

STUDENTS' ABILITY IN USING GERUND

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ABSTRACT

In learning English as a foreign language, it has often been found that Indonesian students still have some difficulties. Not only in reading, writing, listening and speaking but also in the file of structure as well. English has a consistent structure. In learning English structure still found that the students have some difficulties in learning them. The objective of this study is to investigate the students' ability in using gerund. This research method employed a descriptive qualitative method. The instrument used in this study was test. The participants of this study were the second-year students of MA Mu'allimin NWDI Pancor. After analysing the data, the researcher was found some students ability in using gerund like gerund as the subject, gerund as the complement, and gerund after preposition. Based on the data gained, the researcher was found that the maximum score was 19 and the minimum score was 8. While the mean was 12,7. The result and discussion will be further presented.

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Keywords: Difficulties, Gerund, Students Ability.

INTRODUCTION

Either a teacher or a student wishes to be successful in his teaching or learning process. The teacher wants his students to master as much as possible what they have learned over the period of time. Considering the success in teaching, the teacher inevitably has to put much creative energy on designing, implementing as well as evaluating the instruction. He is always expected to help and to guide his students in overcoming and solving the difficulties they have, so that they can attain their maximum capacity. More importantly, he is expected to improve and increase the students' ability in order that the materials that have been learned are able to be mastered well and intensively.

In learning English as a foreign language, it has often been found that

Indonesian students still have some difficulties. Not only do they find some difficulties in reading, writing, listening and speaking but also in the file of structure as well. English has a consistent structure. In learning English structure still found that the students have some difficulties in learning them.

Indonesian students have learned English before they go to the university. However, it is still found that they have some difficulties in learning it especially in learning gerund. The fact shows the students usually get difficulties in learning structure, especially in learning gerund. Some most teacher intend to teach more structure than the other language skills. However, the result is still unsatisfactory. Some of the components of the structure which is still found difficult by the

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learners in learning structure is the gerund in learning gerund is influenced by some factors and one of them is the students less practice in using gerund. So, most of the students often make mistakes in making English sentences.

By having sufficient knowledge of the structure especially the gerund, the students can increase their English. It is clear that the knowledge of structure especially in learning gerund. Knowledge of grammatical structure of English for a foreign student is the basic framework to build the sentence, because English is an international language and as the subject that is compulsory in junior high school, senior high school and university.

So, if someone want to speak English well, the first step to be mastered is the way of how one word is combined or constructing with the others sentences. In learning gerund, the learners know that the components of gerund is verbs that are always followed by the gerund, the gerund as subject and gerund after preposition one verbal in progressive, verbal in past perfect.

Based on the above facts, the writer wants to study of students' ability in using gerund had by the second-year students of MA Muallimin NW Pancor. In this research there are some purposes of the study. This research purposes are as follows to find out the students' ability of the second year students of MA Muallimin NW Pancor in using gerund. To find out the factor may promote students weakness in using gerund.

This study has theoretically and practically significance. The result of this study expected to contribute on the development of English language teaching in general and the teaching of English structure especially in using gerund. Practically, it is used to provide feed back to the English teacher, that is to describe students' weakness in learning English, especially on using gerund. So, that the teacher is able to develop and increase his teaching and learning process.

LITERATURE REVIEW

In the language classroom, teaching language is a process of guiding the students in order to do the communication actively. But for that purpose, the students need to have a

wide enough knowledge in order to run effective conversation (speech).

Gerund is one of the words in English that is important to master. Even thought it is only small structure pints, it is also important to learn seriously for constructing sentences in writing of words to combine sentence or in conversation activities.

Since, the subject matter of gerund is included in structure subject, it is important that some points of view indicating the importance of grammatical structure be provided.

The grammatical structure (one of elements of the language) should be taught to the students' as the prerequisite knowledge of English language uses and skills for language that is characterized by the elements of the language. that is grammatical structure is set of rules governing the formation of grammatical sentences, the knowledge of grammatical structure marks of the ability of a language uses. The grammar knowledge enables ones to master all skills in English (reading, writing, listening, and speaking) (Mary et al, 1982 : 123).

Gerund is used as attribute adjuncts to nouns. The primary stress occurs on the gerund, not on the noun (as it the case when a present participle precedes a noun).

Example (Hornby, 1975 : 150):

1. a' sleeping child, a child who is sleeping
2. a' sleeping pill, one that helps a person to sleep.
3. gro'wing children, children who are growing
4. gro'wing pains, pains in the limbs, said to be caused by growth, felt by children as they grow.

Verbal in Gerund

Verbal in gerunds is used in the formative of the simple present and infinitive, participle progressive (Haypen et al, 1956 : 59). Verbal in gerunds is stand to be noun.

Position of Gerund

The verbs listed below are followed by gerunds only Verbs + Gerund.

Example :

1. Admit - He admitted taking the key

2. Avoid - We would appreciate hearing from you
3. Enjoy - We enjoyed meeting you
4. Miss - I'm sorry that I missed seeing you
5. Appreciate - We would appreciate hearing from you
6. Consider - I considered buying a car
7. Deny - He denied taking the key
8. Escape - He escaped being hurt in the accident
9. Finish - I have just finished typing my paper
10. Imagine - Imagine winning the Irish sweepstakes !
11. Keep - Keep trying !

Other verbs in this group include postpone, practice, quit, resent, resist, suggest, stop. The expressions do you mind and would you mind are followed by a gerund.

Example :

1. Do you mind closing the window ?
2. Would you and would you mind waiting for me ?

The verbs in some constructions may be followed by a (pro) noun or a possessive form of a (pro) noun + the gerund or ing form.

Example :

1. Imagine Jhon (Him) winning the Irish sweepstakes !
2. Imagine Jhon's (his) winning the Irish sweepstakes !

The Gerund and the Position

The gerund has exactly the same form as the present participle, running, speaking, working, etc. It can be used in the following ways.

- (a) As subjects of a sentences
- (b) As complement of a verb
- (c) After prepositions
- (d) After certain verbs
- (e) In noun compounds

The gerund here carries the main stress.

The Gerund As Subject

Either infinitive or gerund can be the subject of a sentence when an action is being considered as general sense. We can say :

Example :

1. It is easier to read French than to speak it or,

2. Reading French is easier than speaking it.

If a sentence begins with (verb + ing) (gerund), the verb must also be singular.

Example :

1. Knowing her has made him what he is
2. Dieting is very popular today
3. Not studying has caused him many problems
4. Washing with a special cream is recommended for scalp infections
5. Being cardinal is one of his greatest assets
6. Writing many letters makes her happy

The gerund, like the infinitive, can be the subject of a clause placed after :

Believe Find

Discover Think

Expect Wonder, etc.

After find we can omit that and the verb be, i. e. we can say :

Example :

1. He found that parking was difficult or
2. He found parking difficult

It could also mean that he always found it difficult, but it is more usual to express this idea by a gerund. The gerund is used in short prohibitions:

1. No smoking
2. No waiting
3. No fishing

But these cannot be followed by an object, so prohibitions involving an object are usually expressed by an imperative.

Gerund as Object of a Preposition

The gerund is used as the object of a preposition.

Example :

1. He earns his living by selling brusher
2. In taking the cake out of the oven I burned my hand
3. The child was saved from drowning by the life guard

The same principle applies when the gerund as preposition is combined with a verb to form a fixed phrase, such as object to.

Example :

1. He objected to going there
2. I am used to getting up early
3. He is interested in taking this course
4. Let's keep on working for a while

5. They are looking forward to seeing you
6. We are apposed to having a meeting without him
7. I put off doing my assignment until the last minute

The passive forms of the gerund. Gerund present passive : Being + past participle. Perfect passive : Having been + past participle

Example :

1. I can't imagine his being elected presidents
2. You having been arrested several times
3. For speeding should make you cautious

The verbs listed below may be followed by either an infinitive or a gerund with little or no change in meaning.

Example :

1. Begin
2. The women to laugh
3. The woman begun laughing
4. Continue
5. The traffic continued to move slowly
6. The traffic continued moving slowly
7. Dislike
8. We dislike to play bridge
9. -We dislike playing bridge
10. Dread
11. I dread to think about it
12. I dread thinking about it
13. Intend
14. They intend to call her tomorrow
15. They intend calling her tomorrow
16. Like
17. I like to drive your car
18. I like to driving your car
19. Neglect
20. - He neglected to file his income tax return
21. He neglected to filing his income tax return
22. Plan
23. I plan to take German next year
24. I plan to taking German next year
25. (or I plan on taking German next year)
26. Prefer
27. - He prefers to type his own letters
28. He prefers to typing his own letters
29. Start
30. She starts to teach tomorrow
31. She starts to teaching tomorrow

the auxiliary can't + bear or stand may also be followed by either the infinitive or gerund.

Example :

1. I can't bear to see her cry
2. I can't bear seeing her cry
3. I can't stand to hear that again
4. I can't stand hearing that again

The verbs allow and permit may be followed by a noun or pronoun + infinitive or by a gerund directly. Compare : (1) They allow (permit) us to smoke here, (2) They don't allow (permit) smoking here

After the verbs dislike, like, and prefer the meaning expressed by the gerund is sometimes different from that expressed by the infinitive. Compare :

Example :

1. I like to swimming to play tennis (That is the activities)
2. I like to swimming and tennis (That is the sports)

Mastering American English (Hyden, Pilgrim, Huggard, 1956 : 145).

Gerunds After Prepositions

A when a verb is placed immediately after a preposition the gerund form must be used.

Example :

1. After swimming I felt cold
2. He is thinking of emigrating
3. There's no point in waiting
4. Aren't you interested in making money ?
5. Touch your toes without bending your knees !
6. I'm against saying anything / I'm for saying nothing
7. This is a tool for opening tins
8. Do you feel like going out ?
9. What about leaving it here and collecting it later ?
10. She disapproves of jogging

Note : A number of verb + preposition / adverb combinations (take the gerund). The most common of these are : Before / against, Care see, For About, Give up, Take to, Keep on Look forward to, Leave off, Put off

Example :

1. I do not care for standing in queues
2. Eventually the dogs left off barking
3. I am looking forward to meeting her
4. He put off making a decision till he had more information
5. He took to ringing us up in the middle of the night

Verbs Followed By the Gerund

The gerund is also used after the expressions can not stand. Example of verb + gerund sentences (Martinet, 1986 : 230):

1. He admitted taking the money
2. He detests writing letters
3. Fancy meeting you !
4. Is there anything here worth buying ?

Verbs as Complements

Verbs that are always followed by the infinitive : some verbs can take another verb as the complement instead of a noun. Sometimes the verbs functioning as the complement must be in the infinitive (to + verb) and sometimes it must be in the gerund (verb + ing) form. The following verbs are always followed by the infinitive if the complement is a verb.

Example :

1. John expects to begin studying law next semester
2. Mary learned to swim when she was very young
3. The budget committee decided to postpone his meeting
4. The presidents will attempt to reduce inflation in the next four years
5. The soldiers are preparing to attack the village
6. Cynthia has agreed to act as a liaison between the two countries.

Some verbs that are always followed by the gerund. Like the example below :

Example :

1. Admit - John admitted stealing the jewels
2. Enjoy - We enjoyed seeing them again after so many years
3. Risk - You shouldn't risk entering that building in its present condition
4. Consider - Michael was considering buying a new car until the prince went up

5. Report - The Coast Guard has reported seeing another ship in the Florida Straits
6. Mind - Would you mind not smoking in this office ?

Verbs + prepositions followed by the gerund. If a verb + preposition, adjective + preposition, noun + preposition, or preposition alone is followed directly by a verb, the verb will always be in the gerund form. The following list consist of verbs + prepositions.

Example :

1. Give up - John gave up smoking because of his doctor's advice
2. Insisted on - Mary insisted on taking the bus instead of the plane
3. Confess to - Fred confessed to stealing the jewels
4. Look forward to - We are not looking forward to going back to school
5. Think of - Henry is thinking of going to France in August
6. Be better off- You would be better off leaving now instead of tomorrow

The following adjective + preposition are also followed by the gerund.

Example :

1. Afraid of - Mitch is afraid of getting married now
2. Accustomed to - We are accustomed to sleeping late on weekends
3. Capable of - Jean is not capable of understanding the predicament
4. Intent on - Alvaro is intent on fishing school next year
5. Interested in - We are interested in seeing this film

Furthermore, able means the same as capable in many instances, but the grammar is very different. While, able is followed by the infinitive, capable is followed by of + (verb + ing).

Example :

1. These students are not yet able to handle such difficult problems
2. These students are not yet capable of handling such difficult problems

In case where the infinitive is used as a complement, any noun or pronoun directly

preceding it will be in the complement form. Some common verbs which are followed by the infinitive and which often require an indirect object are listed here.

Example :

1. Ask - Joe asked Mary to call him when she woke up
2. Order - We ordered him to appear in court
3. Urge - I urge you to reconsider your decision
4. Persuade - They were trying to persuade him to change his mind
5. Permit - The teacher permitted them to turn their assignment in late
6. Prepare - You should prepare your son to take this examination

However, some of verbs bellow can be followed either by an infinitive or by a preposition + gerund.

Example :

1. Stay in - We have decided to stay in the united states for several more weeks
2. Staying in - We have decided on staying in the united for several more weeks
3. Participate in - He is going to participate in the demonstration next week
4. Escaped from - Three dangerous criminals escaped from prison yesterday
5. Depend on - You can depend on Harry if you want to job done correctly (Jerry Brown, 1982 : 219).

The verb need is followed by the infinitive only if a living thing is the subject. If a thing (an inanimate object) is the subject of this verb, the verb is followed by a gerund or the verb be plus the past participle.

Example :

1. John and his brother need to paint the house
2. My friend needs to learn Spanish
3. He will need to drive alone tonight

While, it is also possible to use the expression in need of in some cases instead of using need as a verb. Because need is not a verb in this case, it must be preceded by the verb be. Study the following rule.

Example :

1. Jill is in need of money. (Jill need money)

2. The roof is in need of repair. (The roof needs to be repaired)
3. The organization is in need of volunteers. (The organization needs volunteers)

The Technique of Teaching Gerund

In teaching English structure deductively and it dominates the traditional teaching and inductive strategy leads the communicative teaching. Yet, the traditional teaching also often uses the deductive presentation, but it is still different from the communicative way, because the traditional teaching leads to be the form of structure oriented as the end of teaching. The communicative teaching emphasizes communicative function of the language. In order words the communication is the end of teaching. Communicative teaching is teachers facility with which the teacher can move in and out of these various on the teacher's understanding of the purpose of different stages of lesson and clear sense of what the various corresponding role of teacher and learners.

Deductive Strategy

Grammar method or pre-positive grammar and cognitive approach claim that sentence should be taught deductively by presenting grammatical rules in the first stage and giving explanation about the use of the rules followed by example and finally having the students work on exercise (Subyakto, 1988 : 11).

Inductive Strategy

In this method the students are firstly given example of grammatical structure to practice. After the practice, the students are guided to form conclusion about the rules of patterns. This strategy can be existing discovery process, not only because the material is also closely tried up with all the foreign language oral work done in previous lesson. The inductive method brings about a good result of the student in learning gerund.

Since the Indonesia students are bilingual and study English as a foreign language, it is reasonable to believe that the students will have some ability in learning process the foreign language, especially in learning verbal in gerund.

Relevant study in this research, that are ordence with the title of this study. The researcher wanted to know the ability viewed from place of students in using gerund. Her research shows that the ability of the students in using English are estimate low.

The best method of improving your case of English grammar in using gerund in learning English grammar with this guide is to study the formulas and sample sentences. There is an exercise using grammatical. In using gerund point from the preceding explanation.

Based on the relevant studies result can be proposed the theoretical framework of the research, the learners who study English through of learning skills in using gerund have more change to practice their theory which obtained during the learning process going on. The writer takes conclusion that learning English through have ability in using gerund

METHODS

In this chapter, the researcher would like to describe chronologically about research design, population and sample, research instrument, data collection, and technique of data analysis.

In a scientific writing, the used of a suitable design would make easier and systematic to the writer in doing the study. To find out the general truth of the investigation, the writer would arrange systematically the design of research that would be used. It means that, the research design was needed by the researcher to investigate the problems in doing the research.

As the investigation has relationship with methodology how the researcher himself derives the real data. This case has been seen in methodological choices to investigate some problems that was investigated at MA Muallimin NW Pancor for the second year students in the school year 2005/2006.

This study investigated the students' ability in using gerund for constructing English sentences for the second year students of MA Muallimin NW Pancor. The writer intentionally emerged the phenomena and described the data in the form of numeric data.

Considering to the above experts' opinion, it is determined that this study is categorized the descriptive quantitative study.

In this part, the researcher describes about the population and sample.

The subjects are limited only on the population and sample of which would be choose by the researcher based on the subject conditioned. For more detail the researcher elaborated any further.

Arikunto (1993 : 110) states that the population is the entire group of entities person to which the result of study are intended to apply if a researcher wants to investigate the problems, it is called population. Further elaboration as the above opinion means that the whole person who become research subject would be generalized. Briefly, the whole students (person) become the subjects of research.

In this study, the population includes all of the students of MA Muallimin NW Pancor.

Relating to the experts' opinion a researcher applied the population terms that become the subjects of the investigation. The subjects or students who became the population of this research are at the second year students of MA Muallimin NW Pancor consisted of 4 classes. To make it clearly, the researcher elaborated that the second class students of MA Muallimin NW Pancor consists of 157 students. They were classified into 4 classes. Those students which are found in the table become subjects of a research and take in the investigation.

Arikunto (1993 : 105) states that "if we only study a part of population, the study is called sample study, sample is a part of or representatively of population". Furthermore, Arikunto (1993 : 105) states that if the population less than a hundred, it must be taken all, and it is categorized as population research. However, if the population is a hundred or more, it would be taken 10 % - 15 % or 20 % - 25 % from all of the population.

To take the sample, the researcher used random sampling technique, because it would be presented the whole population. The researcher considered taking 20 % from the accessible population. Therefore, from 157 only 30 students were taken as the sample of

the study. The sample was taken randomly from the population. First, each of the three classes took lottery from the result of the calculation of the three classes. Sample was practices. It means II A consisted of 8 students, II B consisted of 8 students, IIC consisted of 7 students, and IID consisted of 7 students. All of the students were the subjects of the study. To be clearer, the sample are listed in the following table.

Every research needs some of the instruments in collecting the data. Therefore the instrument constituted the tools that are needed in conducting the research. Arikunto (1997 : 174) stated "The instrument is the tool used to collect the data". As an expert's opinion thus, the writer implied the theory in taking the investigation. There are a few terms of research aids while the investigation is conducted in collecting the data. It measures attitude and performance achievement of pupils which have standard of value certainly (Arikunto, 1993 : 29).

Based on the above opinion, it can be concluded that the test is suitable to measure the students' ability focused on using gerund and distinguishing the infinitive and participles (ing form). The test that will be used is multiple choice type test. The test consists of 20 items. Sudijono (1998 : 302) stated that "for the objective test in form of multiple choice, each items give one (1) as maximum score. If the students has right answer for each item, so she/he will be given one (1) score. But, if the students has wrong answer he/she will be given zero (0) score". So the maximum score is 20 and the minimum score is 0.

Driving the data which were prepare previously by the researcher such as an instrument collected from the students were treat twice investigation to compare the result between two treatments for the subject at the same material. A case made it different is only on the treatment that was given to the two groups. First, the second year students of MA Muallimin NW Pancor were suggest to learn about gerund and the second time for they give the same test, it contains kind of gerund. So, the researcher elaborated some techniques of data collection as followed :

1. The researcher contributes a English language test to the students which were facilitated by the objective items test.
2. The researcher asks the students to answer the test.
3. For the other day and time, the researcher teaches them about gerund, while they are taking the objective test items.
4. Thus, the researcher collects the student's answers as the data. Then the data will be analyze to find out the students ability in using gerund.

In this study, the numeric data mean all information that are directly gathered from the subjects. The data are the items obtained from the students after doing the test given to them. In the process of collecting the data, the examiner gave the test to all students in each class. Before doing the tests, they were told to do the test carefully.

In analyzing the data, the writer uses a descriptive method. It means that the data are described in detail according to the result of the test in each type of gerund. From this, the difficulties in each type of them can be classified and categorized as to what areas the students have difficulties in learning the gerund and how these problems can be solved.

RESULTS AND DISCUSSION

This chapter presents the results of investigation which are based on the data analysis. It has been previously stated that investigation. The score of the students in using gerund that was tested. Then, the writer presents the result of data statistics, which is intended to lead her to come to the finding of this study. Later on, the discussion is continued to the analysis and interpretation of the finding.

In teaching English structure, the writer has found that there have been some problems in teaching English especially in teaching of gerund to the second year students of MA Muallimin NW Pancor in the school year 2005/2006. The problems may affect the success in teaching the above thing (material). The problems are as follows :

1. The way of English teacher presents the materials

2. The materials chosen by the English teacher
3. The size of the class
4. The time allotment

After analyzing the data, the researcher was found some students ability in using gerund like gerund as subject, gerund as complement, and gerund after preposition. When the tests on gerund as complement had been administered, many of the students got confused in understanding its position. Distinguishing it from other position.

The students write :

1. I am not smoking
2. No fish
3. He found that parking was difficult (except gerund as subject)
4. No parking here (except gerund as subject)
5. Studying in the morning is very good for us (except studying)

They should write :

1. No smoking
2. No fishing
3. He found that parking was difficult (gerund as subject)
4. No parking here (gerund as subject)
5. Studying in the morning is very good for us (studying)

The result of the tests in gerund as complement are :

1. 63,33 % of the students can do the test number 3
2. 73,33 % of the students can do the test number 4
3. 70 % of the students can do the test number 9
4. 66,66 % of the students can do the test number 11
5. 66,66 % of the students can do the test number 12

According to the percentages of the test results, the students can do the test from 63,33 % to 73,33 % correctly. The highest percentages is test number 4. There are 73,33 % of the students who can do the test correctly and the lowest percentages is test number 3 . There are 63,33 % of them who can do the test correctly. The highest percentage is considered as the easiest test, but the lowest

percentages is considered as the most difficult one.

Based on the results obtained, the students are considered that they still have difficulties in using gerund as subject. The difficulties are dealing with the understanding of its function, distinguishing it from other gerund.

When the tests on gerund as complement had been administered, many of the students got confused in understanding its position. Distinguishing it from other position.

The students write :

1. Why do you stop disturbing her (except gerund as complement)
2. Robert admitted stealing the jewels (except gerund as complement)
3. We are accustomed to sleep late on weekends
4. We regarded not going to the party last night (except gerund as complement)
5. We enjoy seeing them again after so many years
6. You shouldn't practice entering that building in its present condition
7. Would you mind not smoking in this office ? (except gerund as complement)

They should write :

1. Why do you stop disturbing her (gerund as complement)
2. Robert admitted stealing the jewels (gerund as complement)
3. We are accustomed to sleeping late on weekends
4. We regarded not going to the party last night (gerund as complement)
5. We enjoy seeing them again after so many years
6. You shouldn't risk entering that building in its present condition
7. Would you mind not smoking in this office ? (gerund as complement)

The result of the tests in gerund as complement are :

1. 56,66 % of the students can do the test number 5
2. 63,33 % of the students can do the test number 8
3. 73,33 % of the students can do the test number 10

4. 70,00 % of the students can do the test number 13
5. 56,66 % of the students can do the test number 14
6. 63,33 % of the students can do the test number 17
7. 60,00 % of the students can do the test number 19

According to the percentages of the test results, the students can do the test from 56,66 % to 73,33 % correctly. The highest percentages is test number 10. There are 73,33 % of the students who can do the test correctly and the lowest percentages is test number 5, 14. There are 56,66 % of them who can do the test correctly. The highest percentage is considered as the easiest test, but the lowest percentages is considered as the most difficult one.

Based on the results obtained, the students are considered that they still have difficulties in using gerund as complement. The difficulties are dealing with the understanding of its function, distinguishing it from other gerund. When the tests on gerund after preposition had been administered, many of the students got confused in understanding its position. Distinguishing it from other position.

The students write :

1. Doesn't she like dancing with me
2. Before doing something we here to read basmallah. (except gerund after preposition)
3. I like is driving your car
4. She start to teach tomorrow
5. After leave the party, Ali drove home
6. John gave smoking because of his doctor's advice
7. After swim I felt cold
8. There's no point in waiting (except gerund after preposition)

They should write :

1. Doesn't she dislike dancing with me
2. Before doing something we here to read basmallah. (Gerund after preposition)
3. I like to driving your car
4. She start to teaching tomorrow
5. After leaving the party, Ali drove home

6. John gave up smoking because of his doctor's advice
7. After swimming I felt cold
8. There's no point in waiting (Gerund after preposition)

The result of the tests in gerund as complement are :

1. 56,66 % of the students can do the test number 1
2. 66,66 % of the students can do the test number 2
3. 70,00 % of the students can do the test number 6
4. 60,00 % of the students can do the test number 7
5. 50,00 % of the students can do the test number 15
6. 53,33 % of the students can do the test number 16
7. 56,66 % of the students can do the test number 17
8. 63,33 % of the students can do the test number 19

According to the percentages of the test results, the students can do the test from 50,00 % to 63,33 % correctly. The highest percentages is test number 19. There are 56,66 % of the students who can do the test correctly and the lowest percentages is test number 1, 15, 16, and 18. The highest percentage is considered as the easiest test, but the lowest percentages is considered as the most difficult one.

Based on the results obtained, the students are considered that they still have difficulties in using gerund after preposition. The difficulties are dealing with the understanding of its function, distinguishing it from other gerund.

Based on the data analysis, the discussion in the previous chapter is the writer finally comes forward to the conclusion : (a)The students ability in using gerund of the second year students of *MA. Muallimin NW Pancor* in the school year 2005/2006 is in high level or qualification. It can be seen from the mean was 12.7 was lead us to say the students ability in using gerund was good.

1. The percentage of the students' answers in form of multiple choice type test was show that the students were able to do test

well around 63,5 %. While, the students that were not able to do the test well around 36,5 %.

2. The use gerund by the second year students of *MA Muallimin NW Pancor* in the school year 2005/2006. The percentage of the students' answers in form of multiple choice type test was shown that some students can answer correctly was in the 1, 5, 14, 15, 16, and 18 items, in which 56,66 % of the students. While, the students were able to do the other items.
3. Some of students ability in using gerund was on identifying types of gerund weather gerund as subject, gerund as complement and gerund after preposition.

Based on the conclusion above, it is necessary for the writer to suggest :

1. To improve the students' ability in learning of gerund in *MA Muallimin NW Pancor*, the teacher should be able to use process approach (pre, and post activity) in teaching learning process.
2. Since it is proved that students' ability in learning gerund was give the learner opportunities to operate the new learned language of English grammar.
3. For head master have to attention to the curriculum and what the teacher needed in teaching learning process to get maximal of students' ability.
4. Finally, the writer hopes that the information presented in this thesis will be useful for the reader, especially for those who interest to investigate it more deeply in about this problem.
5. The grammar section of the test students' ability to recognize formal written English. Many things that are acceptable in spoken English are not acceptable in formal written English. You must chose the most economical, nature, and correct way of starting each sentence in this section is the students ability in using gerund.
6. To measure our ability in using gerund to recognize language that is appropriate for standard written English.
7. The directions call for recognition of language that is appropriate for standard

written English, especially in students' ability in using gerund. teaching English especially in teaching of gerund to the second year students of *MA Muallimin NW Pancor* in the school year 2005/2006. The problems may affect the success in teaching the above thing (material). The problems are as follows :

5. The way of English teacher presents the materials
6. The materials chosen by the English teacher
7. The size of the class
8. The time allotment

After analyzing the data, the researcher was found some students ability in using gerund like gerund as subject, gerund as complement, and gerund after preposition. When the tests on gerund as complement had been administered, many of the students got confused in understanding its position. Distinguishing it from other position.

The students write :

1. I am not smoking
2. No fish
3. He found that parking was difficult (except gerund as subject)
4. No parking here (except gerund as subject)
5. Studying in the morning is very good for us (except studying)

They should write :

1. No smoking
2. No fishing
3. He found that parking was difficult (gerund as subject)
4. No parking here (gerund as subject)
5. Studying in the morning is very good for us (studying)

The result of the tests in gerund as complement are :

1. 63,33 % of the students can do the test number 3
2. 73,33 % of the students can do the test number 4
3. 70 % of the students can do the test number 9
4. 66,66 % of the students can do the test number 11

5. 66,66 % of the students can do the test number 12

According to the percentages of the test results, the students can do the test from 63,33 % to 73,33 % correctly. The highest percentages is test number 4. There are 73,33 % of the students who can do the test correctly and the lowest percentages is test number 3 . There are 63,33 % of them who can do the test correctly. The highest percentage is considered as the easiest test, but the lowest percentages is considered as the most difficult one.

Based on the results obtained, the students are considered that they still have difficulties in using gerund as subject. The difficulties are dealing with the understanding of its function, distinguishing it from other gerund. When the tests on gerund as complement had been administered, many of the students got confused in understanding its position. Distinguishing it from other position.

The students write :

1. Why do you stop disturbing her (except gerund as complement)
2. Robert admitted stealing the jewels (except gerund as complement)
3. We are accustomed to sleep late on weekends
4. We regarded not going to the party last night (except gerund as complement)
5. We enjoy seeing them again after so many years
6. You shouldn't practice entering that building in its present condition
7. Would you mind not smoking in this office ? (except gerund as complement)

They should write :

1. Why do you stop disturbing her (gerund as complement)
2. Robert admitted stealing the jewels (gerund as complement)
3. We are accustomed to sleeping late on weekends
4. We regarded not going to the party last night (gerund as complement)
5. We enjoy seeing them again after so many years

6. You shouldn't risk entering that building in its present condition
7. Would you mind not smoking in this office ? (gerund as complement)

The result of the tests in gerund as complement are :

1. 56,66 % of the students can do the test number 5
2. 63,33 % of the students can do the test number 8
3. 73,33 % of the students can do the test number 10
4. 70,00 % of the students can do the test number 13
5. 56,66 % of the students can do the test number 14
6. 63,33 % of the students can do the test number 17
7. 60,00 % of the students can do the test number 19

According to the percentages of the test results, the students can do the test from 56,66 % to 73,33 % correctly. The highest percentages is test number 10. There are 73,33 % of the students who can do the test correctly and the lowest percentages is test number 5, 14. There are 56,66 % of them who can do the test correctly. The highest percentage is considered as the easiest test, but the lowest percentages is considered as the most difficult one.

Based on the results obtained, the students are considered that they still have difficulties in using gerund as complement. The difficulties are dealing with the understanding of its function, distinguishing it from other gerund. When the tests on gerund after preposition had been administered, many of the students got confused in understanding its position. Distinguishing it from other position. The students write :

1. Doesn't she like dancing with me
2. Before doing something we here to read basmallah. (except gerund after preposition)
3. I like is driving your car
4. She start to teach tomorrow
5. After leave the party, Ali drove home

6. John gave smoking because of his doctor's advice
7. After swim I felt cold
8. There's no point in waiting (except gerund after preposition)

They should write :

1. Doesn't she dislike dancing with me
2. Before doing something we here to read basmallah. (Gerund after preposition)
3. I like to driving your car
4. She start to teaching tomorrow
5. After leaving the party, Ali drove home
6. John gave up smoking because of his doctor's advice
7. After swimming I felt cold
8. There's no point in waiting (Gerund after preposition)

The result of the tests in gerund as complement are :

1. 56,66 % of the students can do the test number 1
2. 66,66 % of the students can do the test number 2
3. 70,00 % of the students can do the test number 6
4. 60,00 % of the students can do the test number 7
5. 50,00 % of the students can do the test number 15
6. 53,33 % of the students can do the test number 16
7. 56,66 % of the students can do the test number 17
8. 63,33 % of the students can do the test number 19

CONCLUSION

According to the percentages of the test results, the students can do the test from 50,00 % to 63,33 % correctly. The highest percentages is test number 19. There are 56,66 % of the students who can do the test correctly and the lowest percentages is test number 1, 15, 16, and 18. The highest percentage is considered as the easiest test, but the lowest percentages is considered as the most difficult one. Based on the results obtained, the students are considered that they still have difficulties in using gerund after preposition.

The difficulties are dealing with the understanding of its function, distinguishing it from other gerund.

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