distinguished by the absence of items that should appear in well-formed utterances. Grammatical morphemes are committed far more often than content words by language learners. *Jaya is handsome boy.* In this sentence, an indefinite article before a singular countable noun is committed. It should be "*Jaya is a handsome boy*" The error of omission occurs when items that are required for an utterance to be considered grammatical are omitted.
- b. Addition Error, are distinguished by the presence of an item that must not appear in a well-formed utterance. According to Dulay, there are two types of addition. They are as follows:
  - 1) Double marking, occurs when students neglect to eliminate an unnecessary item that has been detected as a errors. For example, "*She does not read the book.*" There are two tense markers in the example: "does" and "reads." The employment of auxiliary and verb appears to be such occurrences that are common errors in sentence construction.
  - 2) Regulation, arises when students are unable to distinguish between the usage of regular and irregular forms. For example, "*eated*" and "*childs*." These errors happened when students used the tense marker *-ed* in an irregular verb or when they used the suffix *-s* in a noun that did not contain the addition *-s* form.
- c. Misformation Error, are defined as the usage of the incorrect form of the morphemes or structure. "*I am believing in you,*" for example. In this situation, the learners were given a present continuous tense marker even though it was incorrect. It should be "*I am believe in you*"
- d. Misordering Errors, This type of error is characterized by the incorrect placement of a morpheme in an utterance. For example: "*What daddy is doing?*". This question is incorrect. It should be *what is daddy doing?*

#### **3. Comparative Taxonomy**

Comparative taxonomy define error by comparing the structure of language learner errors to certain forms of construction. The errors are divided into two categories: developmental errors (intralingual errors) and interlingual errors.

#### 4. Communicative Effect Taxonomy

The communicative effect categorization examines errors in terms of their impact on the listener or reader. This taxonomy distinguishes between faults that appear to cause misunderstanding (global error) and those that do not (local error). It also distinguishes between global error and local error (cited in Dulay et al, 2013:19). A global error affects "the entire structure of a sentence," whereas a local error affects "a specific element." Global errors are faults that greatly impede communication by affecting overall sentence arrangement. Local errors are those that impact a single element (constituent) in a phrase but do not severely impede communication. These include problems in noun and verb inflection, articles, auxiliaries, and quantifier creation.

According to the previous recount, there are 4 types of errors: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative impact taxonomy. Surface strategy taxonomy defines omission as the lack of an item that must occur in a well-formed utterance, addition as the inclusion of an item that must not be in a well-formed utterance, misformation as the use of the incorrect form of the morpheme or structure, and misordering is defined as the incorrect placement of a morpheme an utterance.

#### **Writing**

Writing is one of the most important English skills to master. Writing allows you to share your thoughts or ideas with others, as well as interact with yourself. However, writing is not easy since it involves critical thinking in producing thoughts, words, grammar, sentence, paragraph and should be compatible and correct, and then these sentences that are made properly will produce a decent paragraph to send a message to the readers. According to Harmer (2004:78-80), writing like speaking, listening, and reading is a fundamental language ability. Students must be able to write letters, create reports, respond to advertisements, and, increasingly, write using electronic media. It is clear that writing is a process of gathering thoughts and opinions that are carved and transcribed into characters to provide information to the reader. It seeks to teach confidence in expressing thoughts in writing by being written properly and in simple language.

#### **Function of Writing**

There are four aims of writing, according to Mohamad Yunus and Suparno (2009) in journal Leovany (2017:5):

1. Increase intelligence. This cannot be denied, because writing is one of the masters of the mind for us to be able to put ideas or thoughts on paper. We want to remember what we saw or read by writing; also have an impact when the teacher dictates.
2. Develop the power of initiative and creativity. Writing is one of the activities that must have a strategy. Such as analyzing, interviewing, and reading are done before writing aim to make students think creatively
3. Cultivate courage. Indonesia is a country where people are free to express themselves. But nowadays, if we have an opinion, we can record it. It tries to boost people's confidence in speaking up.
4. Encourage the willingness and ability to gather knowledge. In this situation, students are obliged to complete a variety of activities in order to generate ideas. For example, interviews, analyses, etc.

According to the previous reasoning, the inscription is not only a tool of communication but also an essential lesson for students to develop their creativity.

## **Past Participle**

Participles are closely related to verbs and are derived from them. However, participles have their function in a sentence and can perform a variety of things. The writer will explain a sort of participle known as the past participle. According to Siti Zubaidah et al., (2018:6) the fundamental form of a verb can change into a past participle depending on the derivation, one of which is turned into a past participle. The suffix-d or -ed will come after a regular verb when the past participle changes. While the suffix-t, -en, or-n will follow an irregular verb. According to the writer Past participles are used to form perfect verb tenses, to form passive voice and as adjectives. If you search for a verb in our incredible dictionary, you will discover the root form. Jump, for example, is a verb root form.

There are several methods to produce the past participle depending on the verb:

- 1 Most verbs produce the past participle by adding -ed or -d to the end of the root form. For example, the past participle of jump is jumped, while the past participle of excite is excited. Some verbs also have a -t version, in which case the spelling may differ significantly. For example, the past participle of burn is burnt, while the past participle of sleep is slept.
- 2 If a verb ends in a consonant followed by a -y, the -y is dropped and the -ied is added. For example, fried is the past participle of fry.
- 3 Double the final consonant in a one-syllable verb that ends in consonant-vowel-consonant. The past participle of pet, is petted, while the past participle of slit is slitted.
- 4 If a one-syllable verb ends in -w, -x, or -y, the last consonant is not doubled. The past participle of flex, is flexed, the past participle of skew is skewed, and the past participle of play is played.
- 5 For lengthier verbs, we only double the last constant if the verb ends in consonant-vowel-consonant and the last syllable is emphasized. For example, the past participle of omit is omitted, whereas the past participle of deposit is deposited.

Regular verbs are those that follow these rules. The past participle of a regular verb is usually always the same as the verb's simple past tense form. For example, the ordinary verb approach is approached in both its past participle and simple past tense forms. Regular verbs are pretty basic there are numerous irregular verbs that do not adhere to the principles outlined above. The past participle of the verb eat, for example, is eaten. The past participle of an irregular verb may not be the same as the simple past tense. The past participle of the irregular verb do is done, whereas the simple past tense of do is did. On the website of Google Thesaurus.com, there is no standard rule for determining the past participle of irregular verbs.

## **Recount Text**

A recount text is a type of text that narrates the account of an experience. Writing a recount text serves the objective of assisting students in recalling events or experiences in the form of a tale sequence by adhering to the generic structure of recount text, orientations, events, and reorientation. Writing a recount text also helps students practice using past tense and connectors like first, then, after that, next, and finally. According Mark Anderson and Kathy Anderson in Rosalinah et al., (2020:81), "recount text is a piece of writing that retells previous events, generally in the sequence in which they occurred." Recount texts may be used to inform and convey stories about previous occurrences. It is usual in our lives to tell someone a narrative, both orally and in writing. If students can speak it aloud easily, they should be able to write it down with the same ease.

## **The Social Function of Recount Text**

According to Hyland (2003: 124) "Tell what occurred," he says a factual recount's objective is to chronicle a set of events and evaluate their relevance in some way. The objective of the literary recount is to entertain by relating a series of events, which usually includes the writer's statements of

attitude about the occurrences. The writer concludes that the social function of recounting text is to repeat past events, provide information, and entertain the readers and that the objective of literacy story recount is to tell a series of events to order to entertain.

### **The Generic Structure of Recount Text**

The generic structure is one of the aspects of recount text. Because this is an early basis in producing recount text, the recount text should follow the current general structure.

According to Hyland (2003: 124) the generic structure of recount text as follows:

1. An orientation that tells about who, where, and when;
2. A record of occurrences, generally in chronological sequence;
3. Interspersed personal or evaluative notes throughout the record of events;
4. A reorientation that completes the sequence of events.

### **RESEARCH METHODOLOGY**

#### **Research Design**

This research will be used by qualitative research. Qualitative research seeks to comprehend social problems through the eyes of human participants in natural settings. It does not begin with formal hypotheses, although it may lead to hypotheses as the investigation progresses.

#### **Technique of Collecting the Data**

In collecting data, it is necessary to use a test instrument, so the writer used the following tests to obtain data, namely:

1. The writer instructs the students to write their recount text using the past participle
2. The writer has collected student tests.
3. The writer has then recognized and categorized the errors made by eighth graders in writing recount texts based on errors in using the past participle.

#### **The Technique of Analyzing Data**

In analyzing the data, the writer used Dulay's theory to analyze the types of errors produced by second grade students while using the past participle, the writer will use some process analyses which are as follows:

1. Identifying errors

In this step, the writer has compared the incorrect sentence (referred to as the "original sentence") with what appear to be correct sentences in the target language that correspond to them (reconstruction).

2. Describing error

This is the step in which the errors explained and categorized into kinds of errors

3. Summarize the findings.

The writer has concluded from the results of writing made by students with various forms of errors.

The author has then summarized the common errors made by students.

4. Interviews

This is done directly from the student's essay or exam to determine the reasons for the student's inaccuracy. As a result, students' errors have been found and corrected

#### **Data**

This investigation used the descriptive qualitative method. The writer focused on the types of past participle errors found in the recount text. The types of students error that are made by the eighth grade student's in writing recount text can be shown in the table below

**Table 4.1 The Data of Students Writing Recount Text**

The Sample of Student	Data of error
KS	my dad had <u>tell</u> me it would <u>be long</u> trip my brother <u>Fallen</u> I heard he <u>shouted</u> We wish he <u>just</u> Okay. I had sad <u>with</u> that situation
DA	I'm <u>Angry</u> by my mom Because <u>me</u> have broken her rules. And then I <u>punished</u> by her
DE	when I had <u>prepare</u> our bag after we had <u>ate</u> We took <u>picture</u> after I had bought the hat. I had <u>lose</u> my hat when we back home
RA	I and my big family had <u>go</u> on mickey holiday My dad had <u>order</u> the menu I and my brother had <u>eat</u> ice cream
DF	at the time we saw kinds of <u>animal</u> . information has <u>given</u> to us by the officer when I had <u>give</u> them fruit and vegetable me and my friends are really happy to have come <u>today</u> to zoo Siantar
RL	so we think to finished at the library We went to the canteen <u>to bought</u> some food and drink we <u>forgotten</u> about the homework We back to the library <u>to checked</u> the paper we are afraid we <u>would</u> punished by the teacher
NS	Last year, I <u>gone</u> with my friends to Ramayana at Tebing Tinggi. we had <u>buy</u> clothes we had <u>eat</u> at the restaurant I was more active in the learning and teaching <u>proces</u>
SD	I had <u>try</u> 5 times before the exam My brother had <u>passed</u> the exam when he was in junior high school. I had <u>study</u> so hard every day
SR	our families and our relatives were in <u>audiences</u> in fact, we had never <u>dances</u> in front of everyone before the competition. after all the participants that <u>dances</u> , the judges announced the winners I think that is the best <u>performances</u> that we had make.
PW	we had <u>meet</u> a killer teacher

	One day on Thursday for <u>first</u> time I had come late for school. He had already <u>sit</u> on his chair. Then, I <u>tryed</u> to think about what was my problem.
AD	I had <u>losed</u> my wallet at school on Friday While I <u>eaten</u> there was an old man,,, when I want to pay suddenly my wallet had <u>losed</u> and I <u>getting</u> panicked
KP	we had been waiting for 15 minutes when <u>get</u> the ticket we had until the afternoon
FG	Last month our family <u>go to</u> Jambi for a holiday we had visited <u>tourists</u> attractions in this beautiful province But we had only one week's holiday, before <u>go</u> home.
LM	I told him to <u>came</u> back quickly So now I had <u>feel</u> something bad happen.
MS	the wood I was standing on had <u>broke</u> . I had fallen from that tree and <u>crying</u> then I <u>brought</u> by my friend to my house.

### Data Analysis

The writer categorizes the forms of defects in writing recount texts after collecting data, notably the surface approach taxonomy with its elements such as omission, addition, misformation, and misordering. The writer also determined which sort of error was more widespread than the data that had been acquired, and as a result, the writer uncovered 54 types of faults from the data, which were made by eighth grade students at SMP Karya Utama in producing recount text

**Table 4.2 The Data of Students Errors and Description**

The Sample of Student	Error construction	Types of Error	The Reason	Correct construction
KS	my dad had <u>tell</u> me	Misformation	Using V1	my dad had told me
	it would <u>be long</u> trip	Omission	Missing Article	it would be a long trip
	my brother <u>Fallen</u>	Misformation	Using V2	my brother fell
	I heard he <u>shouted</u>	Misformation	Using V2	I hear he shout
	We wish he <u>just</u> Okay.	Omission	Missing Article	We wish he was just Okay
	I had sad <u>with</u> that situation	Misformation	Preposition	I had sad about that situation
DA	I'm <u>Angry</u> by my mom	Misformation	Using V1	I'm Angered by my mom



	Because <u>me</u> have broken her rules.	<b>Misformation</b>	<b>Subject</b>	Because I <u>have</u> broken her rules
	And then I <u>punish</u> by her	<b>Misformation</b>	<b>Using V1</b>	And then I punished by her
DE	when I had <u>prepare</u> our bag	<b>Misformation</b>	<b>Using V1</b>	when I had prepared our bag
	after we had <u>ate</u>	<b>Misformation</b>	<b>Using V1</b>	after we had eaten
	We took <u>picture</u> after I had bought the hat.	<b>Omission</b>	<b>Missing S</b>	We took pictures after I had bought the hat
	I had <u>lose</u> my hat when we back home	<b>Misformation</b>	<b>Using V1</b>	I had lost <u>my</u> hat when we back home
RA	I and my big family had <u>go</u> on mickey holiday	<b>Misformation</b>	<b>Using V1</b>	I and my big famil Had gone on mickey holiday
	My dad had <u>order</u> the menu	<b>Misformation</b>	<b>Using V1</b>	My dad had ordered <u>the</u> menu
	I and my brother had <u>eat</u> ice cream	<b>Misformation</b>	<b>Using V1</b>	I and my brother had eaten ice cream
DF	at the time we saw kinds of <u>animal</u> .	<b>Omission</b>	<b>Missing S</b>	at the time we saw kinds of animals
	information has <u>given</u> to us by the officer	<b>Omission</b>	<b>Missing Aux Verb</b>	information has been given to us by the officer
	when I had <u>give</u> them fruit and vegetable	<b>Misformation</b>	<b>Using V1</b>	when I had given them fruit and vegetable
	I and my friends are really happy to have come <u>today</u> to zoo Siantar	<b>Addition</b>	<b>Adverb of Time</b>	I and my friends are really happy to have come to zoo Siantar
RL	so we think to <u>finished</u> at the library	<b>Misformation</b>	<b>Using V2</b>	so we think to finish at the library
	We went to the canteen to <u>bought</u> some food and drink	<b>Misformation</b>	<b>Using V2</b>	We went to the canteen to buy some food and drink
	we <u>forgotten</u> about the homework	<b>Misformation</b>	<b>Using V2</b>	we forgot about the homework
	We back to the library to <u>checked</u> the paper	<b>Misformation</b>	<b>Using V2</b>	We back to the library to check the paper
	we are afraid we <u>would</u> punished by the teacher	<b>Omission</b>	<b>Missing Verb</b>	we are afraid we would be punished by the teacher
NS	Last year, I <u>gone</u> with my friends to Ramayana at Tebing Tinggi.	<b>Misformation</b>	<b>Using V3</b>	Last year, I went with my friends to Ramayana at Tebing Tinggi

	we had <u>buy</u> clothes	<b>Misformation</b>	<b>Using V1</b>	we had bought clothes
	we had <u>eat</u> at the restaurant	<b>Misformation</b>	<b>Using V1</b>	we had eaten at the restaurant
	I was more active in the learning and teaching <u>proceases</u>	<b>Addition</b>	<b>Suffix ES</b>	I was more active in the learning and teaching process
SD	I had <u>try</u> 5 times before the exam	<b>Misformation</b>	<b>Using V1</b>	I had tried 5 times before the exam
	My brother had <u>passed</u> the exam when he was in junior high school.	<b>Omission</b>	<b>Missing S</b>	My brother had passed the exam when he was in junior high school.
	I had <u>study</u> so hard every day	<b>Misformation</b>	<b>Using V1</b>	I had studied so hard every day
SR	our families and our relatives were in <u>audiences</u>	<b>Addition</b>	<b>Suffix S</b>	our families and our relatives were in audience
	in fact, we had never <u>dances</u> in front of everyone before the competition.	<b>Addition</b>	<b>Suffix S</b>	in fact, we had never dance in front of everyone before the competition.
	after all the participants that <u>dances</u> , the judges announced the winners	<b>Addition</b>	<b>Suffix S</b>	after all the participants that dance, the judges for announced the winners
	I think that is the best performances that we had <u>make</u> .	<b>Misformation</b>	<b>Using V1</b>	I think that is the best performance that we had made.
PW	we had <u>meet</u> a killer teacher	<b>Misformation</b>	<b>Using V1</b>	we had met a killer teacher
	One day on Thursday for <u>first</u> time I had come late for school.	<b>Omission</b>	<b>Missing Article</b>	One day on Thursday for the first time I had come late for school.
	He had already <u>sit</u> on his chair.	<b>Misformation</b>	<b>Using V1</b>	He had already sat on his chair.
	Then, I <u>tryed</u> to think about what was my problem.	<b>Addition</b>	<b>Suffix Ed</b>	Then, I tried to think about what was my problem.
AD	I had <u>lose</u> my wallet at school on Friday	<b>Misformation</b>	<b>Using V1</b>	I had <u>lost</u> my wallet at school on Friday
	While I <u>eaten</u> there was an old man,	<b>Misformation</b>	<b>Using V3</b>	While I ate there was an old man,
	when I want to pay suddenly my wallet had <u>lose</u>	<b>Misformation</b>	<b>Using V1</b>	when I want to pay suddenly my wallet had <u>lost</u>

	and I <u>getting</u> panicked	<b>Misformation</b>	<b>Using Ving</b>	and I got_panicke
KP	we had been waiting for 15 minutes when <u>get</u> the ticket	<b>Misformation</b>	<b>Using V1</b>	we had been waiting for 15 minutes when got the ticket
	we had <u>play</u> until the afternoon	<b>Misformation</b>	<b>Using V1</b>	we had played until the afternoon
FG	Last month our family <u>go to</u> Jambi for a holiday	<b>Misformation</b>	<b>Using V1</b>	Last month our family went Jambi for a holiday
	we had visited <u>tourists</u> attractions in this beautiful province	<b>Addition</b>	<b>Suffix S</b>	we had visited tourist attractions in this beautiful province
	But we had only one week's holiday, before <u>go</u> home.	<b>Misformation</b>	<b>Using V1</b>	But we had only one week's holiday, before went home.
LM	I told him to <u>came</u> back quickly	<b>Misformation</b>	<b>Using V1</b>	I told him to come_back quickly
	So now I had <u>feel</u> something bad happen.	<b>Misformation</b>	<b>Using V1</b>	So now I had feel something bad happen
MS	the wood I was standing on had <u>broke</u> .	<b>Misformation</b>	<b>Using V2</b>	the wood I was standing on had broken
	I had fallen from that tree and I <u>crying</u>	<b>Misformation</b>	<b>Using Ving</b>	I had fallen from that tree and I cried
	then I <u>brought</u> by my friend to my house	<b>Omission</b>	<b>Missing To Be</b>	then I was brought by my friend to my house

Based on the table above there are 4 types of errors but in this study, only 3 types of errors were found, the frequency of which was included in the surface taxonomy category. The most common types of errors made by students are misformation errors, which are 38 errors. Misformation is a type of error characterized by the use of the wrong form of morpheme or structure. This formation error is a fundamental component of the surface strategy taxonomy.

**Table 4.4 Total of the Student's Error**

<b>NO</b>	<b>Types of Error</b>	<b>Many Error</b>	<b>Many Student</b>
1	Omission	9	6
2	Addition	7	5
3	Misformation	38	15
4	Misordering	-	-
<b>Total of Error</b>		<b>54</b>	<b>15</b>

#### **Factors that Caused Students Error**

The writer questioned informants on 15 questions to establish the factors leading to students' blunders in employing the past participle to construct recount text. The majority of the students could

not comprehend the participle in the first question. In the second question, they were unable to identify the two types of participants. In the third question, the majority of them do not know what the past participle is. Many individuals struggle with the fact that in the following question, the portions of the recount text and the overall structure they don't comprehend, including broad statements and sequential recounts, are also the issues they have while composing recount texts they don't grasp. Knows a few English words but not grammatical structures or how to put them into excellent paragraphs They also struggle to translate English due to a lack of vocabulary in English. They are also too indolent to seek terms because their cellphones lack a dictionary or application. They dislike learning English, and their parents do not give needs since their parents are in financial difficulty and do not want to. Have little money since the majority of their parents are low-income or impoverished. This affects several components that lead pupils to make mistakes while when using the past participle when writing recount text

### **Solutions to the Causes of Student Error**

The writer conducted interviews with informants to get information on the factors that lead to students' mistakes when using past participle in generating recount text. As a result of these issues, the writer suggests that teachers and students increase their vocabulary in English to write a text, read a book as a reference in compiling a text according to the structure, master new vocabulary in the text, read and understand the types of recount texts and their language structures, improve the structure of words and sentences by editing what is contained in the recount text, and the teacher immediately clarifies the writing faults discovered in the recount text, and the teacher must apply direct adjustments to the student's writing exam, namely by highlighting the error or underlining it and inserting the rationale recount.

### **Research Findings**

#### **1. Types of Students Error on the use of Past Participle in Writing Recount Text**

The writer discovered 54 inaccuracies in the data as a consequence of the pupils' writing tests. The examination of the data in this study yielded some results. It was clear from Table 4.3, which described the students' errors in producing recount text

**Table 4.7 Total of the Student's Error**

<b>NO</b>	<b>Types of Error</b>	<b>Many Error</b>	<b>Many Student</b>
1	Omission	9	6
2	Addition	7	5
3	Misformation	38	15
4	Misordering	-	-
<b>Total of Error</b>		<b>54</b>	<b>15</b>

Table 4.7 shows that there are 9 errors in the omission category which 6 students made this error, 7 errors of the addition category which were made by 5 students, 38 errors of the misformation category which all of the students, and nothing errors of misordering category by the eighth grade students of SMP Karya Utama Dolok Masihul.

#### **2. Factors that Caused Students Error on the use of Past Participle in Writing Recount Text**

The writer conducted interviews with the students to learn about the elements that contributed to the students' mistakes in using the past participle in producing recount text. They struggle with parts of the recount text and the overall structure they don't understand, including

problems they don't understand when compiling the recount text. They don't understand the grammatical structure or how to fit it into paragraphs well. They also have difficulty translating English because of their lack of vocabulary in English. They are also too lazy to look up terms because they don't have a dictionary. They don't like learning English, and their parents don't provide the necessities because some of their parents are in financial trouble and don't want to. Have little money because some of their parents have low incomes. This affects several components that cause students to make errors when using the past participle when writing recount text.

## **DISCUSSION**

According to the data, the most prevalent errors were omissions, with a total of 54 faults in the kind of surface approach taxonomy of students in composing recount text. The writer recognized the pupils' faults when studying the data. The writer discovered it by employing surface strategy taxonomy. There are four types of errors: omission, addition, misformation, and misordering. The writer concludes some factors based on the students' statements, including they do not know some English words and their grammatical structure, and they do not completely understand explain their recount text; they are also lazy when it comes to looking up terminology because they do not have dictionaries. Because their parents are struggling financially.

The teaching-learning process has two advantages for the country and state. The first is that teachers should concentrate on the sort of omission error since misformation is commonly encountered in the text. Second, students writing from this thesis can help professors or lecturers recognize the many forms of faults in writing texts. Finally, students should avoid making too many omissions while drafting recount text.

## **CONCLUSIONS**

After collecting and analyzing the data, the writer found the conclusions, they are :

1. Based on results the writer found there are 9 omission errors, 7 addition errors, 38 misformation errors, and no misordering errors in each category each of the eighth-grade students at SMP Karya Utama made several errors in the categories listed above.
2. Based on interviews with the students to learn about the elements that contributed to the students' errors in using the past participle in producing recount text. They struggle with parts of the recount text and the overall structure they don't understand, including problems they don't understand when compiling the recount text. They don't understand the grammatical structure or how to fit it into paragraphs well. They also have difficulty translating English because of their lack of vocabulary in English. They are also too lazy to look up terms because they don't have a dictionary. They don't like learning English, and their parents don't provide the necessities because some of their parents are in financial trouble and don't want to. Have little money because some of their parents have low incomes. This affects several components that cause students to make errors when using the past participle when writing recount text

## **Suggestions**

After conducting this research, the writer has some suggestions for teacher and students:

1. Teachers should respect students' mistakes and guide them through the teaching and learning process. They should teach their students how to recognize and correct mistakes by using past participles in writing recount text. In addition, they need additional strategies in teaching tenses and writing to offer practice or practice in the classroom or outside the classroom, and the

instructor must also provide the latest way to improve students' writing skills, namely methods. Grammar Translation (GTM) method. The emphasis of this strategy is translating grammatical forms and learning vocabulary. Only grammar and translation learning exercises are combined in this strategy.

2. Students should concentrate more and practice studying English, particularly the usage of tenses in writing. They must pay close attention and achieve success in the process of learning English. They must expand their English vocabulary to order to understand the use of tenses in writing texts, read books as references in compiling texts according to syntax and grammatical structure, and master new vocabulary in texts to order to improve word and sentence structures by editing what is contained in the written recount text.

#### DAFTAR PUSTAKA

- Dulay, H., Burt M. & Krashern, S. (2013). *Language Two*. Malang:Universitas Islam Malang Press.
- Harmer, J. (2004). *How to Teach Writing*. England. Oxford: Person Education Limited.
- Hyland, Ken. 2003. *Second Language Writing*. New York, Cambridge University Press
- Leovanny Novidar, Kaswari, Z. (2017). Perbandingan Cooperative Learning Tipe Make A Match Dengan Metode Diskusi Terhadap Keterampilan Menulis Siswa Leovanny. *Jurnal Pendidikan*, 1(20), 1–12. <https://media.neliti.com/media/publications/216873-none.pdf>
- Putri irawan, V. A., & Syafi'i, M. (2021). Students' Errors in the Use of Present participle in Translating Simple Dialog at the Eleventh Grade of SMK Taruna Masmur Pekanbaru. *Indonesian Journal of Integrated English Language Teaching*, 7(1), 12. <https://doi.org/10.24014/ijiet.v7i1.13771>
- Rosalinah, Y., Apriella, T., Rangga, A., Nalendra, A., & Rahayuningsih, R. (2020). Teaching Recount Text Through Brainstorming. *Wanastra : Jurnal Bahasa Dan Sastra*, 12(1), 79–86
- Sompong Monnipha. (2014). Error Analysis. *The Journal of English Language Studies*. 16(2):116-120
- Yuliasari, D. (2013). *Error Analysis of The Students Learning of 'Have' in TOEFL And Advance Learners Classes at English First (EF) Lampung*. Bandar Lampung: Universitas Bandar Lampung.