ANALYSIS ON THE DIFFICULTIES FACED BY THE
STUDENTS IN LEARNING GERUND AT THE FIRST GRADE
OF MTS DARUL AMAL BEKASI

A “Skripsi”
Presented to the Faculty of Tarbiyah and Teachers Training
in Partial Fulfillment of the Requirements
for Degree of S.Pd (Bachelor of Art) in English Language Education

By:
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DEPARTMENT OF ENGLISH EDUCATION
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STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
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ABSTRACT

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Advisor: Nasifuddin Djalil, Drs. M.Ag

Key Words: Difficulties, and Gerund

Nowadays, English more important for almost everyone in the world. It is the international language which is spoken by most of the people all over the world. In learning English, there are language components. Of the language components is grammar. Grammar components such as phonology, syntax and so on should be acquired by anyone who learns language, so they can use the language clearly, accurately and effectively. English has different structures. One of them is gerund. Gerund is the –ing form of a verb, used like a noun (for instance, as the subject of sentences, or after a preposition).

The aim of this research is to answer the problem “What are the difficulties faced by the students at the first grade of MTs Darul Amal Bekasi in learning gerund?”. The writer wants to know not only their mistake but also their reasons why do the students make mistakes.

The writer uses a descriptive analysis technique with visiting the school to do research. The writer gives the test to the students and analyzes it. Then, the writer asks the students about their reason or difficulty in doing test by doing the interview. By analyzing the error, the writer finally knows which part of the lesson that has not been understood by the students. The populations of the research are the first grade students of MTs Darul Amal Bekasi with 165 students. And the writer takes 40 students to be the samples.

The result of this research is the first grade students of MTs Darul Amal Bekasi are still difficulty in determining uses of gerund especially in determining the uses of gerund as object of preposition and gerund as direct object of certain verbs.
ABSTRAK


Advisor: Nasifuddin Djalil, Drs. M.Ag

Kata Kunci: Kesulitan dan gerund


Tujuan dari penelitian ini adalah untuk menjawab masalah “Kesulitan apa yang dihadapi oleh siswa kelas 1 MTs Darul Amal Bekasi dalam pembelajaran gerund?”. Penulis bukan hanya ingin mengetahui kesalahan mereka akan tetapi ingin meneliti penyebab kesalahan atau kesulitan yang mereka hadapi.

Penulis menggunakan teknik analisis deskriptif dengan mendatangi sekolah untuk meneliti. Penulis memberikan tes kepada siswa dan menganalisisnya. Selanjutnya, penulis bertanya tentang penyebab kesulitan mereka dalam menjawab tes dengan cara mewawancarai siswa. Dari analisa tersebut, penulis mengetahui materi mana yang belum dimengerti oleh siswa. Populasi penelitian ini adalah siswa kelas 1 MTs Darul Amal Bekasi, dan penulis mengambil 40 siswa sebagai sample.

Hasil penelitian ini adalah siswa kelas 1 MTs Darul Amal Bekasi masih mengalami kesulitan dalam memahami fungsi gerund terutama dalam membedaka kegunaan gerund sebagai objek preposisi dan gerund sebagai objek kata kerja.
ACKNOWLEDGEMENT

In the name of Allah, the Beneficent the Merciful

All praise be to Allah, Lord of the world who has bestowed upon the writer in completing this “skripsi”. Peace and blessing be upon to our prophet Muhammad, his family, his companion, and his follower.

The writer would like to say her great honor and deepest gratitude to her beloved parent Drs. H. A Damanhuri HR. SH and Hj. Ety Herawati S.Pd.I, who always give their love, support, motivation, and advice to finish her study. And the whole family who have given her the moral encouragement to finish this “skripsi”. She is proud to be a part of all.

The writer also wants to say a lot of thanks to Mr. Drs. Nasifuddin Djalil M.Ag as the writer’s advisor for his time, guidance, kindness, and patience in correcting and helping her to finish this “skripsi”.

The writer also realizes that she would never finish writing this “skripsi” without the help of some people around her. Therefore, she would like to give special gratitude to:

1. All lecturers in English Department for teaching precious knowledge, sharing philosophy of life and giving wonderful study experience.
2. Drs. Syauki M.Pd., the head of English Department.
3. Neneng Sunengsih S.Pd., the secretary of English Department.
4. Prof. Dr. Dede Rosyada, the dean of Tarbiya and teachers’ training.
5. Drs. Muhammad Alwi, the headmaster of MTs Darul Amal Bekasi, who permitted the writer to do the research.
6. The English teacher at MTs Darul Amal Bekasi who guided the writer to do the research.
7. All of her friends at BKC (Bandung Karate Club) UIN Syarif Hidayatullah Jakarta, her friends at YKAKI (Indonesian Care for Cancer Kids Foundation). Thanks for giving support and help in finishing this “skripsi”.

8. All of her friends at State Islamic University of Syarif Hidayatullah Jakarta especially year 2004 at A class of Department of English Education, who have given her useful suggestions, comments, much love, and showed her the true friendship.

The words are not enough to say any appreciations for their help and contribution to this “skripsi”, may Allah guide and give them all happiness, Amin.

Ciputat, Mei 2009

The writer
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CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the study, formulation of the problems, objective of the study, significance of the study, scope and limitation of the study, and operational definition.

A. Background of the Study

English language is the first foreign language learnt at schools in Indonesia. It is the language used by almost everyone in the world. So, it is important to master it. One of the ways to master English is by learning through formal educations that generally consist of elementary, secondary schools and university. In Indonesia, English language has become one of the elementary school subjects for the local students.

Learning English is a hard work and it involves a considerable commitment of time and effort for most people because English is a foreign language which has its own different characteristics. So, we have to learn many new aspects of language.

English is different from Indonesian language. Every language has its own rules and its own skills. In learning English, there are four skills (Listening, Speaking, Reading, and Writing) that should be mastered by students. Besides the four skills, grammar also should be mastered by them. Grammar is needed even in communication. Without the proper knowledge of grammar, the students will find many problems to build up the sentences and express their ideas for communication activities, but if they have good grammar, they will be confident in speaking English to other people.
According to the writer, grammar is an essential part to be learnt in the process of acquiring a language; it must be mastered to help someone to use the language grammatically and meaningfully. Many teachers and students also see grammar as the heart of language and at the same time as manifested in restricted and controlled production of correct sentences, it is a description of the way language works.

According to Mark S. LeTourneau, grammar has three meanings, depending on how broadly the word is being used. In its widest sense, grammar refers to the entire system of a language: its sounds, syllables, patterns of stress (or tone) and intonation, rules for pronunciation and word formation, word and sentence meanings, as well as its syntax- the way words are arranged into phrases, phrases into clauses, and clauses into sentences.¹

Grammar is no longer the core of study of a language since the communicative and functional approach has replaced it. However grammar is still crucial thing to learn especially by learners of Junior High School even though the first grade students of Junior High School have learned grammar, they still find difficult in learning gerund. By having the knowledge of grammar, learners are capable of putting across the sense of how grammar interacts with the lexicon as a communicative system.

Grammar will give a special pattern in using language either oral or writing. With grammar the language is more under stable. As aspect of language, it must be taught to the students. The writer tries to analyze and to observe the class that she finds the difficulties in understanding grammar, especially verbal.

There many aspects discussed in English grammar, one of them is verbal. There are three kinds of verbal, are that participle, gerund, and infinitive.

One of verbal that should be mastered by English learner is gerund. Gerund is a word formed from a verb, used as noun and ending in “ing”, it can function as subject of a sentence, as object of preposition, as direct object of certain verbs, as the complement of a sentence.

In fact, many students find difficulties in learning gerund. It sometimes makes them confused. Based on the writer’s experience when she sat at senior high school, she got gerund material in the second grade of senior high school, but now gerund material taught in the first grade of junior high school, the writer thinks it is hard to understand by students of first grade of junior high school. Besides that, the English teacher of MTs Darul Amal Bekasi said that when he taught English at the first grade students, especially when teaching gerund, he found that there were many students who still have difficulties in understanding gerund. The reasons are that they are still having difficulty in distinguishing the form of gerund and uses of gerund.

One of the difficulties which is faced by the students’ in learning gerund is lack of knowledge of the rules on adding –ing to the verb when forming gerund.

In other side, there are many factors that make the students’ have difficulty in learning. They come from the internal and external factors. The internal factors means factors from the inside of the students themselves such as lack of healthy, not having motivation in learning, lack of intelligence, etc., and the external factors means factors from outside of the students that affect their learning process, such as the location of student’s house, the school’s building, learning instruments, etc.

Based on the description above, the writer intends to analyze the students’ difficulties in learning gerund by the title “Analysis on the Difficulties Faced by the Students in Learning Gerund at the First Grade of MTs Darul Amal Bekasi.” The study is done in the first grade of MTs Darul Amal Bekasi. As the writer knows many students still find some difficulties in learning gerund.
B. Limitation of the Study

To limit the problems it will be discussed in this “skripsi” the comprise of: (a) the difficulties are faced by the students in learning gerund, and (b) the reasons why the students find the difficulties in learning gerund.

The aspects to be discuss above just focus on 2 (two) aspects. Meanwhile, the other aspects do not related to aspects above is beyond the writer’s responsibilities.

C. Formulation of the Problems

Based on the background of the problem above, it is necessary to analyze the students’ difficulties in learning gerund at the first grade students of MTs Darul Amal Bekasi. The general question of this study is “Do the first grade students of MTs Darul Amal Bekasi find difficulties in learning gerund?”. This main problem is formulated into more specific problems stated as follows:

1. What are the difficulties faced by the students at the first grade of MTs Darul Amal Bekasi in learning gerund?
2. Why do the students at the first grade of MTs Darul Amal Bekasi find the difficulties in learning Gerund?

D. Objective of the Study

As it has been stated in the formulation of the problems, the general objective of this study is to find out the evidences of students’ difficulties in learning gerund at the first grade students of MTs Darul Amal Bekasi. More specially, the writer aims this study at analyzing:

1. To describe the difficulties faced by the first grade students of MTs Darul Amal Bekasi.
2. To describe the reasons why the students of MTs Darul Amal Bekasi find difficulties in learning gerund.

E. Significance of the Study

The results of this study are expected to provide useful information for 3 people they are; (a) The students, (b) English teacher, and (c) Further researcher. For the students, is the result of this study will give an input to the students to improve their knowledge. For English teacher of MTs Darul Amal Bekasi, is to inform the teachers new information about some kind of students’ difficulties in learning gerund and to improve their quality of teaching English. Finally, these findings of this study can be used by other researcher to deliver useful information for other researchers who are interested in English.

F. Operational Definition

The following definition are given to make readers have the same understanding or perception for some terms used in this study. They are also intended to avoid ambiguity or misinterpretation. They are as follows:

1. **MTs** is the acronym of Madrasah Tsanawiyah under the educational institution Darul Amal Bekasi.
2. **Difficulties** refers to conditions that students get the score under average.
3. **Gerund**, stands for four uses or function of gerund, namely gerund as subject of a sentence, gerund as object of preposition, gerund as direct object of certain verbs, and gerund as the complement of a sentence.
CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents and discusses about the theoretical framework which consists of: aspects of learning English, the latest English syllabus for first grade of MTs Darul Amal Bekasi, grammar, gerund, and Kinds of difficulties in learning gerund.

A. Aspects of Learning English

Nowadays, English has become an international language that holds an important role in the world life. It is interesting to be studied and mastered, in order to be able to communicate with people from other country. Besides, it is very useful in our life if we have mastered it, English can help us to face global life where the competition of job marketing is very strict so we are demanded to use it as a communication tool. For those reasons, the Indonesian government has decided that English must be taught from junior high school until university. Moreover, it has been taught in elementary schools as one of local contents material. There are two aspects that must be mastered by students in learning English, are those:

1. English Actional Competences

   English actional competences or usually called language skills which is underlying actual production (speaking, writing) and comprehension (listening, reading).

   Speaking is one of language skills which function to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part
of the speaker as psychological, physiological (articulator) and physical (acoustic) stage.\(^2\)

Writing is a way of thinking. Writing is more than a medium of communication. It is a way of remembering and way of thinking well. Writing also a way of finding out what we know and what we need to learn. Spoken words disappear as soon as they are spoken; but writing freezes our thought, make them visible and permanent so we can examine and test their quality.\(^3\)

Listening is the process of becoming aware of the sound components and recognizing these components in sequences which have meaning.\(^4\)

Reading is a process to understand meaning from the text, which is done by readers to get information. Reading is not just a process of identifying shapes and sounds, but also reading is a process of thinking and feeling.

2. **Linguistics Competences**

In supporting actional competences, students have also acquire components skills or linguistics competences, it is underlying knowledge of the system of language; its rules of grammar, vocabulary, pronunciation, and spelling.

Vocabulary is total number words which (with rules for combining them) make up a language.\(^5\)

Pronunciation is the act or a manner of pronouncing words, sounds, and letters. Pronunciation is also the correct way of pronouncing a word, sound in a given language or a set of symbols indicating how a word is to be pronounced.\(^6\)


\(^3\) James C. Raymond, *Writing (is an unnatural act.*)* (New York: Harper and Row Publisher 1980), p. 2


Spelling is the action or proper way of forming words from letters.\(^7\)

B. The Latest English Syllabus for First Grade of MTs Darul Amal Bekasi

Based on the latest curriculum that is KTSP (School – Level Curriculum), the government has decided the competence standard and basic competence in every subject. For the indicator, the government has surrounded it to each school and made it by itself. For the English subject there are four basic competencies including listening, speaking, reading and writing.

For the first grade of junior high school at the second semester, the competences standard has some objectives. The students are expected to understand and to express the meaning from transactional, interpersonal, short functional text and short essay in form of descriptive and procedure. These aims are proposed for Listening and Speaking. Then, for Reading and Writing, the students are hoped to understand and to produce short functional text and short essay in form of descriptive and procedure.

The purposes stated on competences standard are specified into based competences. For Listening and Speaking, the students are expected to understand and to express some expressions such as; asking and giving for agreement, giving expression like and dislike, and asking clarification.

Moreover, for Reading the students are also expected to read a short functional text correctly and to response the systematic steps in producing the short essay in form of descriptive and procedure. And for Writing, the students are expected to produce short functional text in form of letter or post card and to produce short essay in form of descriptive and procedure based on the systematic steps. For


the first grade of junior high school at the second semester, competences standard and basics competences can be formulated as follows:

**Table 2.1**
Competency Standard, Basic Competence, and Core Materials

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Core Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Comprehend the meaning of short transactional and interpersonal conversation in order to interact with the surrounding.</td>
<td>7.1. Response the meaning of short transactional and interpersonal conversation accurately, fluently, and effectively in term of (1) Asking, giving, and refusing for serve, (2) Asking, giving, for thing, (3) Asking, giving, for information, (4) Asking, giving, for things.</td>
<td>Conversations comprise of the following functional expression: A: Pass me the pencil, please! B: Sure. Here you are. A: Give me a piece of paper, please! B: Sure, here you are A: Did you come here yesterday? B: I did</td>
</tr>
</tbody>
</table>
A: Are you?
B: Yes, I am

8. Comprehend the meaning of functional oral text and short monologue in term of descriptive and procedure in order to interact with the surrounding.

8.1. Response the meaning of functional oral text accurately, fluently, and effectively in order to interact with the surrounding.

8.2. Repose the meaning of short monologue accurately, fluently, and effectively in order to interact with the surrounding in term of:
   - Descriptive
   - Procedure

Short functional text:
- Instruction
- List of thing
- Announcement
- Congratulate

Short monologue consist of:
- Descriptive
- Procedure

9. Express the meaning of short transactional and interpersonal conversation in order to interact with the surrounding.

9.1. Express the meaning of short transactional and interpersonal conversation accurately, fluently, and effectively in term of (1) Asking, giving, and refusing for serve, (2) Asking, giving, for thing, (3) Asking, giving, for information, (4) Asking, giving, for things.

Short conversations comprise of following expressions:
A: Pass me the pencil, please!
B: Sure. Here you are.

A: Give me a piece of paper, please!
B: Sure, here you are.
### 9.2. Express the meaning of short transactional and interpersonal conversation accurately, fluently, and effectively in term of (1) Asking and giving for agreement, (2) Giving expression like and dislike, (3) Asking clarification.

| A: Did you come here yesterday? |
| B: I did |

Conversations comprise of the following functional expression:

| A: What do you think? |
| B: Not bad. |
| - I like tea |
| - I don’t |

| A: Are you sure? |
| B: I am |

### 10. Express the meaning of functional oral text and short monologue in term of descriptive and procedure in order to interact with the surrounding.

#### 10.1. Express the meaning of short functional oral text by using oral language manner accurately, fluently, and effectively in order to interact with the surrounding.

**Short functional text:**
- Instruction
- List of thing
- Announcement
- Congratulate

#### 10.2. Express the meaning of short monologue by using oral language manner accurately, fluently, and effectively in order to interact with the surrounding in term of:

- **Recount**
- **Procedure**

**Short monologue consist of:**
- Descriptive
- Procedure
<table>
<thead>
<tr>
<th>Reading</th>
<th>11. Comprehend the meaning of short essay in form of descriptive and procedure in order to interact with the surrounding</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1.</td>
<td>Read clearly the meaning of short functional text and essay in form of recount and narrative with the utterance, pressure, and intonation effectively related to the surrounding.</td>
</tr>
<tr>
<td>11.2.</td>
<td>Response the meaning of short functional written text accurately, fluently, and effectively related to the surrounding.</td>
</tr>
<tr>
<td>11.3.</td>
<td>Response the meaning and rhetoric step of short essay accurately, fluently, and effectively related to the surrounding in term of:</td>
</tr>
<tr>
<td></td>
<td>• Descriptive</td>
</tr>
<tr>
<td></td>
<td>• Procedure</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Short functional text:</th>
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<tbody>
<tr>
<td>- Instruction</td>
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<tr>
<td>- List of thing</td>
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<tr>
<td>- Announcement</td>
</tr>
<tr>
<td>- Congratulate</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Essay text in form of descriptive and procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Essay text feature in form of descriptive and procedure</td>
</tr>
<tr>
<td>* The objective of essay text communicative of descriptive and procedure</td>
</tr>
<tr>
<td>* Rhetoric step of descriptive and procedure text</td>
</tr>
<tr>
<td>- Communicative objective</td>
</tr>
<tr>
<td>- Linguistic features</td>
</tr>
</tbody>
</table>
1. The Definition of Grammar

The word grammar has many meanings, some popular and some technical. Even as a technical term, the multiplicity of meanings may cause confusion and lead to loose thinking.

Grammar is one of language aspects that must be learned when students are learning a language, besides vocabulary and pronunciation. Therefore, it is very appropriate that the students have to master the words in certain number.

<table>
<thead>
<tr>
<th>Writing</th>
<th>12. Express the meaning of short essay and functional written text in form of descriptive and procedure in order to interact with the surrounding.</th>
<th>12.1. Express the meaning of short functional written text by using kinds of written text accurately, fluently, and effectively in order to interact with the surrounding.</th>
<th>12.2. Express the meaning and rhetoric step of short essay by using kinds of written text accurately, fluently, and effectively in order to interact with the surrounding in term of:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Short functional text :</td>
<td></td>
<td>Descriptive / procedure</td>
</tr>
<tr>
<td></td>
<td>- Instruction</td>
<td></td>
<td>Procedure</td>
</tr>
<tr>
<td></td>
<td>- List of thing</td>
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<td></td>
<td>- Announcement</td>
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<td>- Congratulate</td>
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<td>Essay text of descriptive / procedure</td>
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<td>Linguistic features of descriptive / procedure</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Rhetoric step of descriptive / procedure text</td>
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<td></td>
<td>Short functional text :</td>
<td>Essay text of descriptive / procedure</td>
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<td>- Instruction</td>
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<td></td>
<td>- Congratulate</td>
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</tr>
</tbody>
</table>

12.1. Express the meaning of short functional written text by using kinds of written text accurately, fluently, and effectively in order to interact with the surrounding.

Descriptive / procedure

12.2. Express the meaning and rhetoric step of short essay by using kinds of written text accurately, fluently, and effectively in order to interact with the surrounding in term of:

- Descriptive
- Procedure
According to Scott Thornbury, grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus grammar is a description of the rules that govern how a language’s sentences are formed.  

The definition of grammar as described by Diana Larsen and Freeman is to enable the students to use language and use linguistic forms accurately, meaningfully and appropriately. She explained a three-dimensional grammar framework in figure 2.1 below:

---

9 Diane Larsen-Freeman, *Teaching Grammar in Teaching English as a Second Language or Foreign Language* (Mariane Celce et al editor), (USA: heinle-heinle Publisher, 2001) p.253
Marianne Celce-Muria and Sharon Hilles wrote that the grammar is a subset of those rules which govern the configurations that the morphology and syntax of a language assume. For deeply statement of their think about grammar, they stated that:

These rules are a part of what “known” automatically by all native speakers. That is, there is no English, French, or German which exist independently of its speaker. A language exists in the individual brains of native speakers. These rules in our brains are usually so automatic and familiar to us as native speakers that we are probably not able to articulate them, but we all certainly know when they are being violated. For example, the rules of English allow us to accept the following sentences as grammatical: He goes to school every day, where are you going, I can not hear you.\(^1\)

According to the recent Dictionary of Linguistic terminology, grammar is:

a. An analysis of the structure of the language, either as encountered in corpus of speech or writing (a performance grammar) or as predictive of a speakers knowledge (a competence grammar).

b. An analysis of that structural property which defines human language (a universal grammar).

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\(^{10}\) Craig Hancock, *Meaning-centered Grammar*, (London: Equinox Publishing Ltd, 2005) p.5

\(^{11}\) Marianne Celce Murcia and Sharon Hilles, *Techniques and resources in Teaching Grammar* (New York, Oxpord University Press, 1988) p.16
c. A level of structural organization, which can be studied independently of phonology and semantic.\textsuperscript{12}

2. The Kinds of Verbal

Verbal is a word formed from a verb but used as another part of speech. (used as noun, or a adjective, or an adverb).\textsuperscript{13}

According to George E. Wishon and Julia M. Burks, they are three kinds of verbal:\textsuperscript{14}

a. Participle

A participle is a verbal that is used as an adjective and most often ends in –ing or –ed. The term verbal indicates that a participle, like the other two kinds of verbal, is based on a verb and therefore expresses action or a state of being. However, since they function as adjectives, participles modify nouns or pronouns.\textsuperscript{15}

Example:

1) The standing man is a soldier.
2) Abraham is an educated boy.
3) The crying baby had a wet diaper.

b. Gerund

\textsuperscript{12}Marianne Celce Murcia and Sharon Hilles, \textit{Techniques and resources in Teaching Grammar}, ...., p.96
\textsuperscript{13}Daar El-Qolam Boarding School Education Department, \textit{English Grammar for Student of Daar El-Qolam} (Tangerang: Instruction Section of Daar El-Qolam Boarding School, 1996) p. 64
\textsuperscript{14}George E. Wishon and Julia M. Burks, \textit{Let's Write English} (New York: Litton Educational Publishing International, 1980) p. 259
\textsuperscript{15}http://owl.english.purdue.edu/owl/resource/627/02/
A gerund is a word formed from a verb, used as a noun and ending in “ing”.

Example:

1) I’ll come to your place after eating
2) Smoking is not good for health
3) After kissing her mother, Santy said “good bye”

c. Infinitive

An infinitive is a verbal consisting of the word to plus a verb and functioning as a noun, adjective, or adverb. The term verbal indicates that an infinitive, like the other two kinds of verbal, is based on a verb and therefore expresses action or a state of being. However, the infinitive may function as a subject, direct object, subject complement, adjective, or adverb in a sentence.\(^{16}\)

Example:

1) This word is difficult to pronounce
2) Father asked about to study
3) His ambition is to fly

3. The Use of Grammar in Teaching and Learning

Since the development of Communicative Language Teaching (CLT) in the mid-1970s, grammar teaching has tended to be associated with a more or less discredited approach to second language teaching (often labeled the structural approach), in which syllabuses consisted of a progression of discrete grammatical items to be mastered one after another and methodology consisted

\(^{16}\) http://owl.english.purdue.edu/owl/resource/627/03/
largely of the presentation of rules and example sentences followed by extensive drilling of the grammatical patterns. Such an approach did not, it has been argued, enable learners to use the language to communicate appropriately in real contexts.\footnote{Graham Lock, \textit{Functional English Grammar}, (Australia: Cambridge University Press, 1997) p.265}

Without grammar, learners can communicate effectively only a limited number of situations. So, many linguists and researchers have given support to grammar instruction in ESL and EFL language teaching and learning grammar is viewed as one of component of communicative competence. Grammar is used to interpret and convey literal meaning of utterances. So it keeps an important role in English communication.

Penny Ur has given her opinion that there is no doubt that knowledge implicit or explicit of grammatical rules is essential for the mastery of a language. We cannot use words unless we know how they should be put together.\footnote{Penny Ur, \textit{Grammar Practice Activities}, (New York: Cambridge University Press, 1988) p.4}

When teachers teach types of structures, they are getting their students to learn quite a large number of different, though related, bits of knowledge and skills how to recognize the examples of the structure when spoken, how to identify its written form, how to produce both its spoken and written form, how to understand its meaning in context, and produce meaningful sentences using it themselves. All the differentiations may be presented in the form of a table made by Penny Ur:

\begin{table}[h]
\centering
\begin{tabular}{|l|l|l|}
\hline
\textbf{Aspects of the Teaching/Learning of Structures} & \\
\hline
\textbf{Language} & \textbf{Form} & \textbf{Meaning} \\
\hline
\end{tabular}
\end{table}

\begin{footnotesize}
\footnote{Graham Lock, \textit{Functional English Grammar}, (Australia: Cambridge University Press, 1997) p.265}
\footnote{Penny Ur, \textit{Grammar Practice Activities}, (New York: Cambridge University Press, 1988) p.4}
\end{footnotesize}
Some teachers, and the course books they use, have tendency to concentrate on some of these and neglect other; they may spend a lot of time on getting the forms right and neglect to give practice in using the structure to convey meanings or they may focus on written exercises and fail to cover the oral aspects satisfactorily. It is important to keep a balance, taking into account, of course, the needs of the particular class being taught.

In the organization of grammar teaching, there is a generalization about the best way to teach grammar. It is what kinds of teaching procedures should be used, and in what order will have to take into account both the wide range of knowledge and skills that need to be taught and the variety of different kinds of structures subsumed under the heading of grammar. The organization of usage suggested here to represent is only a general framework into which a very wide variety of the teaching techniques will fit. As Penny Ur wrote in her book, she suggests four stages: presentation, isolation and explanatory, practices, and text.¹⁹

¹⁹ Penny Ur, Grammar Practice Activities, …, p.7
The function of such stage is simple to help the teachers and students make the rules of form clearer and to ensure that they teach and learn more comprehensive. A learner who has worked through a series of them may find it easier eventually to express him or his self correctly.

Christopher Brumfit says in his book that there is only one method for teaching grammar. The method never varies and it is called explanation, which of course is something has been known all along. Explanation is always the method: it is up to the teacher to decide what kind of explanation is most suitable in any given circumstances. If a child says to his mother ‘you buyed this mummy’ and mother gently corrects: ‘not buyed, dear, bought’, mother is giving an appropriate lesson in grammar. If teachers are teaching young children English as a foreign language and one of them says ‘I haven’t got some milk’ and they say: I haven’t got any milk. Using any is because they are saying not’, they are giving their pupils a grammatical explanation. When explaining, teachers use every means at their disposal, including contrasts with the mother-tongue if necessary; they know that a particular structure will interfere with one in the target language. It goes without saying that explanations may be elicited from students as well as given by teachers.20

Marianne Celce-Muria and Sharon Hilles added these stages in the best way to teach grammar and structure namely correction and feedback. It is one step to see the grammar problems in class and how to correct every error a student makes in learning grammar. Clearly, the ESL/EFL teacher needs to set priorities. One priority is error in the grammatical structures and the errors should be corrected immediately as they occur in class.21

21 Marianne Celce Murcia and Sharon Hilles, *Techniques and resources in Teaching Grammar*, … p. 96
D. Gerund

1. The Definition of Gerund

Gerund is a verbal that ends in –ing and function as a noun. Gerund is a word derived from a verb and performing the function of both a verb and a noun. In short, the gerund is one kind of verbal noun.\(^{22}\)

According to Betty Schramper Azar gerund is the –ing form of a verb used as a noun. A gerund is used in the same ways as a noun, i.e., as a subject or an object.\(^{23}\)

Michel Swan defined that gerund is the –ing form of a verb, used like a noun (for instance, as the subject of sentences, or after a preposition).\(^{24}\)

From the quotations above, it can be concluded that gerund is the –ing form of a verb, used as a noun, so it can function as subject of a sentence, as object of preposition, direct object of certain verbs, and as the complement of a sentence.

2. The Form of Gerund

The gerund is the–ing form of the verb used as a noun. Notice that the gerund has the same form as the present participle. However, it functions


differently in the sentence. Gerund is always a noun and can function in any noun position.²⁵

According to Barbara Sinclair and Philip Prowse, there are some rules on adding –ing to the verb when forming the gerund.²⁶

a. If the verb ends in “e”, drop the “e” before “ing”.
   e.g. Dance → dancing

If the verb ends in “ee”, make no change.
   e.g. See → seeing

b. If the verb has no one syllable and ends in a vowel + consonant double the consonants before “ing”.
   e.g. Put → putting
       Cut → cutting

If the verb ends in Y, W, or X, or in two consonants, or in two vowels, make no change.
   e.g. Say → saying
       Push → pushing

c. If the last syllable of a longer verb is stressed, double the consonant before “ing”.
   e.g. Forget → forgetting

3. The Uses of Gerund

According to the definition above, here the writer would like to explain the uses of gerund in the sentence widely.

a. Gerund as subject of a sentence

The subject is a noun. Gerund is a noun. It means that gerund can function as subject of a sentence, when its position is in front of the sentence.

Gerund can be the subject of a sentence when an action is being considered in a general sense.\(^\text{27}\)

Example:

- Gambling can’t make someone rich
- Praying is the Moslem’s duty
- Singing is my hobby

b. Gerund as object of preposition

Michael Swan states that gerund is used after all prepositions (including to, when “to” is a preposition).\(^\text{28}\)

Example:

- After swimming I felt cold
- Are you fond of cooking?
- I look forward to hearing from you.

c. Gerund as direct object of certain verbs


\(^{28}\) Michel Swan, *Practical English Usage*, …, p. 335
The verb that comes after the verb is a noun. A noun that comes directly after the verb is an object of the verb. When gerunds follow verbs, they function as direct objects of those verbs.29

According to Betty Schrampfer Azar, Gerunds are used as the objects of certain verbs.30

The verbs that should be followed by a gerund are as follows:31

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Gerunds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admit</td>
<td>Involve</td>
</tr>
<tr>
<td>Advice</td>
<td>Mind</td>
</tr>
<tr>
<td>Anticipate</td>
<td>Miss</td>
</tr>
<tr>
<td>Appreciate</td>
<td>Pardon</td>
</tr>
<tr>
<td>Avoid</td>
<td>Postpone</td>
</tr>
<tr>
<td>Can’t help</td>
<td>Practice</td>
</tr>
<tr>
<td>Complete</td>
<td>Prevent</td>
</tr>
<tr>
<td>Consider</td>
<td>Recollect</td>
</tr>
<tr>
<td>Defer</td>
<td>Quit</td>
</tr>
<tr>
<td>Delay</td>
<td>Recall</td>
</tr>
<tr>
<td>Deny</td>
<td>Recollect</td>
</tr>
<tr>
<td>Discuss</td>
<td>Recommend</td>
</tr>
<tr>
<td>Dislike</td>
<td>Regret</td>
</tr>
<tr>
<td>Dread</td>
<td>Remember</td>
</tr>
<tr>
<td>Enjoy</td>
<td>Resent</td>
</tr>
<tr>
<td>Escape</td>
<td>Resist</td>
</tr>
<tr>
<td>Excuse</td>
<td>Risk</td>
</tr>
<tr>
<td>Fancy</td>
<td>Stop</td>
</tr>
<tr>
<td>Finish</td>
<td>Suggest</td>
</tr>
<tr>
<td>Forget</td>
<td>Tire</td>
</tr>
</tbody>
</table>

29 George E. Wishon and Julia M. Burks, *Let’s Write English, Revised Edition*, …, p. 268
Example:

- Fancy meeting you!
- Let us stop arguing
- Patrice enjoys swimming

**d. Gerund as the complement of a sentence**

Gerund can be used as the complement of a sentence. However, as complement; gerund usually sounds more like normal spoken English. If this sounds confusing, just remembering that 90% of the time, one will use a gerund as the subject or complement of a sentence.

Example:

- My uncle favorite hobby is reading
- His job is photographing
- The last lesson is speaking

Beside the explanations above, there are some words that are followed by gerund. They are *go* and *no*. According to Betty Schrampfer Azar the word “go” is followed by gerund in certain idiomatic expression to express, for the most part, recreational activities.\(^{32}\)

Example:

- go boating
- go camping
- go fishing

\(^{32}\) Betty Schrampfer Azar, *Understanding and Using English Grammar*, …, p. 156
According to Michael Swan “no” is often used with an –ing form to say that something is not allowed, or impossible. The structure often occurs alone in notice; it can also follow *there is*.\(^{33}\)

Example: No smoking

Sorry, there’s no smoking here.

Betty Schrampfer Azar said that some verbs can be followed by either infinitive or gerund, sometimes with no difference in meaning and sometimes with a difference meaning.

1) Verbs + Infinitive or gerund (with no difference in meaning)

   begin like hate
   start love can’t stand
   continue prefer can’t bear

Example:

   It began to rain (verb + infinitive)
   It began raining (verb + gerund)

   There is no difference between “began to rain” and “began raining”

2) Verbs + Infinitive or gerund (with a difference in meaning)

   remember regret forget try

Example:

   a) **Remember + gerund**: remember (recall) something that happened in the past.

      Example: I remember seeing the Alps for the first time.

\(^{33}\) Michel Swan, *Practical English Usage*, ...., p. 279
**Remember + infinitive:** remember to perform responsibility, duty or task.

Example: Judy always remember to lock the door.

b) **Forget + gerund:** forget something that happened in the past.

Example: I will never forget seeing the Alps for the first time.

**Forget + infinitive:** forget to perform responsibility, duty or task.

Example: Sam often forgets to lock the door.

c) **Regret + gerund:** regret something that happened in the past.

Example: I regret lending him some money. He never paid me back.

Regret + infinitive: regret, to tell, to say, to inform someone of some bad news.

Example: I regret to tell you that you failed the exam.

d) **Try + gerund:** experiment with a new or different approach to see if it works.

Example: The room was hot. I tried opening the window.

**Try + infinitive:** make an effort.

Example: I am trying to learn English.

---

**E. Kinds of Difficulties in Learning Gerund**

As it mentioned in the chapter one, the students usually find the difficulties when they learn gerund. Generally, they find the difficulties because of their own language, they also confused in the differences between using infinitive and gerund in the sentence. Betty Schrampfer Azar said that some verbs can be followed by either infinitive or gerund, sometimes with no difference in meaning and sometimes with a
difference meaning. They are also confused in determining the uses of gerund as object of preposition and gerund as direct object of certain verbs, and they are confused in the differences between using participle and gerund in the sentence, participle is a verbal that is used as an adjective and most often ends in –ing or –ed and gerund is a word formed from a verb, used as a noun and ending in “ing”.

Some times we still confused in adding –ing to the verb when forming the gerund. If the verb ends in “e”, drop the “e” before “ing”, e.g. Dance → dancing. If the verb ends in “ee”, make no change, e.g. See → seeing. If the verb has no one syllable and ends in a vowel + consonant double the consonants before “ing”, e.g. Put → putting. If the verb ends in Y, W, or X, or in two consonants, or in two vowels, make no change, e.g. Say → saying, Push → pushing. If the last syllable of a longer verb is stressed, double the consonant before “ing”, Forget → forgetting.

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CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the research methodology used in this study. It comprises of the research design, place and time of study, population and sample, technique of data collection, and technique of data analyzing.

A.  Research Design

The design of this study is descriptive – evaluation in a form of quantitative research about analysis on the difficulties faced by the students in learning gerund at the first grade of MTs Darul Amal Bekasi. The descriptive study is designed to obtain the currents status of phenomena and is directed toward determining the nature of the situation as it exists at the time of the study. This study is also called evaluated because it tries to evaluate objectively about teaching gerund, and it is also called a quantitative research because the writer uses some numerical data which is analyzed statistically.

This study is aimed at describing and analyzing about (1) the difficulties are faced by the students of first grade of MTs Darul Amal Bekasi in learning gerund and (2) the reasons why the students of first grade of MTs Darul Amal Bekasi find difficulties in learning gerund.

B.  Place and Time of the Study

The writer did her research at the first of grade students of MTs Darul Amal that is located at Jln. Raya Buni Bakti Rt 14/06 Babelan Bekasi. MTs Darul Amal has ten classes, four classes for first grade, three classes for second grade, and three classes for third grade.
The research was carried on February 2009. It was begun by observation on Monday 23, and then on Friday 27, and on Saturday 28, she gave test about gerund.

C. Population and Sample

In this research the writer took the population of the first grade students of MTs Darul Amal Bekasi, the number of the first grade students are 165 students which are divided into 4 classes, and the writer took 40 students of the population (10 students from each class) as the sample of the research.

D. Technique of Data Collection

To get objective data based on the correctness that happened in the field, the writer used some techniques of collecting data, they are:

a. Test. The writer gave the test. The type of the test is Multiple Choice. It is focused on gerund. This test consists of 20 items of questions, including: Gerund as subject of a sentence, Gerund as object of preposition, Gerund as direct object of certain verbs, Gerund as the complement of a sentence. The instrument of the test can be seen in appendix.

b. Interview. The data of this study is also collected by using interview technique. This technique is used to supplement the data needed which are not covered by observation technique and test, such as the reasons why the students find difficulties in learning gerund. Therefore, this interview is also used to convince the researcher about the data gained through other techniques.
E. Technique of Data Analysis

The data analysis is conducted by arranging the data obtained systematically. This is done to make easier for the researcher to write the research report. The data gained from observation.

The data gained from test dealing with what are the difficulties faced by students in learning gerund and the reasons why the students find difficulties in learning gerund.

The data gained from interview dealing with the reasons why the students find difficulties in learning gerund. The data obtained from interview are used to confirm the data collected by other techniques.

Moreover, the researcher also used the formula that purposed by Anas Sudijono 2004, such as:

\[
P = \frac{F \times 100}{N}
\]

\(P\) : Percentage
\(F\) : Frequency of false answer
\(N\) : Number of sample

After having the frequency and percentage of difficulty, the writer then looked for the average mark by using formula:

\[
P = \frac{\frac{F}{N} \times 100}{x}
\]

\(N\times n\)
\(P\) : Percentage

---

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses about the findings of the research based on the data were gained during the research. It presents and discusses the findings as follows: (1) the difficulties faced by the first grade students of MTs Darul Amal Bekasi in learning gerund and (2) the reasons why the first grade students of MTs Darul Amal Bekasi find difficulties in learning gerund.

A. The Difficulties Faced by the First Grade Students of MTs Darul Amal Bekasi in Learning Gerund

Gerund is a word derived from a verb and performing the function of both a verb and a noun. A gerund is used in the same ways as a noun, namely as a subject or an object.

The table belows is the classification of the uses of gerund into tested areas:

<table>
<thead>
<tr>
<th>No</th>
<th>Tested Area</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gerund as subject of a sentence</td>
<td>3, 6, 9, 16, 19</td>
</tr>
</tbody>
</table>
Based on the table 4.1, there are four function of gerund, namely gerund as subject of a sentence, gerund as object of preposition, gerund as direct object of certain verbs, gerund as the complement of a sentence.

The test consists of 20 items which are asking about four function of gerund, they are gerund as subject of a sentence (number of items are 3, 6, 9, 16, 19), gerund as object of preposition (number of items are 2, 8, 13, 14, 20), gerunds as direct object of certain verbs (number of items 1, 5, 7, 15, 18), and gerund as the complement of a sentence (number of items 4, 10, 11, 12, 17).

By analyzing the students’ answer sheet, the writer obtained their score of test result is presented in the following table:

### Table 4.2

<table>
<thead>
<tr>
<th>No</th>
<th>Student</th>
<th>Scores</th>
<th>No</th>
<th>Students</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>7</td>
<td>21</td>
<td>Student 21</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>9</td>
<td>22</td>
<td>Student 22</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>13</td>
<td>23</td>
<td>Student 23</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>12</td>
<td>24</td>
<td>Student 24</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>14</td>
<td>25</td>
<td>Student 25</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td>15</td>
<td>26</td>
<td>Student</td>
<td>8</td>
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<tr>
<td>---</td>
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<td>----</td>
<td>-----------</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>15</td>
<td>26</td>
<td>Student 26</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>16</td>
<td>27</td>
<td>Student 27</td>
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<tr>
<td>8</td>
<td>Student 8</td>
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<td>28</td>
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<tr>
<td>9</td>
<td>Student 9</td>
<td>17</td>
<td>29</td>
<td>Student 29</td>
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<td>17</td>
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<td>Student 15</td>
<td>14</td>
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<td>16</td>
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<td>36</td>
<td>Student 36</td>
<td>10</td>
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<tr>
<td>17</td>
<td>Student 17</td>
<td>11</td>
<td>37</td>
<td>Student 37</td>
<td>10</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>15</td>
<td>38</td>
<td>Student 38</td>
<td>9</td>
</tr>
<tr>
<td>19</td>
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<td>12</td>
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<td>20</td>
<td>Student 20</td>
<td>15</td>
<td>40</td>
<td>Student 40</td>
<td>12</td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Score</td>
<td>12.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest Score</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest Score</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table 4.2, the writer gets the English score from the test about gerund that average score is 12.8, the highest score is 17 and the lower is 7.

Table 4.3
## Frequency Table

<table>
<thead>
<tr>
<th>Score</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
</tr>
</tbody>
</table>

## Table 4.4

### Interval Table

<table>
<thead>
<tr>
<th>Score</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 – 20</td>
<td>5</td>
</tr>
<tr>
<td>11 – 15</td>
<td>28</td>
</tr>
<tr>
<td>6 – 10</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
</tr>
</tbody>
</table>
After the writer gets the students’ test score, she will analyze the students’ errors. After the writer analyzes some errors, she will count the number of errors by tabulating and calculating the result errors. She will process the calculation of result of the test by changing the result of errors into percentage. The following table will present about frequency of difficulty of uses gerund.

The data of the difficulty frequency of uses of gerund will show in the table below:

1. **Gerund as subject of a sentence**

<table>
<thead>
<tr>
<th>No</th>
<th>Item Number</th>
<th>Frequency of Difficulty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>14</td>
<td>35%</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>11</td>
<td>27.5%</td>
</tr>
<tr>
<td>5</td>
<td>19</td>
<td>28</td>
<td>70%</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>66</td>
<td>33%</td>
</tr>
</tbody>
</table>

*Adapted from students’ test item*

In the table above, there were 14 (35%) students who made error in item number 3, 7 (17.5%) students who made error in item number 6, 6 (15%) students who made error in item number 9, 11 (27.5%) students who made error in item number 16, and 28 (70%) students who made error in item number 19.
To find out the whole average is using formula:

\[ P = \frac{\text{F} \times 100\%}{N \times 5} \]

\[ = \frac{66 \times 100\%}{40 \times 5} \]

\[ = \frac{6600}{200} \]

\[ = 33\% \]

The data showed that there were 33% students who got difficulty in gerund as subject of a sentence.

2. Gerund as object of preposition

<table>
<thead>
<tr>
<th>No</th>
<th>Item Number</th>
<th>Frequency of Difficulty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>9</td>
<td>22.5%</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>11</td>
<td>27.5%</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>24</td>
<td>60%</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>13</td>
<td>32.5%</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>21</td>
<td>52.5%</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>78</td>
<td>39%</td>
</tr>
</tbody>
</table>

Adapted from students’ test item

To find out the whole average is using formula:

\[ P = \frac{\text{F} \times 100\%}{N \times 5} \]
The whole average showed that there were 39% students who got difficulty in gerund as object of preposition. Specially, there were 9 (22.5%) students who made error in item number 2, 11 (27.5%) students who made error in item number 8, 24 (60%) students who made error in item number 13, 13 (32.5%) students who made error in item number 14, and 21 (52.5%) students who made error in item number 20.

3. Gerund as direct object of certain verbs

Table 4.7
Frequency of Difficulty in Gerund.
As Direct Object of Certain Verbs

<table>
<thead>
<tr>
<th>No</th>
<th>Item Number</th>
<th>Frequency of Difficulty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>13</td>
<td>32.5%</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>27</td>
<td>67.5%</td>
</tr>
<tr>
<td>5</td>
<td>18</td>
<td>22</td>
<td>55%</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>76</td>
<td>38%</td>
</tr>
</tbody>
</table>

Adapted from students’ test item
The table 4.7 above describe that there were 2 (5%) students who made error in item number 1, 13 (32.5%) students who made error in item number 5, 12 (30%) students who made error in item number 7, 27 (67.5%) students who made error in item number 15, and 22 (55%) students who made error in item number 18.

To find out the whole average is using formula:

\[ P = \frac{\sum F}{N \times 5} \times 100\% \]

\[ = \frac{7600}{200} \times 100\% \]

\[ = 38\% \]

The table 4.5 expressed that generally there were 38% students who made difficulty in gerund as direct object of certain verbs.

4. Gerund as the complement of a sentence

Table 4.8

<table>
<thead>
<tr>
<th>No</th>
<th>Item Number</th>
<th>Frequency of Difficulty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>24</td>
<td>60%</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
<td>17</td>
<td>42.5%</td>
</tr>
</tbody>
</table>
To find out the whole average is using formula:

\[ P = \frac{F}{N \times 5} \times 100\% \]

\[ = \frac{68}{40 \times 5} \times 100\% \]

\[ = 6800 \]

\[ = 34\% \]

The whole average showed that there were 34% students who got difficulty in gerund as the complement of a sentence. Specially, there were 10 (25%) students who made error in item number 4, 7 (17.5%) students who made error in item number 10, 24 (60%) students who made error in item number 11, 10 (25%) students who made error in item number 12, and 17 (42.5%) students who made error in item number 17.

After analyzing the items of area tested and explaining the frequency and percentage of errors in each item, the writer presented the all kind difficulty in learning gerund, as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Uses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gerund as subject of a sentence</td>
<td>33%</td>
</tr>
<tr>
<td>2</td>
<td>Gerund as object of preposition</td>
<td>39%</td>
</tr>
<tr>
<td>3</td>
<td>Gerund as direct object of certain verbs</td>
<td>38%</td>
</tr>
</tbody>
</table>
From the tables above, it shows that in gerund test, there were 33% students who find difficulties in the use of gerund as subject of a sentence, 39% students find difficulties in the use of gerund as object of preposition, 38% students who find difficulties in the use of gerund as direct object of certain verbs, and 34% students who find difficulties in the use of gerund as the complement of a sentence.

B. The Reasons Why the First Grade Students of MTs Darul Amal Bekasi Find Difficulties in Learning Gerund

To know the reasons why the students find difficulties in learning gerund, the writer did the interview. She took 20 students from first grade of MTs Darul Amal Bekasi which is about 50% of the sample.

After interviewing some students, there are 5 students from 20 students state, “saya sulit membedakan penggunaan gerund dan infinitive (I get difficulty in distinguishing the use of infinitive and gerund)”. From the statement above, it means that the students still confused in distinguishing the use of infinitive and gerund. 5 students from 20 students say, “saya sulit membedakan kegunaan gerund as object of preposition dan gerund as object of certain verb (I get difficulty in distinguishing the use of gerund as object of preposition dan gerund as object of certain verb)”. Besides, the other students say, “saya sulit membedakan penggunaan gerund dan participle (I get difficulty in distinguishing the use of gerund and infinitive)”. From this statement, it means that the students also still confused in distinguishing the use of gerund and infinitive.
The writer also find the information that the cause of students’ in learning gerund are from internal and external factors. The following table is described about internal and external factor which caused the students’ learning difficulties.

**Table 4.10**

**The internal and external factors which caused the students’ learning difficulties**

<table>
<thead>
<tr>
<th>Students</th>
<th>Internal factors</th>
<th>External factors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Healthy</td>
<td>Interest</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>16</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>18</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>19</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>20</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>12</td>
</tr>
</tbody>
</table>

From the table above, the writer gets the information that the cause of students’ learning difficulties are from the internal and external factors. From internal factors, there are 12 students who get the difficulties caused by their lack of interest in learning, and there are 8 students who not having motivation in learning so they do not pay attention to the teacher’s explanation. From the external factors, there are 15 students who get difficulties in learning because their social environment that makes students can not study and concentrate well because of the disturbing of their friends.
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and some suggestion based on the research a finding previously which is conducted by the researcher at MTs Darul Amal Bekasi.

A. Conclusion

Based on the data analysis and the discussion in the previous chapter, the writer makes conclusion that the comprehension of first grade students of MTs Darul Amal Bekasi in grammar especially in determining the uses of gerund in the sentences is low. It can be known from the explanation above that there are 33% students who get difficult in the use of gerund as subject of a sentence, 39% students who get difficult in the use of gerund as object of preposition, 38% students who get difficult in the use of gerund as direct object of certain verbs, and 34% students who get difficult in the use of gerund as the complement of a sentence.

The causes of students’ difficulties in learning gerund:

1. They were still confused to differentiate between using infinitive and gerund.
2. They were still confused in determining the uses of gerund as object of preposition and gerund as direct object of certain verbs.
3. They were still confused to differentiate between using gerund and participle.
4. Difficulties also come from internal and external factors.
B. Suggestion

Based on the conclusion above, the writer gives some suggestion as follows:

1. It is hoped that teachers can give more attention in teaching gerund.

2. English teacher should choose the best method to teach grammar, especially in the uses of gerund.

3. It is hoped that teachers should present gerund in a clearly way so that students understand them easily.

4. It is necessary for teachers to give more exercise of the uses of gerund to students.

5. Teachers have to motivate students to be more relaxed in learning English and tell them that English is easy and not to be afraid to make mistakes.

6. Teachers can use many sources of English book that is related to the teaching English grammar, especially about gerund.
Complete the sentences with the correct form in the brackets.

1. Andi enjoys (reading / to read) science fiction.
2. I am afraid of (watching / to watch) a scary movie.
3. (to smoke / smoking) is bad for our health.
4. My favorite past time is (to sing / singing).
5. Cheryl suggested (to see / seeing) a movie after work.
6. (to listen / listening) to the radio is good practice in understanding English.
7. I miss (to work / working) in the travel industry. Maybe I can get my old job back.
8. We started discussion by (to say / saying) Basmallah.
9. (reading / to read) is my favorite hobby.
10. Your talent is (painting / to paint).
Choose the correct answer A, B, C, D or E

11. One of his worst habits is . . . . lies.
   a. tell
   b. to tell
   c. telling
   d. told
12. My Plan tomorrow is . . . . .
   volleyball.
   a. played
   b. to play
   c. plays
   d. playing
13. We are looking forward to . . . . our reports next week
   a. received
   b. receive
   c. receiving
   d. have received
14. At the dinner she annoyed me by . . . . . between the courses
   a. to smoke
   b. smoking
   c. smoke
   d. smoked
15. I will never forget . . . . my friend
   a. meet
   b. meeting
   c. to meet
   d. was meeting
16. . . . . . is good for our health.
   a. to run
   b. is running
   c. run
   d. running
17. What she likes is . . . . the children play.
   a. watching
   b. is watching
18. The woman can’t help . . . . about the children
   a. to worry
   b. worrying
   c. to be worried
   d. must be worried
   e. worried
19. . . . . the desert is very tire some.
   a. crossing
   b. to cross
   c. cross
   d. is crossing
20. Don’t forget to lock the door before . . . . . to bed
   a. go
   b. to go
   c. gone
   d. going
The key:

1. reading
2. watching
3. smoking
4. singing
5. seeing
6. listening
7. working
8. saying
9. reading
10. painting
11. c
12. d
13. c
14. b
15. b
16. d
17. a
18. b
19. a
20. d
INTERVIEW GUIDE

Date / Day : Monday, June 15, 2009
Interviewee : The students
Place : Classroom

1. Bagaimana persepsimu terhadap mata pelajaran bahasa Inggris?
2. Dalam pelajaran bahasa Inggris, cara belajar apa yang kamu gunakan selama ini?
3. Apakah dengan cara belajar tersebut, kamu dapat meningkatkan prestasi belajar kamu?
4. Apakah kamu memiliki buku sumber yang lainnya, selain buku paket bahasa Inggris yang digunakan?
5. Dalam bahasa Inggris item manakah yang kamu sukai (language skills atau language components)?
6. Apakah kamu dapat mengerti dan memahami penjelasan guru tentang materi gerund?
7. Dimanakah letak kesulitan kamu dalam mempelajari materi gerund?
8. Mengapa kamu mengalami kesulitan dalam mempelajari gerund?
9. Bagaimana pendapatmu tentang suasana belajar di dalam kelas?
10. Apakah gurumu selalu memberikan latihan pelajaran bahasa Inggris pada setiap pertemuan?
INTERVIEW TRANSCRIPT FROM STUDENTS

1. Dari 20 siswa yang menyatakan pelajaran bahasa Inggris susah yaitu sebanyak 35% atau 7 siswa, sedangkan yang menyatakan tidak susah sebanyak 25% atau 5 siswa, dan siswa yang menyatakan pelajaran bahasa Inggris biasa-biasa aja sebanyak 40% atau 8 orang.

2. Dari 20 siswa yang menggunakan cara belajar dengan memahami penjelasan guru sebanyak 35% atau 7 siswa, yang menghapal rumus atau kosakata sebanyak 50% atau 10 siswa, sedangkan yang belajar secara sendiri atau individu sebanyak 15% atau 5 siswa.

3. Dari 20 siswa yang menyatakan bahwa cara belajar mereka dapat meningkatkan prestasi mereka yaitu sebanyak 80% atau 16 siswa sedangkan yang menyatakan tidak mempengaruhi prestasi mereka yaitu sebanyak 20% atau 4 siswa.

4. Dari 20 siswa yang memiliki buku sumber lain selain buku paket bahasa Inggris yang digunakan sebanyak 25% atau 5 siswa dan yang tidak memiliki buku sumber lain selain buku paket bahasa Inggris yang digunakan sebanyak 75% atau 15 siswa.

5. Dari 20 siswa yang menyukai language skills sebanyak 45% atau 9 siswa sedangkan yang menyukai language components sebanyak 55% atau 11 orang.

6. Dari 20 siswa yang mengerti dan memahami penjelasan guru tentang materi gerund yaitu sebanyak 35% atau 7 siswa dan yang tidak mengerti dan memahami penjelasan guru tentang materi gerund sebanyak 65% atau 13 siswa.

7. Dari 20 siswa yang sulit membedakan penggunaan gerund dan infinitive sebanyak 25% atau 5 siswa, yang sulit membedakan kegunaan gerund as object of preposition dan gerund as object certain verb sebanyak 25% atau 5 siswa, dan yang sulit membedakan antara gerund dan participle sebanyak 30% atau 6 siswa.
8. Dari 20 siswa yang menyatakan tidak memperhatikan guru ketika menjelaskan yaitu sebanyak 40% atau 8 siswa, sedangkan yang menyatakan males belajar sebanyak 60% atau 12 siswa.

9. Dari 20 siswa yang menyatakan suasana belajar di dalam kelas tenang sebanyak 25% atau 5 siswa, sedangkan yang menyatakan suasana di dalam kelas berisik sebanyak 75% atau 15 siswa.

10. Dari 20 siswa atau sebanyak 100% siswa menyatakan bahwa guru selalu memberikan latihan pada setiap pertemuan.