



## **English Students' and Lecturers' Difficulties in Teaching and Learning of Participle Phrases**

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### **Abstract**

This research aimed at identifying and describing students' and lecturers' difficulties in teaching and learning of participle phrases and achieving the same perception of their difficulties in teaching and learning of participle phrases. The sources of the data are the English students and lecturers of English Education Study Program, University of Widya Dharma Klaten in 2021. Analyzing data by descriptive qualitative method, this research found out that students have difficulty in differentiating -ing form verb as predicate, modifier, and gerund; past participle verb especially irregular verb as predicate and as modifier; irregular past participle verbs as predicate of a sentence in perfect tenses and passive voice from those which are as participle phrases. Meanwhile, lecturers' difficulties are that participle phrases have many patterns. They are patterns in active activity, passive activity, present form, perfect form, etc.; the theories of participle phrases that consist of some different concepts. Therefore, the students and lecturers have the same perception that the patterns of participle phrases which are different in active and passive meaning, especially in irregular verb formation need to be got more attention; the theories of participle phrase which are complicated need to be made simple and comprehensible.

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## INTRODUCTION

In expressing ideas, thoughts, or feelings, people can use various kinds of sentences, such as active sentences, passive sentences, regular sentences, conditional sentences, and so on. What we need to remember is that sentences in English usually consist of a subject and a predicate (Quirk and Greenbaum 1976). The subject of a sentence can be in the form of words, phrases or clauses. Subjects made up of words may not be that difficult to apply or identify. However, for subjects in the form of phrases it will seem difficult, especially those explained by the –ing form. When we get the -ing-form verb in a sentence, we will think twice about whether this form is a present participle or a gerund, or maybe we will have another thought as to whether this form is categorized as a noun, verb, adjective or adverb. What is clear is that we might say that the form is not just a verb. This, of course, is based on the theory that the -ing form verb can turn into an adjective or adverb which is usually called a participle and a noun which is usually called a gerund. Likewise, there are predicates in sentences that are formed from the verb –ing which can be combined with ‘to be’ or that is not combined with ‘to be’. Those that are not combined with to be can use the infinitive and participle forms, both present and past. The participle predicate will require have/has/had depending on the time. However, participles can also stand alone as verbs which are then given the name absolute construction.

Is it easy to identify a participle in a sentence? To answer this question, we need to pay attention to the constructions below.

- (1) The children are playing football.
- (2) The children playing football seem happy.
- (3) The playing children seem happy.
- (4) Playing football makes the children happy.
- (5) The children like playing football.
- (6) The ball played by the children is new.
- (7) After the children had played football, they felt tired.
- (8) It is nice to see the children playing football
- (9) Played many times by the children, the ball leaked.
- (10) With the children playing football, you can take a rest.

From the 10 sentences above the researchers can say that *playing* in sentence (1) combines with to be *are* as a verb in the present continuous tense, *playing* in sentences (2 and 3) is as a present participle which functions as an adjective, *playing* in sentences (4 and 5) is as a gerund or a nominalized verb, *played* in sentence (6) is a past participle as an adjective, *played* in sentence (7) is a verb in past perfect tense, *playing* in sentence (8) is as a present participle that functions as an adverb, *played* in sentence (9) is a past participle as an adverb, while *playing* in sentences (10) can be called a present participle used in absolute construction.

The sentences above encourage the researchers to study the various variations of the verb –ing and verb –ed. As observers of the structure of the English language, the researchers argue that the structure of the English language is indeed complicated when compared to the structure of the Indonesian language. In English, verbs can be categorized into a noun, adjective, and adverb. If we do not understand this change in word type, we will simply interpret the –ing and –ed form verbs or present participle and past participle are as just a verb. However, of course this interpretation is wrong. In this study the researchers will identify the difficulties in comprehending the -ing and –ed form verbs as participle phrase. According to (DeCapua 2017) a participle is derived from a verb with the –ing or –ed inflection. A participial phrase consists of a participle, either –ing or –ed, modifier(s), object(s), and/or complement(s). Participial phrases function like adjectives and modify nouns or pronouns, and occasionally function as adverbs. Let’s see the sentence:

*Driving* all day, Tony arrived home in time for the party. Here *Driving all day* is a participial phrase modifying the noun Tony, the subject of the verb arrived.

Participle is a non-finite verb which functions as an adjective, a word which is used to modify a noun (Thomson and Martinet 1970).

We find participial phrases in three positions: before a main clause (initial position), after a noun phrase they are modifying (middle position), or after a main clause (final position) (Frank 1972).

Initial position: *Wanting to improve her grade*, the student asked the teacher for help. (modifying the student)

*Worried about the coming snowstorm*, they stocked up on apples. (modifying they)

Middle position: The children's mother, *insisting on their cooperation*, asked them to clean their rooms. (modifying the children's mother)  
The students, *concerned about their grades*, e-mailed the instructor. (modifying the students)

Final position: The neighbor noticed the tall man *talking on his cell phone*. (modifying the tall man)  
We couldn't get out the car *blocked in by a truck*. (modifying the car)

One of the more confusing practices in English grammar involves the use of verbals (participles, gerunds and infinitives), which are words that look like verbs but that function as nouns, adjectives, or adverbs in sentences. Grammar is a set of rules that explores the forms and structures of sentences that can be used in a language (Gleason and Ratner, 2009: 231–269; Thornbury, 1999) in (Uibu and Liiver 2015).

The studies of acquisition of grammar have shown that one of the main preconditions for learning and mastering grammatical categories is to understand the relations between language units (Saxton, 2010: 51–66; Hedge, 2000; Thornbury, 1999). In order to do that the acquired information must be preserved and used (Skehan, 2008: 13–27). The speed and time of acquisition depend on the complexity of the language category and the frequency of its use. However, developers of native language teaching argue that by paying too much attention to teaching grammar (especially in primary schools) the development of child' writing skills may be hindered (Uusen and Mütürsepp, 2010: 170–184).

One survey to students of Saudi universities said that another notable problem that hampers their grammar learning is their lack of knowledge of the structure and functioning of the phrases and clauses in a sentence. Often they don't know the elements that determine the kind of a sentence. The conclusion of the research is that teaching grammar in the English language classrooms at the university level in Saudi Arabia is an extremely challenging job. The teachers are required to be highly professional and self-motivated in teaching English grammar. They can better serve the purpose of teaching English grammar by avoiding dogmatic views and introducing innovative ways out of different linguistic approaches in the classrooms (Chowdhury and Hasan 2014).

Concerning with the difficulties faced by students and lecturers, there was a study done by (Al-Mekhlafi and Nagaratnam 2011). This study was undertaken to investigate the difficulties teachers face in teaching grammar to EFL students as well as those faced by students in learning it, in the teachers' perception.

Based on the statements above, it is better for students to pay attention to the same forms of –ing and –ed verbs in different context in teaching and learning of participle phrases. The students and their lecturers need to have a commitment that in teaching and learning of participle phrases, both of them use their best minds and proper method. It is because teaching and learning needs a

conducive academic situations where the students can get new knowledge, comprehend it easily, and express their ideas freely. Whereas, the lecturers can transfer their knowledge, make the students comprehend the material well, and give the students chance to express their ideas freely.

Teaching cannot be defined apart from learning. Natan Gage (1964) noted that 'to satisfy the practical demands of education, theories of learning must be 'stood on their head' so as to yield theories of teaching'. Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown 1994). In this study teaching and learning means the students acquire knowledge of grammar that are helped by the lecturer by guiding them in the study, providing with knowledge, and causing them to understand grammar.

This research focuses on the students' difficulties in comprehending participle phrases. Therefore, the researchers take some ideas of teaching them.

According to (Kawasaki 2021) when you ask your students to find the participle in a sentence, you could pre-teach a chart of possible endings that they can reference. You can also ask your students to give an example of a word for each ending, allowing for more student involvement in the grammar lesson.

Based on (WikiHow 2019) explaining participle can be as follows: a) Explain that a participle is a form of a verb, ending in "ing" or "ed." b). Explain that the use of participle is to show the action of noun and to describe or to modify noun. c) Teach participial phrases, a more complicated use of the participle. d) Ask the students to try changing some of the compound verb forms to participles with the objects around them. e) Use a more complicated example to show how a participle can be used with other words to form a participial phrase. f) Explain that there are present participles, which describe something that is going on, and past participles that describe something in the past.

The researchers' reasons for choosing the topic are that the researchers are interested in identifying students' and lecturers' difficulties in teaching and learning of participle phrases because they have the same form as used in another functions such as predicate, subject, or object; the students' difficulties are very important to be known in order to be solved by the students themselves and their lecturers. The lecturers' difficulties are also important to be known in order that both the students and lecturers have the same solution; and the teaching and learning of participle phrase will be felt easy when the students do not consider that it is difficult.

The problems concerning with this research can be formulated into the following questions: What difficulties do the students and lecturers have in teaching and learning of participle phrases? and why do they have the difficulties?

The researchers hope that the research will be useful for the development of English language teaching in general and particularly in teaching and learning participle phrases of English students and lecturers. Besides, the students can explore their knowledge in applying some rules in communicating their ideas to others and the lecturers can apply some methods and approaches in teaching participle phrases. It is in line with the statement that in the phrase communicative competence, for instance, it is in contrast with 'linguistic', a distinction being made between the native speakers' awareness of the formal patterning of their language, on the one hand (their 'linguistic competence'), and of the situational appropriateness of their language, on the other (Crystal 2008).

In relation to statement above, the researchers focus on grammatical competence. Their grammatical competence is shown in the structures of participle phrases. It will show how the students express their ideas through words combined in correct and acceptable constructions.

## METHODS

This research used descriptive method. Descriptive method tries to solve problems that exist in the present, which is actual in nature. The procedures of descriptive methods are collect data, compile data, analyze data, and interpret the data. The way used in this study is to describe the difficulty in comprehending participle phrases of English students and lecturers of English education study program, Faculty of Teacher Training and Education, University of Widya Dharma Klaten in the year of 2021. This study applied qualitative strategy. (Seliger and Shohamy 1989) state in qualitative research where qualitative data have been collected by procedures such as unstructured observation, open interviews, examining records, diaries, and other document, the data are usually in the form of words in oral or written modes.

(Hornby 2000) defined the data as information fact things certainly known (and from which conclusion may be drawn). In this research, the data were the results of the test on participle phrases and questionnaire given to the students and lecturers. According to (Arikunto 2013) the source of the data is the subject where the data can be taken. In this research, the sources of the data were the English students and lecturers of English education study program, because they were involved in Structure course. There were 28 students and 10 lecturers.

In this study, researchers used a test method to collect data about participle phrases and difficulty faced in comprehending them. Based on the form, the test used in this study was a written test and based on the composition of the test used was essay test. Before the test was tested to the students, it was tested its validity. To test the validity of test, they used content validity. The content validity of the test used by the researchers was tested by comparing the content of the test with the syllabus and the material that the students had learnt. Besides, the researchers used questionnaire given to both students and lecturers to know the difficulties in teaching and learning of participle phrases. Its validity was also gotten by content validity which was done by seeing its items of question critically.

In this research, the researchers analyzed the data by descriptive qualitative analysis. Based on the result of the test, the researchers focused on the incorrect sentences as the base to identify the difficulties faced by the students. Whereas, the result of questionnaire was used to cross-check the students' and lecturers' difficulty in teaching and learning of participle phrases resulting the same perception.

## RESULT AND DISCUSSION

### A. Result

Having gotten the data from the test and questionnaire, the researchers can analyze them. The test given covered 1) Changing the adjective clauses into participle phrases, such as "The paper which was presented by the students was inspiring"; 2) Combining the two sentences into one by changing the second sentence into participle phrase which refers to the italicized word in the first sentence, such as "My boss spoke to *the man*. The man was applying for a job"; 3) Combining the two sentences into one by referring to their meaning to determine the position of participle phrase, such as "He read the newspaper. Later he went to the movie". The three kinds of test concern with: 1) Active, 2) Passive, 3) Perfect, 4) Negative, 5) Which, 6) Conjunctive adverb, 7) Initial position, 8) Final position, 9) Initial and final position

From the analysis, it can be described as follows:

1. The students made mistakes in forming active/verb-ing participle phrase, for example "Breathed heavily, Glen came in" (1904) which should be "Breathing heavily, Glen came in.

2. The students made mistakes in forming passive/verb-ed/-en participle phrase, for example “The paper **presenting** by the students was inspiring” ((1911) which should be “The paper **presented** by the students was inspiring.
3. In making perfect participle phrase, most of the students could not change ‘had’ into ‘having’ such as in “**Have been** learned the patterns of sentence, we can make good sentences” (1912) which needs to be written “**Having** learned the patterns of sentence, we can make good sentences”.
4. Negative participle phrase is made by playing ‘not’ before the verb either present or past participle. However, the students still made mistake, such as “My brother **having not** understood the chemistry lectures at all, failed the examination” which should be “My brother **not understanding** the chemistry lectures at all, failed the examination”.
5. Introductory conjunction ‘which’ is used to introduce that the word is noun to denote choice. In using this word the students made misinterpretation, one deleted it but still took the auxiliary verb such as “The snow **is falling** on the highway will make the roads icy by nightfall” (1903) which should be “The snow **falling** on the highway will make the roads icy by nightfall”; any other student did not delete ‘which’ in “We watched the horses **which running** around the track” (1912) for the correct sentence “We watched the horses **running** around the track.
6. Conjunctive adverbs “later, then, afterwards, etc.” are used to connect one sentence with another sentence. Participle phrase may have the meaning of before, after, because, as the result, etc. The students did not interpret the sentences using conjunctive adverbs correctly. Their sentences can be seen in “**Read** the newspaper, he went to the movie **later**” (1907) for the correct sentence “**Reading** the newspaper, he went to the movie”.
7. There are three positions of participle phrase: initial, middle, final. In placing participle phrase based on the meaning of the sentence, there were only seven (7) students making correct sentences. Some students misinterpreted such as in “We are English students, **speaking** English in lectures” (2004) which needs an answer “**Being** English students, we have to speak English in lectures”, in this sentence participle phrase should be placed in initial position; “His book had been published, **reading** by many people” (1809) in which the correct sentence is “**Having been published**, his book can be read by many people”.
8. The two sentences which the second sentence is as the result of the first one, participle phrase should be in final position. However, most of the students made misplacement in their sentences “**Did** the work very punctually, she feels satisfied” (1910) for the correct sentence “She did the work very punctually, **feeling** satisfied”.
9. The two sentences consisting two activities done at the same time can be combined into one using participle phrase which can be placed in either initial or final position. In this case the reader needs to know the meaning of the sentence. For this research the students made some misinterpretation. Here is a sentence which they made. “**Play** in the ground, the children are feeling happy” (1914) which can be stated “**Playing** in the ground, the children feel happy” or “The children are playing in the ground, **feeling** happy.

From the questionnaires given to the students, it can be known some students’ difficulties and the factors that cause their difficulties. They are as follows:

1. Six (6) students said that learning structure is not interesting. It cause they lost their motivation to learn participle phrases and of course it makes them difficult to learn and even to comprehend participle phrases.
2. Ten (10) students did not understand both present and past participles.
3. Seven (7) students cannot differentiate the verb forms as participle phrases (“The boys **playing** football look happy”, “I do not know the man **introduced** to my father”) from those

which are not as participle phrases (“The boys **are playing** football”, “The man **is introduced** to my father”).

4. Only three (3) students said that they cannot make sentences using participle phrases.
5. Twenty five (25) students stated that learning atmosphere influence their ability in comprehending participle phrases. It means they need certain situation and condition in learning.
6. There are lecturers who give and do not give handouts of participle phrases which can facilitate them in learning the material.
7. Twenty three (23) students did not find references which give wrong information about participle phrases. It may cause them not confused in learning participle phrases.
8. Half of students felt fast in comprehending participle phrases when the lecturer explained in the class. Therefore, the lecturer’s presence in class caused them not have difficulty in comprehending the material.
9. Twenty one (21) students had difficulty in differentiating –ing form verb as predicate (She is **listening** to the new music), as noun modifier/adjective (The **listening** students take a note), as clause modifier/adverb (**Listening** the explanation, the students take a note), and as gerund/noun (**Listening** music is her hobby), since the form is the same.
10. Twenty one (21) students had difficulty in differentiating past participle verb/V3 as predicate (The boy **wanted** to buy a ball), as noun modifier/adjective (The **wanted** man hid in the villa), clause modifier/adverb (**Wanted** by the police, he hid in the villa). This verb form is more difficult because there are two forms, namely irregular and irregular verb. For irregular verbs, they are all the same in forming past participle that is by adding suffix –ed to the verb word; meanwhile for irregular verbs, the students need to memorize.
11. There were twenty (20) students having difficulty in differentiating irregular past participle verbs/V3 functioning as predicate of a sentence in perfect tenses (The woman **has come** on time) and passive voice (The woman **was given** flowers) from those which are as participle phrases (**Given** advice by his father, he behaves politely).
12. There were seventeen (17) students who had difficulty in changing adjective clause (The students **who participated** in the program got certificates) into participle phrase (The students **participating** in the program got certificates).

Having seen the statements given by the students, the researchers can identify some factors causing students’ difficulties in comprehending participle phrases which are presented as follows:

1. The students’ lack motivation to learn structure in general.
2. The students’ lack attention to differentiate the forms of present and past participle which may function as noun, verb, adjective, or adverb.
3. The forms of irregular verbs to make the sentence using participle phrase in passive meaning.
4. The students’ dependence to their lecturer in learning participle phrases. They tend to be able to comprehend the material when it is explained directly by the lecturer.

Based on the answers of questionnaire, it can be stated that ten (10) lecturers have been teaching more than ten years which of course they have experienced in teaching English. Eight (8) lecturers ever taught participle phrases, and seven (7) lecturers who did not teaching structure course said that participle phrases have relation to the subject/lecture they taught. Nine (9) lecturers informed that the students had difficulties in comprehending participle phrases. Only three (3) lecturers who considered that the material of participle phrases is easy. Six (6) lecturers had difficulty in explaining participle phrases. In teaching participle phrases seven (7) lecturers always used different methods. Eight (8) lecturers needed a long time to explain participle phrases, and all lecturers agreed that the mastery of participle phrases can help students to apply four language skills.

From the questionnaire given to the lecturers, it can be known some lecturers' difficulties and the factors that cause their difficulties. They are as follows:

1. Participle phrases have many patterns. They are patterns in active activity, passive activity, present form, perfect form, etc.
2. One lecturer feels confused to the theories that consists of more different concepts. She is doubtful whether her explanation can be caught by the students because most of them still make mistakes in differentiating active from passive meaning.
3. Some lecturers' difficulties in teaching participle phrases can be summed up as follows:
  - a. The various students' ability in relation to the other aspect of grammar because structure is a levelled course.
  - b. The students' lack of practicing outside the lecture hours, and their competencies are mostly influenced by the comprehension of the previous materials because grammar aspects are interrelated.
  - c. The patterns which are different in active and passive meaning, especially in irregular verb formation.
  - d. Making the students understand how to differentiate the use of participle phrases from gerund, progressive tense, and passive voice.

## **B. Discussion**

### **1. Students' Difficulties**

The students' difficulties in learning participle phrases concern with active and passive meaning, present and perfect form, understanding of main clause and subordinate clause, vocabulary diction, position. They are in line with the following statement: Why are participles so difficult to grasp? The reason is threefold: (1) *usage* - the participle can be used as a noun, adjective, adverb, or verb (and in any mood!); (2) *word order* - the participle is often thrown to the end of the sentence or elsewhere to an equally inconvenient location; and (3) *locating the main verb* - sometimes it is verses away; sometimes it is only implied; and sometimes it is not even implied! (<https://bible.org/article/participle> n.d.).

The factor causing the students' difficulties in comprehending participle phrases is the lack of motivation. It is in line with what (Renandya and Widodo 2016) stated "Just as in an SCL environment, students are not the only ones who learn and teachers are not the only ones who teach, in SCL, teachers are not the only ones who motivate others. Students should appreciate that they can motivate their teachers. For instance, when students show interest in a task or topic, it becomes easier for teachers to become more interested. In other words, in keeping with a key message of SCL, students are powerful; students have control. When students engage with learning, that energy motivates peers and teachers.

The other factor is the class atmosphere. The learning atmosphere influences the students' comprehension of the material. As stated by (Chamot et al. 1999) that a learner-centered classroom is an environment that creates and fosters independent students who are aware of their learning processes and who, through this awareness, are able to take control of their learning. A learner-centered classroom must initially be created by the teacher and then accepted by students.

The reference is also as a factor causing students' difficulties. As stated by (Tomlinson and Masuhara 2018) that course books can be helpful to teachers (especially those with little time and / or experience) and they can provide psychological support, a sense of security and system, and a means of revision to students. However, for a course book to be really beneficial to students it needs to be self-standing, flexible, localizable, personalizable, humanistic, and designed to facilitate adaptation. They added "Most teachers appreciate having a core textbook to give them guidance and save them some lesson preparation time." They also seem to support the weak anti course book

viewpoint summarized in Harwood (2005) in that they are critical but appreciate the textbook as a provider of structure and reference for the learners and they believe that the course book “syllabus should be flexible enough to allow the local teacher to input additional locally appropriate content”. They also said that there is coherence between five factors (i.e. environment, course, materials, teachers and learners).

## 2. Lecturers’ Difficulties

The lecturers’ difficulties in teaching participle phrases deal with the patterns of participle phrases, the theories of participle phrases, and the students’ lack of practicing after getting the materials. Their difficulties can be seen by some references from some experts.

When seen in owl.purdue.edu.html ([https://owl.purdue.edu/owl/general\\_writing/mechanics/gerunds\\_participles\\_and\\_infinitives/participles.html](https://owl.purdue.edu/owl/general_writing/mechanics/gerunds_participles_and_infinitives/participles.html) n.d.) a participle is a verbal ending in *-ing* (present) or *-ed, -en, -d, -t, -n, or -ne* (past) that functions as an adjective, modifying a noun or pronoun; a participial phrase consists of a participle plus modifier(s), object(s), and/or complement(s); participles and participial phrases must be placed as close to the nouns or pronouns they modify as possible, and those nouns or pronouns must be clearly stated.

Traditionally, participles are often treated as a hybrid of a verb and an adjective. This simple characterisation already raises several important issues: What is “adjectival” and what is “verbal” in the grammatical makeup of participles? Do these “verbal” and “adjectival” properties characterise a participle itself or are they (partially) conditioned by the context in which a participle appears? (Borik and Gehrke 2019). Participles are verb forms created by adding *-ing, -ed,* or changing the verb in an irregular way. They can be either present or past. Participles should not be confused with the main verb in the sentence. Rather, they may work alone as describers, or in combination with a group of words as participial phrases.

According to (TomNeedham 2018) why we should teach participle phrases concerns with two benefits and how they apply to participle phrases: 1) *Enables students to include more information in a sentence and add complexity*; like appositives, the complexity comes from the fact that the explanation or extra detail is embedded and subordinated within the same sentence rather than having two or more simple constructions. This complexity can be added not only to descriptive writing, but also when writing analytically in response to a text; 2) *Encourages close reading*. Like with appositives, you can give students a topic and ask them to write sentences that contain participle phrases, developing their ability to analyze or paraphrase the text that they have read.

To overcome the difficulties mentioned above the lecturers give some ways such as:

1. The students should know present and past forms (V-ing and V-ed).
2. The students need to comprehend tenses.
3. The lecturers do the activities as follows:
  - a. Reviewing the material of participle phrases, so it needs a long time;
  - b. Giving some examples from the simplest to the complicated ones. It is supported by Richards’ and Rodgers’ statement that items of grammar are graded following the principle that simple forms should be taught before complex ones (Richards and Rodgers 2001);
  - c. Relating the background knowledge which the students own to the new theory of participle phrases;
  - d. Delivering the concept of subordinate clause and main clause relation;
  - e. Making the students know the meaning relation of subordinate clause and main clause (active-passive)

f. Making the students know the use of V-ing and V-ed in subordinate clause.

Based on the students' and lecturers' difficulties and factors causing the difficulties, the students and lecturers get the same perception that participle phrase is very difficult to comprehend because of its patterns concerning with active and passive forms and their meanings. Therefore, the students need to have high motivation to comprehend it. Motivation influences learning of something, so the lecturer should motivate students by giving the real task of daily activities which are related to the students' individual experiences.

There is another factor influencing of learning, namely environment order. Besides growing the intention for learning, environment order which gives the freedom to act and choose the choice is very important to develop the ability of productive mental. To rise learning intention, the lecturer needs to give the students freedom, realness, positive attitude and perception as the basic capital to learn. It is in relation to the idea of 'what should a learning environment provide' related to the thought of who should control the learning process: the student as a learning subject (learner control) or conditions or system outside the students (system control) (Honebein, Duffy, and Fishman 1993). Concerning with teaching participle phrases, in teaching activity, the teacher employs a situational approach to presenting new sentence pattern and a drill-based manner of practicing them. The teacher can serve as a model, setting up situations in which the need for the target structure is created and then modeling the new structure for students to repeat (Richards and Rodgers 2001).

## CONCLUSION

The data having been analyzed result the findings which can be used as the answer of the problems: What difficulties do the students and lecturers have in teaching and learning of participle phrases? and why do they have the difficulties?

The students' difficulties in learning participle phrases are that they have difficulty in differentiating -ing form verb as predicate, noun modifier/adjective, clause modifier/adverb, and gerund/noun since the form is the same; they have difficulty in differentiating past participle verb/V3 especially irregular verb as predicate, as noun modifier/adjective, clause modifier/adverb; they have difficulty in differentiating irregular past participle verbs/V3 functioning as predicate of a sentence in perfect tenses and passive voice from those which are as participle phrases; they have difficulty in changing adjective clause into participle phrase.

Some factors causing students' difficulties in comprehending participle phrases are that the students have low motivation to learn structure; the students do not pay attention to the difference between the forms of present and past participle which may function as noun, verb, adjective, or adverb; the students do not memorize irregular verbs as the base to make the sentence using participle phrase in passive meaning; the students are dependent to their lecturer in learning participle phrases. They tend to be able to comprehend the material when it is explained directly by the lecturer.

Lecturers' difficulties and the factors that cause their difficulties are that participle phrases have many patterns. They are patterns in active activity, passive activity, present form, perfect form, etc.; the theories of participle phrases that consist of some different concepts; the various students' ability in relation to the other aspect of grammar because structure is a levelled course; the students' lack of practicing outside the lecture hours, and their competencies are mostly influenced by the comprehension of the previous materials because grammar aspects are interrelated; the patterns of participle phrases which are different in active and passive meaning, especially in irregular verb formation.

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