

PARTICIPLE CONSTRUCTIONS AND HOW TO TEACH THEM

TO THE SECOND YEAR SMA STUDENTS

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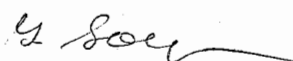
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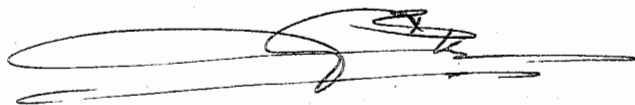
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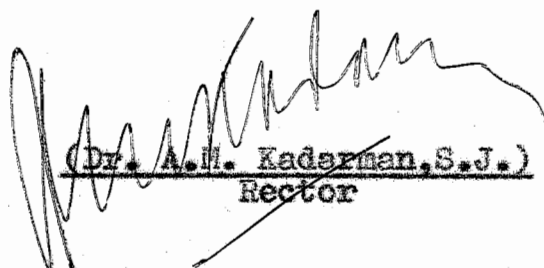
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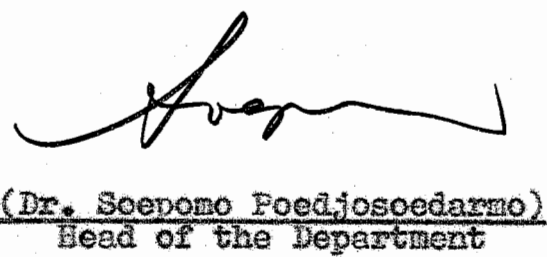


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This thesis is primarily intended to suggest to teachers that in case of grammar, students are mostly still weak in learning participle constructions. Considering that these constructions are very typical in English the writer would like to urge the teachers to give emphasis to this point in their teaching.

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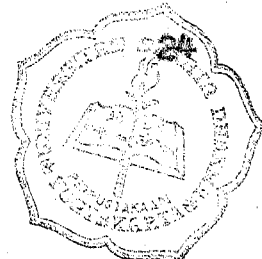
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CHAPTER I

INTRODUCTION

Studying a language cannot be separated from studying its grammar. It has certain rules which we should follow either if we want to understand the content of an idea which is expressed in a sentence or if we want to express our own ideas correctly. Some certain rules that we have to study are Participle Constructions.

SMA students find it difficult to understand this construction for two reasons: first, they are not familiar with it yet, and second, the way of their thinking is still influenced by the structures of sentences they studied when they were in the SMP. They think that structures using the Present Participle are the same as the Progressive Form, and structures using the Past Participle are the same as Past Tense or Perfect Tense. They translate: "The man standing before the house is my father," into: "Orang sedang berdiri di depan rumah itu ialah ayah saya; "The dog killed cruelly is Ali's" into: "Anjing membunuh secara kejam ialah milik Ali," and "The buffaloes driven into the river are Anwar's" into: "Kerbau telah menggiring ke kali itu milik Anwar."

Seeing the fact mentioned above, therefore, I would like to present this thesis with the purpose:

1. To help the students to be able to interpret sentences containing participle constructions correctly. We are sure that they will meet such structures when reading books written in English as

writers often use these structures to make sentences shorter but clear,

2. To help the students to be able to express their ideas in sentences using those structures.

3. To encourage the teachers to give more attention to those special structures when they teach their students.

The Participle constructions which the students should understand are as following:

1. Present Participle Construction,
2. Perfect Participle Construction, and
3. Past Participle Construction.

In studying the Present Participle, they will find the form which consists of infinitive + ing and the rule which governs the various spellings. They will study when the final e must be dropped and when it must be written; they will also have to study when the final consonant must be doubled and when it must not, before they add the ing-form. In studying the Perfect Participle they will find the form which consists of having + past participle. And in studying the Past Participle they will find that there are two kinds, one which is formed by -ed added to the stem of a verb for regular participles, and the other which is formed irregularly as they derive from irregular verbs. Finally they will find the use of each participle.

For each kind of the Participles we would like to suggest the technique of teaching it to the students of Second year in the SMA. What is important

in this technique of teaching is that the teacher must be able to invite his students to think by themselves how to do an exercise. They are not merely to be drilled passively. The exercises are given to lead them to be able to express their own ideas by using such structures.

It is suggested that Participles are taught to the second year of the SMA, because before studying these participles the students are expected to have mastered a wider knowledge of sentence structures. They are expected to be able either to analyze or to parse sentences, to distinguish subclauses from headclauses. They will find out that it is the subclauses which can be replaced by Participle constructions.

I was encouraged to write this thesis because of my ten years' experience in teaching English in the SMA in which I observed that the students could not distinguish a Present Participle construction from the Progressive form, or a Past Participle construction from the Past Tense. I base my analysis first, on library research in which I have studied various grammar books which especially contain participles. I have worked on the collection of these participles after which I present the result in this paper. Second, I have done it on the recollection of the ten years' experience in teaching English at the SMA, and third, on the consideration of the present curriculum in which the students have to study English Participle constructions. I feel it important that the students should master these constructions as

they are very typical in English.

In this introduction I would also like to explain the meaning of the term participle, which is especially important for the teachers and the readers. If we look up in the Advanced Learner's Dictionary of Current English we shall find that participle means verbal adjective qualifying nouns but retaining some properties of a verb. It is a non-finite verb which means that the use of it is not influenced by any particular number or person, because it cannot be made the predicate in a sentence. It gives an additional meaning to a noun or pronoun as a common adjective does. As an adjective it has a positive, comparative and superlative degree: tired - more tired - most tired. As a verb, if it is transitive it can be followed by an object: Having written the letter, he went to the post office.

According to the Descriptive English Grammar by House and Harman a participle is really a non-finite verb. It is a verb which has no certain form and is not influenced by person or number. If we investigate further and look to the source of this word we shall find that the word participle comes from Latin "participium" and it means participating or sharing. As the term suggests its meaning it has two main functions: (1) it helps to form a number of compound tenses, and (2) it has the function as an adjective to qualify noun or noun-equivalent.

In this thesis I would divide the analysis into two main parts namely the Participle constructions

and the techniques for teaching them to the students. The Constructions will comprise the following:

1. The Present Participle Constructions,
2. The Perfect Participle Constructions, and
3. The Past Participle Constructions.

Under each of the mentioned participles I would like to describe the form and the use of it. The examples are given to make it clearer. Here and there I also provide some translation which I feel it necessary for the students and the readers.

In the technique of teaching I begin with an example concerning each of the participles after which the students are required to mention some other examples of their own. If we consider that the students have understood this item we can distribute a passage in the form of a dialogue containing a kind of participle which we want to teach at that time. After distributing reading turn sufficiently, we can cite one or two sentences containing Participle constructions from the reading passage and explain them to the students. The most important thing to remember in this technique is that we must try to explain everything as clearly as possible to the students so that they will get satisfaction from studying this new item.

Furthermore we must encourage the students to involve themselves taking part in this activity and show their ability in doing similar exercises. Surely, our activities will not stop here. After discussing the dialogue, we must provide some exercises to do. In these exercises the students are required to

do substitution, to join sentences with participial forms, to use participles instead of conjunctions and vice versa. It is necessary to remember that the lessons and the exercises must be graded from easy level to more difficult one.

In fact there are still some other participle constructions, like misrelated participle and absolute phrase which I will not talk much about for several reasons:

1. The form is the same as one of the other participles.
2. The misrelated participle is not commonly used.
3. An absolute phrase is only a part of a sentence which is not quite important. Its function is only to give some information which can drop without changing the main idea of the whole sentence. Therefore I will only touch these points slightly which, of course, are still important for the teachers and readers to know.

CHAPTER II

The present Participle

This topic will be analyzed according to its form and use. Then the use of this participle will be grouped according to the function, the place, and the situation in which we can use it in a sentence.

A. The Form

In English the present Participle is formed by the addition of 'ing' to the infinitive of a verb. The participle is simple but the spelling requires more attention. Following are some examples about the spellings which are determined by the rules:

- (a) a single e in the end of the verb is dropped before -ing, e.g. write - writing, leave - leaving, hide - hiding;
- (b) ee at the end of the verb is written fully before -ing, e.g. agree - agreeing, see - seeing, guarantee - guaranteeing;
- (c) the consonant of one syllable preceded by one vowel is doubled at the end of the verb, e.g. drop - dropping, sit - sitting, run - running;
- (d) in the verbs consisting of two or more syllables, the last consonant is doubled when the last syllable gets a stress and contains one vowel, e.g. permit - permitting, begin - beginning, prefer - preferring, but visit - visiting, because the stress falls on the first syllable;
- (e) a final l according to the British English rule is always doubled in a syllable with the pattern of consonant-vowel-consonant, e.g. quarrel -

B. The Use of the Present Participle

It is worth noticing that this participle has adjective function, adjective and verbal meaning. Accordingly it can take all the complements and modifiers that verbs can take. We must remember, however, that not every adjective which has a verbal idea can be called a participle. A participle must derive from the inflection of some verb. It always refers to a verb form. In general we can say that a participle comprises four things:

- (1) the form which can be either Present, as speaking, Past, as spoken, or Perfect, as having spoken;
- (2) the kind of verbs which can be either Transitive or Intransitive;
- (3) the voice, which can be either Active or Passive;
- (4) the use which can be either Epithet, Predicative or Absolute.

The following sentences are given as examples:

- a. He got worried, when it was getting dark. The word worried comprises the following qualifications:
Past Participle, Intransitive verb, Passive voice, used Predicatively.
- b. Cursing himself, he committed suicide. The word cursing indicates: Present participle, Transitive, Active voice, used as an epithet to modify he.
- c. The enemy having disappeared, we feel secured.
The phrase having disappeared indicates: Perfect participle, Intransitive verb, used absolutely.

According to the function the Present Participle can be used :

1. As an adjective

Like a common adjective this participle is placed in front of a noun to give some qualification. If we say : a flying bird, it means a bird which is flying
 scattering houses, it means houses which scatter
 floating wreckage, it means wreckage which is floating
 dripping tap, it means tap which is dripping
 a sleeping child, it means a child who is sleeping
 burning building, it means building which is burning
 dying soldier, it means soldier who is dying
 the coming month, it means the months which are coming
 the following chapter, it means the chapter which follows

In some phrases we can see that the participle does not show its verb character at all. The following phrases are given as examples:

astonishing to strangers - mengagumkan bagi

orang asing

disturbing to the sick people - mengganggu

orang sakit

surprising to his friends - mengherankan bagi

kawan-kawannya

When these participles are used as transitive verbs we cannot insert the preposition to between the verbs and their following objects. We cannot say:

*"The Balinese carvings astonish to the strangers;

*The noisy children disturb to the sick people; *The success surprises to his friends". In some phrases a present participle can mean "having," as, the boy wearing glasses means the boy with glasses. The man wearing a white jacket means the man with a white jacket. The workman carrying a ladder means the workman with a ladder. The woman carrying a baby in her arms means the woman with a baby in her arms.

There are some other phrases in which a participle is understood with the adverb: The then king means the then reigning king. A down train means a down going train. An outside passenger means a passenger travelling outside. In after years means in years coming after. An out and out hypocrite means a hypocrite deceiving out and out.

2. As a preposition

Some present participles which can be used as prepositions are the following: Barring, bating, concerning, considering, expecting, regarding, respecting, saving, touching, owing(to), according(to). These words are used in sentences without any noun or pronoun for them to modify. If we say: "What is your comment concerning the poem?" the word concerning is a participle which qualifies the preceeding noun comment, but in "He would ask his father concerning that problem", the word concerning does not qualify any noun or pronoun and it is used as a preposition which means about. Notice the participles above in the following sentences used as prepositions: Barring accidents, the tourists will come next week,

it means: If there are no troubles, the tourists will come next week. His speech bating some slight mistakes is worth listening to, it means: Except for some slight mistakes, it is good for us to listen to his speech. Saving the clown the whole performance was boring, it means: The whole performance was boring but the clown. Touching that topic many of us got confused, it means: When we talked about that topic many of us got confused. Owing to his laziness, the payment was reduced, it means: Because of his laziness, the payment was reduced. Considering his way of talking, he is a gentleman, it means: If we pay attention to his way of talking, we can conclude that he is a gentleman. We all felt tired, not excepting the young man, it means: We all felt tired and the young man was also included. He is innocent regarding the murder, it means: He does not take any part in that murder. We are sure to win the game respecting our powerful team, it means: If we consider our team, we will win the game. According to the agreement, we have to come at nine o'clock, it means: Our coming at nine o'clock depends on the agreement.

5. As a substantive

The same as pure adjectives, participles can be used as substantives to denote the whole group. If we say: "The young and the old," we mean: "The young and the old people," and "The French" we mean: "The French People" If we say: "The dying" we mean: "The dying people," and "The suffering" we mean: "The suffering people." E.g. After the violent earthquake

the government helped the dying and the suffering. It is worth noticing that we must put the definite article the before the participles. As a participle has a function of a verb and of an adjective, we can classify the objects which it can take into five kinds. The following sentences are examples in which each kind of the objects is used.

- 1) Direct object. Closing the door, he went home.
- 2) Indirect object. He is telling them a new story.
- 3) Retained object. Being taught French, he went to Paris.
- 4) Cognate object. I heard him laughing a hearty laugh.
- 5) Reflexive object. Thrusting himself with a dagger, he fell down.

4. As a pure adjective

There are some participles which are used as pure adjectives such as, amusing, boring, tiring, horrifying, interesting. The following sentences are given as examples:

amusing as in the sentence: The story is amusing.

boring as in the sentence: The speech was boring.

tiring as in the sentence: The journey was tiring.

horrifying as in the sentence: The dragon was horrifying.

interesting as in the sentence: The lesson is interesting.

We notice that the ing-forms used in each of the above sentence functions as an adjective. It is different from the participles used in the following sentences:

- The musician was amusing the listeners, meaning to say The musician was performing a song to entertain the listeners.
- The story was boring them, meaning to say They got bored hearing the story.
- The dog was tiring his master, meaning to say The master became tired because of the dog.
- The scene was horrifying the girls, meaning to say The girls were frightened seeing the scene.
- The painter is interesting the spectators, meaning to say: The spectators feel glad seeing what he is doing.

The ing-forms used in these sentences function as transitive verbs followed by direct objects. To understand whether the given ing-form is a pure adjective or a participle we must find out whether it has the force of a verb or not.

We must also notice that some present participles which have become completely adjectives can be used both attributively and predicatively. Moreover they may have comparative, superlative, and may be modified by an adverb. For examples: Can you tell me a more interesting story? The lesson is not very interesting. That is the most horrifying picture he has seen. His speech was more boring than his brother's. How tiring the work is.

Another way to understand it is, if the ing-form can be replaced by a simple adjective without changing its meaning, the modifier should be stated as an adjective. Instead of saying: The story is interesting, we can say: It is a pleasant story. For:

The speech was boring, we can say: The speech was dull.
 For: The journey was tiring, we can say: It was a long journey. For: The dragon was horrifying, we can say: The dragon was horrible. For: The lesson is interesting, we can say: It is a good lesson. The substitution of pleasant for amusing, dull for boring, long for tiring, horrible for horrifying, good for interesting, does not greatly change the meaning, because amusing, boring, tiring, horrifying and interesting have no verbal functions.

We must be careful, however, that there are some ing forms which look like participles and are treated as participles because they have the function of a verb. They are, in fact from prepositional phrases which have dropped their prepositions. The meaning of those phrases will tell us whether they are participles or not. The following phrases are given as examples: a fishing pole, a living room, a dining room, an eating house, a drinking fountain.

We should remember that a participle modifies a noun or pronoun. The noun or pronoun performs the action expressed by the participle. In the examples, however, the nouns following the participles usually do. We cannot say: a room lives, a room dines, a house eats, a fountain drinks, because they really mean a pole for fishing, a room for living, a room for dining, a house for eating, and a fountain for drinking. From the meaning expressed in these phrases we can understand that they contain contracted gerunds. We can differentiate present participles from gerunds in two

ways, the first is the meaning and the second is the stress. We say that a phrase contains a present participle when the primary stress falls on the noun following the ing-word and the primary or secondary stress on the present participle. On the other hand, a gerund gets the primary stress and the noun secondary stress. Usually we can judge from the meaning first and only then we can place the stress. Compare the following phrases: 'growing children, children who are growing - 'blotting paper, paper used to dry up wet ink¹.

We can notice that in the first phrase the noun performs the action whereas in the second phrase the noun does not perform the action. In growing children, both words get the same stress, while in the blotting-paper, the gerund gets primary stress and the noun secondary stress. Besides this point the combination of gerund and noun is sometimes written with a hyphen. The following phrases are written as examples: walking-stick, boiling-point, laughing-stock, dancing-master.

Then of course, as a verbal adjective the participle is used to modify a noun or pronoun, but not a verb, an adjective or an adverb. The following sentences are given as examples: The student, thinking that he was able to do the exercises by himself, did not ask his brother for help. A woman carrying a heavy basket, got off the train.

According to the place in a sentence the Present Participle can be used:

1. Hornby, A GUIDE TO PATTERNS AND USAGE IN ENGLISH
(LONDON, 1962), p. 156

1. After verbs indicating physical perceptions, such as, see, feel, hear, listen to, look at, notice, observe, perceive, smell, watch. The following sentences are given as examples:

see - I saw him painting.

feel - I felt my brother breathing on my back.

hear - I heard my sister singing a song.

watch - We watched the train going through the tunnel.

smell - I smell some rubber burning.

notice- Did you notice his legs shaking when he was crossing the bridge.

listen to - We listened to our grandfather telling about his childhood experience.

look at - Look at the hawk snatching its prey.

We can make those sentences passive as the following:

- He was seen painting.

- My sister was heard singing a song.

If we pay attention to the sentence: I heard my sister singing a song, we shall find out that the phrase my sister has a double function. First, it is the direct object of the verb heard. Second, it is the subject of the present participle singing. If this is the case we can quote what House and Harman say in their book: "A good rule to remember about this use of the participle is that whenever the objective complement is a verb form, its subject is the direct object."² In this structure we can consider

2. HOUSE AND HARMAN, DESCRIPTIVE ENGLISH GRAMMAR
(U.S.A. 1950) p. 291

my sister singing a song as a clause, though singing is not a finite verb.

After the direct object we may find two or more coordinate present participles. The following sentences are given as examples: I saw some girls dancing and singing in accordance with the rhythm. I found him lying and reading a newspaper.

We can also find two different direct objects in this structure, as in the sentence: I heard him crying and his mother running down the stairs. There is one thing to remember, however, that if we use an infinitive after the verbs of perceptions, it implies that the action is complete, while the present participle can indicate both complete and incomplete actions. Let's quote what Thomson and Martinet say in connection with it.

Therefore: 'I heard him tell his class what to do in case of fire' would imply that I heard all the instructions, whereas if I say, 'I heard him telling his class what to do in case of fire', it is not clear whether I heard all the instructions or only part of them.³

The infinitive is used if we want to emphasize that the action has been completed, or when there is a series of actions, e.g. I saw him open the door, sit near the window and read a newspaper.

2. After such verbs as: catch, find, keep, leave, start, imagine. The following sentences are

3. A.J. Thomson and A.V. Martinet, A PRACTICAL ENGLISH GRAMMAR (LONDON, 1969), p. 148

given as examples:

- catch - I caught him stealing some oranges.
- find - They found the thief hiding in the hole.
- keep - They must not keep him standing before the door.
- leave - He left his friend waiting outside.
- set - The clown set the whole audience laughing merrily.
- start - Can't you start the engine running?
- imagine - Can you imagine the first man landing on the moon?

Those above sentences can be turned to passive voice like the following:

- He was caught stealing some oranges.
- The thief was found hiding in the hole.
- He mustn't be kept waiting outside.
- His friends were left waiting outside.

Notice that the direct object after the verb catch which is followed by ing-form usually does something wrong.

3. After the verb have with different meanings Each meaning is decided by the context in which this verb is used. This special have is different from that used as causative, possession or auxiliary. The participle is placed after an object which is preceded by the have. The following sentences are given as examples:

- Mother cannot have you spending the money on those luxurious things. This sentence can be replaced by:
Mother cannot allow you to spend the money on those luxurious things.

- Our teacher cannot have you scribbling on the wall like that. This can be replaced by: Our teacher cannot tolerate you scribbling on the wall like that.
- The general soon had them attacking the town. This can be replaced by: The general soon commanded them to attack the town.
- I shall have them speaking French fluently within three years. This can be replaced by: I shall teach them to speak French fluently within three years.

4. After the verbs go and come. It is worth noticing that these two verbs are combined with a present participle to form the predicate of a sentence. The following sentences are given as examples:

go - He is going fishing this afternoon.

come - They came singing a beautiful song.

We know from the above example that the phrase came singing is the predicate of the second sentence. It consists of two verbs namely come and singing. Singing is the present participle which is used as an adjective in the predicate. The above sentence is different from the following: They were singing. In this sentence were singing is a finite verb. It is past, third person, plural, progressive, intransitive. The verb shop is commonly put into the ing-form after those verbs, as in the sentence: They came shopping two days ago.

5. After the verbs spend and waste. These verbs are usually followed by time, hours, minutes, days. The following sentences are given as examples:

spend - They spent two hours doing the sums.

waste - The girls wasted their time chatting to each other.

6. After a finite verb separating the participle from its noun or pronoun. The following sentences are given as examples:

The young man went hurriedly to the station, hoping that he would not miss the train he wanted to ride on.

The spectator entered the room, showing his ticket to the watchman.

He went home talking with his friend.

7. Before a finite verb. The present participle is used especially when two actions take place successively. The following sentences are given as examples:

- Sitting on a chair he wrote a letter.
- Taking off his hat the boy bowed to the old man.
- Switching off the lamp he went to bed.

8. After a noun or pronoun. We must notice that if there are two different subjects in the participle construction the participle should follow the noun or pronoun. The following sentences are given as examples:

- The weather being fine, they went for a walk.
- The door being locked, the children had to wait outside for a long time.

We cannot say: "Being the weather fine, they went for a walk." But if we say: "Being young and strong, he never feels afraid," it is right because he is the subject of both being and feels.

9. Before a punctuation. In this case the sentence using present participle are divided into two kinds, first, those containing independent participles,

and second those containing absolute phrases. The first three sentences are given as examples containing absolute phrases: - Speaking of vacation, have you made a plan to do?

- Honestly speaking, do you trust him?
- Granting that it is true, will you accept him to be a member of your club?
- The price being expensive, she did not buy the eggs.
- The day being dark, he needed a lamp to read.
- The boy crying piteously, the gentleman gave him some money.

In one respect we can differentiate the participles used as restrictive modifiers from those used as non restrictive ones. By restrictive modifiers we mean that the participles used in a sentence cannot be separated from the other parts by commas. On the other hand, if the participles are used as non-restrictive modifiers, they are usually separated from the other parts by commas. In the sentence: The man wearing spectacles is my uncle, the participle here is used as a restrictive modifier. It limits the subject the man, and we may not put a comma in between. We read this sentence without any pause. In: The old man, being tired, did not go any farther. the participial phrase here is not very important, it can be separated from other elements of the sentence by two commas, one after man and the other after tired. Its function is only to give additional information to the main thought, that is:

The old man did not go any farther. In general the participial phrase which introduces a sentence is non-restrictive, e.g.: Hearing the shocking news, the woman fell unconsciously.

The third type of the use of Present Participle is connected with its meaning:

1. To indicate result

If the second action is the result of the first, it can be expressed by a present participle. The following sentences are given as examples:

- He fell from the tree, breaking his leg. This means that he fell from the tree seriously so that he broke his legs.
- He shot, killing one of the birds. This means that he shot his guns so that its bullet hit and killed one of the birds.

2. To indicate reason or cause

Being the opposite of result the Present Participle can also be used to indicate reason or cause. The following sentences are given as examples:

- Knowing that it would rain, he carried an umbrella. This sentence can be replaced by: Because he knew that it would rain, he carried an umbrella.
- Hearing the news that the enemy would attack his fortress, the general commanded his soldiers to stand by. This sentence can be replaced by: Because the general heard the news that the enemy would attack his fortress, he commanded his soldiers to stand by.
- The weather being fine, the pilot decided to fly. This sentence can be replaced by: Because the weather was fine the pilot decided to fly.

- Being tired, the old man took a rest under the tree.
This sentence can be replaced by: Because the old man was tired, he took a rest under the tree.

3. To indicate condition

In this case the Present Participle is usually used to indicate if. The following sentences are given as examples:

- Going straight on, you will come to the bridge.

This sentence can be replaced by: If you go straight on, you will come to the bridge.

- Eating the unripe mango, you will have a stomach ache.

This sentence can be replaced by: If you eat unripe mango you will have a stomach ache.

From the examples above we know that something will happen if the condition is fulfilled.

4. To indicate concession or contrast

In this case the Present Participle is used to indicate a contrastive idea expressed in the participial clause to the idea found in the main clause.

The following sentences are given as examples:

- It being cloudy, the plane took off exactly on time.

This sentence can be replaced by: Though it was cloudy, the plane took off exactly on time.

- It being dark, he went out without carrying a flash-light. This sentence can be replaced by: Though it was dark, he went out without carrying a flash-light.

- Admitting what the stranger told me, I still doubt whether it was true. This sentence can be replaced by: Though I admitted what the stranger told me I still doubt whether it is true.

5. To indicate continuous tense

When the Present Participle is preceded by the auxiliary verb be, it forms progressive tenses. The combination of this auxiliary plus present participle is used in all tenses. It tells us that an action is still going on while another takes place. The following sentences are given as examples:

- He is sitting on a chair. The combination of is plus the present participle indicates present progressive.
- She has been waiting for her mother. The combination of has plus been plus the present participle indicates present perfect progressive tense.
- They will be eating their supper when you come at half past seven. The combination of will plus be plus present participle indicates present future progressive tense.

6. To indicate passive voice

Besides the fact that Present participle can be used in the active voice, it can also be used in the passive form with the combination of be plus past participle. The following sentences are given as examples:

- The man being interviewed by the journalist is a tourist. In another way we can say: The man who is being interviewed by the journalist is a tourist.
- Being decorated with young coconut leaves, the room looks lively. In another way we can say: As the room is decorated with young coconut leaves, it looks lively.
- The old man went away without saying a single word, having been treated unkindly. In another way we can say: The old man went away without saying a single word, because he was treated unkindly.

CHAPTER III

B. THE PERFECT PARTICIPLE

We will not talk much about the Perfect Participle as principally it is the same as Present Participle. We use the Perfect Participle if we want to emphasize that the first action is complete before the second action starts. This participle, therefore, mainly deals with time. It is primarily used to avoid confusion. Let's quote what Thomson and Martinet say in their book, : "Reading the instructions, he snatched up the fire extinguisher," might give the impression that the two actions were simultaneous. Here, therefore, the perfect participle would be better: Having read the instructions, he snatched up the fire extinguisher.⁴

We divide the perfect participle into two kinds namely active and passive. First, let us talk about the active participle, then the passive.

A. The Form

The perfect participle active voice is formed out of having plus participle e.g., having felt, having done, having finished.

B. The Use

The perfect participle is used:

1. To express a series of actions

The perfect participle can be used for the action which is immediately followed by another. It is notable that we can also use present participle in this construction. The following sentences are given as examples:

4. A.J. THOMSON AND A.V. MARTINET, OP.CIT. P. 168.



- He opened the box and took out a piece of chalk. This sentence can be replaced by: Having opened the box he took out a piece of chalk.

- The hunter cocked his gun and shot the tiger. This sentence can be replaced by: Having cocked his gun, the hunter shot the tiger.

Each sentence of the above examples contains the perfect participle active with the same subject. We can also use two different subjects in this construction. The following sentences are given as examples:

- The bell rings and the students go into the classroom. This sentence can be replaced by: The bell having rung, the students go into the classroom.

- The porter opened the door, the guest entered the room. This sentence can be replaced by: The porter having opened the door, the guest entered the room.

With the perfect participle we can also make progressive forms. The following sentences are given as examples:

- The girl had been dancing for two hours. She was very tired. These two sentences can be combined into: Having been dancing for two hours, the girl was very tired.

- The old man had been working since early morning. He felt very thirsty. These two sentences can be combined into: Having been working since early morning the old man felt very thirsty.

- The sun has been shining since six o'clock. Our clothes are almost dried up. These two sentences can be combined into: The sun having been shining since six o'clock, our clothes are almost dried up.

2. To express completeness

The perfect participle can also be used to emphasize completeness of the first action before the second one starts. This construction is used especially when the use of present participle leads ambiguity. The ambiguous and improved examples are given in the following sentences:

Ambiguous : Reading the newspaper, he went into his room.

Improved : Having read the newspaper, he went into his room.

Ambiguous : He, doing his home-work, played chess.

Improved : He, having done his home-work, played chess.

Ambiguous : The teacher, explaining the rule, the students did the next exercise.

Improved : The teacher, having explained the rule, the students did the next exercise.

3. To express the interval

The perfect participle is necessarily used when there is an interval of time between two actions.

The following sentences are given as examples:

- He decided to go by bus, having missed the first train. It means he decided to go by bus, after he missed the first train.

- Having failed in his third exam, he did not want to join the next. It means that after he had failed in his third exam, he did not want to join the next exam.

- Having experienced in the previous tournaments, he got much improved at last. It means that after he had

experienced in the previous tournaments, he got much improved at last.

4. To express duration

The perfect participle is also used when the first action takes a long time. The following examples are meant to make it clearer.

- He having been their teacher for nearly two years, the students found it easy to follow his instructions. It means that the students could understand him easily after he had been their teacher for nearly two years.

- He, having been a driver for a long time, could drive his car more skillfully. It means that after he had been a driver for a long time, he could drive his car more skillfully.

The second division of the perfect participle is the passive participle.

A. The Form

The perfect participle passive is formed out of having been plus past participle, e.g. : having been defeated, having been written, having been read.

B. The Use

This construction is used when we want to emphasize that the action expressed by the participle took place before the action expressed by the next verb. The following sentences are given as examples:

- Having been warned about the danger of crossing the bamboo bridge, he tried to find another way.

- He, having been promoted to the second year, behaved more politely to his teachers.

CHAPTER IV

THE PAST PARTICIPLE

A. The Form

We have two different kinds of past participle namely regular and irregular participles. Regular participles are formed out by adding d or ed to the stem of a verb. We add the suffix d to a verb which ends in e, e.g.: prove - proved, love - loved, dive - dived; and the suffix ed is added to a verb ending in a consonant, e.g.: ask - asked, work - worked, talk - talked. As for the irregular participles we have no rules how to form. What we can do is only to memorize, e.g.: write - written, teach - taught, leave - left.

B. The Use

In this analysis we would like to arrange the past participle construction according to its function, the place and the meaning used in a phrase or a sentence. The use of past participle according to its function:

1. As an adjective

According to the formation we have different kinds of verb forms functioning as adjectives. The following words are given as examples.

1.1. Verb

Some adjectival words which are formed out of verbs are: steal - as in stolen jewel, a jewel which is

stolen

write - as in a written exam, an exam which is written

light - a lighted candle, a candle which is lighted

- patch - a patched shirt, a shirt which is patched
- desert - a deserted house, a house which is deserted
- conquer - a conquered island, an island which is conquered
- decide - a decided plan, a plan which is decided.

As an adjective past participle can also be used predicatively in a sentence, like,

- The man with moustache looked hard hearted.
- The driver was so wicked to torment his tired horse.

As a common adjective, they can be modified by comparative, superlative and adverbial forms. The following sentences are given as examples.

- Most people nowadays are more educated than those in the past.
- He is the most distinguished student in the village.
- He is very satisfied with present salary.

When the verb is intransitive, the past participle must precede its noun. The following phrases are given as examples:

- fade - as in the faded rose
- fail - as in a failed candidate
- retire - as in a retired officer
- return - as in the returned soldier
- fall - as in the fallen city, the fallen women
- rise - as in the risen sun
- wither - as in the withered flower
- depart - as in a departed guest

The past participle of an intransitive verb can be put after a noun, but we must insert the relative pronoun and change the participle into the main verb. The following sentences are given as correct and wrong.

Wrong - The candidate, failed in his exam, must repeat next year.

Correct - The candidate, who has failed in his exam, must repeat next year.

Wrong - The officer, retired from his task, returns to his own house.

Correct - The officer, who has retired from his task, returns to his own house.

Wrong - The city, fallen into the hand of the enemy, is renewed.

Correct - The city, which has fallen into the hand of the enemy, is renewed.

Wrong - The flowers, withered from lacking in water, must be thrown away.

Correct - The flowers, which have withered from lacking in water, must be thrown away.

Wrong - The guest, departed from our country, gives us some precious souvenir.

Correct - The guest, who has departed from our country, gives us some precious souvenir.

There is an exception to this rule, that particularly in poetry we sometimes find the past participle of an intransitive verb put after its noun:

A Daniel come to judgment. -Shakespeare.⁵

5. NESFIELD, ENGLISH GRAMMAR PAST AND PRESENT
(LONDON, 1956), p. 71.

With Ate by his side come hot from hell.

- Shakespeare

Mourn for the brave - the brave that are
no more

All sunk beneath the wave, fast by their
native shore - Cowper.

Even in prose the past participle of an
intransitive verb is sometimes, but rarely,
placed after its noun:

In timepast - in times which have passed.

He is a man descended from a high family.

1.2. Participle

A group of adjective are formed by prefixing un -
to participles. They are, however, not participles.

The following examples are given to make it clearer:

shorn - as in unshorn

washed - as in unwashed

kempt - as in unkempt

schoolled - as in unschooled

signed - as in unsigned

sought - as in unsought

shaken - as in unshaken

sifted - as in unsifted

sold - as in unsold

sophisticated - as in unsophisticated.

It is worth noticing that we have no verbs such
as: to unshear, to unwash, to uncomb, etc.

1.3. Two participles

In English we have some verbs having two past
participle forms. To make it clearer, for the
Indonesian readers especially, I would like to
give the translation to each of the following
phrases:

- a. 1. cloven hoof - kuku binatang belah
 2. cleft palate - langit-langit yang tidak sempurna, karena kedua sisinya tidak menutup sebelum lahir
- b. 1. swollen lips - bibir yang bengkak-bengkak
 2. swelled head - sembung
- c. 1. shrunk cloth (p.p.) - kain berkerut
 2. shrunken limbs (adj)- anggota badan yang mengerut.

1.4. Special participle

We have some special past participle forms which are worth noticing. They are really the short forms of the other past participles. These short forms, however, are not used anymore. In the following I would like to give a list of them.

writ is the short form of written

smit is the short form of smitten

chid is the short form of chidden

dread is the short form of dreaded

slid is the short form of slidden

bit is the short form of bitten

hid is the short form of hidden

got is the short form of gotten

forgot is the short form of forgotten

trod is the short form of trodden

sod is the short form of sodden.

Then we have some explanation of the following words. The word quit is used as an adjective in "quit run". Later we have the verb quit which means "to set free", and finally it became an

intransitive verb which means "to depart", and the past participle quitted. The word wonted is an adjective which comes from the noun wont. Originally it was the participle of Old English won meaning "to dwell", or "to be accustomed". The word worsted which means made worse is past participle of the verb to worse.

The word fraught comes from fraughted; distraught is from distract; dight is the short form of dighted, it is the past participle of O.E. dihten meaning to adorn.

Wrought now becomes preterite and past participle of work; a-go is the past participle of the verb agon meaning to go away; afraid is from affrayed.

2. As a noun

Besides as an adjective past participle can also be used as a noun. In this case the past participle can indicate plural or singular. The following sentences are given as examples, as singular:

- The accused will be taken before the judge tomorrow.

In this sentence the accused means the person who is accused, in another word we can say the accused man.

- His betrothed was the daughter of the banker.

Betrothed in this sentence means the girl who is bound with a promise to marry the young man.

- The deceased was buried in the tomb near his relatives. The word deceased in this sentence means the person who is dead. As plural, the following examples are given:

- The imprisoned will be set free before the day of

Independence. Contextually the imprisoned here means those who are imprisoned.

- The wounded in the war were helped by the Red Cross.

The wounded here means those who are wounded.

- We must treat all the invited kindly. The invited here means all those persons who are invited.

* Now we would like to analyze the use of past participle according to the place in a sentence.

1. It can be used to modify the subject of its main clause. This participle is after the subject and makes adjectival clause. The following sentences are given as examples:

- The questions given to the students proved to be difficult. We can change this sentence to: The questions which were given to the students proved to be difficult.

- The letter written this morning will be posted tomorrow. We can change this sentence to: The letter which was written this morning will be posted tomorrow.

- The man taken to the police station is a thief. We can change this sentence to: The man who was taken to the police station is a thief.

The past participle can also be used to modify the subject in the absolute phrase. The following sentences are given as examples:

- "Hope lost, all is lost"⁶. In more colloquial way we can say: Because hope is lost, all is lost.

- The work finished, all went home. In more collo-

6. ROUSE AND HARMAN, op.cit. P. 293

quial way we can say: After the work was finished, all went home.

- The robbers caught, the people felt relieved. In more colloquial way we can say: When the robbers were caught the people felt relieved.

2. It is used to modify the object of preposition. The following sentences are given as examples:

- The students must listen to the story told by their teacher. In more colloquial way we can say: The students must listen to the story which is told by their teacher.

- He put on the hat awarded by his uncle. In more colloquial way we can say: He put on the hat which was awarded by his uncle.

- They laughed at the boy punished by the teacher. In more colloquial way we can say: They laughed at the boy who was punished by the teacher. Sometimes the past participle is retained from the present perfect tense passive, e.g.: He dropped to the ground like a man shot (i.e. like a man who has just been shot).⁷

3. It is used to modify nominal predicate.

The following sentences are given as examples:

- Lead is a metal hidden in the earth. This sentence can be changed to a more colloquial way like: Lead is a metal which is hidden in the earth.

- These are the flowers sent by her yesterday. This sentence can be changed to a more colloquial way like: These are flowers which were sent by her yesterday.

- He was the only soldier captured by the enemy. This

7. HORNBY, op. cit. P. 168

sentence can be changed to a more colloquial way like:
He was the only soldier who was captured by the enemy.

4. It is used to modify the direct object.

The following sentences are given as examples:

- He must correct the mistakes made by his students.

This sentence can be changed to a more colloquial way like: He must correct the mistakes which are made by his students.

- He forgot his task given by the committee. This

sentence can be changed to a more colloquial way like:

He forgot his task which was given by the committee.

- The crowd helped the old woman run over by the

truck. This sentence can be changed to a more collo-

quial way like: The crowd helped the old woman who

was run over by the truck.

From the above examples we notice that the part of a sentence which is modified by past participle must be a noun. Therefore the clause which follows is called an adjectival clause. The relative pronoun which acts as the subject and the verb which acts as the predicate of the clause must be in accordance with the noun which is modified.

5. It is used with the verbs like: feel, find, make, have, see, get and hear. The following sentences are given as examples:

feel - I felt my leg bitten by an insect.

find - We found the bridge destroyed by the enemy.

make - The teacher made the sums copied by the students.

have - You had better have your bad tooth extracted by the dentist.

- see - I saw your pen taken by him.
 get - You must get your hair cut soon.
 hear - I heard it said by him himself.

6. It is used to form all the perfect tenses, the present and past tenses, passive voice. The following sentences are given as examples:

- past perfect - He had bought an envelope.
 present perfect - He has written a letter.
 present passive - Some bread is eaten by him.
 future passive - An egg will be eaten by him.
 past passive - A banana was eaten by him.
 past perfect passive - An envelope had been bought by him.

7. It is used to join two sentences by omitting the subject of the passive voice. The following sentences are given as examples:

- She went away. She was followed by her children.
 - She went away followed by her children.
 He was annoyed by the noisy children. He stopped studying.
 - Annoyed by the noisy children he stopped studying.
 She was injected penicillin. She closed her eyes.
 - Injected penicillin, she closed her eyes.
 He was convinced that the stranger would deceive him.
 He went to the policeman.
 - Convinced that the stranger would deceive him, he went to the policeman.

Finally we would like to analyze the use of the past participles according to the meaning which is expressed in the phrases.

1. To indicate the permanent habit, state or character of a person. The following phrases are given as examples:

- a well-read man - a man who is good at reading
and has a lot of experience
in it
- a well-behaved man - a man who behaves politely in
front of others
- a out-spoken man - a man who always speaks frankly
- a retired man - a man who has retired from his
job
- a mistaken man - a man who has a habit of making
mistakes in doing something
- a drunken man - a man who is addicted to strong
drink.

2. To indicate adjectives. These participles are formed by adding -ed to a noun. The following phrases are given as examples:

- heart - hearted - as in an evil hearted man
- talent - talented - as in a talented man
- land - landed - as in a landed proprietor
- tail - tailed - as in a long tailed ape
- skin - skinned - as in a smooth skinned cat
- saint - sainted - as in his sainted mother
- colour - coloured - as in a red coloured rose
- face - faced - as in a rough faced youth
- hood - hooded - as in a hooded snake
- leg - legged - as in a long legged spider
- crest - crested - as in a purple crested helmet
- page - paged - as in a many paged book
- arm - armed - as in a long armed monkey

| | | | | |
|---------|---|----------|---|-----------------------------|
| wood | - | wooded | - | as in a thickly wooded hill |
| mind | - | minded | - | as in a noble minded man |
| blood | - | blooded | - | as in a warm blooded animal |
| disease | - | diseased | - | as in a diseased vine |
| culture | - | cultured | - | as in a cultured nation |
| hair | - | haired | - | as in a curly haired girl |
| finger | - | fingered | - | as in a fat fingered baby |
| nose | - | nosed | - | as in a long nosed man |
| head | - | headed | - | as in a bald headed man |
| corner | - | cornered | - | as in a three cornered tool |

Misrelated Participle

If we do not care about the rules we have discussed confusion will result. A participle which is not used independently and which has no logical subject is called a misrelated participle or a dangling participle. The following sentence is given as an example in which we find a misrelated participle:

Writing a letter, a telegram came for me. According to the rule this construction indicates to us that the present participle "writing" belongs to a telegram which does not make any sense. The sentence should be improved: "When I was writing a letter, a telegram came for me." Other examples of misrelated present participle are the following:

Misrelated : When drinking this liquor, it must be shaken first.

Improved : When drinking this liquor, you must shake it first.

Misrelated : Lying on the street, the boy found a purse of money.

Improved : The boy found a purse of money lying on the street.

Misrelated : Having studied in America, his friends were much impressed.

Improved : He having studied in America, his friends were much impressed.

Misrelated : Having swallowed the lamb, we found the big snake lying under the bush.

Improved : Having swallowed the lamb, the big snake was found lying under the bush.

Misrelated : Having been done well by the students, the teacher allowed them to go home.

Improved : The exercises having been done well by the students, the teacher allowed them to go home.

Misrelated : The boy had only a mother, caused by a heart attack.

Improved : The boy had only a mother, the death of his father being due to a heart attack.

Misrelated : Killed by a wolf, the farmer found his sheep.

Improved : The farmer found his sheep killed by a wolf.

Misrelated : Shot by the hunter, we saw the bird flying down helplessly.

Improved : Shot by the hunter, the bird was seen flying down helplessly.

In short we can correct misrelated participle in three ways: 1. by providing a logical subject
2. by putting the participle near the noun

3. by changing the voice of the verb.

Participle has no future form in English. Instead, we use the gerundial infinitive, as "the time to come", or a prepositional phrase as "about to rain", or going to, as "going to eat", to express futurity. The following sentences are given as examples:

- If you study that language regularly, I am sure you will be able to use it better in the time to come.
- It was about to rain, when he arrived home.
- He is going to eat in the restaurant tonight.

CHAPTER V

The Method of Teaching the Participle Construction

Having experienced for ten years' teaching participle constructions in the S.M.A., I could say that the result was not quite satisfactory. The students got confused in distinguishing this construction from the progressive form. This fact does not surprise us because the way of their thinking was still influenced by what they had studied when they were still in the S.M.P. I agree that the S.M.P. students begin studying English with the progressive form and simple present tense which is used to mention some objects found in the surroundings, for examples: this is a book, this is a chair, this is a blackboard, I am reading a book, he is studying English, we are listening to the teacher. The students will be interested in the lesson if they can associate the English words and the objects directly. The progressive form is easily comprehended since the teacher can demonstrate the action in front of the students, for examples: I am sitting on the chair, I am standing before the blackboard, he is opening the door, etc. The teacher can also tell one of the students to perform some action, meanwhile he asks another student to say what his friend is doing. In this way the students will get an idea of what the meaning of the action is. If we ask them to translate this progressive form into Indonesian they will say "sedang". This knowledge is carried along up to the time when they are the students of the S.M.A. Here, in the S.M.A., we really want them to be able to distinguish the progressive form from participle or even from gerund.

They are supposed to know all kinds of structures before they enter the university.

If we examine those three structures carefully, we will understand that the progressive form is a finite verb. It is formed out of be + verb + -ing. The participle has the same form as the gerund and both are nonfinite verbs. We can distinguish one from the other only by the use of each. The participle is formed out of verb + -ing which forms an adjective qualifying a noun, while the gerund refers to a noun. One of the functions of the gerund is to indicate a predicate nominative which resembles the progressive form. We should explain clearly to the students the difference in usage between both sentences. In the sentence: 'Pak Karto's work is selling mangoes in the market', we can analyse it into subject and predicate nominative and say that Pak Karto's work is the subject of the sentence while selling mangoes in the market which is preceded by the copulative verb is, is the predicate nominative. In this case we can turn the predicate nominative into the subject of the sentence and vice-versa. Therefore we can also say: Pak Karto's selling mangoes in the market is his work. This rule cannot be applied in the structure of progressive form. In the sentence: 'Pak Karto is selling mangoes in the market', is selling is the finite verb, it is the present progressive tense form of the verb sell. For this sentence we cannot say: Selling mangoes in the market is Pak Karto.

The progressive form is one of those uses of participles. With participles we have numerous cons-

tructions. The participles which are not parts of predicate verbs are often used as adjectives. In this case the function of the participle refers to a verbal adjective. It is used as a noun modifier. If we compare the two following sentences it will be clear that in the sentences: 'The boy is crying piteously before his house', is crying is construed as a present progressive tense form, while in the sentence: 'The boy crying piteously is the son of Pak Hamid' crying is used to modify the boy, which is a noun. Normally for the progressive form we can use the word "sedang", "tengah" or "lagi" in Indonesian while for the participial construction in the second sentence we may use the word: "yang me". As participial construction includes three types namely: present, past, and perfect, it would be better for us to teach one after another.

A. We start with the present participle. As a warming up activity, the teacher may begin with some verb stems followed by -ing to make present participle, for examples: talk - talking, write - writing, stand - standing, etc. Then he may ask the students to form the present participle out of the given verb stems, for examples:

| | | |
|----------|---------|----------|
| 1. visit | 5. work | 9. know |
| 2. tell | 6. ask | 10. lie |
| 3. teach | 7. give | 11. see |
| 4. walk | 8. sit | 12. take |

After they know how to do it we may give the rule of the information namely: verb stem + ing form.

We may not forget the spelling of those verbs and the rules which the students should remember, namely, that the mute e at the end of a verb is dropped

before we put the ending -ing, so we write: having, taking, writing, etc. Then we distribute a passage containing a dialogue in which the participial construction is introduced. The following dialogue is given as an example:

- Ali : Din, do you know the red car running so fast to the north?
- Sudin : Which one?
- Ali : Over there, now it is approaching the bank. There are two men riding in it.
- Sudin : I see, that is Pak Birgo's. Being a banker, he must go to his office every morning.
- Ali : Who is that man sitting beside him?
- Sudin : As a chauffeur, what must he do every day?
- Ali : Oh, the man driving the car is his chauffeur.
- Sudin : Well, in the morning he has to take Pak Birgo going to his office, and in the afternoon he has to fetch him.
- Ali : Look, now the car stops! Coming out of the car the chauffeur opens the door for pak Birgo.
- Sudin : Certainly! Carrying the bag in his hand now Pak Birgo enters the room.

To get a correct pronunciation and intonation the teacher must read it himself first. Then he reads it again to be imitated by the students in unison. As for the variation the teacher can also divide the students into groups to imitate the pronunciation. When he considers that the pronunciation of the students is good enough, he can let the students themselves

read the dialogue, first in unison then in groups. And only after that the teacher may offer some volunteers to read individually. In this case he must be wise enough not to force the student to read if he is not willing to do it in order not to hurt his feelings. On the other side, the teacher must take care that each student gets his or her turn sufficiently. Then he can demonstrate to find out which word in the reading passage is present participle. He picks up one or two words and explains the reason. In the first sentence he finds that the word running is present participle. It modifies the noun car. Another word that he may pick up is riding and the noun it modifies is men. Having given the example to detect the present participles in that way he may give a chance to the students to do likewise themselves. They will find the words, sitting, driving, going, used as present participles. The teacher can find some more words, being, coming, carrying, which are also used as present participles. He may also explain the rule that if there are two clauses in which one is the subclause and the other is the headclause we can express the subclause by using a present participle. Of course the students must already be able to differentiate the subclause from the headclause. Subclause is usually introduced by conjunctions like: when, while, after, as, since, because, though. From the passage we find the sentence: 'Coming out of the car the chauffeur opens the door for Pak Dirgo'. We can divide this sentence into two clauses : Coming out of the car, though coming is not a finite verb, and the chauffeur

opens the door for Pak Dirgo. In this division we must find out which one is the subclause and which is the headclause. According to the rule we can judge that coming out of the car is the subclause as it is introduced by the present participle coming. We can find out further what is the subject of this clause or we can put a question as, 'Who comes out of the car?', and the answer will be the chauffeur. We notice that the chauffeur is the subject of both clauses. In such a case we use dependent participial construction because the subject of the subclause depends on the subject of the headclause. The above sentence can also be expressed in another way but then we must find a proper conjunction to introduce the new sentence. It proves that the conjunction after may suit the purpose, and the new sentence will be: 'After the chauffeur comes out of the car he opens the door for Pak Dirgo'.

Another sentence which can be discussed might be: 'Carrying the bag in his hand now Pak Dirgo enters the room'. The procedure of analysing this sentence is the same as the previous one. We must be careful, however, to find a suitable conjunction. In this case I suggest the conjunction while. The new sentence will be read as, 'While Pak Dirgo is carrying the bag in his hand now he enters the room'.

From the grammatical point of view we can say that the two subclauses, introduced by after and while, above, function as adverbial clauses of time. The case will be different if we look back to the previous sentence like: " the red car running so fast to the north". Here the present participle

running is put immediately after the noun car. It modifies this noun and logically it functions as an adjective; running so fast to the north then is stated as an adjectival clause. We can also say in another way for the whole sentence but we must find a relative pronoun which is suitable with the noun car, and the word which fits the purpose. Then the new sentence is: Din, do you know the red car which is running so fast to the north?

Another sentence necessarily analyzed is probably: There are two men riding in it. If we look from the position of the present participle, this sentence is similar to the previous one. The relative pronoun which is suitable with the noun men is who. Then the sentence can be expressed, as: There are two men who are riding in it. For the sake of clarity the teacher can also translate some sentences containing the participial constructions, as:

Din, do you know the red car running so fast to the north?

- Din, tabukah kamu mobil merah yang melaju keutara itu?

There are two men riding in it.

- Ada dua orang yang naik mobil itu.

Coming out of the car the chauffeur opens the door for Pak Dirgo.

- Setelah keluar dari mobil sopir itu lalu membukakan pintu untuk Pak Dirgo.

Carrying the bag in his hand now Pak Dirgo enters the room.

- Sambil menjinjing tasnya Pak Dirgo masuk ke kamarnya.

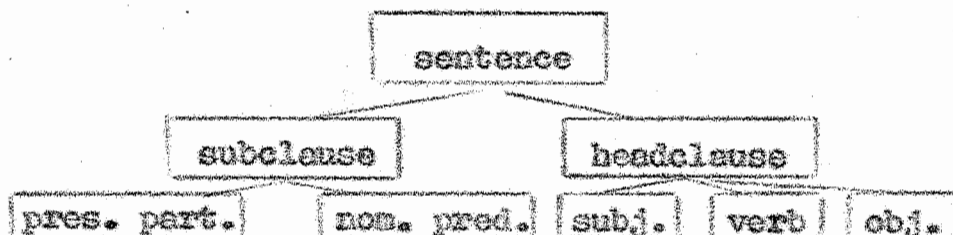
Dealing with translation we must remember that we are allowed to translate the sentences which we consider difficult to the students, in another words so long as they are able to grasp the meaning by themselves we needn't translate them. What is more difficult to explain is the present participle being. This fact does not surprise us because the word is rarely found in the lessons for the S.M.P. They have been familiar with the words like: reading, listening, playing, and the like, but they don't understand how the word being is formed. They have been familiar with the words: is, am, are, was and were, but don't understand that the stem of these words is be. We must explain to them that a present participle is formed out of a verb stem + ing. Based on this rule we have the word being in English.

In the sentence: 'Being a banker, he must go to his office every morning', the first clause is called subclause and the second is the headclause. The present participle in the subclause indicates reason, so the whole sentence can be replaced by: 'As he is a banker he must go to his office every morning'. The students having understood the meaning of the dialogue the teacher may tell them to memorize it. To make the work easier it would be better for him to write the dialogue on the blackboard. By covering a part of each sentence he can ask the students to read the sentence together. First, he may cover the phrase to the north and ask them to read, then running so fast to the north, and so on till finally the students can read themselves without looking at the text. The



rest of the sentence is treated in the same way.

Then he can have the students do some exercises containing present participle. The diagram of the whole sentence is like the following:



I. The students have to substitute a part of a sentence for the given words. For examples:

a. Being lazy, he did not get a present.

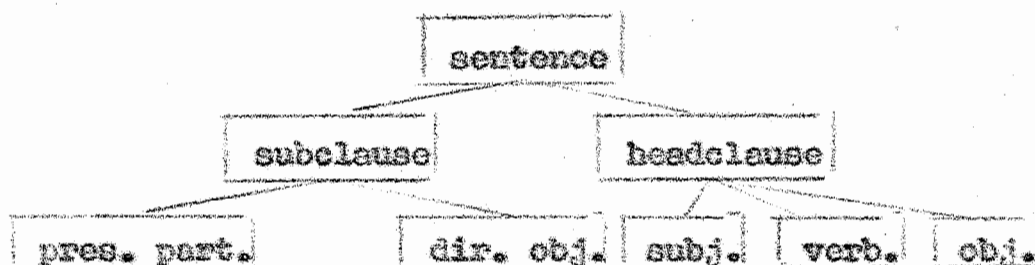
naughty - Being naughty, he did not get a present.

- | | |
|--------------|------------------|
| 1. stupid | 6. angry |
| 2. absent | 7. unsympathetic |
| 3. unhealthy | 8. impudent |
| 4. unwise | 9. selfish |
| 5. unpopular | 10. careless |

b. Talking about football game he went home.

sing a new song - Singing a new song he went home.

The diagram of the whole sentence is like the following:



- | | |
|--------------------------|------------------------|
| 1. read a newspaper | 2. carry the bag in |
| 3. tell a funny story to | his hand |
| 5. sing a beautiful song | 4. imitate the whistle |
| 6. memorize a dialogue | of a bird |

- | | |
|--------------------|-----------------------|
| 7. strike his drum | 10. carry an umbrella |
| 8. lead his horse | over his head |
| 9. eat peanut | |

II. The students must be able to join two sentences by using the -ing form. For examples:

The dog got plenty to eat. He grew up wonderfully.

- Getting plenty to eat the dog grew up wonderfully.

1. Pak Kuntadi is very old. He has to walk with a stick.
2. The student wants to finish his school at the end of this year. He studies hard every day.
3. The people heard that the volcano would explode. They quitted their houses and took along every valuable thing with them.
4. The beggar was very tired. He could not go any farther.
5. The guest waved his hand to us. He left the room.
6. The teacher stood in front of the class. He explained the lesson to the students.
7. The people felt very cold. They preferred to stay indoors.
8. The burglar broke the window. He entered the house to steal everything he could lay hands on.
9. The man is very young and strong. He never feels frightened.
10. The woman carried a basket on her back. She went to the market.

III. They just join two sentences in which one is the adjectival clause. For example:
The boy is an SMP student. He is wearing a white shirt.

- The boy wearing a white shirt is an SMP student.

The diagram of this sentence is like the following:

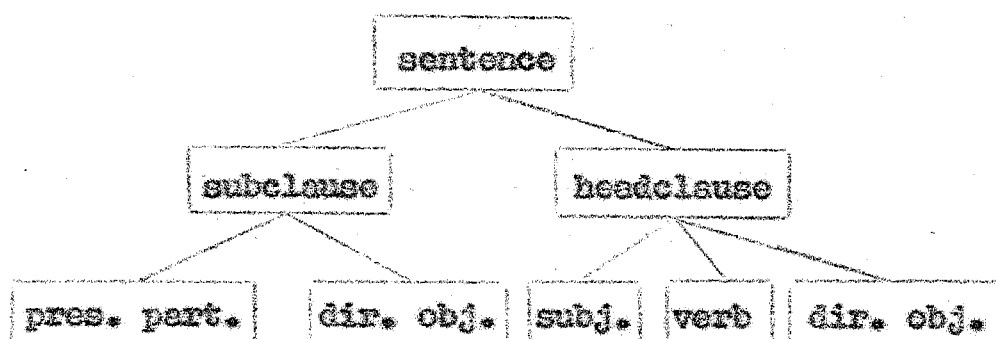


1. The girl is his sister. She is writing a letter.
2. The strong man is Pak Rono. He is digging in the field.
3. The bird is Jalak. It is eating a banana.
4. The man is our teacher. He is writing an exercise.
5. The man is a government official. He is wearing spectacles.
6. The woman is Siti's mother. She is carrying an umbrella.
7. The man is a referee. He is holding a whistle in his hand.
8. The boy is my friend's brother. He is flying a kite.
9. The man is a moslem. He is wearing a cap on his head.
10. The woman is the servant of the house. She is sweeping the floor.

IV. They are supposed to use a participial construction instead of the conjunctions found in the following sentences. In this exercise they will find the use of transitive and intransitive verbs. For examples: I saw the football game when I was passing near the sports-ground.

- Passing near the sports-ground I saw the football game.

The diagram with the transitive verb,



1. I heard a loud cry when I was reading a newspaper.
2. The boy fell down when he was running after the bus.
3. The boys and the girls felt happy when they were making a trip to Borobudur.
4. Narto received a letter while he was listening to the radio.
5. I met a stranger when I was going down the steps.
6. We saw an accident when we were sitting in the front veranda.
7. The pupil found a purse on the street when he was going to school.
8. We felt an earthquake when we were studying in the room.
9. The child was delirious when she was sleeping near her doll.
10. The old man fell fainted when he saw his favourite defeated.

The above exercise deals with dependent participial construction when the subject in the subclause is the same as that in the headclause. In English we

also have a sentence using a structure in which the two clauses have two different subjects. An example is given by Merries in his book as, 'Mother being on a journey I could not tell her the glad news'.⁸ If we analyse this sentence, mother being on a journey is the subclause and, I could not tell her the glad news is the headclause. This sentence can be expressed in another way and it becomes:

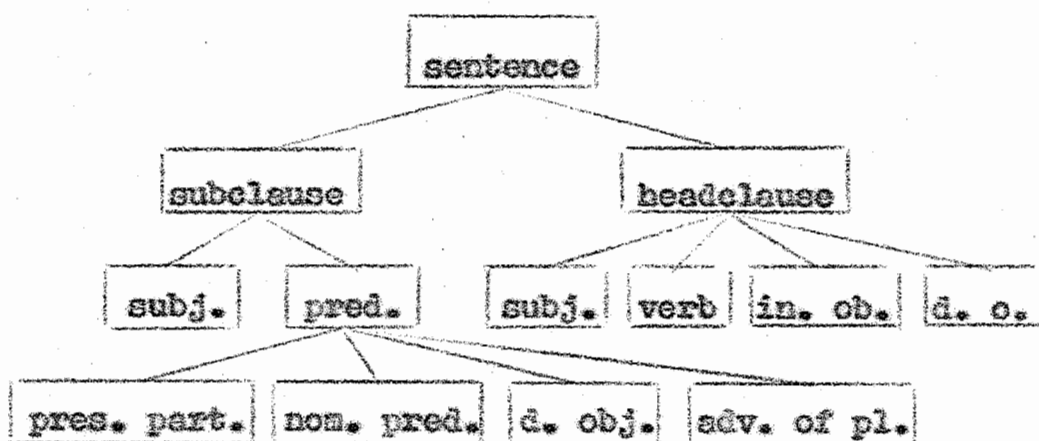
Because mother was on a journey I could not tell her the glad news. In this structure the present participle indicates reason. The following exercise is meant for the students to do.

V.a. Use the participial construction in the following sentences. For example:

Because the teacher was ill the exam was postponed.

- The teacher being ill the exam was postponed.

The diagram of this sentence is like the following:



1. Because it was raining hard the children could not play outside.
2. Because the price was expensive many officials

8. M.A. MERRIES, GRAMMAR FOR THE S.M.A./S.G.A. (DJAKARTA, 1955), P. 23.

could not afford to buy a car.

3. As he won the game the government gave him a reward.
4. When he was playing tennis the telegram came.
5. While mother was cooking in the kitchen the guest arrived.
6. While I was listening to the radio my friend called me.
7. Because I was absent from school my friend copied the lessons for me.
8. As the stupid student did not know how to do the exercise the teacher helped him.
9. As the newspaper came late the subscriber got angry.
10. As he was a doctor he knew much about diseases.

As the students know that the present participle may indicate: time, reason, etc. it would be better if they are required to replace the participial construction with these conjunctions.

b. Replace the following participial constructions by proper conjunctions. For example:

The weather being very cold, most people are wearing thick clothes.

- Because the weather is very cold, most people are wearing thick clothes.

1. The weather being very hot the teacher asked the students to open the windows.
2. The boy being very naughty, his father did not want to buy a new pair of shoes for him.
3. The stranger not knowing the right way to the post office, the policeman led him.
4. Some kitten crying wildly, the hunter could find the den.

5. The students being busy working in the room, a person knocked at the door.
6. The spectators sitting on their seats some players threw flowers to them.
7. Dirhan taking the wrong road a policeman caught him.
8. The teacher turning to look at the blackboard one of the students threw a piece of chalk to his friend.
9. We having our lunch, a postman came.
10. They being busy doing their home-work, the lamp suddenly went out.

VI. The final exercise consists of all materials that we have taught. The teacher may ask his students to replace the following sentences by using participial constructions, proper conjunctions or relative pronouns.

1. As Sarman worked hard, he could finish his study in time.
2. As the horse was lame, he could not run quickly.
3. Being unhealthy Lukito could not join the football game.
4. The student refusing the scholarship his father got very angry with him.
5. Not knowing how to do the exercise he asked the teacher.
6. When Rusmin was swimming a rotten twig fell upon his head.
7. The boy cleaning the blackboard is the leader of the class.
8. The book lying on the desk is Sudarjo's.

9. As they are twin boys I often mistake Barto for Darna.
10. As the director was still in America, Kusnindar took over his task.
11. The road being bad, we could not reach the village before dark.
12. The man talking to our teacher is a doctor.
13. Seeing the sky was cloudy the shepherds took their cows home hurriedly.
14. Raising his hand the guest said good-bye to us.
15. The big stone that obstructs the traffic should be moved away.

B. The second kind of the participle that we would like to teach to the students is the perfect participle which is divided into active and passive uses. To introduce this structure to the students the teacher can present the following dialogue.

Basir : Di, is the man having left your house one of your relatives?

Didi : Yes, he is my uncle. Having been appointed new headmaster, he has moved to our school.

Basir : Has he been a teacher? And what subject has he taught?

Didi : Yes, he has. He has taught maths. You know that having finished his study, he applied for a job as a teacher.

Basir : Did the students make some party for him?

Didi : Yes, they did. Having organized a committee of which Sukendar became the leader, we arranged the program ourselves.

Basir : What items did you have on the program?

Didi : We had: singing, dancing, reciting poem and juggling.

Basir : Did the new headmaster deliver a speech?

Didi : Certainly! The leader having finished with his speech to welcome his arrival, he got his turn to speak. He said that he was very glad to see us and promised to work as well as he could.

The students must notice the perfect participle which can be used in the different ways in those sentences. In the first sentence of the dialogue which runs like: 'Di, is the man having left your house one of your relatives?', we notice that the participle having modifies the preceding noun and it functions as an adjectival clause. This participle is the short way to say: "..... who has" In the next sentence, 'Having been appointed new headmaster he has moved to our school', the perfect participle introduces the dependent subclause and makes the passive voice with the combination of been appointed. In the sentence, 'Having finished his study, he applied for a job as a teacher', the perfect participle introduces the dependent subclause and makes active voice. The last perfect participle which is worth noticing is found in the sentence, 'The leader having finished with his speech to welcome his arrival, he got his turn to speak.' Here the perfect participle is used in the independent subclause. Except for the first sentence the students can replace these participial constructions by using proper conjunctions like: while,

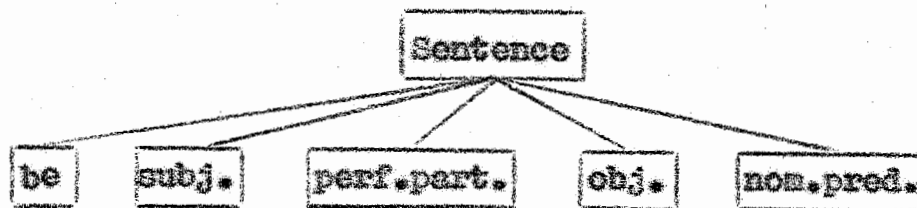
because, after, since, etc. They are supposed to do the following exercises.

I. Substitution

a. Example:

Is the woman having left you your relative?
 help - Is the woman having help you your
 relative?

The diagram of this sentence is like the following:



- | | |
|-------------------|--------------------|
| 1. accompany | 4. say good bye to |
| 2. give a present | 5. visit |
| 3. treat well | 6. invite |

b. b. Example:

The man having been appointed director is my
 neighbour.

elect leader - The man having been elected
 leader is my neighbour.

The diagram of this sentence is like the following:



- | | |
|---------------------|-------------------------|
| 1. move to Surabaya | 4. sent abroad |
| 2. operate on | 5. indoctrinate |
| 3. photograph | 6. take to the hospital |

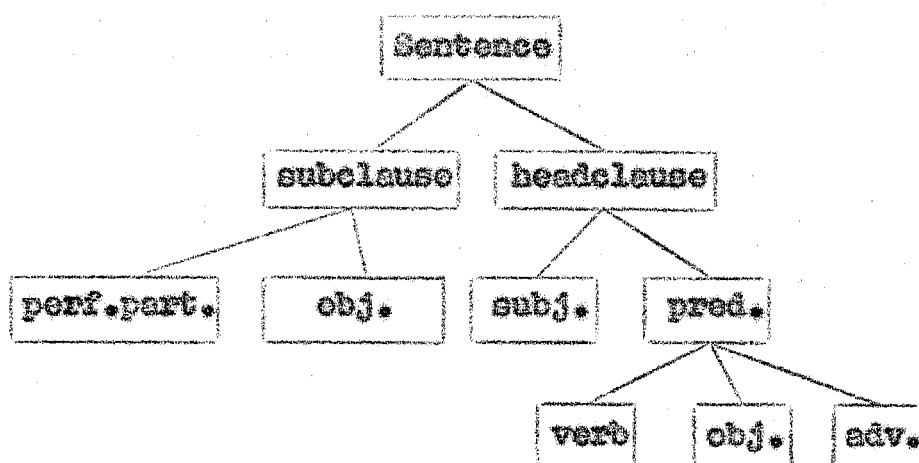
II. Put the verbs between brackets into the perfect participles.

A. For example:

(eat) raw mangoes he had a stomachache.

- Having eaten raw mangoes he had a stomachache.

The diagram of this sentence is like the following:



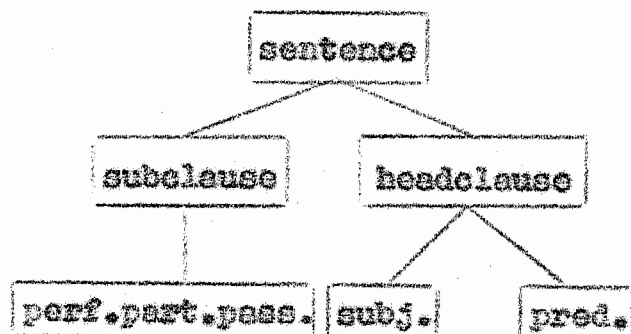
1. (read) the announcement the students studied more diligently.
2. (open) the window, he began to read the newspaper.
3. (buy) a ticket, he entered the room.
4. They all went home, (finish) the work.
5. He switched off the lamp, (do) his homework.
6. She posted the letter, (put) a stamp on it.

B. Example:

(give) some money, the beggar went away.

- Having given some money, the beggar went away.

The diagram of this sentence is like the following:



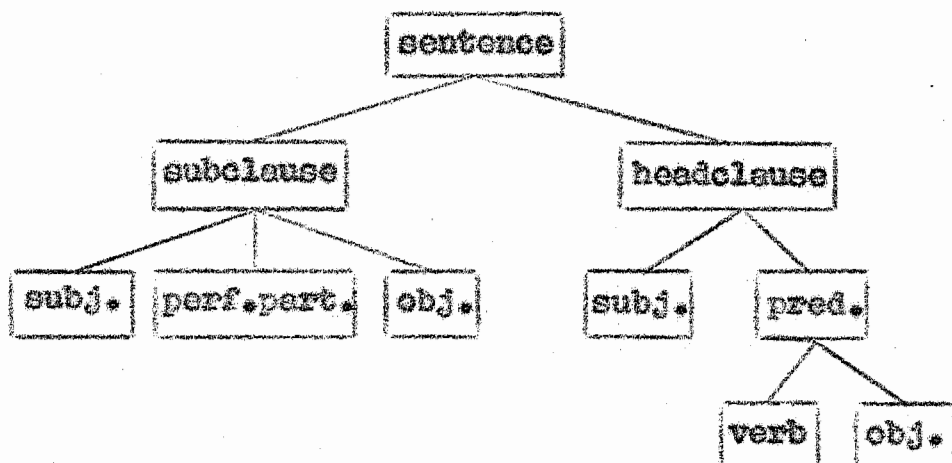
1. (wash) the clothes were dried in the sunshine.
2. (search) the passengers were allowed to go.
3. (shake) the medicine was drunk by the patient.
4. (warn) about the highwaymen, he left his money at home.
5. The car ran smoothly (repair).
6. The bicycle looked more beautiful (paint) green.

C. For example:

The teacher (explain) the first question, the students answered the rest.

- The teacher having explained the first question the students answered the rest.

The diagram of this sentence is like the following:



1. The watchman (open) the door, the visitor the room.

2. The referee (wave) the flag, the sprinters started to run.
3. The leader of the class (ring) the bell, the students began to study.
4. The fish (swallow) the worm, the angler pulled the fishing line up.
5. The sun (set), the shepherds led their sheep home.
6. The gamblers (disappear), the policeman came.
7. The leaves (fall), the trees look bare.
8. The exam board (raise) the marks, many students passed their exam.
9. The rain (stop), the people continued their way.
10. The speaker (knock) the table, the audience kept silent.

The third kind of participle that we would like to teach to the students is past participle. There are two kinds of past participle in English, one which is formed out of regular verbs and the other which is formed out of irregular verbs. Some examples of past participles formed out of regular verbs are: lighted, decided, worked, etc., and of irregular verbs are: taken, put, begun, etc.

After giving some examples orally the teacher may tell the students to find other examples themselves. The teacher must also explain the spelling of some particular verbs as: dropped, stopped, travelled, preferred, etc. To introduce the use of this participle the teacher may distribute a passage containing the

mentioned structure. The following dialogue is used as an example.

Dono : Ton, do you know the boy taken to the hospital yesterday?

Tono : Do you mean the boy accompanied by his mother?

Dono : Yes, what happened to him?

Tono : His leg was badly wounded because he fell from a tall tree.

Dono : Was he operated then?

Tono : I heard so, the doctor had to take out the fractured bones.

Dono : Is operation common to the wounded?

Tono : Certainly! Especially when they have serious wounds.

Dono : Will he stay there for a long time?

Tono : He was ordered to take a rest for three weeks at least.

The procedure of presenting this dialogue is the same as that of presenting the dialogue containing present participle, but the attention is focused on the sentence using past participle. Being different from the present participle which has an active meaning, this construction has a passive meaning. Furthermore the present participle has only one form that is the stem of a verb + -ing, while past participle has many different forms consisting of the stem of a verb + -ed for the regular verbs and the third form of irregular verbs.

The students should not get confused to distinguish whether a verb is past tense form or past participle, especially when they meet verbs which have

the same form both in past tense and in past participle. This will occur in the regular verbs and some irregular verbs like: put, cut, set, etc. We can only differentiate the functions when they are used in sentences.

In the first sentence of our dialogue we find: 'Ton, do you know the boy taken to the hospital yesterday?' The students will easily detect that the word taken is past participle and not past tense because the forms are different. This participle is used to modify the noun boy and accordingly it has a function as an adjective. We can replace this structure by using a suitable relative pronoun which will make an adjectival clause. The new sentence will read as: Ton, do you know the boy who was taken to the hospital yesterday? The students must be aware that the use of the auxiliary was can change according to the subject, number and tense. The form of this participle is different from that used in the next sentence which runs like: 'Do you mean the boy accompanied by his mother?' Here the students might mistake the participle accompanied for the past tense as the form is the same. By examining the order of the words, however, the teacher can explain that it is a past participle form. It should be clear in the students' mind that the order of a statement sentence is always: subject - verb - object. With this order, a sentence is perfectly complete, while the rest is just an addition. If we analyse the above sentence according to parts of speech we shall find: Do, an auxiliary verb to make the sentence interrogative, you, the subject, mean,

the main verb or predicate, the boy, the subject, accompanied by his mother is added to restrict the noun boy. The word accompanied is, therefore, not a verb. It is not the predicate of the subject boy. For the sake of clarity the teacher may translate the sentence into Indonesian: Apakah yang kau maksudkan anak yang ditemani oleh ibunya? and not, Apakah yang kau maksudkan anak menemani ibunya, as some students might translate it in that way. In the sentence, 'His leg was badly wounded because he fell from a tall tree', the past participle wounded is used to make passive voice. As it is different from the participle accompanied, here wounded is preceded by the auxiliary verb be, that the whole combination makes the passive predicate to the subject his leg.

In the sentence: 'I heard so, the doctor had to take out the fractured bones', the past participle fractured has a function which is different from those we have discussed. It is placed before the noun bones and used as an adjective. The whole phrase: The fractured bones is the object of the verb had to take out.

The next participle which is worth noticing is found in the sentence, 'Is operation common to the wounded?' The participle wounded is used as a noun as it is preceded by the definite article the. According to the rule, an adjective which is preceded by the definite article the represents all the people who have the qualification as mentioned in the adjective. For instance, the rich means all the people who are rich, the young means all the people who are young, etc. The

wounded, therefore, means all the people who are wounded. The students may memorize the dialogue after they have understood its meaning. This activity should not be done vice - versa, because psychologically as we know, memorizing is more easily practised if they know the meaning. By memorizing the students will keep a certain pattern in their mind. This will enable them to construct corresponding sentences of their own more easily.

Again for the sake of clarity the teacher may translate some difficult sentences like: 'Ton, do you know the boy taken to the hospital yesterday?' - Ton, tabukah kau anak yang diangkut ke rumah sakit kemarin?' 'His leg was badly wounded because he fell from a tall tree'. - Kakinya luka parah sebab ia jatuh dari pohon yang tinggi. 'I heard so, the doctor had to take out the fractured bones'. - Saya dengar memang begitu, dokter harus mengeluarkan pecahan-pecahan tulang. 'Is operation common to the wounded?' - Biasakah operasi bagi orang-orang yang luka?

To achieve the active command the teacher can give some exercises by which the students will get a habit of composing English sentences. In accordance with the dialogue they have just studied the teacher can provide the following exercises.

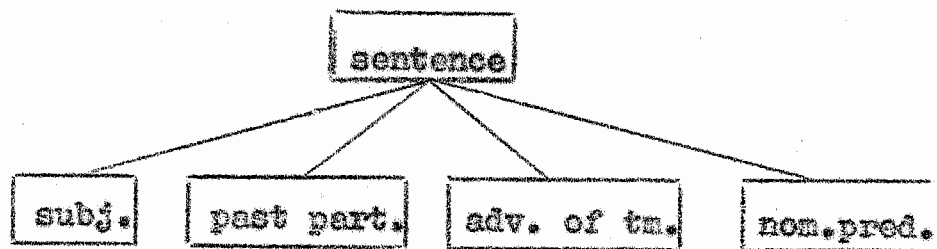
I. Substitution

A. For example:

The animal caught yesterday is still alive.

bird - The bird caught yesterday is still alive.

The diagram of this sentence is like the following:

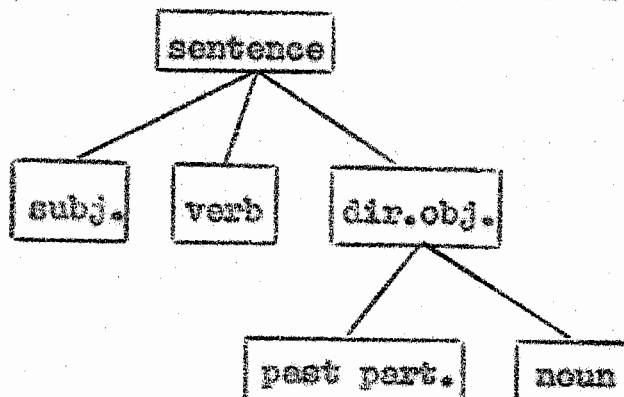


- | | |
|-------------|--------------|
| 1. squirrel | 2. butterfly |
| 3. deer | 4. rabbit |
| 5. elephant | 6. fish |
| 7. tiger | 8. dove |
| 9. hawk | 10. lion |

B. For example: We don't want a broken plate.

a faded rose - We don't want a faded rose.

The diagram of this sentence is like the following:



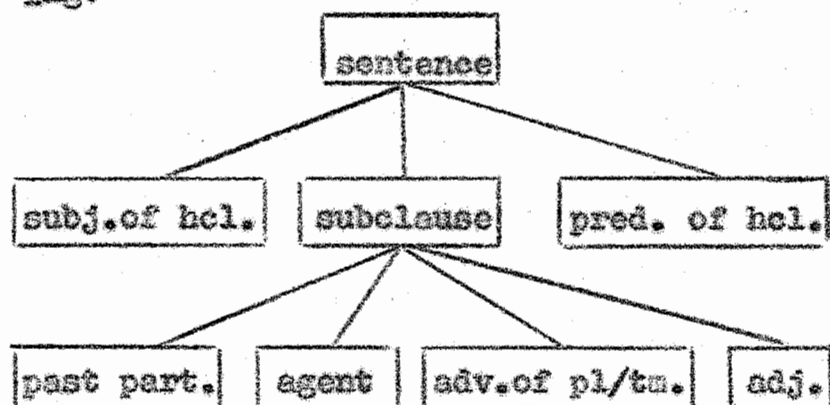
- | | |
|-----------------------|----------------------|
| 1. a patched shirt | 2. a written exam |
| 3. a broken window | 4. a lighted candle |
| 5. a defeated soldier | 6. a torn jacket |
| 8. a ruined building | 7. a killed dog |
| 9. a destroyed town | 10. an occupied seat |

II. They must join two sentences by using past participle. For example:

A. The boy is Herman. He was taken to the hospital yesterday.

- The boy taken to the hospital yesterday is Herman.

The diagram of this sentence is like the following:



1. The letter was posted this morning. It was written by my sister.
2. The house is Pak Suryo's. It is painted green.
3. The roses are still fresh. They were picked up yesterday.
4. The history is interesting. It is taught by P. Sukri.
5. The lesson is boring. It is written on the blackboard.
6. The mangoes are sweet. They are sold in the market.
7. The exercise is difficult. It was done by the students.
8. The bird is a thrush. It was caught by Narto.
9. The question was foolish. It was asked by the lazy student.
10. The mountain is very high. It is covered with snow.

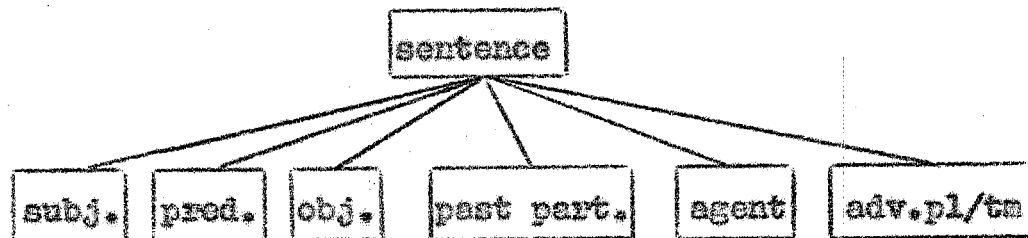
In the above exercise the past participles, like adjectives, are used to modify nouns functioning as the subject of those sentences. It often occurs, however, that such participles are

used to modify the objects of sentences. For example:

B. I received a letter. It was written by my friend.

- I received a letter written by my friend.

The diagram of this sentence is like the following:



1. The students did the exercises. They were written on the blackboard.
 2. The manager bought a new car. It was made in America.
 3. He got a lot of money. It was sent by his uncle.
 4. The inspector is finding the books. They were published a year ago.
- Our president received a souvenir. It was handed by the French Ambassador.
6. They rode in a carriage. It was pulled by two horses.
 7. The dog caught the rabbit. It was shot by the hunter.
 8. They study French. It is taught by a native speaker.
 9. The boys and girls wrote some notes. They were dictated by their teacher.
 10. They refused the plan. It was decided by their leader himself.

C. The car parked under the tree is Dr. Suroso's.

- The car which was parked under the tree is
Dr. Suroso's.

Did you see the traitor shot yesterday?

- Did you see the traitor who was shot yesterday?

The students must write the following sentences
by using the relative pronouns.

1. The letter written by my brother is very short.
2. He saw the thieves caught by the policeman
last week.
3. Cars made in Japan are very popular nowadays.
4. The tall man escorted by the soldiers is the
President.
5. I haven't received the books sent from your
office.
6. The milk produced in Holland is sent abroad.
7. The student punished by the teacher is very
naughty.
8. The story told by our grandmother last night
was very interesting.
9. They are rebuilding the houses struck by the
violent storm yesterday.
10. The watch-dog chained to the pole turned round
and round to follow the fox.

Now the students have got experience that in-
stead of using the past participles after the nouns
they modify they can also use relative pronouns who
or which depending on the preceding nouns. Moreover
they notice that the copula be must be in accordance
with its subject, number and tense.

By teaching the dialogue the teacher may also explain that past participle can be combined with the copula be to make passive voice, as we can see in the sentence: 'He was ordered to take a rest for three weeks at least'. Since the participle used in this type of structure is simpler than the participles used as simple adjectives which are placed before nouns they modify or after the nouns to make adjectival clauses or even than the participles which are placed in the beginning of sentences, in other words because the students do not experience many difficulties, the writer won't go deeper in this structure.

The past participle is also used after the objects preceded by some verbs like: feel, find, hear, like, make, prefer, see, want, wish, get, and have. The teacher must explain that the verb make used in this structure does not mean "membuat" as used in the sentence, 'Sidiin made a kite yesterday'; the verb get does not mean "mendapat" as used in the sentence, 'He got some money from his father'; the verb have does not mean "mempunyai" as used in the sentence, 'The farmer has a simple house', neither does it mean "telah" as used in the sentence, 'He has finished his homework', nor does it mean "harus" when followed by to as, 'We have to go now'. These particular three verbs have a causative meaning. The following sentences are given as examples:

make - Father made the letter written soon.

have - The soldier had his wounded leg amputated.

get - The policeman got the house deserted.

An exercise dealing with the above verbs can be given

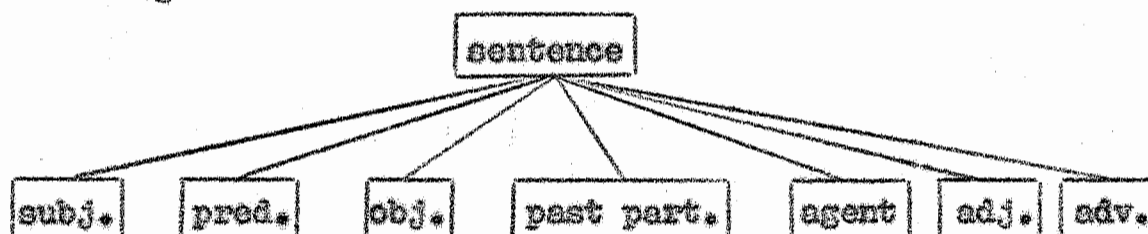
in the following way.

III. The students must put the verbs between brackets in the correct form. For example:

He found the bicycle (steal).

- He found the bicycle stolen.

The diagram of this sentence is like the following:



1. He likes his car (paint) green.
2. We heard a beautiful song (sing) by a girl.
3. I saw him (take) to the police station.
4. Our teacher wanted the work (finish) soon.
5. I felt my back (bite) by a mosquito.
6. Mother had the floor (sweep) clean.
7. He got his shoes (mend) quickly.
8. She made her portrait (hang) on the wall.
9. I prefer the exam (postpone) till next week.
10. She wished her telegram (send) immediately.

If we pay attention to the above sentences we shall notice that the verbs between brackets have a passive meaning. The teacher, however, must explain that in this kind of structure, the verbs after the objects can have an active meaning. The following sentences are given as examples:

1. I saw him open his book.
2. We heard them pronounce the words in unison.
3. I felt somebody's hand touch my shoulder.

4. The teacher made us copy the exercise.
5. I had the tailor make my shirt.

To decide whether the verb after a noun should be active or passive we must see the meaning of the whole sentence. The teacher may give the following exercises to check whether the students are able to decide which form of the verb should be used.

IV. The students are required to put the verbs between brackets into the correct forms.

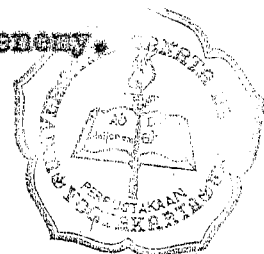
1. We have our clothes (make) by a tailor.
2. The owner let his dog (eat) the food.
3. I saw him (take) my pen.
4. She had the cup (bring) on a tray.
5. He let the carpenter (make) chairs and tables for him.
6. My sister could not help mother (wash) the dishes.
7. He had a candle (light) in his room.
8. Uncle made me (collect) foreign stamps.
9. The farmer found his sheep (kill) by a wolf.
10. The commander had his army (attack) the town soon.

It is possible, however, that some of the students who are not sure of which form they should use, can accidentally put some of the given verbs into the correct forms. To avoid such doubtfulness the teacher may tell the students to translate the exercise into Indonesian. Translation is a difficult thing to do. We must look at the structure first, and then try to get the meaning through it. It proves, however, that sometimes our Indonesian sentence does not run well. We must translate the idea, but on the other hand we

must stick to the words used. We must express it in Indonesian sentence which can be accepted by the educated people in general. It would be better if in the first step the teacher translates it according to the order of the words so that the students can follow it easily and will get the technique of thinking, and only then must he turn it into good Indonesian. If we look to the first sentence of the above exercises, therefore, roughly we can say: 'Kita menyuruh supaya pakaian kita dibuat oleh tukang jahit', which of course sound awkward. The good translation would be: 'Kita menjahitkan pakaian.'

We must remind the students that the causative have has a meaning which is different from the have which means suffer or experience though the structure used is the same. It will be clearly seen in the following sentences in which have means suffer or experience: 'The woman had her jewel stolen'. It would be illogical if she wanted someone to steal her jewel. The meaning of the sentence is, therefore, "Pernyataan perampuan itu dicuri orang." We'd better give the students some exercises containing such structure to translate:

1. The commander had his horse shot under him.
2. The villagers had their houses struck by the raging storm.
3. The patient had his leg amputated.
4. We had our houses flooded.
5. He had his hat blown off by the wind.
6. The driver had his car hit by a big truck.
7. The king had his palace surrounded by the enemy.



8. The pedestrian had his watch robbed by some scoundrels.
9. The traitor had his head cut off.
10. The farmer had one of his buffaloes stolen.

It is worth noticing that the verb get cannot be used in the above sentences. The students must also understand that with the verbs like: see, hear, feel, watch, make, get, have, let, we never put the particle to after the accusative. The particle to is particularly used with the verbs like: tell, order, compel, force, and the like. To get the clear distinction between those two structures we can give some sentences as examples to the students like the following:

1. The headmaster ordered the school attendant to hang the picture on the wall.
2. The teacher persuaded the lazy boy to do his work.
3. The guest allowed him to open the windows.
4. The general compelled his soldiers to shoot the deserter.
5. The policeman forced the robber to throw his dagger away.

If these sentences are changed to passive voice the only natural way is to retain the same structure. The sentence will run as the following:

1. The headmaster ordered the picture to be changed by the school attendant.
2. The teacher persuaded the work to be done by the lazy boy.
3. The guest allowed the windows to be opened by him.
4. The general compelled the deserter to be shot by one of his soldiers.

5. The policeman forced the robber's dagger to be thrown away by him.

The above sentences can be replaced by the sentences using the structure of accusative + infinitive without to as the following:

1. The headmaster had the school attendant hang the picture on the wall.
2. The teacher made the lazy boy do his work.
3. The guest let him open the windows.
4. The general had one of his soldiers shoot the deserter.
5. The policeman had the robber throw his dagger away.

And the passive voice of these sentences is like the following:

1. The headmaster had the picture hanged by the school attendant.
2. The teacher made the work done by the lazy boy.
3. The guest let the windows be opened by him.
4. The general had the deserter shot by his soldiers.
5. The policeman had the robber's dagger thrown away.

The students should notice that the verb let is followed by be in the passive voice.

To check the students' understanding of these two structures the teacher can give a multiple choice test. In this kind of test the teacher must provide more than two items to be chosen, so that it will not be easy for the students to guess.

V. The test can be given as the following:

1. The zoologist asked the tame animal (set free, be set free, to set free, to be set free).

2. Mother had the eggs (boil, boiled, to be boiled, to boil) hard.
3. I saw a woman (pick, picked, to pick, to be picked) some flowers in the garden.
4. He ordered the trousers (pack, packed, to pack, to be packed) neatly.
5. Father had the house (whitewashed, whitewash, to whitewash, to be whitewashed).
6. He made me (give, gave, to give, to be given) the penny to the beggar.
7. The host allowed us (take, took, to take, to be taken) off our overcoats.
8. She let her baby (crawl, crawled, be crawled, to be crawled) on the floor.
9. He compelled his son (buy, bought, to buy, to be bought) some stamps.
10. Our teacher has had his hair (cut, to cut, be cut, to be cut) short.

To develop the students' ability in building up sentences the teacher may tell them to compose sentences by using the given verbs.

VI. Make active and passive sentences with the following words and use accusative + infinitive construction.

- | | | |
|---------|--------------|-------------|
| 1. made | 5. let | 9. forced |
| 2. saw | 6. compelled | 10. allowed |
| 3. told | 7. ordered | |
| 4. had | 8. heard | |

It is worth noticing that past participle is rarely used in front of a noun. In English we can say

The tourist who has arrived, but we cannot say: The arrived tourist. By putting some certain adverbs, however, the structure will be acceptable. Therefore the phrase, the newly-arrived tourist is correct. Such a phrase as: The vanished treasure meaning: The treasure which has vanished, and A retired teacher meaning: A teacher who has retired, are acceptable.⁹

Since intransitive verbs have no passive voice there is no -ed post modifier corresponding to relative clause. We can say: The bus has arrived at the station is from Semarang, but we cannot say: The bus arrived at the station is from Semarang. The last sentence can be improved: The bus recently arrived at the station is from Semarang. Some past participles which are used as pre-modifiers have permanent reference like:

| | |
|----------------------|-----------------------------|
| A born musician | - orang yang berbakat musik |
| A married man | - orang yang telah kawin |
| The defeated country | - negara yang telah takluk |
| A broken window | - jendela yang pecah |
| A damaged crop | - hasil panen yang gagal |
| A lost penny | - kelip yang hilang |

In dependent participial constructions, the past participle introducing clauses can be placed initially, medially, and finally. It is different from relative clauses which are placed immediately after the assumed subjects. By using past participle we can connect the two sentences: The girl entered the room. She was accompanied by her mother in three ways:

9. RANDOLPH QUIRK, SIDNEY GREENBAUM, GEOFFREY LEECH
JAN SVARTVIK, A GRAMMAR OF CONTEMPORARY ENGLISH
(LONDON, 1974), P. 910.

1. Accompanied by her mother, the girl entered the room.
2. The girl, accompanied by her mother, entered the room.
3. The girl entered the room, accompanied by her mother.

The teacher can give an exercise like the following:

VII. The students must join the following sentences by using past participle construction.

1. The boy left his working. He was called by his friend.
2. The leader dispersed the meeting. He was telephoned to go home soon.
3. The girl ran away. She was frightened by the ghost.
4. The guest left the room. He was accompanied by the owner of the house.
5. The boy dared to attack his enemy. He was regarded small.
6. The candle went out. It was blown by the wind.
7. The thief groaned pitiously. He was bitten by the watch-dog.
8. The tidings came earlier. It was sent by a telegram.
9. The sailing vessel proceeded rapidly. It was pushed by strong wind.
10. The tiger roared wildly. It was teased by the visitors.

The students should also understand the meaning of the past participles used in the above constructions. Such participles can indicate time, reason, concession. As it can clearly be seen in the sentence: 'Blown by the wind the candle went out', the past participle in the beginning of the sentence indicates reason, and

therefore the sentence can be replaced by: 'As the candle was blown by the wind it went out'. Now they are required to do the following exercise according to the example given.

VIII. The students must join the participial clause to the main clause by using a proper conjunction.

For example:

Frightened by the ghost, the girl ran hurriedly.

- The girl ran hurriedly because she was frightened by the ghost.

1. Blamed ^{by} the teacher, the student ^{is} not like to go to school anymore.
2. Interrogated by the policeman, the accused faltered out a few words.
3. Visited by the owner, the deer licked his hands.
4. Throttled by the robber, the man could not utter any clear voice.
5. Appointed manager, he took a strick measure.
6. The king quitted his palace, defeated by the enemy.
7. Covered with snow, the mountain looks white.
8. Shot by an arrow, the bull ran wildly.
9. Punished severely, the naughty boy did not improve his behaviour.
10. Given a lot of money, the spendthrift still threatened his father.

In independent participial constructions the past participles have their own subjects different from those of the main clauses, the students must do some exercises containing this type of structure.

IX. They are required to do the following exercise

according to the example given:

The door opened, the sunshine went into the room.

- As the door was opened, the sunshine went into the room.

1. The hole closed, the tigers could not go out of their lair.
2. The button pushed, the bell rings loud.
3. The highwaymen caught, the pedestrians walked peacefully.
4. The watch-dog chained, the children dared to play in the yard.
5. The road repaired, the vehicles moved carefully.
6. The spectators went home grumbling, the match postponed.
7. The map of the classes put on the noticeboard, some students still went into the wrong rooms.
8. Given a free ticket, the boy did not want to see the film.
9. Swindled twice, the peasant still trusted him.
10. The coffee mixed with some poison, he refused to drink.

It often occurs that such above construction is preceded by with. The students are supposed to do the exercise according to the example given.

- X. Fill up the blanks so that each sentence gets a complete idea!

Example: With the tree ... tall, we get more shade.¹⁰

- With the tree grown tall, we get more shade.

1. With the sleeves ... up, the boys began to fight.

2. With the canvas ... out, the vessel sailed across the sea.
3. With the guns ... on the shoulders, the soldiers marched to the battle field.
4. With a dagger ... out, the robbers deprived the passengers of their property.
5. With the mouth ... widely, he swallowed the pill.
6. With the handkerchief ... to the spectators the juggler changed the ball into a bird.
7. With his finger ... on the lips, the teacher told the students to keep silent.
8. With his mustache ... thick, he became a film star.
9. With his both eyes ... with a piece of cloth the acrobat walked on the fire.
10. With his neck ... out the short boy looked on the puppet performance.

The difficulties we experience in teaching participial construction.

The difficulties can be classified into three groups:

1. The difficulties in teaching present participle;
2. The difficulties in teaching perfect participle;
3. The difficulties in teaching past participle.

Since in the S.M.P. the students have been familiar with the ing form which is preceded by the auxiliary be to make progressive form. It seems difficult to them to drop this influence when they begin to study present participial construction. The progressive form is used as a predicate in the simple sentences, while present participle is used in the compound sentences

which are more complicated. According to the order of words progressive form used predicatively is found after its subject, while present participle is not limited to one place only. In the beginning of a sentence it is used to introduce a dependent subclause and when it is placed after the noun it modifies it indicates adjectival clause or adverbial clause of time, reason, concession. In general the students meet difficulties to find out whether a present participle indicates dependent clause, adjectival clause or adverbial clause.

In dealing with past participle the difficulties they meet are mainly with the regular verbs since past tense has the same form as past participle. They must also understand whether a verb belongs to transitive or intransitive which has no passive voice.

With perfect participle they must pay attention to some points:

1. It is used successively that is one action followed immediately by another.
2. It emphasizes that one action is already complete before another takes place.
3. It is used when there is an interval of time.
4. It is used when the first action lasts for a long time.

How to overcome difficulties.

The students must have a clear idea that progressive form is merely a part of the uses of present participles. What they must keep in their mind is that progressive form is always preceded by the copula be. The teacher must give the exercises containing progres-

sive forms and the present participial constructions to be compared one with the other. Present participle is used as an adjective but it still retains its verbal character. Therefore it is used to modify noun. They must get sufficient drills to be familiar with the structures containing present participle and must be careful in providing a proper conjunction if the structure deals with adverbial clause and a proper relative pronoun if it deals with adjectival clause. When the teacher considers it necessary to translate he may explain that in adverbial clauses the present participial constructions can express: "setelah, karena, walaupun; while in adjectival clauses the present participle can express: "yang". The form itself always has an active meaning.

What has been said about present participle can also be applied to the past participle constructions. The difference lies in the fact that past participle has a passive meaning, and active if the participle is formed out of intransitive verbs.

The present perfect participle emphasizes that an action starts after the first takes place.

C O N C L U S I O N

In studying a foreign language, and in this case English, we must learn its grammar that plays a very important role. It is our guide to compose correct sentences and on the other way round it is also our guide to understand the meaning of sentences which are arranged systematically according to a certain prevailing rule. We can predict that our students will inevitably make confused sentences if they do not master the grammar well. Worse than this, they may get bored with studying this language, which, of course, is not what we expect.

The first principle in teaching, therefore, is to arouse the students' interest. We start from a very simple subject which the students will easily understand, then we gradually proceed to the most difficult. By stimulating the students to participate in all the activities given in the lesson we help them get the habit of the system in arranging good sentences which will certainly improve the way of their thinking. Then they will be satisfied as their ability is developed.

As it is clearly seen from my work that first of all the teacher himself should master the kinds of the participles, if success in teaching is to be obtained, though not all of these will necessarily be given to the students. In teaching each of the participles the teacher has to start by introducing its form to the students after which they are required to do some exercises according to the examples given. In this way the students' way of thinking is trained to

be active from the very beginning, and they are not only to be pumped with materials without understanding.

Dialogues are quite interesting to teach, because, first, they are practical. In accordance with human nature who likes to communicate one with another by using spoken language, by learning the dialogue the students will get useful patterns. By substituting some words in the dialogue for other words which are more suitable with the real situation they can practice speaking one to another. Second, it is lively. The subject material can be taken from the daily events which occur in their surroundings so that the students will be able to understand the meaning easily.

Finally the teacher has to know the result of his teaching, i.e. whether it is successful or not. To achieve this purpose he must give some tests to the students to check their ability in using the participle constructions. They must be able to differentiate present participle constructions from pregressive forms, and past participle constructions from the past tense.

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