

ABSTRACT

For most Indonesian students, English is not an easy language to master. One of the cases which often makes the students find it difficult to understand is **participles**, as one of non-finite parts of English verb. Students cannot ignore this participle construction since it is often found in writing and in speaking. Based on the problem above the writer focused his study on **participles**.

The first aim of this thesis was to find out the difficulties the Extension Course and Literature students had in understanding **participles** as a result of their previous learning. The second aim was to find out the possible causes of students' committing errors. Based on the findings, the writer suggested a way to teach **participles** for SMA students or any students who are interested in mastering these participle constructions.

In composing this thesis, the writer conducted a survey study on students' mastery of **participles**. Here the writer assigned three different tests given to the third semester of Extension Course students in the academic year of 1993/1994, and to the first semester of Literature students in the academic year of 1994/1995. The data obtained was analyzed in terms of **error analysis** edited by Jack C. Richards.

The findings showed that no group achieved 75% of correct items or more in all tests. No individual achievement had a satisfactory mark. Since less than 85% of the students achieved 75% of correct items, the students concerned were considered as failing to understand **participles**.

The writer noted that there were six major categories of error classifications; namely,

- (1) the omission of -ing participles
- (2) the omission of -ed participles

- (3) the addition of relative pronouns
- (4) the misformation of a present tense for a past tense,  
a past tense for an -ing participle
- (5) the misordering of -ing and -ed participles in sentence arrangement test

The six categories of errors above were more prominent than the others since they were high in number and percentage.

It was found out that there were three possible causes of students' committing errors in understanding participles. They were the nature of the target language, English concerning its rule restrictions, the students' mother tongue, and the present teaching.

Finally, the writer suggested a helpful way of teaching based on the communicative approach. This suggested way of teaching was also based on the findings the writer got from the data, and hopefully this suggestion of teaching participles will be quite beneficial for teachers of English.