AN ANALYSIS ON THE DIFFICULTIES FACED BY THE STUDENTS IN LEARNING GERUND

(A Descriptive Analysis at the Third Grade Students of SMK Nusantara Tangerang Selatan)

By

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The Examination committee of the faculty of Tarbiya and Teacher’s Training certifies that the “Skripsi” (scientific paper) entitled “AN ANALYSIS ON THE DIFFICULTIES FACED BY THE STUDENTS IN LEARNING GERUND(A Descriptive Analysis at the Third Grade of SMK Nusantara Tangerang Selatan”. Written by Sopa Atik Marwiyah, Student’s registration number: 208014000004, was examined by the committed on November 18th, 2013 and was declared to have passed and, therefore, fulfilled one of the requirements for the academic title of S.Pd (Bachelor of Arts) in English Language Education at the department of English Education.

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An Analysis on the Difficulties Faced by the Students in Learning Gerund

(A Descriptive Analysis at the Third Grade of SMK Nusantara Tangerang Selatan)

A “Skripsi”
Presented to the Faculty of Tarbiyah and Teachers’ Training
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Dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya saya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis. Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

Jakarta, May 2013
Mahasiswa Ybs.

Sopa Atik Marwiyah
ABSTRACT


Key Word: Difficulties and Gerund

The aim of the study is to answer the problem “Why do the students of third grade of SMK Nusantara faced the difficulties in learning gerund?”. The writer wants to know not only the difficulties but also the causes why do the students of SMK Nusantara find difficulties in learning gerund.

The writer uses a descriptive analysis technique as method of the research. The writer gives the test to the students and analyzes it. Then the writer asks the students about their causes of learning difficulty by doing the interview. The population of the study are the third grade students of SMK Nusantara, the writer takes 27 students to be the samples.

The result of this research is the third grade students of SMK Nusantara are still find difficulty in uses of gerund especially in the use of gerund as object of preposition were 21 or 16%, second many of the students still find difficulty in the use gerund as direct object of certain verbs were 63 or 39%, and also gerund as subject of the sentence were 24 or 17.77% and the last the students still find the difficulty in the use gerund as complement of the sentence were 8 or 7%. Most of the students find difficult because many of students confused weather the verb followed by gerund and weather the verb not followed by the gerund, they did not understand gerund well, many of the students do not familiar with object of preposition, the students got low motivation in learning and they also didn’t understood what have explained by the teacher.
ABSTRAK


Kata Kunci: Kesulitan dan Gerund


Hasil penelitian in adalah siswa kelas tiga SMK Nusantara masih mengalami kesulitan dalam penggunaan gerund terutama dalam penggunaan gerund sebagai object of preposition adalah 21 atau 16 % siswa yang mengalami kesulitan dalam penggunaan gerund sebagai object of preposition, yang kedua gerund sebagai object kata kerja adalah 63 atau 39 % dan juga gerund sebagai subject kalimat 24 atau 17.77 % dan yang terakhir siswa masih mengalami kesulitan dalam penggunaan gerund sebagai complement 8 atau 7 %. Kebanyakan dari siswa mengalami kesulitan karena mereka masih bingung dengan kata kerja yang diikuti gerund dan kata kerja yang tidak diikuti gerund, mereka tidak familiar dengan jenis- jenis preposition, mereka mempunyai motivasi belajar yang kurang dan tidak mengerti dengan apa yang dijelaskan guru.
ACKNOWLEDGMENT

In the Name of Allah, the Most Gracious, the Most Merciful

Praise is to Allah, Lord of the world, who has given the writer His love and compassion to finish the last assignment in her study. Peace and solution be upon to the prophet Muhammad SAW, his family, his companion, and his adherence.

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In this opportunity, the writer would like to express her greatest appreciation to her beloved parents (H. Madnasih and HJ. Nurjannah) who always give her support, motivation, and moral encouragement in finishing her skripsi.

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Jakarta, May 2013

The Writer
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CHAPTER I
INTRODUCTION

This chapter presents the general account of the present study. It covers background of the study, the scope and limitation of the problems, formulation of the study, objective of the study, significance of the study, and organization of the study.

A. Background of the Study

Learning English is a hard work and involves a considerable commitment of time and effort for most people because English is a foreign language which has its own characteristics. Most people use language to communicate each other, to get knowledge, information, and their daily need and so on. Therefore language is very important in communication whether in speaking or writing form, the important thing should be concerned by language user is how to use the language correctly and precisely. So, one of the ways to master English is by learning through formal educations which generally consists of elementary school, secondary school, and university.

In learning English, it basically involves four main skills: reading, listening, speaking and writing, which are divided into two kinds of skill: receptive and productive skill. Reading and listening include in receptive skill, while speaking and writing include in productive skill. To use those skills correctly the students have to learn sub skills. Structure or commonly called grammar is one of sub skills, 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.
Grammar is one of the language aspects, which is taught to every language learners. It is a basic knowledge in understanding the language. Penny Ur said in *A Course in Language Teaching Practice and theory* that “Grammar is a set of rules that define how words (part of words) are combined of changing to form acceptable units of meaning within a language.”¹

According to Mark S. LeTourneau, grammar has three meanings, depending on how broadly the word is being used. In this widest sense, grammar refers to entire system of 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.²

Grammar will give a special pattern in using language either in oral or writing, as aspects of language it must be taught to the students. If the students learn grammar, they will study verbal and there are three kinds of verbal, are participle, gerund and infinitive.

John E. Brewton et.al in Using Good English said that ”a verbal is a word that is formed from a verb but is used as a noun, and adjective, or adverb in a sentence. Each of these verbals may be used with other words to form a verbal phrase.”³

One of verbal that should be mastered by English learners 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.

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Based on the interview accomplished by the writer on January 18th 2012 until January 20th 2012, the writer found a fact that many students have difficulties in learning gerund, the reasons are that they are having difficulties to recognize and identify the usage of gerund because they sometime look like a verb and in other hands look like a noun in the sentence they may be treated as a subject or a complement.

In other side, there are many factors that make the students have difficulties in learning. They come from internal and external factor. The internal factors means factors from the inside of the students themselves, such as not having motivation in learning etc., and the external factors means factors from outside of the students that affect their learning process, such the school building, the condition of the class, and learning instrument etc.

Therefore, the writer is interested in analyzing the students’ difficulties in learning gerund by the title “An Analysis on the Difficulties Faced by the Students in Learning Gerund.” at the Third grade students of SMK Nusantara Jurusan Perhotelan.

B. The Scope and Limitation of the Problem

The writer focuses on analyzing the students’ difficulties in learning gerund at the third grade students of SMK Nusantara Jurusan Perhotelan. The writer limits the problems only on the causes why the students find the difficulties in learning gerund.

C. Formulation of the Study

Based on the background of the study described above, the writer intends to analyze the students’ difficulties in learning gerund at the third grade of SMK Nusantara Jurusan Perhotelan the general question of the research formulated is: Why do the third grade students of SMK Nusantara Jurusan Perhotelan find the difficulties in learning Gerund?
D. The Objective of the Study

The aim of this study is to describe the causes why the students of SMK Nusantara Jurusan Perhotelan having difficulties in learning gerund.

E. Significance of the Study

The research findings of the study are useful for two important groups of people, namely:

1. For the English teacher, it is useful to know the learners’ weakness and get the input how to correct the difficulties to show their progress in learning English especially about gerund.
2. For the learners they can learn from these difficulties in learning gerund in order to perform their English correctly.

F. Organization of the Study

This “skripsi” systematically consists of five chapters. Here are the short description of its contain:

Chapter One is introduction. It contains of background of the study, the scope and limitation of the problems, the formulation of the study, the objective of the study, significance of the study, and the organization of the study.

Chapter Two is theoretical framework. It discusses about the (definition of gerund, kinds of gerund, form of gerund, and the usage of gerund and student’s difficulties in learning gerund (definition of learning, learning difficulty).

Chapter Three is research methodology. Research methodology consists of time and place of study, method of the study, subject of the study, population and sample of the study, technique of collecting data, technique of data analysis, and instrument of the research.

Chapter Four is research findings. They consist of data description, data analysis and data interpretation.

Last Chapter is conclusion and suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

A. GERUND

1. Definition of Gerund

Gerund is part of grammar that must be learnt by the students in order to understand the sentences. Before making the gerund sentence, the students have to know the definition of gerund.

MJ. Lado stated that “gerund is the –ing form of verb which has functioned as noun”.¹ Gerund is the – used as a noun. The gerund is always used in the sentence in a noun position.²

According to Betty Schramper Azar gerund is the –ing form of verb used as a noun. A gerund is used in the same ways as a noun, i.e., as a subject or as an object.³

Michel Swan defined that gerund is an –ing form can be used like a noun, as the subject or complement of a verb.⁴ A.J. Thomson and A.V. Martinet stated that when a verb is immediately after the preposition the gerund form must be used.⁵

In addition, other definition of gerund stated by George O. Curme in his book say that “The gerund was originally a verbal noun in –ing. The gerund is still often a simple noun without any of the characteristics of a verb except its verbal meaning.”⁶ The same essence is stated by George E.

¹ MJ. Lado, Practical Complete English Grammar (Jakarta: Titik Terang Publisher April, 2008), p.232
² Nasrun Mahmud, English for Muslim University Students (Jakarta :PT.Siwibakti Darma Publisher September, 2002), p.116
Wishon and Julia M. Burks, the gerund is “the ing form of a verb use as noun.”

Furthermore, Winifred Watson in his book stated that the gerund is also a verbal noun and the gerund is formed by adding ing to the present tense verb. And the gerund is formed by adding ing and functioned as noun or differences of verb.

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

2. Kinds of Gerund

According to George E. Wishon and Julia M. Burks there are two kinds of gerund, they are:

1) Simple Gerund is gerund that is the ing form of verb used as the noun. Notice that the gerund has the same form as the present participle. However it functions differently in the sentence. It is always and can function in any position noun.

2) Gerund Phrase while a gerund functions as a noun, it is also retains some characteristics of a verb. Although it may have modifiers like a noun (usually before it), it may be also have adverbial modifiers like a verb (usually after it). If a noun or pronoun precedes a gerund, it must be in the possessive or adjective form.

Example:

- Your singing is beautiful

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7 George E. Wishon and Julia M. Burks, Let’s Write English, (New Jerssey :Practice – Hall, 1989) p.268


10 George E. Wishon and Julia M. Burks, lo.cit.
In addition, Marcela Frank stated that gerund phrase is common in general statements, especially with a form of are as the main verb.\textsuperscript{11}

Example:

- Playing with guns is dangerous
- Fishing is this lake is forbidden
- Working in a factory is no disgrace

Gerund phrase has the function as:

a) Gerund phrase after a main verb: such verbs as (dis) like, not mind, miss, remember, and understand.

Example:

- We can’t understand them doing a thing like that
- I remember my father being very strict with us
- Can you imagine him being elected president!

b) Gerund phrase after a preposition:

Example:

- I don’t approve of a woman walking by him at night.
- She was proud of her son winning first prize.
- She went there without him knowing about it.

c) Object in gerund phrases: The form of an ‘’object’’ in a Gerund phrase may depend on what precedes the gerund. If the introduces the gerund, the ‘’object’’ of the gerund is in and of phrase.

Example:

- The shooting of those rare birds applied us.

d) Adverb in gerund phrases: In a gerund phrase, a word used as an adverb may remain unchanged of it may take adjective form.

e) Gerund phrases as subjects of verbs: A gerund phrase does not occur frequently as a subject. One of its common uses as a subject is in general statements with is as the main verb.

Example:
- Eating a good breakfast is very wise.
- Taking a long walk every day is good exercise.

The gerund phrase may also function as the subject of a verb expressing:

a) Causes- effect relationship
   Example:
   - Seeing her every day made him realize how wonderful she was.

A gerund phrase subject with such a verb may have conditional meaning:

Example:
- Doing such a thing now (= If you do such a thing now, it) will cause you much trouble later on.

b) Emotion
   Example:
   - Seeing her so thin and pale shocked him.

Gerund phrases may also function as subject of passive verbs.

Example:
- His keeping accurate record has never been questioned.
- Their accepting the money will be considered unwise.

A gerund phrase subject sometimes appears after anticipatory it + an adjective. Such a construction usually represents informal usage.

Example:
- It’s very embarrassing (,) not remembering your name.
- It’s incredible (,) meeting an old schoolmate so far from home.
- It’s not worthwhile taking that trip for only one day.
Gerund phrase subjects after anticipatory it often have alternate forms with infinitive phrase.

Example:
- It’s very embarrassing not to remember your name.
- It’s been a pleasure to meet you.
- It’s no use to cry over spilled milk.

Gerund phrases as objects of prepositions: most gerund phrases after prepositions are subject less, especially those in adverbial prepositional phrases.

a) Nominal function of prepositional gerund phrases. Such gerund phrases function as prepositional objects of verbs. A great many of the verbs listed under prepositional objects in the chapter on prepositions take such gerund objects.

Example:
- He insisted on paying the entire bill for dinner.
- She often dreams about having a lot of money to spend on luxuries.

b) Adjectival function of prepositional gerund phrases.

Example:
- His pretence of being rich didn’t fool anyone
- Their preparations for travelling abroad were very time-consuming.
- He spoke of the necessity of hiring more men.

c) Adverbial function of prepositional gerund phrases:

Prepositional gerund phrases modifying verbs. These phrases may express almost all adverbial relationships except place.

Example:
- After listening to the news, she started to prepare dinner
- He earned the money for his tuition by working as a waiter during the summer months.
- I passed him in the street without his recognizing me.
- In spite of travelling alone, she enjoyed her vacation very much.
Prepositional gerund phrases modifying adjective. At introduces most prepositional gerund phrases after adjectives, especially –ed participial adjectives.

Example:
- He was embarrassed at hearing himself praised
- I’m disappointed at you’re doing such a thing.
- He’s very quick at adding figures.

From the statement above the writer conclude that there are two kind of gerund, they are: simple gerund and gerund phrase. Simple gerund is consisting of one verb-ing, while gerund phrase is also verb-ing but it must be accompanied by the adjective.

3. Forms of Gerund

According to Barbara Sinclair and Philip Prowse, there are some rules on adding-ing to the verb when forming the gerund. 12

a. If the verb ends in “e” before “ing”
   e.g. Dance–Dancing
   If the verb ends in “’ee” make no change
   e.g. See–seen

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

c. If the verbs end in Y, W, X, or in two consonants, or in two vowels, make no change.
   e.g Say–saying
   e.g Push–pushing

12Barbara Sinclair and Philip Prowse A Short Course for Adult, Active your English,(Cambridge: Cambridge University Press,1996),p.81
d. If the last syllable of a longer verb is stressed, double the consonant before ‘‘ing’’
   e.g Forget–forgetting

4. Usage of Gerund

According to George O. Curme the gerund is used:

a) As Subject: Seeing is believing.
b) As Predicate: Seeing believes, or to see is to believe.
c) As Object

There are seventh functions of gerund that we can find in Descriptive English Grammar by Homer C House and Susan Emelyn Harman, they are:

a. The Gerund as Subject:
   Example:
   • His running away was a mistake.
   • You’re not being invited surprises me.
b. The Gerund as Predicate Nominative:
   Example:
   • Kingsley’s favourite occupation was helping lame dogs over stiles.
c. The Gerund as an Appositive (Explanatory Modifier):
   Example:
   • Bless me! This is pleasant, riding on a rail.
d. Gerund as Direct Object:
   Example:
   • The children enjoyed feeding the bears
e. Gerund as Objective Complement:
   Example:
   • I call that taking candy from babies

13GeorgeO.Curme, op.cit., p.278
f. Gerund as Object of Preposition:
Example:

- He makes his living by grinding scissors.
- He was congratulated on having been honoured by his neighbours and having attained his chief ambition

g. Gerund as Adverbial Objective:
Example:

- The book is worth reading aloud.
- This water is boiling hot.

According to A.J. Thomson and A.V. Martinet stated that:

a. Gerund can be the subject of a sentence when an action is being considered in a general sense.
Example:

- Singing is my hobby
- Reading French is easier than speaking it

b. Gerund after prepositions
Example:

- He was accused of smuggling

c. Gerund after certain verbs
Verb followed by the gerund:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Gerund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admit</td>
<td>Miss</td>
</tr>
<tr>
<td>Anticipate</td>
<td>Postpone</td>
</tr>
<tr>
<td>Appreciate</td>
<td>Suggest</td>
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<tr>
<td>Avoid</td>
<td>Finish</td>
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<td>Consider</td>
<td>Risk</td>
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<tr>
<td>Enjoy</td>
<td>Practise</td>
</tr>
<tr>
<td>Excuse</td>
<td>Prevent</td>
</tr>
</tbody>
</table>

15 A.J. Thomson and A.V. Martinet, op.cit., p.228
d. Gerund as complement of a verb

Example:

- Her hobby is painting

According to Martin Parrott in Grammar for English Language Teachers Gerund used as:¹⁶

a. Subjects and complements

- Lying is sure to get you into trouble

b. After certain verbs

- He enjoys looking around antique shops

c. After prepositions

- Is she still interested in dancing?

Michael Swan states that gerund is used after all prepositions (including to, when “’to’ ”is a preposition).¹⁷

Example:

- After swimming I felt cold
- Are you fond of cooking?

Gerund as direct object of certain verb. 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.¹⁸

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¹⁷ Michel Swan, *op.cit.* ,p.335

¹⁸ Ibid, p.268
In addition, Betty Schramfer Azar stated that Gerunds are used as the objects of certain verbs.\textsuperscript{19}

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

<table>
<thead>
<tr>
<th>Admit</th>
<th>Involve</th>
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<tbody>
<tr>
<td>Advise</td>
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<td>Anticipate</td>
<td>Miss</td>
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<td>Appreciate</td>
<td>Resist</td>
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<td>Avoid</td>
<td>Recommend</td>
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<td>Complete</td>
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<td>Finish</td>
<td>Stop</td>
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<td>Forget</td>
<td>Understand</td>
</tr>
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</table>

Example:
- She advised waiting until tomorrow
- I regret telling him my secret
- I dislike driving long distance
- We enjoy visiting them

\textsuperscript{19} Betty Schramper Azar, \textit{op.cit.}, p.318
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.

Example:
- My uncle favourite hobby is reading
- His job is photographing
- The last lesson is speaking.

According to Betty Schrampfer Azar the word “go” is followed by gerund in certain idiomatic expression to express for the most part, recreational activities.\(^\text{20}\)

Example:
- Go camping
- Go fishing
- Go hiking
- Go shopping

Marjorie Farmer et.al. Have the same notation with George E.Wishon and Julia M.Burks that gerund has five functions. The notation is as follow.\(^\text{21}\)

a. Subject : Travelling was part of Murphy’s business.
b. Appositive : His business, selling required many long trips.
c. Direct Object : But Murphy hated playing.
d. Subject Complement : His greatest fear was lending.
e. Object of preposition : He always felt queasy before boarding.

\(^{20}\) Ibid.P.303 .
\(^{21}\) Marjorie Farmer at.al.,Composition and Grammar II….P.327
A Faidlal Rahman Ali said that gerund has a function as noun and used as follow:22

1. Subject of Sentence
   Example:
   - Smoking is not good for health
   - Reading is my hobby
   - Sleeping is necessary to health

2. Subjective Complement
   Example:
   - His hobby is swimming
   - My favourite sport is skating
   - Your chief delight is riding

3. Objective Complement
   Example:
   - He enjoy hunting
   - She likes shopping

4. Use as the word (compound nouns) or modifier as adjective which put in the front of the noun.
   Example:
   - Swimming pool
   - Reading book
   - Living room
   - Dining table
   - Waiting room

5. Used as Head (word or sentence which located as the explained).
   Example:
   - Problem solving
   - General meeting
   - Test preparing

22 Ali A Faidlal Rahman, op.cit., p.379-384
6. Used in the behind of the word NO...
   Example:
   - No parking
   - No smoking

7. Used in the behind of the Possessive Adjective or Noun
   Example:
   - His speaking is not relevant with the fact
   - His coming makes me happy

8. Used in sayings
   Example:
   - Seeing is believing
   - Kissing is loving

9. After Preposition
   - Pattern 1: Verb+ Preposition+ Gerund
     Example: Hakim gave up smoking before breakfast
   - Pattern 2: Adjective + Preposition + Gerund
     Example:
     - The boy is afraid of falling off his bicycle
     - He is interested in running
   - Pattern 3 : Noun + Preposition + Gerund
     Example:
     - There is a reason for leaving so early
     - I don’t like the idea of spending much money
   - Pattern 4: Preposition + Gerund
     Example:
     - He goes out without saying anything
     - They went home after eating
10. Gerund used after certain verb
   Example:
   • They enjoy playing football
   • I don’t stop speaking
   • He postponed making a decision

11. Used in word information? Add appositive in a sentence.
   Example:
   • His favourite exercise, swimming in the pool, makes his body strong
   • You have bad habit, gambling

12. Used in group of word
   Example:
   • I can’t help liking the girls
   • It’s no use crying like baby

13. Used in idiomatic expression
   Example:
   • Go climbing (Let’s go climbing)
   • Go running (She want to go running)
   • Go swimming (Do you go swimming with her)

14. There is the word that followed by Gerund or infinitive.
   Example:
   • I started working.
   • It began raining.

   Betty Shcrampfer Azar did not note the function of gerund completely, she only noted gerund as the object of preposition and as the object of a verb.²³

   a. We enjoy playing tennis
      S      V      C
      Playing is used as the object of verb enjoy.

²³ Betty Schramper Azar, loc. cit., p.297
b. He’s excited about playing tennis

   Prep  O

Playing is used as the object of preposition.

From the explanation above, the writer concludes that there are several functions of gerund, such as subject, object of preposition, gerund as complement of sentence, gerund as direct object of certain verb, gerund as predicate and gerund as appositive.

B. Difficulties in Learning Gerund

1. Definition of Learning

Ahmadi Fauzi in his book said that learning is the process which behaviourism float with the situation and respond.24 And learning is universal experiment because every human life must learn in their live.25

On the other hand, learning can be defined as a permanent effect in individual’s attitude, knowledge, and ability which are obtained through experience.26

Cronbach stated that learning is shown by a change in behaviour as a result of experience. And Geoch stated that learning is a change in performance as a result of practice.27

While Tomas J. Shuell stated that learning has two main characteristics in common. The first is learning involves a change in behaviour performance, or at least a change in the potential for certain behaviour to occur. The first limitation then completed by the second statement of learning, that the change is the result of practice or experience. The temporary changes in behaviour as a result from such things like drugs,

24 Fauzi Ahmad, Psikologi Umum, (Bandung: Cv.Pustaka Setia,1997), p.44
25 Ibid,p.46
26 John W. Santrock, Psikologi Pendidikan....p.266
fatigue and so on are excluded from the definition of learning because they are not involving practices.\textsuperscript{28}

Howard L. Kingsley stated in his book that learning is a fundamental process of life.\textsuperscript{29} And also learning is the process by which behaviour is originated or changed through practice and training. In addition, learning can be defined the process by which knowledge and skills are acquired and behaviour is changed through self activity.\textsuperscript{30} The variable that influence learning as follow:\textsuperscript{31}

a. Individual variables including maturation, readiness, capacity, motivation, and personality traits are variables associated with the individual learner which affect the outcome of learning.

- The level of maturation of the individual learner plays a significant role in the amount of material, the kind of knowledge acquired, the rate of learning, and the amount of retention.
- Individual readiness at any given period is a functions of both maturation and prior experience, and signifies the degree to which the individual is prepared for learning a particular task.
- Individuals also differ in their capacity for learning given tasks, and these differences contribute to differences in learning, differences in capacity may either physical or intellectual depend on the conditions of the learner.
- Motivation is a process of giving spirit, direction and behavioural persistency. It means that motivated behaviour is the behaviour which is full of energy, directed and permanent.
- Personality factors are such as perseverance, curiosity, self-confidence, level of aspiration, aggressiveness, etc.

\textsuperscript{28} Tomas J. Shuell, \textit{Learning and Intruction}, (California:Wadsworth Publishing Company, 1971), p.3-4
\textsuperscript{30} Richard M . Gorman, \textit{The psychology of Classroom Learning}, (Columbus Ohio: A Bell& Howell Company, 1974), p.64
\textsuperscript{31}Howard L. Kingsley ,\textit{op.cit.}, p.14-16
b. Task variables including: The meaningfulness of the task to be learned, its difficulty, and its similarity to previously performed tasks. Recognition of this factor led to the development of nonsense syllables (meaningless materials).

c. Environmental variables in addition to individual variables and task variables, a number of environmental variables influence the learning process.

From the statement above, the writer conclude that learning is change of behaviour or performance which is originate change by practice, training, observe, to read, to try something themselves and follow direction and also learning is process of acquiring the value, knowledge and skill to be property of learner and became responses potentially and it is happened by the process of practices.

2. Learning Difficulty

There are several meanings of difficulty. The first meaning comes from Abu Ahmadi and Widodo Supriyono stated in their book Psikologi Belajar that learning difficulty is the condition where the students cannot learn normally is called learning difficulty (Dalam keadaan di mana anak didik /siswa tidak dapat belajar sebagaimana mestinya, itulah yang di sebut dengan kesulitan belajar). 32

Learning difficulty is where the condition of students cannot learn properly caused by threat or interference in learning. 33 According to Abin Syamsuddin Maknun, a student can be estimated in difficulty of learning if the students show failure of their learning. 34

The learning difficulty is indicated by the gap between learning objective and students achievement. Many aspects that made the objective is

\[\text{Example Equation}\]

not reached, may be the causes come from the method that is used by the teacher, the student motivation, insufficient time, when the objective is not reached means there something wrong in learning process and it means the students experience learning difficulties.

According to M. Dalyono the kinds of learning difficulties are grouped into four, those are: 35

a. Based on types of learning difficulties (Serious learning difficulties, and average / moderate learning difficulties).
b. Based on the subject (The learning difficulties on entire subjects, the learning difficulties on some of subjects).
c. Based on the characteristics of difficulties (Permanent learning difficulties, temporary learning difficulties).
d. Based on the causes factors (Intelligence factor and non intelligence factor).

Abu Ahmadi and Widodo Supriyono in their book Psikologi Belajar said that there are two factors which caused learning difficulty. They are internal and external factors. 36

a) Student’s internal factors
The student’s internal factors are divided into two aspects:
1) Physiological Aspect including of the condition of student’s body looks from every part of the body.
2) Psychological Aspect, this aspect emphasizes on the inside of conditions student’s like intelligence, talent, interest, motivation, and the mental health of learner.

b) Student’s external factors
Student’s external factors cover all situations and condition around environment that do not support student’s learning activity.

Environment factor cover:

---

36 Abu Ahmadi and Supriyono, op.cit., p.75-88
1) Family environment like: inharmonious relationship between parent and children, economy family.
2) School environment like: Inharmonious relationship between teacher and student’s, bad condition of location of school, teacher condition.
3) Social environment like: environment of neighbours like drugs, slum area, dirty environment and etc. mass media and the activity of society including a lot of organization caused student in difficulty of learning.

In addition, Syaiful Bahri made it more specific divides the causes of learning difficulties into student’s factor, school factor, family factor and society factor.\(^{37}\)

Some factors that make students difficulty in learning are:
1) Lack of intelligence
2) Lack of talent and not suitable with lesson which are given by the teacher
3) Unstable emotion
4) Lack of study activity
5) Lack of health
6) Not having motivation in learning and so on.

School factors which make students learning difficulty are:
1) Personal of the teacher is not good
2) Teacher does not have quality
3) Inharmonious relationship between teacher and students
4) Teacher are unlike to diagnosis student learning difficulty
5) The way teacher teach is lack
6) Media is not complete.

---

Family is an informal education and family factor such as:

1) Lack of tools of study for students at home
2) Lack of parent attention

Some factors in society that make student learning difficulty are:

1. Slum area
2. Drugs
3. Dirty environment and so on.


a) Interlingual transfer is the interference of the first language. Since the target language system is still unfamiliar, so that the first language becomes the only previous linguistic system that the learner can refer.

b) Intralingual transfer is the source of error caused by the influence of target language rules.

c) Context of learner is the source of error caused by the learners misinterpretation of the teacher explanation and textbook or an in appropriate pattern contextualization.

d) Communicate strategies were related to learning style, learners usually try an effort to cross their message, but sometimes it can be error.

From the statement above, the writer conclude that learning difficulty is a serious problems which cause student fill difficult to understand the subject and is hard to overcome as well then it consequence student experience, cannot learn normally and low achievement in their academic performance.
C. Previous Studies

There are three previous studies that the writer takes about learning difficulties. They are analysis on the difficulties faced by the students in learning some modal auxiliaries, an analysis on students’ difficulties in learning simple past tense, and analysis on the difficulties faced by the students in learning gerund.

The first previous study is about analysis on the difficulties faced by the students in learning some modal auxiliaries, a case study in the second year students of SMP PGRI I CIPUTAT (Siti Sa’diah, 2008). The study focused on what are the difficulties faced by the students in learning some modal auxiliaries and why do the students face such difficulties in learning some modal auxiliaries. The subject of this research are the second year students of SMP.PGRI 1 Ciputat which consist of one class and it is located on Jl. Pendidikan No. 30 Ciputat, Tangerang. The technique of data collecting was done by giving a test and conducting an interview. The type of test that the writer used is multiple choices and its consist of 24 items it is about the meaning and the function of modal auxiliaries sentence. In this research, difficulties which are analyzed are about (Can, May, Must and Should) and the writer found that the highest percentage of difficulties is in using may (77.47) and the lowest percentage of difficulties is in using can (39.63) and the causes of students difficulties in learning some modal auxiliaries came from the internal and external factor.

The second study is about an analysis on students’ difficulties in learning simple past tense (Evi Setiawati, 2009). This research is focused on what are the difficulties faced by the students in learning simple past tense and why do the students face difficulties in learning simple past tense. The sample of this research are 36 students of VIII-B of second grade students at Mts Darussalam Ulujami South Jakarta. To collect the data, the writer using observation, english test and interview. After conducting the research the writer found several findings; the most students difficulties in learning simple past tense is in usage of simple past tense (57.77%) and the lowest
in form of simple past tense (48.61%). The reasons why the students did the difficulties in learning simple past tense are caused by low interest and motivation.

The third study is about analysis on the difficulties faced by the students in learning gerund (Ade laili, 2009). The content of this research is about analysis on the difficulties faced by the students in learning gerund. The study focused on what are the difficulties faced by the students in learning gerund and why do the students find the difficulties in learning gerund at Mts Darul Amal Bekasi. The subject of this research are the first grade of students Mts Darul Amal Bekasi which consist of four classes. The technique of data collecting was done by giving a test and interview. The test consist of complete the sentences and multiple choice. The test consist of 10 complete the sentences and 10 multiple choices and each number of gerund is put in random. From the result of analysis, the highest percentage of difficulties is in using gerund as object of certain verbs (39%) and the lowest percentage of difficulties is in using gerund as subject of a sentence (33%). The reason why the students find difficulties in learning gerund is caused by the internal and external factor.

The previous study above can be a good reference for the writer in doing her research. She will compere about the methodology of research and the result. Espesially for the third previous study, it is similar to the current study. However, this study did not only focus on what the difficulties made by the students, but also the causes of difficulties.
CHAPTER III
METHODOLOGY OF THE RESEARCH

A. Time and Place of the Study

The place of the research is at the third grade of SMK Nusantara Jurusan Perhotelan which is located on Jl.Tarumanegara Dalam No. 1 Ciputat–Tangerang Selatan 15419. She held this research from November 02 \(^{\text{nd}}\) – 09 November 2012.

B. Method of the Study

The research of this study is descriptive qualitative because descriptive qualitative is concerned with qualitative analysis. After the data are gotten by counting the total of each difficulty classification to know the highest frequency of students’ difficulty, the writer also interpreted it with qualitative analysis which is collecting all of the data at the same time, then analysis them by identify the difficulty, describing and classifying the difficulty.

C. Subject of the Study

The subject of the study is the Third grade of SMK Nusantara academic year 2011/ 2012, located on Jl.Tarumanegara Dalam No.1 Ciputat- Tangerang Selatan 15419.

D. Population and Sample

In this research the writer took the population of the third grade students of SMK Nusantara Jurusan Perhotelan. The class consists of two classes. Class XII-1 consists of 27 students and class XII-2 consists of 27 students. So there are 54 students in number.

The writer did not take the total population as sample. She only took one class (XII-1). The class consists of 27 students. The sample taken by using \textit{purposive sampling technique}. 

27
E. **Technique of Data Collection**

1) **Test**

The test for the students was purposed to get the data in asking the students difficulties and causes of those difficulties in learning gerund.

2) **Interview**

The writer conducted the interview to some students who got difficulties in learning gerund in order to know the causes why students faced difficulties in learning gerund.

F. **Technique of Data Analysis**

The data gained from the questioner 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 researcher also use the formula that purpose by AnasSudijono 2012, such as:

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

- **P** = Percentage
- **F** = Frequency of false answer
- **N** = Number of sample

---

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

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

\( P \) = Percentage
\( F \) = Frequency
\( N \) = Number of students
\( n \) = Number of item test

**G. Instrument of the research**

This research instruments which was used for this study consists of two instruments, they are: test and interview to complete the data needed for this study.

The test was use to know about the frequency difficulty in learning gerund and to know the causes of the students difficulties in learning gerund.

The interview was given to the students including some question about the difficulties faced by the students in learning gerund.
CHAPTER IV
RESEARCH FINDINGS

This chapter discusses about the findings of the research based on the data gained during the research.

A. Data Description

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

<table>
<thead>
<tr>
<th>No</th>
<th>Tested Area</th>
<th>Number of Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gerund as object of preposition</td>
<td>1,3,4,7,10</td>
</tr>
<tr>
<td>2</td>
<td>Gerund as object of certain verbs</td>
<td>2,8,11,12,13,14</td>
</tr>
<tr>
<td>3</td>
<td>Gerund as subject of a sentence</td>
<td>5,19,9,15,16</td>
</tr>
<tr>
<td>4</td>
<td>Gerund as complement of sentence</td>
<td>17,18,6,20</td>
</tr>
</tbody>
</table>

Based on the data above the writer gave the test consisting of 20 items gerund as object of preposition, gerund as object of certain verb, gerund as subject of a sentence and gerund as complement of sentence.

B. Data Analysis

After the writer gets the scores of English test, the writer analyzes the students’ test scores and process the result by calculation of result of the test by changing the result into percentage. The list of students score can be seen in the table below:
Table 4.2

Students score of test result

<table>
<thead>
<tr>
<th>No</th>
<th>Sample</th>
<th>Score</th>
<th>No</th>
<th>Sample</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>30</td>
<td>15</td>
<td>Student 15</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>40</td>
<td>16</td>
<td>Student 16</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>65</td>
<td>17</td>
<td>Student 17</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>50</td>
<td>18</td>
<td>Student 18</td>
<td>65</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>35</td>
<td>19</td>
<td>Student 19</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>75</td>
<td>20</td>
<td>Student 20</td>
<td>95</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>55</td>
<td>21</td>
<td>Student 21</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>70</td>
<td>22</td>
<td>Student 22</td>
<td>95</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>75</td>
<td>23</td>
<td>Student 23</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>85</td>
<td>24</td>
<td>Student 24</td>
<td>90</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>80</td>
<td>25</td>
<td>Student 25</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>80</td>
<td>26</td>
<td>Student 26</td>
<td>85</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>85</td>
<td>27</td>
<td>Student 27</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the result of test in learning difficulty of gerund with the 27 students, the writer got that the lower score is 30 and the high score is 95. See in the table below:

Table 4.3

The Result of Statistic

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>27</td>
</tr>
<tr>
<td>Maximum</td>
<td>95</td>
</tr>
<tr>
<td>Minimum</td>
<td>30</td>
</tr>
<tr>
<td>Average</td>
<td>70.52</td>
</tr>
</tbody>
</table>
Based on the Tabel 4.3, the average of score is 70.52 (Appendix 5). The result of the distribution can be seen in the distribution of frequency:

**Table 4.4**

The Distribution of frequency

<table>
<thead>
<tr>
<th>No.</th>
<th>Interval</th>
<th>$x_i$</th>
<th>Frequency</th>
<th>$f_i$</th>
<th>$F(%)$</th>
<th>$f_k$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30 – 40</td>
<td>35</td>
<td>3</td>
<td>1</td>
<td>11%</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>41 – 51</td>
<td>46</td>
<td>1</td>
<td>3.7%</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>52 – 62</td>
<td>57</td>
<td>3</td>
<td>11%</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>63 – 73</td>
<td>68</td>
<td>7</td>
<td>25.9%</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>74 – 84</td>
<td>79</td>
<td>6</td>
<td>22.2%</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>85 – 95</td>
<td>90</td>
<td>7</td>
<td>25.9%</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>27</strong></td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table distribution of frequency in table 4.4 we can see the high percentage is 25.9% (7 students), interval 85 – 95. Percentage of the lower score is 11% (3 students), interval 30 – 40. The more percentage is 25.9% between interval 63 – 73 and interval 85 – 95 (7 students).

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

**Table 4.5**

Frequency of Difficulty in 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>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>3</td>
<td>11.11%</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>2</td>
<td>7.40%</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>10</td>
<td>37.03%</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>6</td>
<td>22.22%</td>
</tr>
<tr>
<td><strong>Total Item</strong></td>
<td>5</td>
<td><strong>21</strong></td>
<td><strong>16%</strong></td>
</tr>
</tbody>
</table>
In order to find the average of total frequency difficulty faced by the students in gerund as preposition, the writer using formula:

\[ P = \frac{F}{N \times 5} \times 100\% \]
\[ = \frac{21}{27 \times 5} \times 100\% \]
\[ = \frac{21}{135} \times 100\% \]
\[ = 15.5\% = 16\% \]

Firstly the writer would like to convey the student’s difficulty in use gerund as object of preposition. There are 0 students or 0% who find difficulty in item number one, there are 3 students or 11.11% who find difficulty in item number three, there are 2 students or 7.40% who find difficulty in item number four, there are 10 students or 37.03% who find difficulty in item number seven, there are 6 students or 22.22% who find difficulty in item number ten.

There are 16% total averages of frequency difficulty faced by the students in gerund as preposition.
Table 4.6
Frequency of Difficulty in Gerund as 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>2</td>
<td>4</td>
<td>14.8 %</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>7</td>
<td>25.9 %</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>12</td>
<td>44.44%</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>20</td>
<td>74.07%</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>9</td>
<td>33.33%</td>
</tr>
<tr>
<td>6</td>
<td>14</td>
<td>11</td>
<td>40.74%</td>
</tr>
<tr>
<td>Total Item</td>
<td>6</td>
<td>63</td>
<td>39%</td>
</tr>
</tbody>
</table>

Chart 4.2
Diagram Frequency of Difficulty in Gerund as Object of Certain Verbs
In order to find the average of total frequency difficulty faced by the students in gerund as object of certain verbs, the writer using formula:

\[ P = \frac{F}{N \times 6} \times 100\% \]

\[ = \frac{63}{27 \times 6} \times 100\% \]

\[ = \frac{63}{162} \times 100\% \]

\[ = 38.8\% = 39\% \]

The whole average showed that there are 38.8% or 39% students who find difficulty in gerund as object of certain verbs. There are 4 students or 14.8% who find difficulty in item number two, there are 7 students or 25.9% who find difficulty in item number eight, there are 12 students or 44.44% who find difficulty in item number eleven, there are 20 students or 74.07% who find difficulty in item number twelve, there are 9 students or 33.33% who find difficulty in item number thirteen, and there are 11 students or 40.74% who find difficulty in item number fourteen.

Table 4.7
Frequency of Difficulty in Gerund
as Subject of 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>5</td>
<td>1</td>
<td>3.70%</td>
</tr>
<tr>
<td>2</td>
<td>19</td>
<td>5</td>
<td>18.51%</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>9</td>
<td>33.33%</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>6</td>
<td>22.22%</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>3</td>
<td>11.11%</td>
</tr>
<tr>
<td>Total Item</td>
<td>5</td>
<td>24</td>
<td>17.77%</td>
</tr>
</tbody>
</table>
In order to find the total average of frequency difficulty faced by the students in gerund as subject of sentence, the writer using the formula:

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

\[ = \frac{24}{27 \times 5} \times 100\% \]

\[ = \frac{24}{135} \times 100\% \]

\[ = 17.77\% \]

According to the data above that there is 1 student or 3.70% who find difficulty in item number five, there are 5 students or 18.51% who find difficulty in item number nineteen; there are 9 students or 33.33% who find difficulty in item number nine, there are 6 students or 22.22% who find difficulty in item number fifteen, there are 3 students or 11.11% who find difficulty in item number sixteen.

There are 18% the total average of frequency difficulty faced by the students in gerund as subject of sentence.
Table 4.8
Frequency of Difficulty in Gerund as Complement

<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>17</td>
<td>2</td>
<td>7.40%</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>4</td>
<td>14.81%</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>2</td>
<td>7.40%</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total Item</td>
<td>4</td>
<td>8</td>
<td>7%</td>
</tr>
</tbody>
</table>

Chart 4.4
Diagram Frequency of Difficulty in Gerund as Complement

To find out the total average of frequency difficulty faced by the students in gerund as complement of a sentence, the writer using the formula:

\[ P = \frac{F}{N \times 4} \times 100\% \]

\[ = \frac{8}{27 \times 4} \times 100\% \]

\[ = \frac{8}{108} \times 100\% = 7\% \]
In the table above, there are 2 students or 7.40% who find difficulty in item number seventeen; there are 4 students or 14.81 who find difficulty in item number eighteen, there are 2 students or 7.40% who find difficulty in item number six, there are 0 students or 0% who find difficulty in item number twenty.

From the data above, that there are 7% of total average of frequency difficulty faced by the students in gerund as complement of a sentence.

C. Data Interpretation

After classifying the items into area test and analyzing the frequency of difficulty in each item, the writer describes the difficulty in usage of gerund in percentage as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Uses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gerund as object of preposition</td>
<td>16%</td>
</tr>
<tr>
<td>2</td>
<td>Gerund as object of certain verbs</td>
<td>39%</td>
</tr>
<tr>
<td>3</td>
<td>Gerund as subject of a sentence</td>
<td>17.77%</td>
</tr>
<tr>
<td>4</td>
<td>Gerund as complement of sentence</td>
<td>7%</td>
</tr>
</tbody>
</table>

From the data above the writer conclude that there are many students who find difficulty in using gerund as object of certain verbs (39%), there are (17.77%) who find difficulty in using gerund as subject of a sentence, 16% students who find difficulty in using gerund as object of preposition and 7% students who find difficulty in using gerund as complement of a sentence.

When the students learned gerund, some of the students focus on their teacher’s explanation but some of students talk each other and they did not pay attention to teacher explanation.

After doing the interview, the writer find that many students find the difficulties in learning gerund in the use of gerund, they also noticed that they are not mastered in the use of gerund as certain verbs.
Beside that they still confused in using gerund as subject of sentence and also the gerund as object of preposition because many of students confused weather the verb followed by gerund and the verb which not followed by the gerund and also many of student still difficulty in uses gerund as subject of sentence and they do not familiar with object of preposition.

The writer also got the information about the cause of student’s learning difficulties which is cause from the internal and external factor, some of the student’s they got low motivation in learning, lack of knowledge in English language can causes of difficulty and they also didn’t understood what have explained by the teacher, and many of the students assume that English is one of the most difficult subject and they also felt not effective and concentrate in learning English because the condition in the classroom doesn’t support the students to learn, some of the student make noise and so on.
CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data analysis in the previous chapter, the writer would like to make a conclusion, that the most of the students in SMK Nusantara Tangerang Selatan still find difficulties in the use of gerund especially in the use of gerund after certain verb, gerund as subject and also gerund as object of preposition. The frequency of difficulty in the use gerund after certain verbs is 39%, while the frequency of difficulty in the use gerund as object of preposition is 16% and the frequency of difficulty in the use of gerund as subject is 17.77% then the least frequency of difficulty in the use of gerund as complement of sentence is 7%, So, it can be concluded that most frequency of difficulty in the use of gerund made by the students of third grade of SMK Nusantara Tangerang Selatan are gerund after certain verbs, gerund as subject and gerund as object of preposition. The causes of difficulties are because the students confused weather the verb that followed by gerund weather the verb not followed by gerund, they did not understand about gerund well, the material which the teacher explains is unclear, the students are making noise in the classroom and get low motivation in learning English.

B. Suggestions

Having known the result of the analysis, here are some suggestions need to be considered:

1. English teachers should give more exercises and practices to the students regarding any kinds of examples of gerund.

2. English teachers should improve their teaching methodology by giving some games related to the material which is being learnt.

3. English teachers should motivate students to learn more diligently.
4. Students should learn about gerund to make them being better in mastering English as one of the international languages because it is the basic grammar in order that language which is used is well-formed.

5. Students should read any kinds of grammar books to enrich their ability in understanding language structures.
BIBLIOGRAPHY


Form Interview After the Research (Students)

Question: Mengapa anda mengalami kesulitan dalam belajar Gerund?

Answer:

a. The Result of Interview Students in internal factor

<table>
<thead>
<tr>
<th>Internal Factor</th>
<th>Respondents</th>
</tr>
</thead>
</table>
| Low motivation       | Student 1: Pertama-tama karena gerund itu memiliki banyak persamaan, misalkan persamaan antara gerund dengan present participle dan juga saya susah memahami bahasa inggris.  
(Firstly, Based on my opinion Gerund and present participle have many similarities and I also have differentiate in understanding English.).  
Student 2: Gak terlalu suka bahasa inggris, susah, bingung dan tidak mengerti semuannya tentang bahasa inggris.  
(I do not like English, it is difficult,confused, and I don’t understand all about English) |
| Lack of knowledge    | Student 1: Karena memang dari dasarnya susah memahami grammar. Jadi membedakan antara gerund dan tense ya susah juga dari segi penempatan-penempatannya.  
(Basicly, grammar is so dificult to understood so, I can not differenciate between gerund,tense, and the used of gerund) |
| Interest             | -                                                                                                                                                                                                            |
| Talent               | -                                                                                                                                                                                                            |
| Mental health of learner | -                                                                                                                                                                                                       |
### b. The Result of Interview Students in external factor

<table>
<thead>
<tr>
<th>External Factor</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1:</td>
<td>Memang kurang paham itu gerund, masih kurang berbahasa inggris juga sama kurang paham dengan apa yang diampaikan gurunya, kurang nangkap apa itu gerund, materi yang diampaikan guru juga masih kurang. (I don’t understand about gerund well because I don’t understand what the teacher explain and the material which the teacher explains is unclear).</td>
</tr>
<tr>
<td>Student 2:</td>
<td>Saya kurang memahami dengan bahasa inggris dan masih bingung juga dengan gerund itu kan dia itu bentuk kata kerja yang di gunakan sebagai kata benda dan masih bingung dengan penggunaanya. (I don’t understand about English well especially about Gerund is the ing form of verb used as a noun.)</td>
</tr>
<tr>
<td>Student 3:</td>
<td>Penempatan preposition juga kurang mengerti, terus kalau misalkan itu kaya present continuous-kan verb-ing samakan kaya gerund jadi saya susah membedakan antara present continues and gerund). (I do not understand the use of preposition in gerund then I think that gerund have the same form with present continuous and I also difficult to differentiate between gerund and present continuous).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method of Teaching</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td></td>
</tr>
<tr>
<td>Student 2</td>
<td></td>
</tr>
<tr>
<td>Student 3</td>
<td></td>
</tr>
<tr>
<td>Bed relationships between teacher and student</td>
<td>Student 4: Saya tidak mengerti apa itu gerund soalnya guru juga menjelaskan di kelas kurang jelas jadi saya bingung memahami gerund itu apa. (I don’t understand about gerund well because the teacher explained it unclear).</td>
</tr>
<tr>
<td>Condition of class</td>
<td>Student 1: Saya kurang mengerti apa itu gerund soalnya kalau lagi guru nyan catat jadi saya bingung memahami gerund itu apa. (When the teacher was explaining about gerund, the students are making noise and so I less understand about the material of gerund).</td>
</tr>
<tr>
<td>Family environment</td>
<td>-</td>
</tr>
</tbody>
</table>
### Kisi- Kisi Instrument

**Intruments of Learning Difficulty in Learning Gerund**

<table>
<thead>
<tr>
<th>Gerund as complement</th>
<th>Butir Soal</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Gerund as object of preposition</td>
<td>1,2,3,4,7,10</td>
<td>6</td>
</tr>
<tr>
<td>Gerund as subject of sentence</td>
<td>6,9,15,16,18,19</td>
<td>6</td>
</tr>
<tr>
<td>Gerund as direct object of certain verbs</td>
<td>5,8,11,12,14,20</td>
<td>6</td>
</tr>
<tr>
<td>Gerund as object of sentence</td>
<td>13</td>
<td>1</td>
</tr>
</tbody>
</table>
Instrument Test of Learning Difficulty in Learning Gerund

Name : 

Class : 

Choose the correct answer A, B, C, or D

1. I am afraid of … a scary movie
   a) Watching
   b) Watched
   c) To watch
   d) Watch

2. I miss … in the travel industry, maybe I can get my old job back
   a) Work
   b) To work
   c) Working
   d) Worked

3. We started discussion by … Basmallah
   a) Said
   b) Saying
   c) To say
   d) Say

4. Jenny insisted on … that the cell phone instead of this one
   a) Bought
   b) To buy
   c) Buy
   d) Buying

5. … is bad for our healthy
   a) To smoke

6. Your talent is …
   a) Paint

7. He was interested about … camping
   a) Going
   b) To go

8. Maria suggested … a movie after work.
   a) Seeing
   b) See

9. … to the radio is good practice in understanding English
   a) Listen
   b) Listening

   c) Listened
   d) To listen
10. The teacher gave us the choice of … another exam.
   a) Take
   b) Taken
   c) To take
   d) Taking

11. Tony always avoid … my questions
   a) Answer
   b) Answered
   c) To answer
   d) Answering

12. I will never forget … my friend
   a) Meet
   b) To meet
   c) Meeting
   d) Was meeting

13. She likes … dinner out
   a) Having
   b) To have
   c) Had
   d) Have

14. The women can’t help … about the children
   a) Worrying
   b) To be worried
   c) Must be worried
   d) To worry

15. … For a bus is sometimes very boring.
   a) Waited

16. …. Is good for our healthy
   a) Run
   b) Is running

17. My uncle favorites hobby is …
   a) To read
   b) Reading
   c) Read
   d) Was reading

18. One of his worst habits is … lies.
   a) Tell
   b) To tell

19. … The desert is very tire some.
   a) Crossing
   b) To cross
   c) Cross
   d) Is crossing

20. My plan tomorrow is volley ball
   a) Played
   b) To play
   c) Plays
   d) Playing
Answer Keys of Instrument Test
Learning Difficulty in Learning Gerund

1. A 11. D
2. C 12. C
3. B 13. A
4. D 14. A
5. C 15. B
7. A 17. B
8. A 18. D
9. B 19. A
10. D 20. D
The Distribution of Frequency Test

a. The Data of Students Scores
30, 35, 40, 50, 55, 60, 65, 65, 65
70, 70, 70, 75, 75, 75, 80, 80, 80
85, 85, 90, 90, 95, 95

b. Menentukan Banyak Kelas
Banyak kelas (k) = 1 + 3 \times \log n
= 1 + 3 \times \log 27
= 1 + 4,7235
= 5,72 \approx 6

c. Menentukan Rentang Kelas
Rentang kelas (r) = Data terbesar – Data terkecil
= 95 – 30
= 65

d. Menentukan Panjang Kelas
Panjang kelas (i) = \frac{r}{k} = \frac{65}{6}
= 10,833 \approx 11

e. Tabel Distribusi Frekuensi

<table>
<thead>
<tr>
<th>Interval</th>
<th>Tepi Bawah</th>
<th>Tepi Atas</th>
<th>( x_i )</th>
<th>( f_i )</th>
<th>( f_i x_i )</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 – 40</td>
<td>29, 5</td>
<td>40,5</td>
<td>35</td>
<td>3</td>
<td>105</td>
</tr>
<tr>
<td>41 – 51</td>
<td>40,5</td>
<td>51,5</td>
<td>46</td>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td>52 – 62</td>
<td>51,5</td>
<td>62,5</td>
<td>57</td>
<td>3</td>
<td>171</td>
</tr>
<tr>
<td>63 – 73</td>
<td>62,5</td>
<td>73,5</td>
<td>68</td>
<td>7</td>
<td>476</td>
</tr>
<tr>
<td>74 – 84</td>
<td>73,5</td>
<td>85,5</td>
<td>79</td>
<td>6</td>
<td>474</td>
</tr>
<tr>
<td>85 – 95</td>
<td>84,5</td>
<td>95,5</td>
<td>90</td>
<td>7</td>
<td>630</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>27</td>
<td><strong>1904</strong></td>
</tr>
</tbody>
</table>

f. Mean/Nilai rata-rata (Me)

\[
Mean (\bar{X}) = \frac{\sum f_i x_i}{\sum f_i}
\]

Keterangan:

\( \bar{X} \) = mean/nilai rata-rata
\( \sum f_i x_i \) = jumlah dari hasil perkalian nilai tengah dari masing-masing interval dengan frekuensinya
\( \sum f_i \) = banyak siswa

\[
Mean (\bar{X}) = \frac{\sum f_i x_i}{\sum f_i} = \frac{1904}{27} = 70,52
\]
Kepada Yth.

Kepala Sekolah SMK Nusantara
di
Tempat

Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : Sopa Atik Marwiyah
NIM : 208014000004
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Tahun Akademik : 2012/2013
Judul Skripsi : Analysis on the Difficulties Faced by the Students in
Learning Gerund

adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang
sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di
instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut
melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
Kepada Yth.
Drs. Nasrun Mahmud M.pd.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing (materi/teknis) penulisan skripsi mahasiswa:

Nama : Sopa Atik Marwiyah
NIM : 208014000004
Jurusan : PBI
Semester : 8
Judul Skripsi :

"Analysis on the Difficulties Faced by the Students in Learning Gerund
(A Case Study at the Second Grade of SMK Nusantara)


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

Sopa Atik Marwiyah

Jakarta, 22 Maret 2012

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
KEMENTERIAN AGAMA
UIN JAKARTA
FITK
Jl. H. Juanda No 95 Ciputat 15412 Indonesia
FORM (FR)
No. Dokumen : FITK-FR-AKD-081
Tgl. Terbit : 1 Maret 2012
No. Revisi : 01
Hal : 1/1

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.3/.../2012
Lamp. : Outline dan KTM
Hal : Bimbingan Skripsi

Jakarta, 22 Maret 2012

Kepada Yth.
Maya Devianti M.Pd
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing mahasiswa:
Nama : Sopa Atik Marwiyah
NIM : 208014000004
Jurusan : PBI
Semester : 8
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Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
SOME DIFFICULTIES FACED BY STUDENTS IN LEARNING GERUND
An Analysis on Students' Difficulties in Distinguishing Gerund and Present Participle
Pengesahan Proposal Skripsi

Proposal skripsi atas nama Sopa Atik Marwiyah/NIM 208014000004 dengan judul Analysis on the Difficulties Faced by the Students in Learning Gerund telah diseminarkan pada tanggal 21 Februari 2012 dan telah diperbaiki sebagaimana mestinya.

Penguji Seminar Proposal

<table>
<thead>
<tr>
<th>Nama dosen Penguji</th>
<th>tanggal Pengesahan</th>
<th>Tandatangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Drs. Nasrun Mahmud M,pd</td>
<td>20/2 - 12</td>
<td></td>
</tr>
<tr>
<td>2. Maya Defianty M,pd</td>
<td>22/3 - 12</td>
<td></td>
</tr>
</tbody>
</table>

Puse Pembimbing:

I. Drs. Nasrun Mahmud, M.Pd
II. Maya Defianty, M.Pd

[Signature] 28/2 2012
SURAT KETERANGAN
TELAH MELAKSANAKAN PENELITIAN/RISET

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Kejuruan (SMK) Nusantara Kecamatan Ciputat, Kota Tangerang Selatan menugaskan kepada:

Nama : Sopa Atik Marwiyah
NIM : 2008014000004
TTL : Sukabumi, 13 Februari 1989
Program Pendidikan : Strata Satu (S1)
Jurusan/Prodi : Bahasa Inggris
Semester : IX (Sembilan) / TA. 2012
Universitas : UIN Jakarta

Nama tersebut di atas telah melaksanakan penelitian/riset di SMK Nusantara Ciputat dari Tanggal 02 s/d 09 Nopember 2012.

Demikian surat keterangan ini kami buat. Agar dapat dipergunakan sebagaimana mestinya.

Dipat, 12 Nopember 2012
Kepala Sekolah,

Drs. H. Hudlori Ma’arief, M.Pd