A DESCRIPTIVE STUDY OF STUDENTS' PROBLEMS ON THE USE OF PAST PARTICIPLE (V3) (A Case Study Conducted at the twelves Grade Students of SMK Negeri 1 Suwawa in Academic Year 2020/2023)

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Article Info	Abstract
	This research aims to describe what are the students' problems with the use of past participle V3. This research took place in SMK Negeri 1 Suwawa. This research used a qualitative method and took 15 students as the participants. The data collected through interviews as the main instrument and tests as the supporting instrument. The results of this research students make a lot of mistakes in determining past participle and then, the need for educators to adopt effective teaching strategies that address the challenges faced by students when it comes to using past participle. Therefore, it can be concluded that students face challenges when it comes to the use of past participle. By addressing these issues, educators can help students improve their language skills and enhance their academic and professional success. The implementation of effective teaching strategies and resources can help students to gain a better understanding of past participle and develop the skills necessary to use it correctly in various contexts.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan permasalahan siswa pada penggunaan past participle (V3). Penelitian ini dilaksanakan di SMK Negeri 1 Suwawa dengan menggunakan metode kualitatif pada 15 siswa sebagai partisipan. Pengumpulan data dilakukan melalui wawancara sebagai instrumen utama dan tes sebagai instrumen pendukung. Hasil penelitian menunjukkan banyaknya kesalahan yang dilakukan siswa dalam menentukan past participle, sehingga diperlukannya penerapan strategi pengajaran yang efektif untuk mengatasi hambatan tersebut. Untuk mengatasi masalah dalam penggunaan past participle, pendidik dapat membantu siswa meningkatkan keterampilan bahasa, kemampuan akademis, dan profesional mereka. Penerapan strategi dan sumber pengajaran yang efektif dapat membantu siswa memperoleh pemahaman yang lebih baik tentang penggunaan past participle dan mengembangkan keterampilan yang diperlukan.
Kata kunci: Past Participle, Permasalahan pelajar, Strategi pembelajaran efektif.

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1. INTRODUCTION

Grammar is one of the most important for students in learning English. English grammar must be understood and mastered by English language students because the skills learned in English all pay attention to the grammar structure. According to Greenbaum and Nelson, as cited (as cited in Marzulina et al., 2019), grammar refers to the set rules that allow us to combine words in our language into larger units. In addition, several things must be learned in grammar, one of which is tenses. According to Ni'mah (2013), tenses are part of grammar which concerns sentence construction by referring to time. However, in this study, the researcher focuses more on discussing the past participle in which according to Azar (2003) the past participle is used in the present perfect tense and the past perfect tense. On the other hand, learning grammar is not easy for a learner like a student. Most students have difficulty in understanding the rules in grammar. So, when they take the test given by the teacher, they always make mistakes in filling out the test. Al-Mekhlafi and Nagaratnam (2011) state that they may not be conscious of difficulties that are serious and may thus hinder students' learning of English grammar. Therefore, students' awareness of the difficulties they experience is critical. If they are aware then they will easily pay attention to the material to be taught to reduce the difficulties they experience. Vice versa, if students are not aware of the difficulties they are experiencing, these students will ignore it by not paying attention to the material being taught.

2. RESEARCH METHODS

In this research, a qualitative descriptive method was employed to understand the challenges faced by twelfth-grade students in learning past participles at SMK 1 Vocational Senior High School in Suwawa. The research, guided by the interpretive approach of qualitative research as outlined by Denzin and Lincoln (2018), involved 15 students selected based on pre-observation indicating their struggles in past participle comprehension. The study utilized a multiple-choice test with 35 questions and face-to-face interviews, recorded on a cellphone for data collection. Data analysis followed Miles and Huberman's (cited by Ilyas, 2016) analytical theory, involving collation, reduction, display, and conclusion drawing. The research site and participants were deemed appropriate due to the researcher's teaching experience during the PPL course at the chosen school. The findings aim to provide insights into students' difficulties in using past participles, particularly in the context of verb form changes, contributing to effective instructional strategies.

3. RESULTS AND DISCUSSION

After conducting the analysis, this research discovered that students do face problems in using past participle. As a means of displaying the relevant data, the analysis of interview data is presented first where there are nine themes relevant to students' problems discussed in this research. The themes are challenges with past participles, verbal tense and form confusion, specific past participles, phrasal verb challenges, passive voice struggles, learning strategies, situational challenges, and desire for engaging learning methods. Furthermore, after discovering the relevant themes, this research also provided the presentation of the analysis from the distributed test, which clearly shows participants' capabilities in using past participles.

3.1 Challenges with Past Participles

The first theme that emerged from the students' responses was the significant challenges they faced when dealing with past participles in English. Past participles play a vital role in English grammar, serving as essential components in constructing various verb tenses and passive voice sentences. However, for the students, grasping the concept of past participles proved to be a formidable obstacle. A common issue highlighted within this theme is the overarching difficulty students experience in understanding and effectively using past participles. Past participles can be perplexing due to their varied forms and intricate usage rules. This complexity often results in students making errors in both written and spoken English. The struggle to discern when and how to employ past participles correctly can lead to grammatical inaccuracies and hinder effective communication. For instance, participant 1 inadvertently misused past participles in sentences, such as saying "I have goed home" instead of "I have gone home.", which can be seen below.

"Menggunakan past participle dalam bahasa Inggris agak sulit bagi saya. Soalnya, terkadang, kata-kata tidak mengikuti pola yang sama saat berubah menjadi bentuk lampau dan past participle. Misalnya, 'go' menjadi "went" dalam bentuk lampau, tapi bentuk lampau adalah 'gone', dan tidak mengikuti aturan yang biasa untuk menambahkan 'ed'. Jadi, saya ingat ketika saya ingin mengatakan, 'I go,' tapi saya tidak sengaja mengatakan, I goed,' dan itu membingungkan."

"Using the past participle in English is a bit difficult for me. You see, sometimes, words don't follow the same pattern when changing into past tense and past participle. For example, 'go' becomes "went" in the past tense, but the past tense is 'gone', and it doesn't follow the usual rules for adding 'ed'. So, I remember when I wanted to say, 'I went,' but I accidentally said, I goed,' and it was confusing"

In summary, the theme "Challenges with Past Participles" underscores the multifaceted difficulties that students encounter when navigating the realm of past participles in the English language. These challenges encompass not only the foundational understanding of past participles but also the intricacies stemming from irregular forms and the propensity to interchange past participles with past tenses. Addressing these issues is pivotal for enhancing students' English language proficiency and facilitating more effective and accurate communication.

3.2 Verbal Tense and Form Confusion

This theme delves into the intricate realm of verbal tense and form in the English language, with a particular focus on the perplexities that students often grapple with concerning the deployment of 'had' and 'have' alongside past participles, as well as the complexities involved in distinguishing between past tenses and past participles. A salient dimension within this theme involves the students' uncertainty regarding the judicious use of 'had' and 'have' in conjunction with past participles. English grammar dictates that 'had' is predominantly associated with the past perfect tense, while 'have' is typically linked with the present perfect tense. However, the amalgamation of these auxiliary verbs with past participles in more complex verb forms can engender a palpable sense of confusion. Students often grapple with the nuanced distinction between when to employ 'had' to convey actions completed in the past before another past event and when to opt for 'have' to signify actions that transpired in the past but maintain relevance to the present. This uncertainty can, in turn, lead to the inadvertent misuse of verb tenses, thereby impacting the overall grammatical correctness of their sentences. For instance, Participant 1 may inadvertently utter, "I have singed this song before," instead of adhering to the grammatically correct, "I have sung this song before.", which can be seen below.

"Di antara bentuk-bentuk lampau, 'sung' sangat sulit bagi saya. Kata ini sama dengan kata dasarnya, yang bisa membingungkan. Saya ingat pernah mengatakan, "I have sung this song before"tapi malah jadi 'I have singed this song before,' yang terdengar salah."

"Among the past tenses, 'sung' is very difficult for me. It's the same as the root word, which can be confusing. I remember saying, "I have sung this song before" but it became 'I have singed this song before,' which sounded wrong."

In summation, the theme of "Verbal Tense and Form Confusion" illuminates the intricacies inherent in the realm of tense and form within the English language. Students frequently grapple with the intricate rules governing the utilization of 'had' and 'have' in tandem with past participles, as well as the nuances that underlie the distinctions between past tenses and past participles. Effectively addressing these challenges necessitates the cultivation of a comprehensive understanding of verb conjugation and contextual usage, thereby empowering students to wield these grammatical constructs with precision and convey their intended meanings with utmost clarity and accuracy.

3.3 Specific Past Participles

This theme delves into the intricacy students encounter when grappling with specific past participles in the English language. It highlights the difficulties associated with past participles that deviate from the conventional '-ed' pattern, focusing particularly on 'sung,' 'run,' 'swum,' 'did,' and 'began.' These past participles introduce complexities that can pose formidable challenges for language learners. A salient aspect of this theme centers on the students' struggles with specific past participles. While English boasts a plethora of verbs with irregular past participles, the likes of 'sung,' 'run,' 'swum,' 'did,' and 'began' stand out due to their deviation from the regular '-ed' pattern commonly associated with past participles. This deviation engenders

considerable confusion among learners. For example, "run" follows the irregular pattern in its past tense, 'ran,' but takes on an irregular form, similar to the infinitive form 'run,' when used as a past participle. This departure from the expected pattern presents a formidable challenge for students attempting to discern and correctly utilize these specific past participles, which can be seen from Participant 2's answer below.

> *"Kata 'run' agak sulit karena kata itu tidak berubah dalam bentuk lampau. Jadi, ada suatu waktu ketika saya mengatakan, I have run,' padahal seharusnya 'I have ran. Bentuknya agak sama, dan itulah yang membuatnya sulit."*

> "The word 'run' is a bit tricky because it doesn't change in the past tense. So, there was a time when I said, I have run,' when it should have been 'I have ran.' It's kind of the same form, and that's what makes it difficult."

This irregularity adds an extra layer of intricacy for students, as the forms may appear unrelated to the base verbs, making it challenging to predict their correct usage. Consequently, students often grapple with the intricacies of these irregular past participles, resulting in linguistic ambiguity and imprecision.

In summary, the theme of "Specific Past Participles" sheds light on the intricate hurdles that students encounter when faced with particular past participles in English. The non-conforming nature of past participles such as 'sung,' 'run,' 'swum,' 'did,' and 'began,' coupled with their irregular forms, adds a layer of complexity to language learning. Addressing these challenges necessitates not only memorization but also a deeper understanding of the specific rules governing these irregular forms. Mitigating this difficulty entails targeted language instruction, ample practice, and a focus on context to facilitate the accurate usage of these past participles in both oral and written contexts, thereby enhancing the overall language proficiency of the students.

3.4 Phrasal Verb Challenges

Within this theme, we delve into the intricate realm of phrasal verbs in the English language, elucidating the multifaceted challenges that students often encounter when navigating this aspect of language learning. These challenges encompass difficulties in comprehending and accurately utilizing phrasal verbs, as well as the intricacies of distinguishing between phrasal verbs that may bear a semblance in sound but convey disparate meanings. A central facet of this theme revolves around the students' ongoing struggle to grasp and effectively employ phrasal verbs. Phrasal verbs are a distinctive feature of English in which a verb is combined with one or more particles, typically prepositions or adverbs, to convey meanings that may deviate from the individual words' definitions. This inherent complexity presents a formidable challenge for learners, as it necessitates not only memorization but also a nuanced understanding of how the verb and particle(s) coalesce to communicate a specific action or intention. Students may find it daunting to discern the subtle nuances of phrasal verbs, leading to the inadvertent misuse of these constructs in both written and spoken English. Such errors can give rise to miscommunications and a lack of grammatical precision. For instance, participant 15 uttered, "Their car breaked down two miles out of town," instead of the correct phrasal verb, "Their car broke down two miles out of town", which can be seen below.

> *"Kalimat-kalimat seperti 'Their car broke down two miles out of town' dan 'Did the manager deal with that customer's complaint' bisa menjadi masalah bagi saya karena saya taunya past participle dari break down itu breaked down."*

> "Sentences like 'Their car broke down two miles out of town' and 'Did the manager deal with that customer's complaint' can be a problem for me because I know the past participle of break down is breaked down."

In summation, the theme of "Phrasal Verb Challenges" underscores the intricate and multifaceted nature of phrasal verbs within the English language. Students often confront significant hurdles in grasping and accurately deploying these verb constructs, which demand not only memorization but also a profound understanding of their nuanced meanings. Moreover, the need to differentiate between similar-sounding phrasal verbs adds layer of complexity. Effectively addressing these challenges requires focused language instruction, contextual practice, and an appreciation for the subtle distinctions in meaning between phrasal verbs that share common elements. By adopting such an approach, students can enhance their proficiency in using phrasal verbs with precision, ultimately elevating their communicative competence in English.

3.5 Passive Voice Struggles

This theme delves into the intricacies and challenges that students frequently encounter when dealing with passive voice constructions in the English language. It underscores two prominent areas of struggle: the uncertainties and hesitancy students experience when attempting to construct passive sentences using past participles and the challenges associated with determining when to incorporate the word 'by' in passive voice constructions. One of the central aspects of this theme revolves around the students' uncertainty and hesitancy when tasked with constructing passive sentences that require the use of past participles. Passive voice sentences are characterized by the subject receiving the action, as opposed to performing it. In these sentences, past participles play a pivotal role in conveying the action that has been acted upon the subject. However, constructing passive sentences can pose substantial challenges for students. They often grapple with the intricacies of passive voice construction, including the correct selection and placement of past participles. This can result in hesitation and errors in passive sentence formation. For instance, when tasked with transforming an active verb like "wear" into the passive voice, Participant 10 hesitated and formulated an inaccurate sentence like "weared", which can be seen below.

"Past participle seperti "wear" dan "worn" bisa menjadi masalah bagi saya."

"Specific past participles like "wear" and "worn" can be a problem for me."

In summary, the theme of "Passive Voice Struggles" illuminates the intricate and multifaceted challenges students face when confronted with passive voice constructions in English. These struggles encompass both the uncertainty and hesitancy associated with constructing passive sentences using past participles and the challenges tied to determining the appropriate use of 'by' in passive voice constructions. Addressing these challenges necessitates focused language instruction, contextual practice, and a profound understanding of the grammatical rules governing passive voice. By honing their passive voice skills, students can enhance their ability to construct accurate and contextually appropriate passive sentences, ultimately elevating their proficiency in using English effectively for communication and expression.

3.6 Learning Strategies

Within this theme, we delve into the dynamic strategies and techniques that students adopt to enhance their understanding and usage of past participles within the English language. It underscores the multifaceted approaches students take in their pursuit of language mastery. A foundational aspect of this theme revolves around the range of approaches that students employ when learning and practicing past participles. Language acquisition is inherently personal, with students gravitating toward strategies that align with their learning styles and preferences. Some students may thrive in a structured classroom setting, where they receive formal instruction and engage in guided practice exercises, which can be seen from Participant 3's answer below.

"Saya suka meminta guru saya untuk lebih banyak latihan untuk mempraktikkan past participle. Semakin sering saya berlatih, semakin baik kemampuan saya. Terkadang, saya membuat kalimat sendiri dengan menggunakan past participle untuk memastikan saya mengerti cara menggunakannya."

"I like to ask my teacher for more exercises to practice the past participle. The more I practice, the better I get. Sometimes, I make my own sentences using the past participle to make sure I understand how to use it."

Others might embrace self-directed learning, harnessing online resources and language apps to augment their past participle skills, which can be seen from the answer from Participant 4 below.

"Saya senang menonton kartun bahasa Inggris dan mendengarkan lagu-lagu dalam bahasa Inggris. Hal ini membantu saya mendengar bagaimana kata-kata digunakan dalam percakapan nyata, dan juga menyenangkan. Belajar sambil bersenang-senang adalah yang terbaik!"

"I enjoy watching English cartoons and listening to songs in English. It helps me hear how words are used in real conversations, and it's also fun. Learning while having fun is the best!"

Another dimension within this theme centers on the strategic use of tools and resources designed to facilitate improvement in past participle usage. Students harness a wide array of aids, including flashcards, quizzes, exercises, and real-life exposure, to solidify their grasp of past participles. Flashcards serve as valuable tools for memorizing irregular past participles and their corresponding base forms, which can be seen from Participant 14's answer below.

Untuk mengatasi tantangan ini, saya telah mencoba berbagai strategi. Kartu flash sangat membantu dalam mempraktikkan past participle yang tidak beraturan, menawarkan cara yang terstruktur untuk meninjau dan memperkuat ingatan saya

To overcome this challenge, I have tried various strategies. Flashcards were particularly helpful in practicing the irregular past participle, offering a structured way to review and reinforce my memory.

Real-life exposure entails actively integrating past participles into everyday conversations and written communication, reinforcing their practical application. Students leverage visual aids, multimedia resources, and reading materials to immerse themselves in English language contexts. Visual aids and multimedia resources, such as videos and interactive language apps, offer dynamic and engaging learning experiences. Meanwhile, reading materials, encompassing books, articles, and various literary works, expose students to diverse sentence structures and an expansive vocabulary. The synergy between these tools and resources empowers students to bolster their past participle skills comprehensively, which can be seen from Participant 13's answer below.

Untuk mengatasi tantangan-tantangan ini, saya telah mengadopsi kombinasi strategi pembelajaran. Kartu flash sangat membantu dalam mempraktikkan past participle yang tidak beraturan, menawarkan cara yang terstruktur untuk meninjau dan memperkuat ingatan saya. Saya juga terlibat dalam kuis dan latihan yang dirancang untuk menargetkan bentuk-bentuk yang tidak beraturan ini. Latihan terfokus ini telah berperan penting dalam menyempurnakan pemahaman saya. Selain itu, saya juga menggunakan literatur bahasa Inggris sebagai sumber konteks untuk bentuk-bentuk ini. Membaca buku dan menonton film berbahasa Inggris secara teratur memberikan wawasan tentang bagaimana past participles digunakan dalam situasi kehidupan nyata. Namun demikian, menguasai past participle tetap merupakan proses yang berkelanjutan, dan saya berdedikasi untuk terus berkembang.

To overcome these challenges, I have adopted a combination of learning strategies. Flashcards were particularly helpful in practicing the irregular past participle, offering a structured way to review and reinforce my memory. I have also engaged in quizzes and exercises designed to target these irregular forms. These focused exercises have been instrumental in refining my understanding. In addition, I also used English literature as a source of context for these forms. Reading books and watching movies in English regularly provides insight into how past participles are used in real-life situations. Nevertheless, mastering the past participle remains an ongoing process, and I am dedicated to continuing to improve.

In summation, the theme of "Learning Strategies" underscores the dynamic and diverse approaches that students employ to enhance their understanding and utilization of past participles in the English language. These strategies encompass a spectrum of learning preferences, from traditional classroom settings to independent online exploration. Furthermore, students skillfully utilize a gamut of tools and resources, including flashcards, quizzes, exercises, real-life language exposure, visual aids, multimedia resources, and reading materials, to reinforce their past participle proficiency. Through the strategic deployment of these multifaceted learning strategies and the judicious use of a plethora of resources, students embark on a transformative journey toward greater language proficiency, ultimately empowering them to communicate with precision and clarity in English.

3.7 Situational Challenges

This theme delves into the practical and formal difficulties that students often encounter when applying their knowledge of past participles in real-life scenarios and formal contexts. It sheds light on the instances of hesitation and uncertainty that may arise when attempting to utilize past participles effectively in various practical situations. A foundational dimension within this theme centers on real-life situations where students may grapple with hesitation and uncertainty regarding past participle usage. Language proficiency extends well beyond the boundaries of the classroom, and students often find themselves in contexts where the ability to communicate effectively is paramount. During everyday conversations, for example, students may experience moments of uncertainty when selecting the correct past participle form. These moments of hesitation can disrupt the natural flow of conversation and create an impression of linguistic insecurity, which can be seen in Participant 8's answer below.

> *"Saya biasanya merasa tidak yakin untuk menggunakan past participle secara akurat saat saya membuat kalimat yang rumit atau saat saya perlu menggunakan past participle dalam konstruksi kalimat pasif dan situasi ini bisa membingungkan."*

"I usually feel unsure about using the past participle accurately when I'm making complex sentences or when I need to use the past participle in passive sentence constructions and these situations can be confusing."

Another critical dimension within this theme pertains to the challenge students face in formal settings that demand precision in language usage. These settings include formal writing tasks such as cover letters, reports, or academic essays, as well as high-stakes situations like job interviews, classroom discussions, and group presentations, which can be seen from Participant 4's answer below.

"Menulis esai bisa menjadi tantangan yang nyata. Saya ingat suatu kali ketika saya menulis, "I have eated a clam",' alih-alih "I have eaten a clam" dan hal itu memengaruhi nilai saya."

"Writing essays can be a real challenge. I remember one time when I wrote, "I have eaten a clam," instead of "I have eaten a clam" and it affected my grade."

In such contexts, the ability to express past experiences accurately and confidently can significantly impact outcomes. Students may grapple with the correct application of past participles when crafting formal documents, potentially resulting in grammatical errors that can undermine the professionalism of their writing. In interviews, the effective articulation of past experiences and achievements hinges on the accurate use of past participles, which can be seen from Participant 10's answer below.

"Saya biasanya merasa tidak yakin untuk menggunakan past participle secara akurat selama tugas menulis dan wawancara yang lebih formal. Dalam situasi seperti ini, tekanan untuk menggunakan tata bahasa yang benar dapat membuat saya meragukan pilihan saya."

"I usually feel unsure about using the past participle accurately during more formal writing tasks and interviews. In situations like these, the pressure to use correct grammar can make me doubt my choices."

Similarly, in classroom discussions and group presentations, clarity and grammatical accuracy are essential for conveying ideas effectively, which can be seen in Participant 5's answer below.

"Ketika kami melakukan presentasi kelompok, saya terkadang ragu. Saya ingat suatu kali saya menggunakan kata 'breaked' padahal harusnya 'broken.'"

"When we did group presentations, I sometimes hesitated. I remember one time I used the word 'breaked' when it should have been 'broken'."

In summary, the theme of "Situational Challenges" underscores the multifaceted nature of past participle usage challenges in both practical and formal contexts. It elucidates the instances of hesitation and uncertainty that may arise in everyday conversations, highlighting the real-world implications of mastering past participles for effective verbal communication. Additionally, it emphasizes the challenges encountered in various formal situations, including writing, interviews, class discussions, essays, and group presentations, where precision and grammatical accuracy are paramount. Addressing these situational challenges necessitates not only a solid understanding of past participle rules but also extensive practice in context-specific language usage. Students benefit from targeted language instruction and ample opportunities to apply their past participle knowledge in practical settings, thereby enhancing their overall language proficiency and confidence in diverse situations.

3.8 Desire for Engaging Learning Methods

This theme delves into students' aspirations for innovative and engaging approaches to learning past participles in the English language. It underscores their preference for methods that not only facilitate comprehension but also make the learning process interactive, enjoyable, and memorable. Students express a keen interest in incorporating elements such as games, quizzes, visual aids like pictures, and multimedia resources into their language learning experiences. Additionally, they emphasize the crucial role of increased speaking opportunities in their language acquisition journey.

A fundamental dimension within this theme centers on students' yearning for learning methods that transcend conventional pedagogical approaches. They seek strategies that infuse an element of enjoyment

into the learning process, making it both engaging and productive. Interactive activities, such as language learning games and quizzes, hold particular appeal for students, which can be seen from Participant 1 answer below.

"Saya pikir akan lebih baik jika kami memiliki lebih banyak permainan interaktif untuk mempelajari past participle. Permainan itu menyenangkan, dan membantu kita mengingat sesuatu dengan lebih baik. Belajar bahasa Inggris seharusnya menyenangkan, dan permainan bisa membuatnya lebih menarik."

"I think it would be better if we had more interactive games to learn the past participle. Games are fun, and they help us remember things better. Learning English should be fun, and games can make it more interesting."

Visual aids, including pictures and diagrams, also serve as valuable tools to enhance memory and understanding. They offer students a visual context for past participles, rendering them more accessible and easier to remember and apply correctly. Moreover, multimedia resources, such as videos and interactive language apps, offer dynamic and immersive learning experiences that cater to diverse learning styles. These resources leverage audio-visual elements to make language learning not only engaging but also relatable and enjoyable, which can be seen from Participant 2's answer below.

"Menggunakan gambar untuk mempelajari past participle adalah ide yang bagus. Jika kita melihat gambar bersama dengan kata-kata, itu dapat membantu kita memahami dan mengingatnya dengan lebih baik. Alat bantu visual membuat pembelajaran menjadi lebih menarik."

"Using pictures to learn the past participle is a good idea. If we see pictures along with words, it can help us understand and remember them better. Visual aids make learning more interesting."

Another crucial dimension within this theme underscores the paramount importance students place on having increased speaking opportunities as an integral part of their language learning journey. While reading and writing skills undoubtedly play pivotal roles, students recognize that true language proficiency hinges on their ability to communicate fluently and confidently through speech. Consequently, they actively seek opportunities to practice speaking. Engaging in dialogues, discussions, and oral presentations allows them to apply their knowledge of past participles and the language as a whole in real-time contexts, which can be seen from Participant 5's answer below.

"Lebih banyak kesempatan untuk berbicara dalam bahasa Inggris akan sangat luar biasa. Ketika kita berbicara dan mendiskusikan berbagai hal dalam bahasa Inggris, hal itu membantu kita menggunakan kata-kata dan past participle secara lebih alami. Saya percaya bahwa lebih banyak berbicara akan membuat kita lebih baik dalam hal itu."

"More opportunities to speak in English would be great. When we speak and discuss things in English, it helps us use words and past participles more naturally. I believe that more speaking will make us better at it."

Furthermore, speaking opportunities offer students a deeper understanding of how past participles are used naturally in conversation, encompassing colloquial and idiomatic expressions. By actively participating in speaking activities, students not only strengthen their ability to convey ideas and share experiences but also bolster their overall linguistic proficiency, empowering them to communicate effectively and with authenticity in English.

In summary, the theme of "Desire for Engaging Learning Methods" underscores students' aspirations for innovative, interactive, and enjoyable approaches to learning past participles. It reflects their enthusiasm for incorporating elements like games, quizzes, pictures, and multimedia resources into their language learning experiences. Additionally, it highlights the indispensable role of increased speaking opportunities, recognizing that oral communication is a cornerstone of language proficiency. By embracing these engaging learning methods and fostering speaking opportunities, students not only enhance their past participle skills but also develop a deeper and more holistic command of the English language, ultimately empowering them to communicate with fluency, confidence, and authenticity.

The majority erred by opting for "keeped" instead of the correct form, "kept," which, according to Yule (2006), should be used since the test given to the students was written in the form of the perfect tense. This not only underscores their struggle with past participles but also reveals a broader quandary in their

ability to discern between the correct forms of regular and irregular verbs, mirroring the "Challenges with Past Participles" theme. This finding also aligns with the discovery made by Kumayas and Lengkoan (2023) where they explained that Indonesian students face a myriad of challenges when it comes to comprehending tense structures, owing to the fundamental disparities between Indonesian and English grammar since the English language employs a comprehensive system of tenses to convey actions and events across past, present, and future, while the Indonesian language lacks this intricate grammatical feature. Aligning with the theme of "Verbal Tense and Form Confusion."Additionally, the study unveiled instances where some participants exhibited limited comprehension of instructions provided for an essay task, subsequently yielding responses that either failed to address the prompt adequately or lacked the requisite depth.

This observation illuminates potential challenges in both writing proficiency and the capacity to grasp and execute instructions effectively, extending the discussion within the "Situational Challenges" theme, which aligns with the research conducted by Ningrum et al. (2013) and Tambunsaribu and Galingging (2021) that found among Indonesian students, learning English as a foreign language continues to pose a significant challenge, encompassing difficulties associated with grasping tense structures. The resounding evidence of language proficiency gaps among the participants necessitates a rigorous reevaluation of extant language learning programs. Irrespective of variations in participants' educational backgrounds and language experiences, all grappled with the correct utilization of past participles. This collectively suggests that past participles in English grammar warrant more focused and systematic attention within the framework of language instruction programs, converging with the insights derived from the theme of "Desire for Engaging Learning Methods."

Furthermore, the current research findings bear resemblances to a previous study conducted by Fawzah and Rohani (2018), which also delved into language learning difficulties. Both studies reveal participants exhibiting errors in their responses, likely stemming from struggles in grasping fundamental verb forms. This correspondence between the two studies signifies a shared set of challenges encountered in language acquisition, echoing the observations within the "Learning Strategies" theme. In light of these findings, it becomes imperative to subject language learning programs to a comprehensive reassessment and subsequent revision, aimed at better aligning with the specific needs of learners, particularly those engaged in the study of English as a foreign language. A paramount area requiring meticulous attention is the domain of grammar instruction, identified as a prominent contributor to errors in language learning. As elucidated by the study conducted by Cahyanti (2011), students recurrently err in the application of irregular verbs within the present perfect tense, hinting at a potential lacuna in their understanding of past participles. Thus, language programs necessitate a revitalized and structured approach to grammar instruction, with an explicit focus on irregular verbs and past participles. This stance substantiates the themes of "Learning Strategies" and "Desire for Engaging Learning Methods."

4. CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The findings of this research are significant because the use of past participle is a fundamental component of grammar in many languages, including English. Inaccurate use of past participle can cause confusion and misinterpretation of meaning, which can have negative consequences in both academic and professional contexts. For instance, in academic writing, errors in the use of past participle can lead to a reduction in the quality of the written work and a decrease in the marks obtained. Similarly, in the professional world, incorrect use of past participle can affect the credibility of the individual and the company they work for.

The results of this research highlight the need for educators to adopt effective teaching strategies that address the challenges faced by students when it comes to using past participle. This may involve providing additional instruction, engaging students in interactive learning activities, and utilizing technological resources such as grammar software or language learning apps. Moreover, educators can help students to develop better study habits and encourage them to practice using past participle regularly. This can include assigning regular exercises and assessments that focus on past participle, providing feedback and guidance on how to improve, and reinforcing positive habits and behaviors.

In conclusion, this research indicates that students face challenges when it comes to the use of past participle. By addressing these issues, educators can help students improve their language skills and enhance their academic and professional success. The implementation of effective teaching strategies and resources can help students to gain a better understanding of past participle and develop the skills necessary to use it correctly in various contexts.

4.2 Recommendations

Based on the findings of this research, several recommendations can be made for students, teachers/lecturers, and future researchers to address the challenges of using past participle. For students, it is important to take the time to study and understand the rules of past participles, including irregular verbs. Regular practice of using past participle in writing and speaking exercises can also improve skills. Seeking feedback and guidance from teachers and utilizing resources such as grammar books, language learning apps, and online tutorials can also enhance understanding and skills. For teachers/lecturers, providing additional instruction and resources to help students understand past participles, including irregular verbs, is important. Interactive teaching strategies and technological resources can also engage students and make learning enjoyable. Regular exercises and assessments can reinforce learning and provide feedback to students on how to improve their skills. Providing opportunities for students to practice using past participle in various contexts can also enhance language proficiency. For future researchers, investigating the effectiveness of different teaching strategies and resources in improving students' understanding and use of past participle, as well as exploring the impact of cultural and linguistic backgrounds on learning, can provide insights into how to better support students in this area. Research into the use of technology in enhancing language learning and proficiency in past participle can also inform teaching practices. Additionally, investigating the relationship between students' language proficiency in past participle and their academic and professional success can help to demonstrate the importance of this aspect of language learning.

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