STUDENTS' ABILIYT IN USING GERUND AT GRADE XI JABALUL MADANIYAH PARGARUTAN ANGKOLA TIMUR

A Thesis

Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for Graduate Degree of Education (S.Pd) in English

Written by:
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STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

STUDENTS' ABILITY IN USING GERUND
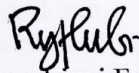# AT GRADE XI JABALUL MADANIYAH
PARGARUTAN ANGKOLA TIMUR

A THESIS

Submitted to the State Islamic University Syekh Ali Hasan Addary
Padangsidimpuan as a Partial Fulfillment of the Requirement for Graduate
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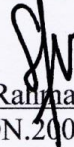Written by:

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PADANGSIDIMPUAN

2023

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Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nur Saida Harahap** entitled **"Students' Ability in Using Gerund At Grade XI Jabalul Madaniyah Pargarutan Angkola Timur"**,We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalam'alaikum wr.wb.

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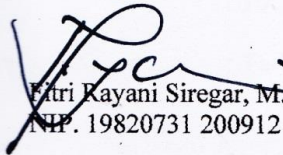
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EXAMINERS

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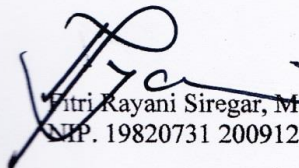|		
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ABSTRACT

This research tells about students' errors in using gerund. The formulations of the problem in this research were, How many different types of errors do students make when using gerunds of students XI Jabalul Madaniyah Pargarutan Angkola Timur ? and, What is the most common errors made by students when using gerunds in students XI Jabalul Madaniyah Angkola Timur. The porpuse of this research is to describe students' errors in using gerund and dominant error in using gerund. The researcher use qualitative research and descriptive to collect the data from 24 students who did the best. In collecting data, the researcher use test as instrument of the research. It is used to identify students' errors in using gerund. Based on the result of the research, the researcher found that the students' error in using gerund they are: error in using gerund as subject is 35%, error in using gerund as object of preposition is 29%, error in using as direct of certain verb is 36%. The most dominnat types of gerund made by students is type of error gerund as direct of certain verb is 29%. The researcher also found that the students' errors in using gerund they are: error in omissinon is fourtheen items (1.30%), error in misformation is three hindred eleven items (30%), and error in addition is thirty nine items (3.70%). The most dominnat type of error made by students in Jabalul Madaniyah Pargarutan Angkola Timur is type of error addition with three hundred eleven items (30%).

Key words: *students' error, gerund, omission,misformation.*

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Judul Skripsi   : **Kemampuan Siswa Dalam Menggunakan Gerund Pada kelas XI Siswa dari Jabalul Madaniyah Angkola Timur**

ABSTRAK

Penelitian ini membahas tentang kesalahan siswa dalam menggunakan gerund. Rumusan masalah dalam penelitian ini adalah berapa banyak tipe tipe error yg dilakukan siswa ketika menggunakan gerund pada siswa kelas 11.Tujuan dari penelitian ini adalah mendeskripsikan kesalahan siswa dalam menggunakan gerund dan menemukan kesalahan yang dominan dalam menggunakan gerund.. Apa error yang paling sering atau banyak dilakukan siswa ketika menggunakan gerund Penelitian ini menggunakan metode penelitian kualitatif dan deskriptif untuk mengumpulkan data dari 24 siswa yang mengerjakan tes. Dalam pengumpulan data, peneliti menggunakan tes sebagai instrumen penelitian. Ini digunakan untuk mengidentifikasi kesalahan siswa dalam menggunakan gerund. Berdasarkan hasil penelitian, peneliti menemukan bahwa kesalahan siswa dalam menggunakan gerund yaitu: kesalahan dalam menggunakan gerund as a subject adalah 35%, kesalahan menggunakan gerund as object of preposition adalah 29%, kesalahan dalam menggunakan gerund as direct of certain verb adalah 36%. Jenis kesalahan siswa yang paling dominan terdapat pada menggunakan gerund as direct of certain verb adalah 36%.peneliti juga menemukan kesalahan siswa dalam menggunakan gerund yaitu: kesalahan omission sebanyak empat belas item (1.30%), kesalahan misformatin sebanyak tiga ratus sebelas item (30%), kesalahan addition sebanyak tiga puluh sembilan item (3.70%). Jenis kesalahan siswa yang paling dominan terdapat pada kesalahan misformation sebanyak tiga ratus sebelas item (30%).

Kata Kunci   :   *kesalahan siswa, gerund, omission, misformatio*

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القسم		تعليم اللغة الإنجليزية الثالث
عنوان الرسالة	:	قدرة الطلاب على استخدام صيغة غيرون في الصف الحادي عشر جبل المدنية بارغاروتان أنغكولا تيمور

تجريد

هذا يحكي عن هذا البحث عن أخطاء الطلاب في استخدام صيغة الفعل. الغرض من هذا البحث هو وصف أخطاء الطلاب في استخدام صيغة المصدر والخطأ السائد في استخدام صيغة المصدر. وكانت صياغة المشكلة في هذا البحث هي: ما عدد أنواع الأخطاء المختلفة التي يرتكبها الطلاب عند استخدام صيغة الفعل لطلبة التاسع المدنية بارجاروتان أنجكولا تيمور، وما هي الأخطاء الأكثر شيوعًا التي يرتكبها الطلاب عند استخدام صيغة الفعل لطلبة التاسع المدنية جبل المدنية؟ أنجكولا تيمور. استخدم الباحث البحث النوعي والوصفي لجمع البيانات من ٢٤ طالبًا قاموا بالأفضل. ولجمع البيانات استخدم الباحث الاختبار كأداة للبحث. يتم استخدامه لتحديد أخطاء الطلاب في استخدام صيغة المصدر. وبناء على نتيجة البحث توصلت الباحثة إلى أن خطأ الطلاب في استخدام صيغة الفعل هم: الخطأ في استخدام صيغة الفعل كفاعل بنسبة ٣٥٪، والخطأ في استخدام صيغة الفعل كحرف جر بنسبة ٢٩٪ ,والخطأ في استخدام صيغة الفعل مباشرة الفعل المؤكد هو ٣٦٪. أكثر أنواع صيغة الفعل شيوعًا التي يقوم بها الطلاب هو نوع صيغة الخطأ حيث أن الفعل المباشر لفعل معين هو٢٩٪. كما توصلت الباحثة إلى أن أخطاء الطلاب في استخدام صيغة الفعل هي: الخطأ في الحذف هو رابع عشر فقرة (٣٠،١٪)، والخطأ في التزييف ثلاثة معوقات أحد عشر فقرة (30%)، والخطأ بالإضافة إلى تسعة وثلاثين فقرة (٣،٧٪). أكثر أنواع الأخطاء شيوعًا التي ارتكبها الطلاب في جبل المدنية بارجاروتان أنجكولا تيمور هو نوع إضافة الخطأ بثلاثمائة وأحد عشر بندًا (٣٠٪).

الكلمات المفتاحية: خطأ الطلاب، صيغة الفعل، الإغفال، التضليل..

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Padangsidimpuan, 26 Januari 2023
Researche

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CHAPTER I

INTRODUCTION

A. Background of The Problem

English as the one of languages in this world which is has obvious crucial position. As the international language, English has become a tool of interaction and communication for people in the word. Otherwise, English is applied in many aspects such as; technology, business, tourism and education. In the other hand, English is a language that has a high importance role in the international relationship.

English deals with the language skills i.e., listening, speaking, reading, and writing. Nevertheless, it does not mean that if one already masters these four skills, he or she has already mastered English. Learning English means how to use and communicate in the four skills, both productive and receptive. To become a master in English, learning grammar is very essential part.

Language is a very important means of communication in daily human life. Human being uses language, both in written and spoken form, to express their ideas. In a wider scope, language functions as a means of international communication by at least two persons. In a smaller group whose members share the same language, for instance, there are likely no difficulties in using the language since the persons involved in the process of communication are used to speaking their own native language. Otherwise if the people taking part in the conversation speak different languages, they must have difficulties or obstacles in getting along with each other. One of the problems to the

difficulties is the language used. In case, the international languages are very needed, especially the international ones that are most widely spoken in the world. One of the languages, which are the most widely spoken in the world, is the English language.

To become a master in English, learning grammar is very essential part. Learners will fail to use the language correctly without grammar skills. People now agree that grammar is too important to be ignored, and thatwithout a good knowledge of grammar, learners' language developmentwill be severely constrained. By learning grammar the students know howto make a good sentence and arrange the words well. Unfortunately, thecomprehensible students about how to arrange words in a sentence stillpoor, whereas the students have learned English grammar in many years, including of using a gerund in grammar.

Gerund is one of components of a grammar, gerund is a thing that have learned by the students. The fact is even the students knowthat grammar is important in learning English, but there are still manyerrors by using gerund. Without learning gerund in grammar, the studentswill be misunderstood in using English spoken and written. According to Brown "Grammar tell us how to construct a sentence (word order, verb and noun systems, modifiers, phrases, clauses, etc), discourse rules tells us how tostring those sentence together"[1].

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[1]Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edi (New York: Addison Wesley Longman, Inc, 2001), p362.

By learning grammar the students know how to make a good sentence and arrange the words well.

Unfortunately, the comprehensible the students about how to arrange of words in a sentence still poor, whereas the students have learned English grammar in many years, including of using a gerund in grammar. In this case, most of the students have not realized yet of the importance of gerund function in English language. Their awareness for using gerund is less. The students should known if their comprehension in gerund can be mastered, it means that students have succeed on following the rule of language in English and there would not occur a chaotic in using English language.

The general errors of many students are because they cannot distinguish of an *–ing* form in gerund usage. There are many kind of an *–ing* form in English. This condition is making confusion for students in learning about an *–ing* form, especially for gerund. The students have tendency to think about *–ing* form in gerund is a tense usage of present continuous tense.

By analyzing of the students' ability of gerund, the writer wants to know how far the comprehensible of students at grade XI Jabalul-Madaniyah Pargarutan Angkola Timur about gerund. Based on the problem, in this study would like to conduct the study entitled "Students' Ability In Using Gerund At Grade XI Jabalul-Madaniyah Pargarutan Angkola Timur".

B. Identification of The Problem

There are some issues with students' gerund writing at grade XI Jabalul-Madaniyah Pargarutan Angkola Timur. For starters, students struggle with using gerunds in sentences. Second, pause while the different gerund and participle. Finally, students have lack motivation to learn gerund. As a result, students have a limited understanding of the gerund.

C. Limitation of The Problem

Based on the above identification, the researcher discovers a problem with gerund writing. Gerund is classified into four types: subject, object, nominal predicate, and after proposition. The researcher explain the problems with gerund writing in the four categories listed above and attempt to discover students' gerund writing at Grade XI Jabalul-Madaniyah Pargarutan Angkola Timur.

D. Formulation of The Problem

Based on the limitation of the problem above, finally is formulated as follows:

1. How many different types of errors do students make when using gerunds?

2. What is the most common errors made by students when using gerunds?

E. Purposes of The Research

The study's objectives, according to the problem formulation above, are to discover:

1. To learn about the various types of errors that students make when using gerunds in their writing.

2. To identify the mostcommon errors made by students when using gerunds in their writing.

F. Significances of The Research

The research is hopefully significant for:

1. Headmaster

This study as the information to know the result describing of the students' ability in using gerund at At Grade XI Jabalul-Madaniyah Pargarutan Angkola Timurall at once giving the facilities in teaching English grammar in the school.

2. Teacher

This study as the information to know describing of the students' ability in using gerund at At Grade XI Jabalul-Madaniyah Pargarutan Angkola Timur, so the teacher can know the students' lack in using gerund and to know how to fix the students problem.

3. Researcher

This is useful as a source of information for the future and can add new experiences for researcher in seeing students' ability in this material.

G. Outline of The Research

The structure of this study is divided into five chapters. Each chapter consists of many sub-chapters such as: chapter 1 consists of an introduction and is as follows:

Problem backgroundof the problem, identification of the problem, formulation of the problem, purposes of the research, significances of the research, outline of the research.

Chapter 2 consists of theoretical description, namely definition of error, understanding error, distinction between error and mistake, causes error, types error, goals of error, procedures of error analysis, gerund, uses of gerund and error in using gerund.

Chapter 3 consists of research methodology divided into sub-chapters. Survey locations and times, survey methods, survey instruments, data collection methods, and data analysis techniques.

Chapter 4 consists of data descriptions, analyzing, and discussion, the threat of the research.

Chapter 5 consists of conclusions about the results of this study and suggestions given by the study.

H. Definition of Key Terms

1. Ability

   Ability is the mental or physical power or skill needed to do something. Means that people do something consist of physical or mental based on someone's skill.

2. Using

   Using is to put into action or service. It is also to put something such as a tool, skill or building to a particular purpose.

3. Gerund

   Gerund is a form that is derived from a verb but that funtions as a noun. In English ending in *–ing*. So, gerund is used in the same ways as a noun.

   Based on explanation above the meaning of the tittle entitled " Students' Ability In Using Gerund At Grade Xi Jabalul-Madaniyah Pargarutan Angkola Timur".is to analyze the students' ability in using gerundas seen from students' scores.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Students' Ability

a. Definition of Students' Ability

Students' ability consist two word; students and ability. According to Hornby in Oxford advanced learners' dictionary of curret English student is who is studying at University.[2] Students is anyone who studies or who is devoted to the acquisition of knowledge.[3] Students is a person who attends a school, collage of university, a person who studies something. In Indonesia dictionary the students is a learners especially on the garde of elementry, junior and senior hogh school.[4] The student is a person have capacity or power in understanding vocabulary that the students is studying in university.[5]

According to Webster, the word "ability" has three meanings, they are:

1) The power to do something

2) Physical, metal, or power to perform

3) Competence in doing.[6]

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[2]Daka Wulandari, "An Error Analysis on The Usage Gerund and Infinitive of The Second Year Student of English Department of Faculty in Gunadarma University" (Gunadarma University, 2010), p67, https://ejournal.unp.ac.id/index.php/jelt/article/view/108177.

[3]A S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1974), p1187.

[4]Hornby, p859.

[5]Tim Penyusun Kamus Pusat Pembinaan Dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p1077.

[6]Eka Sustri Harida, Fitri Rayani Siregar, and Trillanti Trilanti, "An Analysis on the Students ' Ability in Understanding Vocabulary at First Year Students of English Education Study Program (TBI) STAIN Padangsidimpuan," *English Education : English Journal for Teaching and*

It means on those definitions above that ability is a mental, power or legal of someone to do something bty his/her self.

Ability is quality or state being able, power to perform, whether physical moral intellectual, conventional or legal capacity, skill or complemence in doing, sufficiency of strength, skill resource, atc. Ability is a natural tendency to do something successful or well.[7]

In oxford dictionary stated by Hornby that "ability is level of skill intelligence".[8] Merriam says that " the ability is a quality or being able, especially inphysical, mental or legal power to perform".[9] The ability means the quality or capacity of being able to do something well. As said by Hornby, the definition of ability such as, "ability is:

1) Capacity of power to do something physical and mental.

2) Cleverness, intelligence.

3) Special natural power to do something well that talent.[10]

According to Brown, the word "ability has three meanings, they are:

1) Achievement is actual ability and can be measured by straight use of the instrument or devised test.

2) Capacity is potential ability and can be mesured by unstraight, the individual's capacity.

Learning 1, no. 2 (2013): p4, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/26/19.

[7]Merriam Webster, *Collegiate The Saurus* (USA: Massa Chusettes, 1976), p33.

[8]Merriam Webster, "Definition of Student's Ability," p68, accessed February 20, 2010, http://www.merriam-webster.com/dictionary/student.

[9]Hornby, *Oxford Advanced Learner's Dictionary*, p55.

[10]Webster, *Collegiate The Saurus*, p33.

3) Aptitude is quality and can be expressed by especially training.[11]

b. **Types of Ability**

1) Aptitude a component of a competency to do a certain kind of work at a certain level. An aptittude is a component of competency to do a certain kind of work at a certain level, which can also be considered "talent". Aptittude may be physical or mental. Aptittude is inborn potential to do certain kinds of work whether developed or undeveloped. Ability is developed knowlegde, understanding, learned or acquaired abilities (skill) or attitude. The innate nature of aptittude is in contrans to skills and achievement, which represent knowledge or ability that is gained through learning.

2) Intelligence, logic, abstract through, understanding, self-awareness, communication, learning, having emotion knowledge, retaining, planning, and problem solving. Intelligence has been defined in many different ways including one's capacity for logic, abstract thorough, understanding, self-awareness, communication, learning, emotional knowledge, memory, planning, creativity and problem solving. It can be more generally described as the ability to perceive information, and retain it as knowledge to be applied towards adaptive behaviors within an enviroonment.

3) Knowledge, a familiarity with someone or something, which can include facts, information, descriptions, or skill. Knowledge is a

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[11]Hornby, *Oxford Advanced Learner's Dictionary*, p138.

familiarity, awarecess or understanding of someone or something. Such as facts, information, descriptions, or skills, which is acquired through experince or education by pereceiving, discovering, or learning.

4) Skill, the learened ability to carry out a task with pre-determined results

5) Power, (social and political), the ability to influence people or events

6) Capability (disambiguation)

7) Superpower (abiliy), a popular culture term for a fictional superhuman ability

8) Intelligence giftedness, an intellectual ability significantly higher than average.[12]

So students' ability means': anyone who studies or who is devoted to the acqustion of knowledge and somebody need cintruction or development of owned ability it individually and group and also expect treatment either from adult, including the teacher. The ability is the skills or the potential of an individual to naster skill in doing various tasks in a job or an assessment of the person's actions. The ability is the achievement of person who is studying in school.

Based on the definition above, the researcher concludes that the students' ability is anyone who studies in school in performing someyhing

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[12]Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edi (New York: Addison Wesley Longman, Inc, 2001), p236-238.

or to do something of power and skill and ability is state being able to express or to perform what they have known whether physical moral intellectual or legal capacity. Everyone have diffrent ability so that with this condition will help each other to do the activity. So there are different of their ability in writing, reading, speaking, and listening Senior high school.[13] Based on the definition above, the reseacher concludes that the student is anyone who studies in school or university.

2. **Error Analysis**

Error is natural and unquestionable during the learning process. Even if every effort is made, it should happen. Students' errors do not imply failure or inadequacy, although they can be viewed as important evidence of the strategies or procedures used by the student in learning a second language. Error analysis is a technique commonly used to determine the source of student errors once they make the same mistakes over and over.[14] It is the process of going over a student's work and identifying patterns of misunderstanding.

In linguistic classroom instruction, error analysis is a technique for measuring progress and developing teaching methods by recording and categorising student errors.[15] In linguistics, error analysis is the observation of errors in the speech process as a tool for understanding the

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[13] Feni Aulia, "An Analysis of the Students' Ability and Difficulty in Writing Narrative Text" (University of Muhammadiyah of Makassar, 2019), p77, https://digilibadmin.unismuh.ac.id/upload/8685-Full_Text.pdf.
[14]Tim Penyusun Kamus Pusat Pembinaan Dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, p1077.
[15]Cheng Fei Lai, *Error Analysis In Mathematics*, *Behavioral Research and Teaching* (USA: University of Oregon, 2012), p1-9, https://files.eric.ed.gov/fulltext/ED572252.pdf.

phonetic and semantic elements of language, intractional processes, and speakers' discourse strategies.

Error analysis is an activity to reveal errors found in writing and speaking. "Error analysis emphasizes the significance of learners errors in second language"[16] It is important to note here that Interferences from the learners mother tongue is not only reason for committing errors in his target language."Errors analysis is a procedure used by both researcher and teacher"[17] It involves collecting samples of learner's language. Identifying the error in sample, describing these errors, classifying them according to their hypothesized causes and evaluating their seriousness.

According to the definitions above, error analysis is the process done to determine, classify, define, or explain an error made by someone while speaking or writing, as well as to collect input on common problems experienced by someone while writing or speaking English sentences.

3. **Understanding Error**

To get clear understanding about error, several opinions have been given by some linguists that should be observed among others. Brown defines, an error as "noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of learner"[18] So,

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[16]Mary Ann Pescante Malimas and Sonrisa C. Samson, "Linguistic Error Analysis on Students' Thesis Proposals," *IAFOR Journal of Language Learning* 3, no. 2 (2018): p193, https://doi.org/10.22492/ijll.3.2.09.

[17]Ali Akbar Khansir, "Error Analysis and Second Language Acquisition," *Theory and Practice in Language Studies* 2, no. 5 (2012): p276, https://doi.org/10.4304/tpls.2.5.1027-1032.

[18]Wiwik Yully Widyawati, "An Error Analysis of Using Gerund Made by the Fourth Semester Students of English Department of UNINDRA," *Tell-Us Journal* 4, no. 2 (2018): p87, https://doi.org/10.22202/tus.2018.v4i2.2781.

an error is about the rule of grammar that is used by the people. An error is also as "the flawed side of learner speech of writing."[19] It means that there is something wrong in norm of language performance.

From these opinion about errors, it can be concluded that errors are something that the students do in there learning byn using unacceptable and inappropriate form of the grammar of the target language and the competence of a second language.

Errors have played an important role in the study of language acquisition and examining a second or a foreign language acquisition. Errors are also associated with the stategies that people employ to communicate in a language.

4. **Distinction Between Error and Mistake**

Error and mistake are not the same. But most the people still misunderstand about the definiton of both. To be more clarified between error and mistake, Harbaugh et.al. said "error caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it, and mistake caused by temporary lapses or memory, confusion, slips of the tangue and so on.[20] Another way to differentiate between error and mistake, but if they cannot, it is an error.

In his book on mistakes and correction, edge suggests that we can divide mistake inti three broad categories: slips (that is mistakes which

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[19]Douglas Brown, *Principle of Language Learning* (New York: Addison Wesley Longman, 2000), p112.
[20]Keith Johnson, *Language Teaching and Skill Learning and Teaching* (New Jersey: Prentice hall, 1994), p120.

students can correct them selves once the mistake has been pointed out to them), 'error' (mistakes which they cannot correct themselves-and which therefore need explanation), and 'attempts; (that is when a studenttries to say something but does not yet know the correct way of saying it).

5. Causes of Error

Learning a foreign language is of course different from learning one's mother tongue. The students that are learning foreign language can make errors in foreign language. Errors are sign of learning failure and, as such, not to be willingly tolerated. So, the teacger must analyze what kinds of causes of errors that happen to students. According to Corder in Mutiana, there are three major causes of error, which he labels 'Transfer Error's (mother-tongue interference), analogical error, (over-generalization), and 'teaching induced error' (error encouraged by teaching material or method).[21]

a. Mother-tongue Interference

The beginning stage of learning a second language is characterized by good deal of mother tangue interference (from the nature language), in this early stage, before the system of the second language is familiar, the native language is the only familiar language system. Although young children appear to be able to learn a foreign language quite easily and to reproduce new sound very effectively, older learner has

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[21]William T. Harbaugh Jason Hubbard and and Sanjay Srivastava, "A General Benevolence Dimension That Links Neural, Psychological, Economic, and Life-Span Data on Altruistic Tendencies," *Journal of Experimental Psychology: General* 145, no. 10 (2016): p214, https://doi.org/10.1037/xge0000209.supp.

experience considerable diffuculty. The sound system (phonology) and grammar of native language sometimes impose themselve on the new language and this leads to "a faulty foreign pronunciation", faulty grammatical pattern and wrong choice of vocabulary.

Example:

1) she in my chair sitting is, -instead of-she is sitting in my chair.

b. Over-generalization

Over-generalization covers instance where the learner creates deviant structure on the basis of his experiences of other structures in the target language. Some over-generalization is signed by:

1) Over Generalization generally involves the creation of one deviant structure in place of two regular structures. Example:

a) He can sings

b) We are hope

c) It is occurs

It may be the result of the learner reducing his/her linguistic burden, with the omission of third person "s".

2) Over Generalization is associated with redundancy reduction, for example the –ed maker, in narrative or in other past context often appears to carry no meaning, on sentence – *I buy the book last week* a) it as cleared, the word "bought" does not have meaning anymore because there was phrase 'last week'.

c. Error Encouraged by Teaching Material or Method

Error can appear to be induced by teaching process itself and error is an evidence of failure of ineffective teaching or lack control. If material is well chosen, graded, and presented with mateculous care, there shoulod never be any error,. Corder said in Murtiana[22] "it is however, not easy to identify such error except in conjunction with a close study of the material and teachung technique to which the learner has been exposed. This is probably why so little is known about them".

It is easy to accept this in the early stages of language learning controls applied in the shape of substitution tables, conversation exercises of mechanical nature and guided sentence patterns, but more difficult at later stages. Example in regular and irregular verb:

I going to school every day. instead of- I go to school every day.

Meanwhile Brown distinguishes:[23] the causes of error into four causes, they are: Interlingual Transfer, Intralingual Transfer, Context of learning and communication Strategies.

6. Types of Error

There are four classificattion of students' error according to Dulay in Fahmi Imaniar[24] viz: linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communcative effecy taxonomy.

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[22]Rahmila Murtiana, "An Analysis of Interlingual and Intralingual Errors in EFL Learners' Composition," *Journal Educative : Journal of Educational Studies* 4, no. 2 (2019): p204, https://doi.org/10.30983/educative.v4i2.2544.

[23]Murtiana, p97.

a. Linguistic Category Taxonomy

Many error taxonomies has been based on the linguistic item, which is affected by and errors. These linguistic category taxonomies classify errors according to either or both the language component abd the particular linguistic constituent the error effects.

Language componets include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and siscourse (style). Constituents inclued the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause, and within a clause, which constituent is affected, e.g, the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth.

b. Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items (omission) or add uncessary ones (addition): they may misform items (selection) or misorder them (misordering).

1) Omission

Omission errors are charcterized by the absence of an item that must appear in weel-formed utterance. Altough any morpheme

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[24]Brown, *Principle of Language Learning*, p99.

or word in a sentence is a potential candidate for omission, some types or morphemes are omited more than others.

Example: *Mary (is the) president (of the) new company.*

2) Addition

Students not only omit elements, which they regard as redundat, but they also add redundant elements. Addition errors are the opposite of omission. They are characterized by the presence of an item, which must not appear in a well-formed utterance. They are three types of addition errors have been observed in the speech of both L1 and L2 namely double markings, regularization, and simple addition.

a) Double Markings

Double markings are two items rather than one is marked for the same feature. Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others.

Example: *He doesn't knows my name or we didn;t went there.*

b) Regularization

A role typically applies to a class of lingusitic items, such as the class of main verbs or the class of nouns. There are both regular and irregular forms and constructions in language, learners apply the rules used to produce the regular ones to

those that are irregular, resulting in errors of regularization. Such as, the verb *eat* become *eated;* the noun *sheep* is also *sheep* in the plural, not *sheeps.*

c) Simple Addition

Errors are 'grab bag' subcategory of additions. If an addition error isn't a double marking or regularization, it is called simple addition. There are not particular feature, which can characterize simple addition other than not appear in a well-formed utterance.Example: *The fishes doesn't live the water*

3) Misformation

Misformation errors are characterized by the use of the wrong from of the morpheme or structure. While in omission errors the items is not sopplies at all, in misformation errors the studentsupplies something, athough it is incorret.

There are three types of misformation, namely; regularization errors, archi-forms, and alternating forms.

a) Regularization Errors

It is that all under misformation category are those in which a regular marker is used in place of an irregular one.for example: *runned for run or goes for geese.*

b) Archi Forms

The selection of one number of a clas of forms do represent others in the class is a common characteristic of all stage of

second language acquisition. We ave called the form selected by the students of an achi-form. For example: *a learner may select one member of the calss of personal pronoun to function for several others in the calss. Me hungry, give me that!*.

   c) Alternating Forms

As the student's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternating of various members of a class with each other. For example: *those dog.*

4) Misordering

Misordering is a wrong placement of morpheme or a group of morphemes in an utterance. For example: *I don't know what <u>is that.</u>*

c. Comparative Taxonomy

The classification of error in a comparative taxonomy is based on comparison between the structure of second language errors and certain other types of contructions. There are four types of error according to comparative taxonomy viz. Development errors, interlingual errors, ambigous errors, and ther errors.

1. Development Errors

These errors are similar to errors made by the students learning the target languages as their first language. For example: Dog eat it. The omission of the article and the past tense marker any

be classified a development because they are also found in the speech of students learning English as their first language.

2. **Interlingual Errors**

Interlingual Errors are similar in structure to a semantically equivalent phrase or sentence in the students' native. Interlingual errors refers to L2 errors that reflect native language structure regardless of the internal process or external conditions that spawned them, for example: He has a book green.

3. **Ambigous Errors**

Ambigous Errors are those that could be classified equally well as development or interlingual. These errors reflect the student's native language structure, and at the same time, they are of the type found in the speech of childrenb acquiring a first language. For example: I no ghave car.

4. **Other Errors**

Other errors are the errors ny the student's native using their native language structure on their second language development form, such as "she do hungry", where "do" as verb for present tnese must add "s/es" for subject "she".

d. **Communicative Effect Taxonomy**

Communicative effect focuses on distinguishing between errors that seem to cause miscommunication and thoe that din't. Errors that effect the overall organization of the sentence hinder successful

communication (global error), while errors that affect a single element of the sentence usually do not hinder communication (local error). For example (global error): English language use many people. (local error): why we like each other? Meanwhile touchie stated that " Researchers in the field of applied linguistics usually distinguish between two types of errors: performance errors and competence errors.

1. Performance Error are those errors made by learners when they are tired or hurried. Normally, this type oferror is not serious and can be overcone with little effort by the learners.

2. Competence Error are more serious than performance errors since competence errors reflect inadequate learning.In this connection it is important no note that researchers distinguish between *mistake* which are lapses in performance and *errors* which reflectindequate competence.

7. Goals of Errors Analysis

The most practical use of the analysis of the error is the teachers. It is desiging pedagogical material and strategies. Dulay in Suhono stated that studying students' errors serves two major purposes.[25]

a. It provides data from which inference about nature of language learning process can be made.

b. It indicates to teacher in curriculum developers, which part of the target language students have most dificulty producing correcly and which

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[25]Fahmy Imaniar, "Students' Writing Errors and What Lies Beyond Them," *Langkawi: Journal of The Association for Arabic and English* 4, no. 2 (2018): p77, https://doi.org/10.31332/lkw.v4i2.936.

error types detract most from a student's ability to communicate effectively. The theoritical aspect of error analysis is a part of the methodology of investigeting that the language learning process.

8. **Procedure of Error Analysis**

In the language teaching, either a native language or a second language teaching, study about students' errors is very important. There are some producedures in error analysis, namely:

a. Identication of errors

b. Descriptionof errors

c. Explanation of errors

d. Evaluation of errors

e. Preventing/correction of errors

The first step in the process of analysis is recognition or identification of errors. In this step, teachers recognize the students' errors from the task given by the teachers.

The second step is the describing error. It begins when an identification stage has taken place. The description of student errors involves classification of kinds of errors made by the student.

The third step is the explanation of error that can be regarded as a linguistic problem. This step attempts to account for how and why the students' srror happen.

The fourth step is evaluation of errors. In this step, the teacher gives evaluation from the task done by the students depends on the task that teacher will give to the students.

Finally, the last step in the process of analysis is correction of errors where the teacher checks from the task done done by the students. And than the teacher gives the correct answer from the errors has been done by the students. Example:

Table II.1
Procedure of Error Analysis

Identication of Error	Description and Eror Classification	Explanation	Correction
I watch televition last night	Simple past tense-omission of-ed	The verb"watch" should be simple past	I watched televition last night
He is owing me ten thousand rupiah.	Verb inappropriate verb construction.	"owe" is a stative verb and doesn't require the –ing participle	He owes me ten thousand rupiah.

9. **Gerund**

   a. **Understanding of Gerund**

   Gerund is "the-ing form of a verb, used like a noun (for instance as the subject of sentence, or after preposition)". According to Azar in Mariyadi, Gerund is "verb-ing form of a verb used a noun. A gerund is

used in the same ways as a noun, i.e. as a subject or an object"[26] Rowan Dunton stated[27] that when a verb is immediately after a preposition the gerund form must be used". Fernando Gertum stated in *Longman Advanced Learner's Grammar: A self-study Reference and Practice Book with Answer,* they stated[28] that" The verb-ing and infinitive forms of verb are very common in English and can act as subject, object, and compliment of verb. When used like noun, -ing form are often referred to as 'Gerund'.

From the quotation above, it can be concluded that gerund is the *ing* form of a verb, used as a noun, as a it can function as subject or an object sentence, and also an object preposition.

b. Kinds of Gerund

Wishon and Burks noted that are two kind of gerund, they are:

1) Simple gerund is that 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 function differently in thesentence. It is always a noun and can function in any position noun (e.g: swimming is a good exercise).

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[26]Suhono, "Dulay's Surface Strategy Taxonomy on The EFL Students' Composition: A Study of Error Analysis," *Angewandte Chemie International Edition* 1, no. Mi (1967): p9-25, https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=Suhono.+"Dulay's+Surface+Strategy+Taxonomy+On+The+Efl+Students'+Composition%3A+A+Study+Of+Error+Analysis"&btnG= .

[27]Mariyadi, "An Error Analysis On The Use Of Gerund To The Fourth Semester Students Of Of Studies , Cultural University Of Sumatera Utara In The Academic Year Of 2012/2013" (University Of Sumatera Utara, 2013), p98, https://123dok.com/document/yjkokp6q-analysis-semester-students-department-cultural-university-sumatera-academic.html.

[28]Rowan Dunton, "Gerunds," *San José State University Writing Center* 14 (2021): 1–4, https://www.sjsu.edu/writingcenter/docs/handouts/Gerunds.pdf.

2) Gerund Phrase: While a gerund function as a noun, it also retains some characteristics of a verb.Although it may have modifiers like a noun (usually before it),), it may also haveadverbial modifiers it a noun or a pronoun like a verb (usually after it). It may also have adverbial modifiers like a verb (usually after it). It a noun or pronoun precedes a gerund, it must be in the possessiver or adjectival from.[29]

> *Your* <u>singing</u> is beautiful.
>
> Everyone admires *patrice's expert* dancing.
>
> The gerund phrase is italicized; the simple gerund is underlined.

c. **Forms of Gerund**

The gerund is the-ing form of the verb used as a noun. Notice that the gerund has same form as the participle. However, it function differently in the sentence. Gerund is a noun and can function in any noun position. There are some rules on adding-ing to the verb when forming the gerund.

1) 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

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[29]George E. Wishon & Juliia M.Burks, *Let's Write English*, Revised Ed (USA: American Book Company, 1980), p190.

2) If the verbs has no one syllable and ends in a vowel +consonant, put double consonants before "ing"

> e.g. put > puting
>
> cut > cutting

3) If the verbs end in Y, W, X or or in to consonants, or in twovowels, make no change.

> e.g. say > saying
>
> push > phusing

4) If the last syllable of a longer verb is stressed, double theconsonant before "ing".

> Forget > forgetting.

10. Uses of Gerund

According to the definiton above, here the researcher would like to explain the usages 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 posistion is in front of the sentence.

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

1) Gambling can't make someone rich

2) Praying is the moslem's duty

3) Singing is my hobby

b. Gerund as Object of Preposition

Swan stated that gerund is used after all preposition (including to, when "to" is a preposition).

1) After swimming. I felt cold

2) Are you fond of the cooking?

3) I look forward to hearing from you

c. Gerund as Direct 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 object of these verbs. Wishon and Burks noted 29 verbs frequently followed by gerunds.

Table II.2
List ob Verbs Frequently
Followed by Gerund by Julia M. B & Geogre E. W.[30]

No	Verb	Sentence
1.	Admit	The thief *admited stealing* money
2.	Appreciate	Patrice would *appreciate hearing* from you
3.	Avoid	After their quarrel, she has *avoided meeting* him
4.	Consider	Joel has already *considered continuing* his studies
5.	Continue	He will *continue studying*
6.	Defer	Please *differ paying* the bill until after january
7.	Delay	He *delayed writing* the letter until the last minute
8.	Deny	When questioned the boy *denied cheating* on the exam
9.	Detest	How I *detest her singing*
10.	Enjoy	After a hectic week, they *enjoyed spending* a week at home
11.	Escape	By some miracle jerry *escaped being* hurt in the fight
12.	Finish	When the light went out, he had barely *finished*

[30]George E. Wishon & Juliia M.Burks, *Let's Write English*, Revised Ed (USA: American Book Company, 1980), p190.

No	Verb	Sentence
		putting his room in order
13.	Forgive	I cannot *forgive* you not *writing* to me
14.	Imagine	I cannot *imagine doing* that again!
15.	Keep/continue	Angela is so homesick she *keeps hoping* for a letter from home
16.	Mind/dislike	I don't *mind walking* this summer
17.	Miss	Since I moved to the city, I *miss walking* in the woods
18.	Notice	Have you *noticed* Danny's *swimming* lately?
No	Verb	Sentence
19.	Postpone	Howhard had to *postpone leaving* for college
20.	Prectice	Please *practice writing*
21.	Quite	*quit chatting* and carry on with your work
22.	Prevent	Nothing can *prevent john's swimming* the race
23.	Resist	She cannot *resist buying* every pretty dress she sees
24.	Risk	I would not *risk missing* the buss
25.	Suggest	I *suggest having* a cup of coffee before we leave
26.	Stop	Jerry's father *stopped stutering* when he relaxed
27.	Resent	Lisa *resent having* to work overtime
28.	Try(experiment)	Please *try salving* the problem by your self
29.	Understand	I really *cannot understand his doing* something like that

According to Azar, Gerunds are used as the object of certain verbs. Betty Schrampfer Azar lised 34 common verbs usually followed by gerunds, there are.

Table II.3
List of Verbs Frequently Followed by Gerund by Betty Schrampfer[31]

No	Verb	Sentence
1.	Admit	He admitted *stealing* the money
2.	Advise	She advised *waiting* until tomorrow
3.	Anticipate	I anticipate *having* a good time
4.	Appriciate	I appriciated *hearing* from them
5.	Avoid	He avoided *answering* my question
6.	Complete	I finally completed *writing* my item paper

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[31]Betty Schrampfer Azar, *Understanding and Using English Grammar* (USA: Longman, 2019), p9-25.

No	Verb	Sentence
7.	Consider	I will consider *going* with you
8.	Delay	He delayed *leaving* for school
9.	Deny	He denied commiting the crime
10.	Discuss	They discussed *opening* a new business
11.	Dislike	I dislike *driving* long distance
12.	Enjoy	We enjoy *visiting* them
13.	Finish	She finished *studying* aboutb ten
14.	Forget	I'll never forget *visiting* napoleon's tomb
15.	Can't help	I can't help *worrying* about it
16.	Keep	I keep *hoping* he will come
17.	Mention	She mentined *going* to movie
18.	Mind	Would mind *helping* me with this?
19.	Miss	I miss *being* with my family
20.	Postpone	Let's postpone *leaving* tomorrow
21.	Practice	The atlete practiced *throwing* the ball
22.	Quit	He quit *trying* to solve the problem
23.	Recall	I don't recall *meeting* him before
24.	Recollect	I din't recollect *meeting* him before
25.	Recommend	She recommended *seeing* the show
26.	Regret	I regret *telling* him my secret
27.	Remember	I can remember *meeting* him when i was a child
28.	Resent	I resent her *interfering* in my business
29.	Resist	I couldn't resist *eating* the desert
30.	Risk	She risks *losing* all of her money
31.	Stop	She stopped *going* to classes when she got sick
32.	Suggest	She suggested *going* to a movie
33.	Tolerate	She won't tolerate *cheating* during an examinition
34.	Understand	I don't understand his *leaving* school

d. **Gerund as the Complement of a Sentence**

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

1) My uncle favorite hobby is reading

2) His job is photographing

3) The last lesson is speaking

Based on the explanation above, there are some words that are followed by gerund. The word "go" is followed by gerund in certain idiomatic expression to express, for the most part,recreational activities.

1) Go boating

2) Go camping

3) Go fishing

According to Michael Swan[32] "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 follo there is. Example:

1) No smoking

2) Sorry there's no smoking here

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

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

a) Begin	d) like	g) hate
b) Start	e) love	h) can't stand
c) Continue	f) prefer	i) can't bear

Example:

It began to rain (verb+infinitive)

It began raining (verb+gerund)

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[32]Betty Schrampfer Azar, *Understanding and Using English Grammar* (USA: Longman, 2019), p9-25.

There's no difference between "began to rain"and "began raining"

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

    a) forget   b) regret   c) try

Example:

a. 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 forget to lock the door.

b. 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.

c. Remember+gerund: remember (recall) something that happened in the past. Example I remember seeing the Apls for the first time.

    Remember+infinitive: remember to perform responsibility, duty,or task. Example: judy always remember to lock the door.

d. Try+gerund: experiment with a new or different approach to see if it works. Example: the room wa hot. I tried opening the window.

Try+infinitive: make an effor. Example: I am trying to learn English.

11. Error in Using Gerund

The students usually make errors when they learn gerund as it mentioned in the chapter one. They make errors because of their own language, they are also confused in differentiating infinitive and gerund that is used in the sentence. Azar said[33] that verbs can be followed by either infinitive or gerund, sometimes with no difference in meaning and something with a difference meaning. It can be concluded that the students are not enough just to know the infinitive but also the students should know when to use infinitive and gerund based on how they are used.

B. Review of Related Findings

A similar research has done by Wulandari. The populations are 140 students, who were from one writing class of the second years. Forty six students chose as the sample. It was 30% from population. In this thesis, the writer uses descriptive research. The source of data is the students test consist 20 questions concerning the using gerund and infinitive. The result of the study show that 44.19% students made error in using gerund, 55.56% students made error in using infinitive and the total percentage of error is 49.5%. the writer

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[33]Michael Swan, *Let's Write English* (USA: Litton Education Publishing International, 2012), p113.

concludes that the students do not understand how to use gerund and infinitive.[34]

Secondly, Nurmawaddah has conducted similar research. The writer got result of the error of test, those are; 40.6% error of using gerund as subject, 63% of using gerund as direct object and 48.6% errors of using gerund after preposition.[35] It means that the mastery of using direct object is still low and poor because the errors were still high. In this relation to this, it is suggested that the students should be more careful in using grammar especially gerund.

The percentage of this research showed that gerund as subject is 35%, gerund as object of preposition is 29%, while gerund as direct of certain verb is 36%. It can be concluded that, truth level in answering in indicator gerund as object of preposition is low, it means error rate is 71% (100%-29%). The second is, truth level in answering in indicator gerund as subject 65% (100%-35%). Then, the lowest error rate is in indicator gerund as direct of certain verb 64% (100%-36%). So, it can be concluded the research that are mentioned above have similarities and difference with this research. The similarities are raised the same theme of reserach, namely about gerund. Besides, the reserach also have each errors in gerund. Meanwhile, the difference is each research has different error percentage results.

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[34]Wulandari, "An Error Analysis on The Usage Gerund and Infinitive of The Second Year Student of English Department of Faculty in Gunadarma University," p67. https://ejournal.ugd.ac.id/index.php/jelt/article/view/108177

[35]Nurmawaddah, "An Error Analysis Of Using Gerund Made by The Students (A Study toward the Third Grade of Senior High School 4, Cimahi Academic Year of 2014/2015)" (Pasundan University, 2016), p78, http://repository.unpas.ac.id/12294/1/THE ERROR ANALYSIS OF USING GERUNG - Nurmawaddah.pdf.

CHAPTER III

RESEARCH METHOD

A. Research Methodology

1. Place and Time of Research

This research conducted at the second grade of Islamic senior high school (MA) Jabalul Madaniyah Pargarutan. It is located on Pargarutann. The researcher chose this place because of some reasons; first, the researcher has observed this school especially in the second grade and found some problems in students' learning English. One of them was about using and understanding gerund. Therefore, the researcher was interested to do a research here. Second, this school is in the strategic place and the researcher also know well of this school. The research held from December 2022 unil finish.

2. Research Method

The kind of this research was descriptive method. A descriptive research determines and describes the way things are. It may also compare how sub groups (such as male and females or experienced and inexperienced teachers) view issues and topics. A descriptive method is "a method that serves to describe or provide an overview of the object under study through data or samples that have been collected as is."[36] So, a descriptive method is a method that contains a description as it is. The use of descriptive method is to identify problems of the students.

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[36]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan* (Bandung: Alfabeta, 2013), p29, https://id1lib.org/book/5686376/9d6534.

3. **Respondents of the Research**

   The respondents are the Second Grade Students of MA JabalaulMadaniyah . The researcher took the students of this class which consists of 24 students for this research.

   Table III.1
   Population of the Research

No	Class	Students
1	XI-A	24

   So, it means all of the population are also the sample in this research, without any taking sampling.

4. **Instrument of Research**

   The instrument that is used in this research is explained below:

   a. Test

   In this research, the researcher gave the test to the students. The kind of test in this research was written test in form of completion and essay test with the type restricted response test. Restricted response test "is a test that provides certain limitations or guidelines for test. These boundaries include the format, content and space of the answer area."[37] It means that, even thought the students' answer sentences are varied, there must still be important points contained in the answer. It means, if the students answerd true, the students got the point, and if the students answered wrong the students didn't get the point.

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[37]Eko Putro Widyoko, *Evaluasi Program Pembelajaran* (Yogyakarta: Pustaka Belajar, 2010), p45.

The essay test used "to assess complex learning outcomes, namely in the form of abilities."[38] It means that, to measure how far the students' ability in using gerund. The weight of the completion is 5 for each number. Every number has two blank space to fill, so the students must complete two blank space with the option has prepared. There are 20 excercises. So, the maximum score is 100.

In this research, the test is given to the students in one time. It's because the researcher would like to know the ability among the students in understanding gerund. Besides that, the research gave more valid and accurate data. It is used because the researcher had to know the skill of among students in learning English, especially in the writing text using gerund.

So based on the statement above, the weight that is given to such assesment which is describe above based on the using of gerund in a sentence.

[38]Zainal Arifin, *Evaluasi Pembelajaran, Direktorat Jenderal Pendidikan Islam Kementerian Agama RI* (Bandung: PT. Remaja Rosdakarya, 2015), p138, https://scholar.google.co.id/scholar?q=Arifin,+Zainal.+2009.+Evaluasi+Pembelajaran+Prinsip,+Teknik,+Prosedur.+Bandung:

Table III.2
Indicator of Using Gerund in a Sentence

No	The uses of gerund	Number of item	Total item	Score	Total score
1.	Gerund as subject of a sentence	1,3,5,7,8,9	6	5	30
2.	Gerund as object of preposition	2,4,6,10,11,13,15	7	5	35
3.	Gerund as direct of certain verb	12, 14, 16, 17, 18, 19, 20	7	5	35
	Total score				100

b. **Validity of Research**

The technique that is used in this validity test is the internal validity technique. The internal validity technique is the instruments have been able to reveal data from the variables in question, this is based on "the considerations of thesis supervisor and other lecturers' consideration as judges"[39]. It means, the test is validated by helping the theacher or the lectures who controls that field. It means, the test is validated by helping the theacher or the lectures who controls that field.

c. **Technique of the Data Collection**

The technique of data collection is qualitative. The data analyzed by identifying and collecting the errors on student's writing. The description of data collecting could help the technique of data analyzing. Techniques of data analyzing that the researcher used are;

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[39]Sumadi Suryabrata, *Metode Penelitian* (Jakarta: PT Raja Gravindo Persada, 2011), p139.

1) The data of students' errors collected from the results of the students' writing test.

2) The students' errors are classified based on the error types.

3) Then they are analyzed. Although the research is a qualitative, the frequency and the proportions of the error are computed using a very simple statistic in other to give global map of the students' error.

d. **Technique For Data Analysis**

An analyzing data of this research, following by these steps below:

1) Identified the three criteria of gerund based on the use of the gerund.

2) Described error which made by the students in using gerund.

3) Gave an explanation about every error which made by the student in using gerund.

4) Counted the result from the data analysis to know the dominant error on the use of gerund made by the students by using the following formula:

$$P = \frac{F}{N} \times 100\,\%$$

P : Percentage
F : Frequency of The Class
N : Total Number of Values[40]

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[40]Widyoko, *Evaluasi Program Pembelajaran*, p46.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter focused on analyzing the collecting of data. This chapter gives the detail data of the finding. This result of research discussed about the result that considered of description of datato get their whole results as general, explain the students' errors. The details description of data as follows:

A. Description of The Data

1. The Kinds of Errors in The Use of Gerund in Writing

The kinds of gerund that is used in this research is divided into three, they are: Gerund as subject of a sentence, gerund as object of preposition and gerund as direct of certain verb. The following explanation showed the details of students' error in the use of gerund in writing.

For item number one, the kind of gerund is gerund of subject. So, the gerund is placed in the beginning of the sentence. Based on the result,there are 12 students made error for this item. Some of them put verb one in the beginning of sentence and put verb-ing before "to".

The question number 1: ... Pizza is not something to ...

The right answer : **<u>Cooking</u>** pizza is not easy to do

The error : **<u>Cook</u>** pizza is not easy to **<u>doing</u>**

Next is item number two, the kind of this item is gerund as object preposition. Whereas, the gerund put before preposition. The prepostion that is used in this item is "forrward to". In this number, there are 7 students made error. Most of them can answer for this item, but there are still students made error.

The question number 2   : They ... forward to ... me

The right answer   : They look forward to **visiting** me

The error   : They **looking** forward to **visit** me

Then, the question number three. The kind of question is gerund as subject, where the gerund placed in front of the sentence, the position of gerund here is as noun. In this item, there are 12 students made error. Below is the specification of error.

The question number 3   : ... is my hobby, but I can not ...

The right answer   : **Singing** is my hobby, but I can not **sing**

The error   : **Sing** is my hobby, but I can not **singing**

The next is number four. The kind of this item is gerund as subject preposition. The preposition that is used in this question is "before". Actually, the preposition "before" is usual to used in daily English, but the

students still made error. For this item there are 15 students made error. Below is the classification.

The question number 4	: Before ... I ... a prayer
The right answer	: Before **studying** I read a **pray**
The error	: Before **study** I reading **pray**

Next, number five. The kind of this question is gerund as subject, where generally the postion is in the beginning of the sentence. In this item, there are 13 students made error. The students still lack how to differentiate the using of "to". Some of them thought "to" is for preposition. But, in fact the using "to" can define based on the sentence.

The question number 5	: ... is the obligation of a muslims, but children before adulthood are not required to...
The right answer	:**Praying** is the obligation of a muslims, but children before adulthood are not required to **pray**
The error	:**Pray** is the obligation of a muslims, but children before adulthood are not required to **praying**

Then number six. The kind of this question is gerund as object preposition. As the previous explanation, this kind of gerund is placed before preposition. The preposition that is used in this number item is "after". That preposition is also used to use in daily English. This error made by 13 students.

The question number 6   : After ... I ... the dishes in the kitchen

The right answer   : After **eating** I **wash** the dishes

The error   : After **eat** I **washing** the dishes

Continued for item number seven. This kind of item is gerund as subject. In this item, there are 10 students that made error. A usual, the position of this kind of gerund is in the beginning of the sentence. This kind of gerund cosplays as subject in the sentence.

The question number 7   : ... merit is something that is easy to ...

The right answer   :**Seeking** merit is something that is easy to

do

The error   :**Seek** merit is something that is easy to

doing

The next is number eight. This item is classified in gerund as subject. Basedon the explanation on previous number, this kind of gerund

cosplays as noun in the beginning of the sentence. So, the position is exactly in front of the sentence. In this item, there are 12 students made error.

The question number 8   : ... alphabet is the main thing to ...

The right answer   :**<u>Learning</u>** alphabet is the main thing to **read**

The erro   :**<u>Learn</u>** alphabet is the main thing to **<u>reading</u>**

Then, number nine. The kind of this item is gerund as gerund as subject. In this question, there are 9 students made error. The explanation of gerund is same with the previous gerund, namely the position is in front of the sentence.

The question number 9   : ... aims to ... energy

The right answer   : **<u>Eating</u>** aims to **<u>increase</u>** energy

The error   : **<u>Eat</u>** aims to **<u>increasing</u>** energy

Continued for nunber ten. The kind of question of this item is about gerund as object preposition. The preposition that is used in this question is "after'. As usual, the preposition that is used is an usual preposition in daily

English. In this question. But, there are students still made error. In this item, there are 14 students made error.

The question number 10	: After ... I ... tired
The right answer	: After **running** I **feel** tired
The error	: After **run** I **feeling** tired

The next is number eleven. Still the same case with previous number, the kind of this item is gerund as object preposition. The prepostion that is used in this item is "without". In this question, there are 13 students made error.

The question number 11	: Without ... grammar impossible to ... English well
The right answer	: Without **mastering** grammar impossible to **speak** English well
The error	: Without **master** grammar impossible to **speaking** English well

Continued by number twelve. This kind of item is gerund as direct verb, this kind of gerund put after the verb. In a simple way there are two verb

in a sentence. But, the classify is one as gerund and other as a verb. The position gerund is after verb. In this question, there are 11 student made error

The question number 12   : I ... ... very much

The right answer   : I **like** **swimming** very much

The error   : I **liking swim** very much

Then, the number thirteen. This kind of question is gerund as object of preposition. This kind of gerund put after preposition. The preposition that is used in this item is "at". In this item, there are 14 students made error.

The question number 13   :Children are good at ... they ... every night

The right answer   :Children are good at **counting**, they **study** every night

The error   :Children are good at **count**, they **studying** every night

Then, number fourteen. This question is about gerund as direct verb. As the explanation before, this kind is placed before verb. So, there are two verbs followed each other, but has the different case or part of speech. In this number, there are 13 students made error.

The question number 13   : Please ... the excercises by yourself

The right answer   : Please **try doing** the excercises by yourself

The error   : Please **trying do** the excercises by yourself

Continued by next number, namely number fourteen. This kind of item is about gerund as object preposition. The preposition that is used in this number is "on". As the theory, the gerund put before the preposition. In this item, there are 12 students made error.

The question number 15   :On ... mastery, students must ... vocabulary

The right answer   :On **speaking** mastery, students must **learn** vocabulary

The error   :On speak mastery, students must **learning** vocabulary

Then, explanation of number sixteen. In this item, classified into gerund as direct verb. As usual, the position of gerund is after verb. In this item question, there are 10 students made error. Some of them still confused when to use "to+infinitive" andwhen to use "to" as the preposition.

The question number 16   : You have to ... ...

The right answer   : You have to **practice writing**

The error   : You have to **practicing write**

The next is number is seventeen. The kind of this question is gerund as direct verb. In a simple understanding, there are two verbs in a sentence. As previous explanation, the gerund comes after the verb. In this item, there are 13 students made error.

The question number 17   : I really don't ... ... the cake

The right answer   : I really don't **understand cooking** the cake

The error   : I really don't **understanding cook** the cake

Continued by number eighteen, the kind of this question is gerund as direct verb. Based on the explanation of previous number above, this gerund comes after the verb. In this question, there are 11 students made error.

The question number 18   : They ... ... the house

The right answer   : They **choose leaving** the house

The error   : The **choosing leave** the house

Then, number nineteen. This number is about gerund as direct verb. The position of the gerund is after verb. The total error that made by students in this item are 6 students.

The question number 19   : We ... ... television a lot

The right answer   : We **<u>love watching</u>** televisin a lot

The error   : We **<u>loving watch</u>** television a lot

The last number is twenty. In this item used gerund as direct verb. Based on the some previous number. Gerund as direct verb has explained. In this last question, there are 13 students made error. The students also lack of the using of modals, where if there is modal must be followed verb I or infinitive.

The question number 20   : You should ... ... lesson to them

The right answer   : You should **<u>share reading</u>** lesson to them

The error   : You should **<u>sharing read</u>** lesson to them

It can be concluded that, there are 243 errors made by 24 students in using gerund in the sentence. The errors that made by students placed in the different number of item. For item or question number one, the students' error was 12. It means There are 12 students that answered wrong in question number one. It also the same case with number 2 until 20. Eventhough students made errors in using gerund, they still can answere some of the questions. Below are the table of students' score in answering the question:

Table IV.1
Students' Score in Using Gerund in a Sentences

No.	Students' initial	Class	Score	Total score*5
1.	MZPH	XI MAS	7	35
2.	R	XI MAS	8	40
3.	MS	XI MAS	9	45
4.	AKS	XI MAS	12	60
5.	NDS	XI MAS	8	40
6.	SP	XI MAS	12	60
7.	AP	XI MAS	8	40
8.	AR	XI MAS	14	70
9.	RRP	XI MAS	10	50
10.	RA	XI MAS	12	60
11.	S	XI MAS	7	35
12.	LP	XI MAS	11	55
13.	SW	XI MAS	10	50
14.	D	XI MAS	11	55
15.	IWH	XI MAS	8	40
16.	TA	XI MAS	10	50
17.	AQ	XI MAS	12	60
18.	NHG	XI MAS	6	30
19.	TAN	XI MAS	11	55
20.	THH	XI MAS	9	45
21.	MP	XI MAS	8	40
22.	SS	XI MAS	11	55

No.	Students' initial	Class	Score	Total score*5
23.	MPS	XI MAS	7	35
24.	HY	XI MAS	11	55

Based on the table above, the highest score is 70 it means the student can answer 17 question from 20. Then, the lowes is 35. It can be concluded that there are still students can answer the question, eventhough the dominant of them made error in answering the questions.

2. **Analyzing The Dominant Errors**

Based on the indicators, namely Gerund as subject of a sentence has 6 items of question, they are number (1,3,5,7,8,9). Gerund as object of preposition consists of 7 items of question (2,4,6,10,11,13,15) and gerund as direct of certain verb also consists of 7 items of question (12,14,16,17,18,19,20).

It can be conclude based on the table of total Identification of the Students' Errors According Question, the dominant error placed in indicator gerund as object of preposition. Most of students made error on number (2,4,6,10,11,13,15), the accumulation that is made by students are 84 errors. While in indicator gerund as subject of a sentence, number (1,3,5,7,8,9) the accumulation is 68 errors. Then, in indicator gerund as direct of certain verb number (12,14,16,17,18,19,20), the accumulation showed 67 errors.

So, the dominant error is in gerund as object of preposition, the second dominant is in gerund as subject, then the last is in gerund as direct of certain verb. It can be said, that the most error are made by students is in gerund as object of preposition. So, the students still lack in knowing the preposition. Below is the table of dominant errors in using gerund:

Table IV.2
The Dominant of the Students' Errors According Question

No.	Indicators	Number of item	Errors	Total Errors
1.	Gerund as subject	1	12	
		3	12	
		5	13	
		7	10	68
		8	12	
		9	9	
2.	Gerund as object of preposition	2	7	
		4	15	
		6	13	84
		10	14	
		11	13	
		13	14	
		15	12	
3.	Gerund as direct of certain verb	12	11	
		14	13	
		16	10	67
		17	13	
		18	11	
		19	6	
		20	3	

Based on the dominant of the students' errors according question, the researcher counted the percentage ofthe data analysis. The percentage showed

that gerund as subject is 35%, gerund as object of preposition is 29%, while gerund as direct of certain verb is 36%. It can be concluded that, truth level in answering in indicator gerund as object of preposition is low, it means error rate is 71% (100%-29%). The second is, truth level in answering in indicator gerund as subject 65% (100%-35%). Then, the lowest error rate is in indicator gerund as direct of certain verb 64% (100%-36%). For more detail, below is the table of percentage:

Table IV.3
The Percentage of the Students' Errors

No.	Indicators	Total Errors	Percentage
1.	Gerund as subject	68	68%
2.	Gerund as object of preposition	84	84%,
3.	Gerund as direct of certain verb	67	67%.
Total Respondent		**24**	**100%**

B. Discussion

In this part of research would like to discuss the result of the data analysis which are relative with the description error of using gerund. After analyzing the data, it was known that the students committed many kinds of errors in the use of gerund in their written test. The result of errors in using gerund as subject is 35%, the result of errors of using gerund as direct object is 29 %, the result of errors of

using gerund after preposition is 36%. It caused the students did not really understand about the manner of writing in English, especially in the use of gerund.

The result of this research can be compared with previous research that was conducted by Nurmawaddah in her thesis. "Most of the students do not understand how to use and apply the gerund as direct object in a sentence. The result of all test showed that the comprehensible of the gerund in the third grade in senior high school is verypoor".[41] It means that, the students made errors in using gerund a lot.

The second research that is related to this research is conducted by Wardianti. She found that "the errors on gerund consist of three types: *omission, misformation* and *addition.* There are 14 errors or 1.30 % of *omission*, 311 errors or 30% of *misformation,* and 39 errors or 3.70 % of *addition*. Altogether, there were 364 errors or 35 % of *gerund* errors. However, the errors on *to infinitive* consist of one type: *misformation.* There are 147 errors or 17.50 % of *misformation.* The errors on *infinitive without to* consist of one type : *misformation*. There are 57 errors or 47.50 % of *misformation.*"[42]

Based on the previous research above it can be compared that the focused of each research is different, this research focused on the gerund used in sentence, while other research focused on the type of gerund that is found in

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[41]Nurmawaddah, "An Error Analysis Of Using Gerund Made By The Students" Stated That Almost All Of The Students Of The Third Grade At Senior High School 4 Cimahi In Academic Year Of 2014/2015 Made Errors In Using Gerund" (Padjajaran University, 2014), p67, https://digilibadmin.unismuh.ac.id/upload/524-full_Text.pdf%0A Wardianti.

[42]Wardianti, "Error Analysis On The Students'Mastery On The Use Of Gerund, To Infinitive And Infinitive Without To" (University of Sumatera Utara, 2013), p71.

the text. Then, Nurmawaddah's thesis she focused on the students difficulties in learning gerund. While this thesis focused on the error of students in using gerund. The category of research is also different, namely this reserach is good category, while the research that is conducted by Nurmawaddah is very poor category. Then, the result of Wardianti's research is not mentioned by category but showed by total number and percentage.

C. The Threats of The Research

In this Research, the researcher believed that three were many threats of the researcher. It started from the title until the technique of analyzing data. So, the researcher knew it was far from excellence thesis.

On doing the best, there were the threats of time, because the students had activities. Basides, the time with was given to be students' not enough. Then, teh students' did not do the seroiusly. So, the reseacher look the answer directly without care about it.

The researcher was awere all the things would want to be searched but to get the excellence result from the research were more diffucult become there were threats the writer, the researcher the helping from the entire advicers, headmaster and English Teachers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis and the discussion in the previous chapter, the writer makes conclusion that the comprehension of grade students of Jabalul Madaniyah Pargarutan Angkola Timur in grammar especially in determing in uses of gerund in the sentence is low.

1. Types of errors in Gerund are:

   a. Grund as Subject

   b. Gerund as Object of Preposition

   c. Gerund as direct of certain verb

The dominant error in gerund is in gerund as object preposition. The total error of gerund as object preposition is 84% errors. It means students made more errors at this type. Then, the second highest percentage of erroe type is gerund as subject that is 68% and gerund as direct of certain verb is 67%.

Based on the data analysis, the writer has concluded that: 24. There are kinds of gerunds:

1. Gerund as subject

   Gerund as a subject is a noun. Its means that gerund can function as subject on a sentence. The subject is a noun. It means that gerund can function as subject of a sentence. When its posistion is in front of the

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

2. Gerund as object of preposition

Gerund as object of preposition is used after all preposition. gerund is used after all preposition (including to, when "to" is a preposition).

3. Gerund as direct of certain verb

Gerund as direct of certain verb is a noun that comes directly after the verb is an object of these verbs. 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 object of these verbs.

The result of errors in using gerund as subject is 35%, the result of errors of using gerund as direct object is 29 %, The result of errors of using gerund after preposition is 36 %, and errors students' dominant is gerund as direct of certain verb, and last result of all test showed that the comprehensible of the gerund in class XI Jabalul Madaniyah Pargarutan Angkola Timur is good. .

B. Implications

This research can give deep information about students' ability in using gerund in their text. Other researchers are able to use this paper for their reference in order to make better research in other fields of study especellialy about the use of gerund in students' writing.

C. Suggestions

Based on the findings of the research, the research provided several suggestions related to the English teacher classroom management in teaching English.

After doing and analyzing the research, there are several suggestions from the writer hopefully it can be useful, the writer suggest to:

1. The Students

    The students have to learn the gerund is harder. Considering in this era, English is important in every aspect, so the students should be more careful in using gerund both written and spoken.

2. For the Teachers

    Considering English as the second language in Indonesia, the teachers who teach the subject-matter dealing with gerund should be taught more carefully. This subject is not easy for the students in senior high school, by giving learning strategy, more explanation and written exercise can help the student in learning process. The teachers must convey the subject-matter in simple way for the students to learn. The teacher has responsible of the comprehensible the students, so do not just convey the material, but transfer the knowledge to the students until they all understand about the material.

3. For the headmasters

  The headmaster in carryying out the leadership must attention to the ballance between understanding the situation and the task maintenance of good rrelations with teachers, administrative personal as well as students. Because good leader is capable balance between carrying out task and building good relationships. So this study is very supportive to create the relationship.

4. The Further Researcher

  Hopefully this Research paper can be the reference for the next researcher even there are a lot of weaknesses in dinal research paper.

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APPENDIX I

Name   **:**

Class   **:**

Instruction   **:** Fill in the blanks with the words in the table below!

1.Cook/do	2. Look/visit	3. Sing/sing
4. Study/read	5. Pray/pray	6. Eat/wash
7. Seek/do	8. learn/read	9. Eat/increase
10. Run/feel	11.Master/speak	12. like/swim
13.Count/study	14.Try/do	15.Speak/learn
16.Pracrice/write	17. Understand/cook	18. Choose/leave
19. Love/watch	20. Share/read	

1. ... Pizza is not something to ...
2. They ... forward to ... me
3. ... is my hobby, but I can not ...
4. Before ... I ... a prayer
5. ... is the obligation of a muslims, but children before adulthood are not required to...
6. After ... I ... the dishes in the kitchen
7. ... merit is something that is easy to ...
8. ... alphabet is the main thing to ...
9. ... aims to ... energy
10. After ... I ... tired
11. Without ... grammar impossible to ... English well
12. I ... ... very much
13. Children are good at ... they ... every night
14. Please ... the excercises by yourself
15. On ... mastery, students must ... vocabulary
16. You have to ... ...
17. I really don't ... ... the cake
18. They ... ... the house
19. We ... ... television a lot
20. You should ... ... lesson to them

Mengetahui   Padangsidimpuan, Desember 2022

Validator   Peneliti

Lathifah hannum Br.Maha   Nur Saida Harahap

NIM. 16 203 00090

APPENDIX II

Key Answer For The Test

1. **Cooking** Pizza is not something to do
2. They look forward to **visiting** me
3. **Singing** is my hobby, but I can not **sing**
4. Before **studying** Iread a prayer
5. **praying** is the obligation of a muslims, but children before adulthood are not required to pray
6. After **cating** I **wash** the dishes in the kitchen
7. **Seeking** merit is something that is easy to **do**
8. **Learning** alphabet is the main thing to **read**
9. **Eating** aims to**increase** energy
10. After **running** I **fell** tired
11. Without**mastering** grammar impossible to **speak** English well
12. I **like swimming** very much
13. Children are good at **counting** they **study** every night
14. Please**try doing** the excercises by yourself
15. On **speaking** mastery, students must **learn** vocabulary
16. You have to **practice writing**
17. I really don't **understanding cooking** the cake
18. They **choose leaving** the house
19. We **watching** television a lot
20. You should **share reading** lesson to them

APPENDIX III

Identification of the Students' Error According Question

No.	Items / Questions	Total Errors
1.	**Cooking** Pizza is not something to do	12 students
2.	They look forward to **visiting** me	7 students
3.	**Singing** is my hobby, but I can not **sing**	12 students
4.	Before **studying** Iread a prayer	15 students
5.	**praying** is the obligation of a muslims, but children before adulthood are not required to pray	13 students
6.	After **cating** I **wash** the dishes in the kitchen	13 students
7.	**Seeking** merit is something that is easy to **do**	10 students
8.	**Learning** alphabet is the main thing to **read**	12 students
9.	**Eating** aims to**increase** energy	9 students
10.	After **running** I **fell** tired	14 students
11.	Without**mastering** grammar impossible to **speak** English well	13 students
12.	I **like swimming** very much	11 students
13.	Children are good at **counting** they **study** every night	14 students
14.	Please**try doing** the excercises by yourself	13 students
15.	On **speaking** mastery, students must **learn** vocabulary	12 students
16.	You have to **practice writing**	10 students
17.	I really don't **understanding cooking** the cake	13 students
18.	They **choose leaving** the house	11 students
19.	We **watching** television a lot	6 students
20.	You should **share reading** lesson to them	13 students
	20	**243 Errors**

Students' Score in Using Gerund in a Sentences

No.	Students' initial	Class	Score	Total score*5
1.	MZPH	XI MAS	7	35
2.	R	XI MAS	8	40
3.	MS	XI MAS	9	45
4.	AKS	XI MAS	12	60
5.	NDS	XI MAS	8	40
6.	SP	XI MAS	12	60
7.	AP	XI MAS	8	40
8.	AR	XI MAS	14	70
9.	RRP	XI MAS	10	50
10.	RA	XI MAS	12	60
11.	S	XI MAS	7	35
12.	LP	XI MAS	11	55
13.	SW	XI MAS	10	50
14.	D	XI MAS	11	55
15.	IWH	XI MAS	8	40
16.	TA	XI MAS	10	50
17.	AQ	XI MAS	12	60
18.	NHG	XI MAS	6	30
19.	TAN	XI MAS	11	55
20.	THH	XI MAS	9	45
21.	MP	XI MAS	8	40
22.	SS	XI MAS	11	55
23.	MPS	XI MAS	7	35
24.	HY	XI MAS	11	55

APPENDIX V

DOCUMENTATION

21 September 2019

Nomor   : 101   /In.14/E.6a/PP.00.9/09/2019
Lamp   : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. Rayendriani Fahmei Lubis, M.Ag   **(Pembimbing I)**
2. Sri Rahmadhani Siregar M.Pd   **(Pembimbing II)**

di –Padangsidimpuan
Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama   : Nur Saida Harahap
NIM   : 16 203 00090
Fak/Jurusan   : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **Students' Ability In Using Gerund at Grade Jabalul Madaniyah Pargarutan Angkola Timur**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

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MADRASAH ALIYAH
JABALUL MADANIYAH
SIJUNGKANG KECAMATAN ANGKOLA TIMUR KABUPATEN TAPANULI SELATAN

KODE POS 22733

SURAT KETERANGAN BALASAN OBSERPASI
No. 066/MA.JM/SK/XII/2022

Yang Bertanda tangan dibawah ini Kepala Madrasah Aliyah Jabalul Madaniyah Sijungkang Kecamatan angkola timur Kabupaten Tapanuli Selatan, menerangkan Bahwa :

Nama	: **NUR SAIDA HARAHAP**	
NIM	: 1620300090	
Prodi	: Tadris Bahasa Inggris	
Fakultas	: Tarbiyah dan Ilmu Keguruan	
Judul Skripsi	: Students' ability in using gerund at grade XI Jabalul Madaniyah Pargarutan Angkola Timur	

Benar Telah Melaksanakan Kegiatan Observasi untuk tugas skripsi di Madrasah Aliyah Jabalul Madaniyah Sijungkang pada hari Kamis tanggal 15 Desember 2022

Demikian Surat balasan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Sijungkang, 15 Desember 2022
Kepala Madrasah Aliyah
Jabalul Madaniyah

IBRAHIM SIREGAR, S.Pd