



The Difficulties Facing by Student in Using Participle in Sentences

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ABSTRACT

This study deals with the student's difficulties in using participle in sentences. The purposes of the study were to find out whether or not the students found difficulties in using participle in sentence and to find out the type of difficulties they faced. The population of the study was students. In this sampling, all the population has equal chance to be selected for the sample. The total numbers of samples was 32 students. The instrument used to collect the data was multiple choice test. This research was conducted by applying the descriptive quantitative design. The reliability of the test is counted by using KR₂₁ formula. The formula testing result showed that the reliability of the test was 0,84, it means that the test was very good. The percentage of the student's errors is dominantly occurred in descriptive adjectives from 800 item occurrences, there were 436 errors which categorized into 5 sub categories on the use of adjectives and adverbs with the suffix-ly. The finding showed that the students found some difficulties in using participle, they were: Present Participle (22,52 %), Past Participle (63,73 %) and Perfect Participle (33,52 %). Past Participle was regarded as the most difficult type for them, especially in using it after certain verbs and in replacing relative pronoun, and then followed by Perfect Participle. And the last was Present Participle especially in using in it replacing relative pronoun and after certain verb. The percentage of each difficulty was taken by dividing the wrong answer to the total correct answer of the test.

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INTRODUCTION

Language is surely the most important tool of communication. People used language to express their ideas, thought, and feeling either in spoken or written mood. It means that language is used as primary means of communication in society (Dash & Dash, 2007).

Language plays an important role in human's life. He or she cannot survive without speaking a language, because it is a means of communication with one another to fulfill his or her needs (Fillmore, 1976). We can also say that language cannot separate from human beings. The important of language made many linguists attempt the definition of the word language and they can be found in dictionaries and in some text books (Makoni & Mashiri, 2006). To be human is to use language, and to talk is to be a person.

Lewis Thomas (1974): "The gift of language is the single human traits that marks us all genetically, setting us apart from the rest of life. Language is like nest-building or hive-making, the universal and biologically specific activity of human beings. We engaged in it comunally, compulsively, and automatically. We cannot be human without it; if we were separated from it our minds would die as surely as bees lost from the hive." (Mario Finochiaro, 1960) "Language is a system of arbitrary, vocal symbols which permits all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact."

Language itself develops highly. But how and when we talked is confusing. None of them has been solved (Ruiz, 1984). Most linguists think that this topic outside the realm of linguistic field. The writer here will not analyse the origins of language in detail because there is no real information about it (Larsen-Freeman, 2012).

Linguists believed that Adam wa blessed with two facilities for language, that is physical facility and non physical one (Saeidi & Mazoochi, 2013). Physical facility includes speech organs and feeling and thought belong to non physical one. His language was also spoken by Eve and their children. Longer and longer they occupied many spaces in the world (Fishman, 1996). It means that the first language has branches in all parts of the world and from genetically related languages.

According to the theory of the origin of language, language of human beings consists of the mixture gestures and sounds. Meaning is involved in gestures. Linguists are more interested in studying the use of language than in speculating its origin (Hewes et al., 1973), (Hawhee, 2006).

It seems rather clearer that language began since men needed a greater degree of cooperation that required efficient communication. The ability of human beings to talk to use language in order to communicate with one another is so universal that we never think much about it. Every normal human being has acquired fellow human beings. But it doesnot mean that other living beings do not communicate with the other member of their species (Plutchik, 2001). Certainly, they do. And a few of them have communicate system that deserves to be called "language". Principally, language and culture cannot stay apart because it is the instrument used by society and it espreses or show the culture of that society. This relationship between language and culture takes place in the acquisition of foreign language for the way members of culture view the world is involved in it. The most important thing in learning a foreign language is the ability to comprehend and produce the foreign language in its spoken or written form.

As developing country, Indonesia has an International relationship to improve the area of politics, economics, industry and education. The language used most to connect this International relationship is English. Recently, English has become important as connection with the development of science and technology.

Because the importance of this language, English has been determined as the first foreign language and has become part of the curriculum. In the 1994 of junior high school curriculum, the study of English involves four languages skills, namely : listening, speaking, writing and reading.

Now, facing the information and globalization era many people are obliged to learn English as the global language. There are lots of facts to support the idea that learning English is crucial such as : 1) 400 million speakers of first language; 2) 700 million speakers of second or foreign language; 3) over 80 % of the information stored in the world's computers is in English; 4) more than half the world's scientific journals are in English; and 5) it's the main language on the internet, films, songs, and so on (Porter Keith, 2003).

In line of this, (Acha, 2003) said that English is one of the important things that we have to know because in this era of globalization there is much information written down in English. As Indonesian is one of the developing countries which treat English as a foreign language, as the consequence this English is taught to the students beginning from primary school up to university level. With this fact, it is hoped that the students realize English is an important language to be learnt. In addition, they can pass their exam, graduate from school, speak English, get better job, enter the college or university, etc.

Language is used for many purposes in our daily life. We pass on the news and information to others and get news and information from the others through language. It can be used to express our happiness and sorrow. In conclusion, it can be said that we use language to make contact with others.

English has become an important language in the world and it has been widely used in schools, governments and businesses. Therefore, it is one of the subjects to each for junior high school students, senior high school and universities.

Grammar is one important aspects in mastering the four language skills. For instance, (Lado, 1964) explained that : "The ability to use the structure/grammar, lexical items and their conventional representation in ordinary matters of fact in writing". This is clearly reflected in the curriculum of junior high school students, that the students are expected to be able to use sentences grammatically, they must know about the part of speech, tenses, gerund, participle, conditional sentences, subjunctive mood, and others. From all the parts of grammar, the writer is interested in discussing participle in this thesis. Participle is a verbal adjective i.e. words formed from a verb and doing the work of an adjective in describing noun. Participle can be divided into three types, there are : Present Participle, Past participle and Perfect Participle.

The writer found, in her experience while teaching the students at one of Test Guidance Program, that students face some difficulties in using participle (Wette, 2010). For example : "They sometimes find it difficult to differentiate present participle (V-ing) and gerund (V-ing). These two terms have the same form but their function is different. The difference can be seen from the sentence below : The *crying child* asked his mother to buy a toy., The children enjoyed swimming in the *swimming pool*.

In sentence above, we can find the same forms of V-ing, they are : *crying child* and *swimming pool*. But of course these two forms have different functions, the first as adjective and the second as noun. Other kind of difficulties that they often make is to analyze the sentence using participle, such as : The students *punished* this morning will be reported to the Dean.

They often think that the predicate of the sentence is 'punished'. They just think that the verb has the function as predicate. This situation causes students often makes mistakes in forming sentence using participle.

RESEARCH METHODOLOGY

Research Method

This research was conducted by applying descriptive quantitative design. Quantitative research design are characterized by the assumption that human behavior can be explained by what may be termed social facts which can be investigated by methodologies that utilize the deductive logic at the natural sciences (Horne, 1994). It means that the study use numbers to analyze the data.

The study deals with single variable, the students difficulties. The result of the test was described as they in term of the existing condition without any interference of the researcher. The researcher was also presented by reporting them to the related literature mentioned in this study.

The population

Population, in Encyclopedia of educational Evaluation by Scarvia B. Anderson it is said that, "A population is a set (or collection) of all elements possessing one or more attributes of interest." So, dealing with a research, of course, a population is the whole members of the object of the research.

Mohammad Ali also views that, "*Keseluruhan objek penelitian sebagaimana diuraikan di atas, disebut dengan "populasi penelitian" atau universe.*" (1985). If we translate it into English we get all the object of the research said above is called population. And what he said above is that object being searched can be as human being, things, happenings or effects (1985).

Population is a group of people that you want to find out about by doing your research (Wallace, 1998). Furthermore, (Gray, 1987) states that: "Population is a group of the people or thing interesting to researcher, the group to which she or he would like the result of the study to be generalized.

Arikunto (1991) said that: "Population is the whole researched object. But since it is a large number to researched, the writer decides to involve two classes out of five that were randomly selected by using lottery technique so that all students have the same opportunity to follow the research and it is a representative sample".

Sample

The samples were obtained randomly, as (Gray, 1987) states that: "Random sampling is the best single way to obtain a representative sample". The writer limited the number of the students and selected only 32 as the samples. (Arikunto, 1992) states that: "If the subjects in a large number, the samples can be drawn between 10 - 15 % or 20 - 25 % or more". In this sampling, all the population has equal chance to be selected for the sample.

The Procedures of Collecting Data

In collecting data, the writer conducted the following steps: (Gronlund, 1976) specifies the advantages of carrying out the objective tests (multiple choice items) are as follows: Multiple choice tests are effective for measuring knowledge of facts., Multiple choice is a quick objective scoring, easy, and consistent., It usually encourages pupils to develop a comprehensive knowledge of specific fact and the ability to make discrimination among them.

Gronlund also states that "multiple choice format" has two major advantages for course, such as: Such test is designed to measure the understanding and application for specific concept or principle., Because the students can answer a large number of such questioning in corporate in the test.

(Gronlund, 1977) states that: "The key to effective achievement testing is carefully planning". It provides greater assurances that one test will measure relevant learning outcomes. It means that before applying a test, there should be a good plan to prepare what to test. The data of this research was collected by using teacher made test. Students as observed were asked to answer the questions about participle in multiple choice tests consisted of 25 items.

The distribution of the test was:

No.	Kinds of Participle	Items
1.	Present participle	10 items
2.	Past participle	10 items
3.	Perfect participle	5 items

Administering the Test

The procedure of administering the test was as follow: The seats of the students were arranged in such away in order to prevent them from cheating., The writer distributed the test and the answer sheet., The writer gave the instruction of how to answer the test., The allocated time was only 90 minutes., After the students had finishing doing the test, the writer collected the answer sheet and gave the score to their work. In scoring their work, the right answer was scored 0 and the wrong answer was not given score 1.

Identifying the Difficulties were made by students

After scoring the student's work, the writer identified their difficulties by grouping the student's mistakes/wrong answer into each kinds of participle and their sub category.

The Reliability and Validity of the Test

Reliability of the Test

A second important characteristic that all test should posses is reliability. A reliable test is consistent that is, if it repeated, student's score roughly the same as they did the first time they took the test.

Reliability is extent to which research can be repeated and show the same or similar research, stability or consistence of test result (Wallace, 1998). (Vockell, 1983) also said that : "Reliability is the degree of consistency with which a test (or alternate forms of the same test) will produce similar results on occasions when it theoretically should produce the same result". In other words the reliability of the test is the consistency of the scores for an individual who is talking the test several times.

While, reliability is the consistency of the test scores. (Lado, 1961) states that : "Reliability is a general quality of stability of scores regardless of what the test measures". Thus, a test can not be valid unless it is also reliable, for an unreliable test can not measure the object of research. Whereas, (Wiersma, 1991) says that : "Reliability is the consistency of the instrument in measuring whatever it measures". Reliability coefficient can take on values of - 1,0 to 1,0 inclusive.

Reliability is a necessary characteristic of any good test to be valid at all, a test must first a reliable measuring instrument. (Walden and Frankel, 1991) define reliability refers to the consistency of information obtained.

The definition above implies that more reliable the test is more confident we can have the scores obtained from the administration of the test. Therefore, if the test scores of the students are not fluctuate too much, then the test is called reliable.

In this study, KR 21 formula is applied to obtain the reliability of multiple choice test. The reason of choosing KR 21 is it does not need to do items analysis taking a long process.

To get the reliability of the test, the following formula is used :

$$KR-21 = \frac{k}{k-1} \left[1 - \frac{M(k-M)}{k(SD)^2} \right]$$

Where :

k = The number of the items in the test

M = The mean of the test scores

SD = The standard deviation of the test

To get the reliability of the test, first, the mean and the standard deviation were counted by using the following formula :

$$M = \frac{\sum fx}{N}$$

Where :

M = Mean

f = Frequency

N = The number of the scores

X = The raw scores

$$S = i \sqrt{\frac{\sum fd}{N} - \left(\frac{\sum fd}{N} \right)^2}$$

Where :

i = Interval

f = Frequency
 d = Deviation
 N = Number of the students
 S = Standard Deviation

Thus, a complete lack of reliability would be indicated by a coefficient of 0,00 and a perfect positive reliability would be indicated by a coefficient of 1,00. the psychometrics said that the reliability of the test may not be less than 0,70.

Validity of the Test

The most important characteristics of any test should possess is that validity. The usual definition of a valid test is to measure what it is supposed to measure. (Like L. R, Gay, 1991) says that : "Validity is the degree to which a test is measure what it supposed to measure".

Mesick (1988) for example describes validity as : "An integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores". Validity in research, this terms refers to whether or not the result of the measure men of experience really show what they claim to show (Vockell, 1983). In other words, the validity of a test refers to the concept of whether the test is measure what it is design to measure.

Validity refers to the appropriateness of a given test or of its component part as a measurement of what is supposed to measure and nothing else. A test is said to be valid if it measures what intended to measure (Tinambunan, 1988), as he quoted from Grounlund's.

The validity of a test represents the extent to which a test measures what its purpose to measure. According to (Borg and Gall, 1983) : "Validity is the degree to which a test measures what it purports to measure". "In simple words, does the test really measure the characteristics that it is being used to measure?" (Tuck man, 1978). (Wren, 1990) states that, "The concept of validity is the test measure what it is intended to measure?"

A good test should be both valid and reliable. Validity refers to whether or not a test measures what it purpose to measure. Reliability is a general quality of stability of scores regardless of what the test measures. Thus, a test cannot be valid unless it is also reliable, for an unreliable test does not measure what it should measure. One of the targets to know a good test is to consider its validity because it is important to prepare a test. In relation to the validity, (Walden and Frankel, 1991) states that validity refers to the extend to which an instrument gives us information we want. Furthermore, (Stanley, 1981) gives his definitions as follows " *Validity as the degree to which measuring instruments actually serves the purpose for which it is used*".

In line with the definitions above, it can be concluded that a good test is called valid if the test can measure, for instance, the ability of a student in mastering one material after it has been taught.

Without the standards for validity, tests can be misused and may actually have deleterious effects on the person being tested. To establish the validity of the test administered, the material was taken from the second year student material based on the English course design.

In this research, the test given to the sample class is based on the English KTSP of the 2011 Junior High School Curriculum. The test was to determinate the extent to which the students find some difficulties in using participle in sentences. To find out the validity, the writer applied the formula recommended by Arikunto as the following :

$$P = \frac{B}{JS}$$

Where :

P = index of difficulty
 B = right answer
 JS = number of items

To test the validity, Arikunto correlation formula was applied and recommended that the value and the formula of validity test was as follow :

0,00 - 0,30 = difficult

0,31 - 0,70 = fair

0,71 - 1,00 = easy

The Technique of Analyzing Data

After the data had been collected, it was analyzed in the following steps: The writer identify all the student's difficulties., The writer analysed the types and the percentage of the difficulties., To find out the percentage of the difficulties, the writer divided the number of wrong answer by the total number of the correct answer and multiplied its result by one hundred percent.

RESULT AND DISCUSSION

The Result of the Test

As it has been mentioned in the previous chapter, the data was obtained by test. There were 25 items of test. The writer listed the score as can be seen in table 1.

Table 1
The Score of Students in Using Participle in Sentences

No.	Student's Reg. Number	Scores
1	2	3
1	001	8
2	002	11
3	003	9
4	004	13
5	005	9
6	006	12
7	007	10
8	008	11
9	009	14
10	010	10
11	011	10
12	012	13
13	013	18
14	014	8
15	015	10
16	016	7
17	017	11
18	018	9
19	019	16
20	020	11
21	021	10
22	022	13
23	023	10
24	024	9
25	025	7
26	026	12
27	027	13
28	028	19

No.	Student's Reg. Number	Scores
1	2	3
29	029	23
30	030	10
31	031	9
32	032	9
JUMLAH		364
RATA-RATA		11.38

The Reliability of the Test

The KR_{21} formula was applied to test the reliability. To work on the formula, it is must concern on number of class (K), class interval, the mean, and the standard deviation (SD).

Number of Class

$$K = 1 + 3,3 \log n$$

In which :

$$N = \text{number of samples} = 32$$

$$\begin{aligned} \text{So : } K &= 1 + 3,3 \log 32 \\ &= 1 + 4,9669 \\ &= 5,9669 \\ &= 6 \text{ (rounded)} \end{aligned}$$

Class Interval (Ci)

$$\text{Class interval (Ci)} = \frac{R}{K}$$

Where :

R = range

K = number of class

$$Ci = \frac{23 - 7}{6} = 2,67$$

The Data Tabulation (S)

Table 2
The Tabulation of the Data

No.	Class interval	f	d	fd	fd ²
1	7	2	5	10	100
2	8	2	4	8	64
3	9	6	3	18	324
4	10	7	2	14	196
5	11	4	1	4	16
6	12	2	0	0	0
7	13	4	-1	-1	1
8	14	1	-2	-2	4
9	16	1	-3	-3	9
10	18	1	-4	-4	16
11	19	1	-5	-5	25
12	23	1	-6	-6	36
Total		32		33	1089

The Mean

$$M = M + \frac{fd}{N} x Ci$$

Where :

N = the samples

Ci = Class interval

M = assumed mean

$$M = 11,38 + \frac{33}{32} \times 2,67$$

$$M = 11,38 + 2,75$$

$$M = 14,13$$

The Standard Deviation

$$S = Ci \sqrt{\frac{\sum fd^2}{n} - \left(\frac{fd}{n}\right)^2}$$

$$S = 1 \sqrt{\frac{1089}{32} - \left(\frac{33}{32}\right)^2}$$

$$S = \sqrt{34,03 - 1,06}$$

$$S = \sqrt{32,97}$$

$$S = 5,74$$

The Testing of reliability

The Reliability of the test is as the following :

$$\begin{aligned} \text{KR-21} &= \frac{k}{k-1} \left[1 - \frac{M(k-M)}{k(SD)^2} \right] \\ &= \frac{25}{25-1} \left[1 - \frac{14,13(25-14,13)}{25(5,74)^2} \right] \\ &= 1,04 \left[1 - \frac{153,59}{824,25} \right] \\ &= 1,04 [1 - 0,186] \\ &= 1,04 \times 0,81 \\ &= 0,84 \end{aligned}$$

The formula testing result shows the value of reliability is 0,84. Thus, the test was very good.

The Testing of the Validity

To test the validity, Arikunto correlation formula was applied. Arikunto (1992 : 212) recommends that the value and the formula of the test validity is as the following :

0,00 - 0,30 = difficult

0,31 - 0,70 = fair

0,71 - 1,00 = easy

The formula is : $P = \frac{B}{JS}$

Where :

P = index of difficulty

B = right answer

JS = number of items

Table 3.
Test The Validity

Sample's Number	Right Answer	Number of Items	Index of Difficulty	Value
1	B	JS	P	5
001	8	25	0.32	FAIR
002	11	25	0.44	FAIR
003	9	25	0.36	FAIR
004	13	25	0.52	FAIR
005	9	25	0.36	FAIR
006	12	25	0.48	FAIR
007	10	25	0.4	FAIR
008	11	25	0.44	FAIR
009	14	25	0.56	FAIR
010	10	25	0.4	FAIR
011	10	25	0.4	FAIR
012	13	25	0.52	FAIR
013	18	25	0.72	EASY
014	8	25	0.32	FAIR
015	10	25	0.4	FAIR
016	7	25	0.28	DIFFICULT
017	11	25	0.44	FAIR
018	9	25	0.36	FAIR
019	16	25	0.64	FAIR
020	11	25	0.44	FAIR
021	10	25	0.4	FAIR
022	13	25	0.52	FAIR
023	10	25	0.4	FAIR
024	9	25	0.36	FAIR
025	7	25	0.28	DIFFICULT
026	12	25	0.48	FAIR
027	13	25	0.52	FAIR
028	19	25	0.76	EASY
029	23	25	0.92	EASY
030	10	25	0.4	FAIR
031	9	25	0.36	FAIR
032	9	25	0.36	FAIR

Note :

Easy = 3 items
 Fair = 27 items
 Difficult = 2 items
Total = 32 items

The Distribution of Student's Difficulties

The test consisted of 25 items to cover up the majority of the difficulties in using participle in sentences. The students found the difficulties in all types of participle, namely present participle, past participle, and perfect participle.

In this study, the types of difficulties were taken from the usages of each participle. They were :

- 1) Present Participle
 - a) As adjective
 - b) To form continuous form
 - c) After verbs of sensations
 - d) To replace relative pronoun
 - e) After certain verbs
 - f) To replace subject clause
- 2) Past Participle
 - a) As adjective
 - b) To form passive voice
 - c) To replace relative pronoun
 - d) To replace subject
 - e) After verbs of sensations
 - f) After certain verbs
- 3) Perfect Participle
 - a) Present Perfect Participle
 - b) Past Perfect Participle

Table 4.
Number of Student's Difficulties in Type of Using Present Participle

Students	1	2	3	4	5	6	7	8	9	10	TOTAL
	2	3	4	5	6	7	8	9	10	11	12
1							1	1			2
2							1	1	1		3
3									1		1
4							1	1	1	1	4
5								1	1		2
6							1	1			2
7							1	1		1	3
8								1		1	2
9							1	1	1	1	4
10							1	1		1	3
11								1		1	2
12							1		1		2
13							1		1		2
14							1		1	1	3
15							1		1		2
16						1	1	1	1	1	5
17								1	1		2
18						1	1	1	1		4
19						1		1	1	1	4
20										1	1
21						1	1				2
22							1	1		1	3
23							1	1		1	3
24								1		1	2
25							1	1		1	3
26								1		1	2
27								1		1	2
28							1	1			2
29							1	1			2
30								1	1	1	3
31						1	1	1	1		4

Students	1	2	3	4	5	6	7	8	9	10	TOTAL
1	2	3	4	5	6	7	8	9	10	11	12
32										1	1
Total	0	0	0	0	0	5	20	24	15	18	82
Proportion	0	0	0	0	0	1.37	5.49	6.59	4.12	4.95	22.5275

Table 4 shows the student's difficulties in using Present Participle in sentences. There were 82 out of 364 correct sentences (22,52 %). This implies that the students find some difficulties in using Present Participle.

Table 5
Number of Student's Difficulties in Type of Using Past Participle

Students	11	12	13	14	15	16	17	18	19	20	TOTAL
1	2	3	4	5	6	7	8	9	10	11	12
1	1	1	1	1	1	1	1	1	1	1	10
2	1	1				1	1	1	1		6
3	1	1	1	1	1	1	1	1	1	1	10
4		1			1			1		1	4
5	1	1	1	1	1	1	1	1	1	1	10
6	1	1	1	1	1	1	1			1	8
7	1	1	1	1	1	1	1	1		1	9
8	1	1	1	1	1	1	1			1	8
9	1						1			1	3
10	1	1	1	1	1	1	1		1		8
11	1	1	1	1	1	1	1	1	1		9
12	1	1		1		1			1	1	6
13	1	1									2
14	1	1	1	1	1	1	1	1	1	1	10
15	1	1		1	1	1	1	1	1	1	9
16	1	1		1	1		1	1	1	1	8
17	1	1		1	1	1	1	1	1	1	9
18	1	1	1	1	1	1	1	1	1		9
19		1	1				1	1	1		5
20	1	1		1	1	1	1		1	1	8
21	1			1	1	1	1	1	1	1	8
22	1				1		1	1		1	5
23	1			1	1	1	1	1	1	1	8
24	1	1	1	1		1	1	1	1	1	9
25	1	1	1	1	1	1	1	1	1	1	10
26		1	1	1				1	1	1	6
27	1			1				1	1	1	5
28	1							1	1		3
29											0
30	1	1	1	1		1	1	1	1		8
31	1	1	1	1		1	1	1	1	1	9
32	1	1	1	1	1	1	1	1	1	1	10
Total	28	25	17	24	20	22	25	24	24	23	232
Proportion	7.69	6.87	4.67	6.59	5.49	6.04	6.87	6.59	6.59	6.32	63.7363

Table 5 above presents the student's difficulties in the type of using Past Participle (Verb-3) in sentences. There were 232 out of 266 correct answer (63,74 %).

Table 6.
Number of Student's Difficulties in Type of Using Perfect Participle

Students	21	22	23	24	25	TOTAL
1	2	3	4	5	6	12
1	1	1	1	1	1	5
2	1	1	1	1	1	5
3	1	1	1	1	1	5
4	1	1		1	1	4
5	1		1	1	1	4
6	1		1		1	3
7		1	1		1	3
8		1	1	1	1	4
9	1	1	1		1	4
10		1	1	1	1	4
11		1	1	1	1	4
12	1		1	1	1	4
13	1		1		1	3
14	1	1	1		1	4
15	1		1	1	1	4
16	1	1	1	1	1	5
17	1		1	1		3
18	1		1	1		3
19						0
20	1	1	1	1	1	5
21	1	1	1	1	1	5
22	1	1	1		1	4
23	1	1	1		1	4
24	1	1	1	1	1	5
25	1	1	1	1	1	5
26	1	1	1	1	1	5
27	1	1	1	1	1	5
28				1		1
29						0
30	1	1		1	1	4
31		1	1	1		3
32	1	1	1	1	1	5
Total	24	22	27	23	26	122
Proportion	6.593	6.044	7.418	6.319	7.143	33.5164835

The table above (table 6) shows the student's difficulties in the type of using Perfect Participle in sentences. There were 122 out of 266 correct answer (33,52 %). This implies that students have difficulties in using Perfect Participle in sentences.

The Judgment of Students of Junior High School

The data analysis results decided that the samples found difficulties in doing the test. Table 7 shows the comparison percentage among the types of using Present Participle, and Perfect Participle.

Table 7.
The Comparison Percentage among the Types in Using Present Participle, Past Participle and Perfect Participle

Present Participle		Past Participle		Perfect Participle	
Number	Percentage	Number	Percentage	Number	Percentage
82	22,52%	232	63,73 %	122	33,52 %

The table shows that the most difficult types of participle faced by the students was Past Participle, followed by Present Participle and Perfect Participle.

CONCLUSION

After analysing the data presented in the previous chapters, the writer can conclude that : The third year students of Junior High School in Indonesia found difficulties in using Participle in sentences. The percentage of the difficulties from each type of participle was : Present Participle: 22,52 %, Past Participle: 63,73 %, Perfect Participle: 33,52 %, The most difficult type for the students was Past Participle. They found some difficulties in using Past Participle after certain verbs and in replacing relative pronoun, then in using Perfect Participle. And the last was Present Participle in replacing relative pronoun and after verbs of sensations. The students find it difficult to use Present Participle and Past Participle in replacing relative pronoun.

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