



**THE STUDENTS' ABILITY IN GERUND MASTERY  
AT FIFTH SEMESTER OF ENGLISH EDUCATION  
DEPARTMENT IN IAIN PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as a  
Partial Fulfillment of the Requirement for the Graduate Degree of  
Education (S. Pd) in English*

**Written by:**

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**Reg. Number: 113400053**

**ENGLISH EDUCATION DEPARTEMENT**

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**STATE INSTITUTE OF ISLAMIC STUDIES**

**PADANGSIDIMPUAN**

**2018**



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**2018**

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Padangsidempuan, May 2018  
To:  
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Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Guan Ramadhan Nst** entitled "**STUDENTS' ABILITY IN GERUND MASTERY AT FIFTH SEMESTER ENGLISH EDUCATION DEPARTMENT OF IAIN PADNGSIDIMPUAN**", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.


Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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I hereby declare that I have arranged and written my thesis by my self without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

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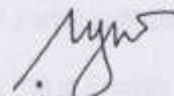
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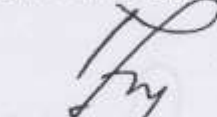


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LEGALIZATION

Thesis :THE STUDENTS' ABILITY IN GERUND  
MASTERY AT FIFTH SEMESTER OF  
ENGLISH EDUCATION DEPARTMENT IN IAIN  
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The Thesis had been accepted as a partial fulfillment of the requirement  
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Padangsidempuan, May 2018 Researcher,

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### **ABSTRACT**

This research is about students' ability in gerund mastery at fifth semester of English Education Department in IAIN Padangsidimpuan. Firstly, students are lack in use sentence in gerund. Secondly, also hesitate whereas the different gerund and present participle. The last, they have low motivation in learning gerund. So, they are weak in understanding gerund. To describe and analyze in gerund mastery and to know their implement and skill at the fifth semester of English Education Department in IAIN Padangsidimpuan.

This research is conducted by quantitative research. The sources of data for this research are students at fifth semester of English Education Department IAIN. The instrument in collecting data is test. Data was processed and analyzed with quantitative process.

Based on the result of research, researcher found students' ability in gerund mastery at fifth semester of English Education Department in IAIN Padangsidimpuan. Based on the total of sample research were high score 90 and low score 15, mean score 65.89, median 67.5, and modus 80. Based on the data collected, the data has been analyzed to prove hypothesis by using formula of Z-test. It can be seen  $Z_{count} = 3.87 > Z_{tabel} = 1.96$  by level of significance 0.05. So, from the result above the researcher concludes that the hypothesis accepted. So, The students' Ability In Gerund Mastery At Fifth Semester Of English Education Department in IAIN Padangsidimpuan are enough ability.

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## CHAPTER I

### A. Background of The Problem

Language is system communication in speech which used by people to express idea or to show information used mouth from it mind, and using movement, symbols and sounds. Language is a means of social communication in the form of a symbol system noise generated from human speech. Human as social beings in need to interact with other human beings in society. For the sake of the social interaction, it takes a vehicle of communication is called language. Each society must have a language. In every day communication tool that is often used to communicate is the language, either in the form of written language and spoken language.

English is one of the most important languages that is spoken and learned by most people all around the world. Based on rate of science and technology development rules especially to discover knowledge. Because, many books use English language. So if we want to understand it, we must master English well.

In Indonesia, English is a second language. It has very essential position in communication among people. It has been studied and taught from junior high school until university. The aim of teaching English at Indonesia school is to produce people mastering English fluently. However, it has been already done indeed but it is still far from expectation. The study English is now seen as a useful skill. Therefore, it is so important to study English that mostly used and available in many places around the world. English language is unique, because one thing that very different from the other language in the world.

English language has four skills namely; listening, speaking, reading and writing. Listening is the process of a unidirectional receiving of audio symbol or and interactive process as a brain acts on the impulse. Secondly, speaking is interactive process of constructing meaning that involve producing, receiving and processing information. Thirdly, reading is a receptive skill. It is a transactional between a reader and writer. The last, writing is one the four language skill that is the way, its native speaker to organize a piece of spoken and written information.

English as a foreign language has been taught as a compulsory subject in all senior high schools in Indonesia. The aim of its teaching and learning process according to curriculum is to develop students' communicative competence in reaching the informational level which is already prepared for senior high school students to access information. Since language plays important role as a means of communication, students need to master parts of speech namely; noun, pronoun, verb, adjective, adverb and gerund.

Gerund is a noun formed from a verb. A gerund will always contain the ending “-ing”.<sup>1</sup> Although similar in usage to verbal noun, the two terms are not synonymous as gerund retains properties of a verb while verbal noun does not; in English this is most evident in the fact that gerund can be modified by an adverb and can take a direct object. The term “-ing form” is often used in English to refer to gerund specially.

In English, gerund is very important. So, researcher interests to know about the students' ability especially in gerund mastery. The students have

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<sup>1</sup> Francisco Efra, *Get Score 677 Toefl Is Not Impossible*. ( Jakarta: Kuncikom, 2013), P. 108.

problem on gerund because they are difficult to understand the using gerund. Then also, not seriously to learn it because they think gerund is not very important. Third, the students have low motivation to learn it because gerund not so usually in English activity.<sup>2</sup>

Actually, gerund has been learned since junior high school until university. But researcher assumes there are problems also in students IAIN Padangsidempuan at English department especially at fifth semester. Because this reality, researcher interest to know the students' ability in gerund mastery at fifth semester of English Education Department in IAIN Padangsidempuan.

### **B. Identification of The Problem**

There are some problems on students' mastery in gerund at fifth semester of English department IAIN Padangsidempuan. Firstly, students difficult in using gerund in sentence. Secondly, also hesitate whereas the different gerund and participle. The last, they have low motivation in learning gerund. So, they are weak in understanding gerund.

### **C. Limitation of The Problem**

Based on the identifications above, researcher finds some problems in gerund mastery. Gerund divided to four categories; Gerund as a subject, object, nominal predicate and after preposition. Researcher will explain the problems in gerund mastery in four categories above and try to find out students' mastery in gerund at fifth semester of English department IAIN Padangsidempuan.

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<sup>2</sup> Interviewed with Mrs. Yusni Sinaga (English Lecturer of IAIN Padangsidempuan) on Wednesday, Sept 20<sup>th</sup> 2017

Researcher will focus to describe and analyze in gerund mastery and to know their implement and skill.

#### **D. Formulation of The Problem**

How is the students' ability in gerund mastery at fifth semester of English Education Department IAIN Padangsidempuan?

#### **E. Aims of The Research**

To know the students' ability in gerund mastery at fifth semester of English Education Department in IAIN Padangsidempuan.

#### **F. The Significant of The Research**

Significances of the research are large scope in education activity whom involves:

1. As input for the Chief of English Education Department in guiding her English Teacher.
2. As an input for the Teacher, teaching learning process, especially in learning in teaching of gerund.
3. As information for the reader, especially the English learners that this research is expected be improve their knowledge in learning about gerund and as information for the English Department of Institute for Islamic Studies Padangsidempuan.
4. As a source information for the future researcher.

#### **G. Definition of Terminologies**

1. Student

Based on the A.S. Hornby statement that student is a person who is studying at a university or college.<sup>3</sup> He add student means “ anyone who studies or who is devoted to the acquisition of knowledge”.<sup>4</sup> So, researcher concludes that the student is a person who learn on the grade of elementary, junior and senior high school not only on the formal education institution but also on the informal education.

## 2. Gerund

Gerund is a noun formed from a verb. A gerund will always contain the ending “-ing”.<sup>5</sup> Although similar in usage to verbal noun, the two terms are not synonymous as gerund retains properties of a verb while verbal noun does not; in English this is most evident in the fact that gerund can be modified by an adverb and can take a direct object. The term “-ing form” is often used in English to refer to gerund specially.

## 3. Mastery

Mastery is complete knowledge, great; achieve/ attain mastery of several languages, show complete mastery in one’s handling of difficult situation.<sup>6</sup> The mastery means is students’ mastery in gerund at fifth semester of English department in IAIN Padangsidempuan.

## H. The Outline of the Thesis

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<sup>3</sup>A.S. Hornby, *Oxford Advance Learner’s Dictionary of Current English*, ( New York: Oxford University Press, 2000), p. 1344.

<sup>4</sup>Ibid, p. 1525

<sup>5</sup> Francisco Efra, Op. Cit., P. 108.

<sup>6</sup> A.S, Hornby, Op. Cit., p.7.21.



To make this research easier to read, the researcher will make the systematic of this research will be divided into five chapters. Each chapter consists of many sub-chapters with detail as follows:

Chapter I, background of the problem, identification of the problem, limitation of the problem, formulation of the problem, aim of the research, the significances of the research, definition of terminologies, the out line the thesis.

Chapter II, the description theory, hypothesis of research, review of related findings.

Chapter III, time and place, research design, population and sample, instrument of collecting data, the technique of data analysis.

Chapter IV, general finding, specific finding, hypothesis testing, discussion, the threat of the research.

The last chapter V, it consists of concluding and suggestion.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. The Description Theory

##### 1. Students' ability.

###### a. Definition of students' ability

Students' ability consist two word; student and ability. In oxford advanced learner's dictionary of current English, according A. S Hornby student who is studying at a university.<sup>1</sup> Student is anyone who studies or who is devoted to the acquisition of knowledge.<sup>2</sup> Student is a person who attends a school, collage of university, a person who studies something.<sup>3</sup> In Indonesian dictionary the student is a learner especially on the grade of elementary, junior and senior high school.<sup>4</sup>

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

- 1) The power to do something.
- 2) Physical, mental, or power to perform.
- 3) Competence in doing.<sup>5</sup>

Means: on those definitions above that ability is a mental, power or legal of someone to do something by his/her self.

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<sup>1</sup> A S Hornby, *op. cit.*, p. 1187

<sup>2</sup> A S Hornby, et. Al., *Oxford Advanced learner's Dictionary*, (New York: Oxford University Press, 1974 ), p. 859.

<sup>3</sup><http://www.merriam-webster.com/dictionary/student> accessed at October 14 2016 retrieved 10:34 PM

<sup>4</sup>Tim PenyusunKamusPusatPembinaan Dan PengembanganBahasa, *KamusBesarBahasa Indonesia*, (Jakarta: BalaiPustaka, 2001), p. 1077.

<sup>5</sup>A. Mariam Webster, *Webster's Collegiate thesaurus* (USA: Massa Chusettes 1976),p.33.

Ability is a quality or state being able, power to perform, whether physical moral intellectual, conventional or legal capacity, skill or competence in doing, sufficiency of strength, skill, resource, etc. Ability is a natural tendency to do something successful or well.<sup>6</sup>

In oxford dictionary “stated that ability is level of skill or intelligence”.<sup>7</sup> Mariam says that “the ability is a quality or being able, especially in physical, mental or legal power to perform”.<sup>8</sup> 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 or power to do something physical and mental.
- 2) Cleverness, intelligence.
- 3) Special natural power to do something well that talent.<sup>9</sup>

According to Douglas 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 measured by unstraight, the individual’s capacity.
- 3) Aptitude is quality and can be expressed by especially training.<sup>10</sup>

#### b. Types of ability

- a) Aptitude, a component of a competency to do a certain kind of work at a certain level. An aptitude is a component of a competency to do a certain kind of work at a certain level, which can also be considered "talent". Aptitudes may be physical or mental. Aptitude is inborn potential to do certain kinds of work whether developed or undeveloped. Ability is developed knowledge, understanding, learned

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<sup>6</sup><http://www.brainyquote.com/words/ab/ability126113.html> accessed at October 17 2016  
retrieved on 5:57 PM

<sup>7</sup>A.S Hornby, *Op., Cit.* p.2

<sup>8</sup>A. Mariam Webster, Webster’s Collegiate thesaurus (USA: Massa Chusettes 1976), p.33

<sup>9</sup>A.S Hornby, *Op, Cit.*, p.38

<sup>10</sup> H. Douglas Brown, *Teaching by principles and interactive approach to language pedagogy* (New Jersey: Engle wood Cliffs, 2001 ) p. 236.238

or acquired abilities (skills) or attitude. The innate nature of aptitude is in contrast to skills and achievement, which represent knowledge or ability that is gained through learning.

- b) Intelligence, logic, abstract thought, understanding, self-awareness, communication, learning, having emotional knowledge, retaining, planning, and problem solving. Intelligence has been defined in many different ways including one's capacity for logic, abstract thought, 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 environment.
- c) Knowledge, a familiarity with someone or something, which can include facts, information, descriptions, or skills. Knowledge is a familiarity, awareness or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning.
- d) Skill, the learned ability to carry out a task with pre-determined results
- e) Power (social and political), the ability to influence people or events
- f) Capability (disambiguation)
- g) Superpower (ability), a popular culture term for a fictional superhuman ability
- h) Intellectual giftedness, an intellectual ability significantly higher than average.<sup>11</sup>

So students' ability means: anyone who studies or who is devoted to the acquisition of knowledge and somebody need construction 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 master the 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 something or to do something of power and skill and ability is state being able to express or to

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<sup>11</sup><https://en.wikipedia.org/wiki/Ability> accessed at June 22 2016 retrieved on 16:46 PM

perform what they have known whether physical moral intellectual or legal capacity. Everyone have different ability so that with this condition will help each other to do the activity. So there are the different of their ability in writing, reading, speaking and listening.

senior high school.<sup>12</sup>Based on the definition above, the researcher concludes that the student is anyone who studies in school or University.

## 2. Gerund

### a. Definition gerund

The gerund is the *-ing* form of the verb used as a noun. Notice that the gerund has the same form as present participle. However, it functions differently in the sentence. It is always a noun and can function in any noun position. Also, gerund is a verb to be noun or verb that using as a noun.

### b. kinds of gerund:<sup>13</sup>

#### 1) As Subject

Gerund as subject can stand alone or as a phrase, example:

a) **Swimming** is a healthy sport.

Gerund also can be used as modifier and compound nouns that

have means: Instruments/ place, example:

- 1) Shopping centre
- 2) Diving board
- 3) Waiting room
- 4) Reading book
- 5) Drawing book
- 6) Sewing machine
- 7) Swimming pool

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<sup>12</sup>Tim PenyusunKamusPusatPembinaan Dan PengembanganBahasa, *KamusBesarBahasa Indonesia*, (Jakarta: BalaiPustaka, 2001), p. 1077.

<sup>13</sup>Windy Novia, *Basic English Grammar* (Jakarta: Gama Press, 2010), p.315.

- 8) Swimming suit
- 9) Drawing book
- 10) Washing machine

Not only that, gerund also can use for simple

prohibition,example:

- 1) No smoking
- 2) No spitting
- 3) No loitering
- 4) No parking
- 5) No overtaking
- 6) No fishing
- 7) No swimming

- 1) As subject complement

Example:

- b) My hobby is playing **volley ball**
- c) My sister likes **shopping**

- 2) As object

Gerund uses after the verb. There are some verb that using

usually:

- a) Miss
- b) Postpone
- c) Prevent
- d) Risk
- e) Save
- f) Suggest
- g) Admit
- h) Anticipate
- i) Appreciate
- j) Avoid
- k) Consider
- l) Delay
- m) Detest
- n) Enjoy
- o) Escape
- p) Excuse
- q) Finish

- r) Forgive
- s) Imagine
- t) Involve
- u) Mention
- v) Mind
- w) Understand<sup>14</sup>

Example: I shall **postpone writing**

### 3) As after preposition

Here, gerund used after preposition, example:<sup>15</sup>

- a) I want to talk **about working**
- b) Before I go to sleep, I brush my teeth
- c) Before going to sleep, I brush my teeth

## 2) The Gerund Phrase

While gerund functions as a noun, it also retains some of the characteristics of a verb. Although it may have adjective modifiers like a noun (usually before it), it also have a adverbial modifiers like a verb (usually after it). If a noun or pronoun precedes a gerund, it must be in the possessive or adjectival form. In this section and the next, the gerund phrase is italicized; the simple gerund is underlined.<sup>16</sup>

*Your singing is beautiful.*

*Everyone admires Patrice's expert dancing.*

*Joel was grateful for Patrice's attending his graduation.*

*I appreciate Patrice's going to the hospital with me.*

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<sup>14</sup>Ibid. p.316.

<sup>15</sup>Ibid. p.117.

<sup>16</sup>George E. Wishon and Julia M.Burks,*Let's Write English*. USA: Litton Education Publishing International.p.264.

My neighbors did a lot of *loud arguing last night*.

The gerund can be the object of a verb or a preposition. It can also have an object. In fact a gerund can be the object of another gerund, a participle or an infinitive.

*Making model airplanes* is a good hobby for young children.

*Practising diving* is a favorite pastime of many swimmers.

The simple gerund and its object(s) and modifiers make up the gerund phrase. Study the foregoing examples and be sure can identify each gerund, object, and modifier.

### 3) Use of the Gerund and The Gerund Phrase

Gerund phrase function in the sentence exactly as simple gerunds Boths are used in noun positions.

Listening requires patience..

*Listening to the radio* is good practice in understanding English.

(subject)

Patrice enjoys *camping*.

Patrice enjoys *camping in the mountains*. (direct object)

Joel's favorite sport is *fishing*

Joel's favorite sport is *fishing* for sea bass. (subjective complement)



#### 4) Verb Frequently Followed By Gerund

As has been shown, when gerund follows verbs, they function as direct objects of those verbs. The sentence pattern thus formed is noun + verb+ noun, a pattern that requires a transitive verb. However, only certain verbs can be followed by the gerunds.

Here is a reference list some of the more common verbs that can be followed by gerunds, together with illustrative sentences.<sup>17</sup>

Admit	The thief <i>admitted stealing</i> the money
Appreciate	Patrice would <i>appreciate hearing</i> from you
Avoid	After their quarrel, she has <i>avoid meeting</i> him
Consider	Joel has already <i>considered continuing</i> his studies
Continue	He will <i>continue studying</i> .
Defer	Please <i>defer paying</i> the bill until after January
Delay	He <i>delayed writing</i> the letter until the last Minutes

#### 5) Mastery

Mastery is complete knowledge or control, great skill and supremacy.<sup>18</sup> In the other way, Wright says that “Mastery is most new curriculum are bases on modules of various sort and no one

<sup>17</sup>Ibid.p.269.

<sup>18</sup>A.S Hornby, *Oxford Advance Learner's Dictionary of Current English*(London:University Press, 1995), p.1344.

expects every teacher and supervisor attempt some specialized skills needed toughly to access these”.<sup>19</sup>

After reading the quotation above, the researcher assumes mastery is an important element for one’s ability. In the other word, there will be no application competence without mastery. The mastery means the students’ ability their knowledge in using language.

## **B. Hypothesis of Research**

The hypothesis has purpose to answer a certain specific question. According to L.R. Gay says, “A hypothesis is a tentative prediction result of the research findings.”<sup>20</sup> While according to Suharsimi Arikunto, hypothesis is a provisional answer of result problem in a research.<sup>21</sup> So, it can be said that hypothesis is provisional answer of prediction result in a research. Based on the background of problems, the hypothesis of research is the students’ ability in gerund mastery at Fifth semester of English Education Department in IAIN Padangsidempuan was enough.

## **C. Review of Related Findings**

Duka Wulandari has done research (2010) with title “An Error Analysis on The Usage Gerund and Infinitive of The Second Year Student of English Department of Faculty in Gunadarma University. The populations are 140 students, who were from one writing class of the

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<sup>19</sup>Wright, *Learning to Learn in Higher Education* (London: Great Britain, 1981), p. 35.

<sup>20</sup>L.R. Gay and Peter Airasian, *Educational Research for Analysis and Application*, (America: Prentice Hall, 1992), p. 71

<sup>21</sup>Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: PT. Rineka Cipta, 2006), p.110

second years. Forty six students were chosen as the sample. It was 30% from population. In this thesis, the writer uses descriptive research. The source of data is the studentstest consist 20 questions concerning the using gerunds and infinitive. The result of the study show that 44.19% students made error in using gerund, 55.56 % students made errors in using infinitive and the total percentage of student error is 49.5%. The writer concludes that the students do not understand how to use gerund and infinitive.

Seondly, Nurmawaddah (2016) with title “An Error Analysis of Using Gerund Made by The Student in SMA 4 Cimahi. The writer got result of the errors of test, those are; 40.6 % errors of using gerund as subject, 63% of using gerund as direct object and 48.6% errors of using gerund after preposition. 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.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Time and Place

This research have done at Fifth semester IAIN Padangsidimpuan. It is located at Jl. T. Rizal Nurdin KM. 4,5 Padangsidimpuan. This subject of research is at second grade of English department. This research is done from arranging proposal until finishing the thesisresult and the thesis was accepted to be munaqosyah examination; it have done from 20 Sept 2017 until May 2018.

#### B. Research Design

Based on analysis of data, the researcher used the quantitative research. It is an analysis research, this research observe one variable and type of the research is descriptive method. Quantitative method is a “Method which describe condition of the present time naturally, descriptve is carried out to obtain information about the references, attitudes, practices or interest some group of people<sup>1</sup>. Descriptive method is a determines and describes the way things are. Descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulate along a continuum is numerical form, such as score on a test or the number of times a person chooses to use a certain feature of a multimedia program, or it can

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<sup>1</sup>L. R Gay, *Educational Research Competencies for Analysis and Application* (USA: New Jersey, 2000), p.279.

describe categories of information such as gender or patterns of interaction when using technology in a group situation.

Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts and describes the data collection. So, it can be concluded that descriptive method will use to describe Students' mastery In Gerund at Fifth Semester of English Department In IAIN Padangsidimpuan.

### **C. Population and Sample**

#### **1. Population**

According to Gay population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable<sup>2</sup>. Generalization area that consist of object of subject who has specific quality and characteristic that choose by researchs to be study and then to be conclude. Sugiyono said that, "Population is generalization regoin consisting objects and subjects that have qualities and characteristic definedby the researcher to learn and then draw conclutions"<sup>3</sup>. In addition, Suharsimi Arikunto said,"A population is a set (collection) of all elements processing one or more attributes of interest."<sup>4</sup> From some definition about population above, the researcher concludes that population is whole of the unit analysis that has characteristic and quality who want to be study and want to be concluded. So, the population of this research is the students at fifth semester of English department in IAIN

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<sup>2</sup>L.R. Gay, *Op. Cit.*, p.122.

<sup>3</sup>Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2015), p. 177.

<sup>4</sup>Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), p. 108.

Padangsidempuan. They are consists of 3 classes and the total numbers of them are 92 students.

**Table 1**

**Population of the research**

No	Classes	Number of Students
1.	TBI <sup>1</sup>	34
2.	TBI <sup>2</sup>	33
3.	TBI <sup>3</sup>	25
Total of students		92

2. Sample

In this research is purposive sampling. A purposive sampling is a nonprobability sample that is selected based on characteristics of a population and the objective study. Purposive sampling is also known as judgmental, selective, or subjective sampling. This type of sampling can be very useful in situations when you need to reach a targeted sample quickly and where sampling for proportionality is not the main concern. <sup>5</sup>The sample takes from one class is TBI<sup>1</sup> consist 34 students.

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<sup>5</sup>L.R Gay, *Op. Cit.*,p.125.

#### D. Instrument of Collecting Data

A research must have an instrument in the research. Because a good instrument can go guarantee for taking the valid data. This, Suharsimi Arikunto says that “instrument adalah alat yang digunakan untuk mengumpulkan data.”<sup>6</sup> (Instrument is a toll of facility is used by the researcher in collecting data). In this case, in order to get the data of this research, the researcher will prepare the available instrument. There are many kinds of instrument, there are questionnaire, checklist, interview guide or interview schedule, observation sheet or observation schedule, achievement test, scale etc.<sup>7</sup> The instrument that will use test.

##### 1. Test

Test is give to know the students’ ability in gerund mastery. As stated by Suharsimi Arikunto that “Test adalah kumpulan pertanyaan atau latihan serta alat yang digunakan untuk mengukur keterampilan, pengetahuan, intelegence, kemampuan, atau bakat yang dimiliki oleh individu atau (The measure the skill, knowledge, ability or talents that have by individual or group.)<sup>8</sup>. So it same question about gerund mastery in order to get the information about the students; ability in gerund mastery. The instrument is test, the form of the test is essay test. Essay is a literary device for saying almost everything and adds that by tradition almost by definition<sup>9</sup>. The researcher will use the students as participant, in doing test. The researcher

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<sup>6</sup>Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2005), p. 108.

<sup>7</sup>*Ibid.*

<sup>8</sup>*Ibid*, p. 156.

<sup>9</sup> *Ibid*

will use writing techniques. The researcher will control all the students when doing this test and the students involves this research.

In order to gather the data accurately on students' ability in writing report text, the researcher give a writing test. Test is some tittle to get information that pointe understanding the test. Appropriate with the instrument of this research, the researcher want to analyze the students'ability in gerund mastery.

**Table III**  
**Indicator Sentence**

Indicator	Item	Score
1. Gerund as subject	1-5	25
2. Gerund as object	6-10	25
3. Gerund as nominal predicate	11-15	25
4. Gerund after Preposition	16-20	25
Total	20	100%

### **E. The Technique of Data Analysis**

After collecting their answer, the researcher analyzed the result of the test with mean score. The average scores of students are interprets in descriptive data with the formula as follows:

$$M = \frac{\sum X}{n}$$

Notes:

M : Mean score (average)



$\sum X$  : Total of the result

n : Sum of respondents<sup>10</sup>

After the researcher got the data, it has been presented in frequency table as follows:

**Table III**  
**The Classifications Quality of the Students' Score**

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81% -100%	Very high <sup>11</sup>

After the researcher found the mean scores of all students, it has been presented to the criteria as follows:

1. If the value mean score 0-20, it can be categorized very low ability.
2. If the value mean score 21-40, it can be categorized low ability.
3. If the value mean score 41-60, it can be categorized enough ability.
4. If the value of mean score is 61-80, it can be categorized into highability.
5. If the value of mean score is 81-100, it can be categorized into very high ability.

The Formula of Median

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<sup>10</sup>Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. RajaGrafindo Persada, 1987), p. 81

<sup>11</sup> Riduan, *BelajarMudah Penelitian Untuk-Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta, 2005), p. 89.

$$\text{Me} = L + \frac{\frac{1}{2}n - fk.p}{f}$$

The formula of Modus<sup>12</sup>

$$\text{Mo} = L + \frac{d1.p}{d1+d2}$$

Then, to test the hypothesis, researcher used the formula as follow:

Z- Test.

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Notes:

x : Data that includes hypothesis categories

n : All of data

p : Hypothesis proportion

When  $Z_{\text{count}} > Z_{\text{tabel}}$  the hypothesis accepted.<sup>13</sup>

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<sup>12</sup>Anas Sujono, *Pengantar Statistik Pendidikan*, ( Jakarta: PT. Raja Grafindo Persada, 1987), p.81

<sup>13</sup>Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Medan: Perdana Mulya Sarana, 2014), p. 80.

## CHAPTER IV

### ANALYSIS OF THE DATA

#### A. General Finding

This research was conducted in State Institute for Islamic Studies (IAIN) Padangsidempuan that located in T. Rizal Nurdin km 4,5 Sihitang Padangsidempuan.

In state institute for islamic studies (IAIN) Padangsidempuan have four faculty, they are: The first faculty of syari'ah (FASIH), faculty of syari'ah have seven direction are; in indonesian language {jurusan ahwal al-syakhsiyah (AS), jurusan hukum ekonomi syari'ah (HES), hukum tata Negara (HTN), jurusan perbandingan mazhab (PM), jurusan ilmu Alquran dan tafsir (IAT), jurusan zakat dan wakaf (ZW), dan jurusan hukum pidana islam (HPI)}.

The second faculty of tarbiyah (FTIK), faculty of Tarbiyah have three direction are; in indonesian language {jurusan pendidikan agama islam (PAI), jurusan tadrif matematika (TMM), jurusan tadrif bahasa inggris (TBI)}.

The third faculty of dakwah (FDIK), faculty of dakwah have four direction are; in indonesian language {jurusan komunikasi dan penyiaran islam (KPI), jurusan bimbingan konseling islam (BKI), jurusan manajemen dakwah (MD), jurusan pengembangan masyarakat islam (MD)}.

The fourth faculty of economy (FEBI), faculty of economy have two direction are; in indonesian language {jurusan perbankan syari'ah (PS), jurusan ekonomi syari'ah (ES)}. And state institute for islamic studies

Padangsidempuan have one pascasarjana program magister is Islamic religion education.

And in collage state institute for islamic studies there are building of Akademic, building of auditorium, building of mosque, building of office of Tarbiyah, office of Economy Syari'ah, office of dakwah, and office of FASIH, building class room of Tarbiyah, building class room of Ekonomy Syari'ah, building class room of Dakwah, building of library IAIN Padangsidempuan, building of dormitory, and etc.

In this research, the researcher took class TBI-1 at the fifth semester for the sample, the sudents in class TBI-1 at the fifth semester they are 34 students, when, the test in given, 6 students were sick and absent to the researcher took 28 students in this research, and researcher took all students of class TBI-1 at the fifth semester to test their mastery in gerund.

## **B. Specific Finding**

To understand this research easily, it is described based only one variable. There is writing Gerund and also is continued to the testing hypothesis. In description of result writing Gerund, the students has given test about writing Gerund by researcher. The researcher used the instrument to collect the data. It is the sentence test about writing Gerund and consist of 4 items.

The researcher has given test about writing Gerund to 28 students. From the 28 students, the score 15 were 2 students, score 25 was 1 student, score 40 was 1 student, score 45 were 4 students, score 50 were 1 student, and score 55 were 2 students, score 60 was 1 student, score 65 were 2 students, score 70

were 5 students, score 80 were 6 students, score 85 were 2 students and score 90 was 1 student.

he test score become the data that was needed to test hypothesis, the data are tabulated as follow:

**Table IV**  
**The Resume of Variable Score of English Writing Application Letter**

No.	Statistic	Variable
1	High score	90
2	Low score	15
3	Mean score	57.14
4	Median	56.83
5	Modus	80.98

From the table above, it is known the high score of variable of english writing gerund has been searched by 28 students based on the total of sample research were high score 90 and low score 15, mean score 57.14, median 56.83, and modus 80. 98

Based on the calculation means score above 65.89. So, the students' ability in writing Gerund was enough ability. It is can be known from the table interpretation mean score in chapter III. To know relevation of the data was done to grouped the variable score of writing application letter which interval 13.

The score of the students' ability in gerund mastery subject at fifth semester of English Education Department in IAIN Padangsidimpuan is below:

No.	Names of students	Score
1	AK	80
2	RA	45
3	PD	70
4	MR	90
5	BE	70
6	SYR	85
7	RTH	65
8	AR	70
9	RH	25
10	MYH	65
11	FA	80
12	NKRR	55
13	MDB	85
14	VA	45
15	RR	80
16	AA	50
17	MS	80
18	KRSH	45
19	NS	70
20	ZN	60
21	FSN	55
22	HTDA	40
23	GAD	80
24	RND	80
25	IT	15
26	AA	15
27	EH	70
28	TA	45
Total		1715
Mean		61.25%

#### 1. Students' ability in gerund mastery as subject

The score of the students' ability in gerund mastery as subject at fifth semester of English Education Department in IAIN Padangsidimpuan is below:

No.	Names of students	Score	Percentage
1	AK	15	60
2	RA	0	0
3	PD	20	80
4	MR	20	80
5	BE	5	20
6	SYR	15	60
7	RTH	5	20
8	AR	5	20
9	RH	5	20
10	MYH	0	0
11	FA	15	60
12	NKRR	15	60
13	MDB	20	80
14	VA	10	40
15	RR	20	80
16	AA	5	20
17	MS	10	40
18	KRSH	0	0
19	NS	5	20
20	ZN	0	0
21	FSN	15	60
22	HHTDA	5	20
23	GAD	15	60
24	RND	15	60
25	IT	0	0
26	AA	0	0
27	EL	10	40
28	TA	25	100
Total		275	1100
Mean		9.82	39.64%

## 2. Students' ability in gerund mastery as object

The score of the students' ability in gerund mastery as object at fifth semester of

English Education Department in IAIN Padangsidempuan is below:

No.	Names of students	Score	Percentage
1	AK	25	100
2	RA	20	80
3	PD	20	80
4	MR	20	80
5	BE	15	60
6	SYR	20	80
7	RTH	10	40
8	AR	15	60
9	RH	10	40
10	MYH	15	60
11	FA	20	80
12	NKRR	10	40
13	MDB	15	60
14	VA	10	40
15	RT	10	40
16	AA	20	80
17	MS	20	80
18	KRSH	15	60
19	NS	25	100
20	ZN	15	60
21	FSN	20	80
22	HTDA	10	40
23	GAD	15	60
24	RND	15	60
25	IT	5	20
26	AA	5	20
27	EH	10	40
28	TA	15	60
Total		435	1700
Mean		15.53	60.71%

### 3. Students' ability in gerund mastery as nominal predicate

The score of the students' ability in gerund mastery as nominal predicate at fifth semester of English Education Department in IAIN Padangsidimpuan is below:



No.	Names of students	Score	Percentage
1	AK	15	60
2	RA	15	60
3	PD	5	20
4	MR	25	100
5	BE	25	100
6	SYR	25	100
7	RTH	25	100
8	AR	25	100
9	RH	5	20
10	MYH	25	100
11	FA	20	80
12	NKRR	5	20
13	MBD	25	100
14	VA	0	0
15	RR	25	100
16	AA	5	20
17	MS	25	100
18	KRSH	5	20
19	NS	15	60
20	ZN	20	80
21	FSN	0	0
22	HTDA	0	0
23	GAD	25	100
24	RND	25	100
25	IT	5	20
26	AA	5	20
27	EH	25	100
28	TA	0	0
Total		420	1680
Mean		15	60%

#### 4. Students' ability in gerund mastery as after preposition

The score of the students' ability in gerund mastery as after preposition at fifth semester of English Education Department in IAIN Padangsidempuan is below:

No.	Names of students	Score	Percentage
1	AK	25	100
2	RA	10	40
3	PD	25	100
4	MR	25	100
5	BE	25	100
6	SYR	25	100
7	RTH	25	100
8	AR	25	100
9	RH	5	20
10	MYH	25	100
11	FA	25	100
12	NKRR	25	100
13	MDB	25	100
14	VA	25	100
15	RR	25	100
16	AA	20	80
17	MS	25	100
18	KRSH	25	100
19	NS	25	100
20	ZN	25	100
21	FSN	20	80
22	HTDA	25	100
23	GAD	25	100
24	RND	25	100
25	IT	5	20
26	AA	5	20
27	EH	25	100
28	TA	5	20
Total		600	2360
Mean		21.42	84.28%

### C. Hypothesis Testing

The hypothesis of research was “The students’ mastery inwriting gerund at fifth semester English Education Department in IAIN Padangsidimpuan” are enough ability. Based on the data collected, the data has been analyzed to prove hypothesis by using formula of Z-test. It can be seen  $Z_{count} = 3.87 > Z_{tabel} = 1.96$  by level of significance 0.05. So,

from the result above the researcher concludes that the hypothesis accepted.

So, The students' mastery inwriting gerund at fifth semester English Education Department in IAIN Padangsidimpuan are enough ability.

#### **D. Discussion**

The result of this research which the tittle "The students' mastery inwriting gerund at fifth semester English Education Department in IAIN Padangsidimpuan" are enough ability. Meanwhile, DukaWulandari has done research (2010) with title "An Error Analysis on The Usage Gerund and Infinitive of The Second Year Student of English Department of Faculty in Gunadarma University. The populations are 140 students, who were from one writing class of the second years. Forty six students were chosen 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 gerunds and infinitive. The result of the study show that 44.19% students made error in using gerund, 55.56 % students made errors in using infinitive and the total percentage of student error is 49.5%. The writer concludes that the students do not understand how to use gerund and infinitive.

Secondly, Nurmawaddah (2016) with title “An Error Analysis of Using Gerund Made by The Student in SMA 4 Cimahi. The writer got result of the errors of test, those are; 40.6 % errors of using gerund as subject, 63% of using gerund as direct object and 48.6% errors of using gerund after preposition. 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.

#### **A. The Threats of the Research**

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the technique of analyzing data. So, the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Besides, the time with was given to be students' not enough. Then, the students' did not do the test seriously. So, the researcher look the answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult 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

After analyzing and describing the data on “The students’ ability in gerund at fifth semester English Education Department in IAIN Padangsidimpuan” are enough ability (57.14). First, Mean Students’ mastery in gerund as subject 9.82 (39.64%). Secondly, Students’ mastery in writing gerund as objects was 15.53 (60.71%). Thirdly, Students’ mastery in writing gerund as nominal predicates 15 (60%). Fourthly, Students’ mastery in writings gerund as after preparation was 21.42 (84.28%). So, from the result above the researcher concludes that the hypothesis was accepted. By using Z-test. Because  $Z_{count} = 3.87 > Z_{tabel} = 1.96$ .

#### B. Suggestions

After formulating the conclusions the researcher wanted to give the suggestions concern with the result of this research. It could be seen as below:

1. As an input for the Chief of English Education Department of IAIN Padangsidimpuan, especially to English Lecturer, to motivate the students to increase their mastery in writing gerund.
2. As an input for the readers, especially to learners more increase their knowledge in English writing application letter.

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## Appendix I

### TEST

#### Instruction

Make a sentence from these gerund below with use gerund as: Subject, Object, Nominal predicate and After preposition!

#### Example

Helping someone with out wanted something in return can make your in a peace. ( as Subject)

He likes drawing. (as object)

Well, there is no avoiding him now. ( nominal predicate)

Beside cooking Rudi is also good in drawing.(after preposition)

As Subject	As Object	As nominal predicate	After Preposition
Eating	Learning	Collecting	Waking
Nursing	Diving	Accounting	Visiting
Breathing	Going	Regulating	Leaving
Searching	Travelling	Finishing	Practicing
Finding	Understanding	Coming	Baking



## Appendix II

### 1. Students' Score In Writing Genre

1.

No.	Names of student	Items				Score
		Subject	Predicate	Object	After Preposition	
1	Amelia K	15	25	15	25	80
2	RiskiAngreini	0	20	15	10	45
3	No name	20	20	5	25	70
4	No name 1	20	20	25	25	90
5	No name2	5	15	25	25	70
6	No name 3	15	20	25	25	85
7	No name 4	5	10	25	25	65
8	No name 5	5	15	25	25	70
9	No name 6	5	10	5	5	25
10	Maymunah	0	15	25	25	65
11	Fatimah Azzahra	15	20	20	25	80
12	NurKhofifahRizkiRidwan	15	10	5	25	55
13	Mathilda Desiree Berando	20	15	25	25	85
14	Vanessa Angel	10	10	0	25	45
15	RahmayaniRitonga	20	10	25	25	80
16	AisyahAmini	5	20	5	20	50
17	MelidawaniSiregar	10	20	25	25	80
18	Khoirunnisa	0	15	5	25	45
19	NurhidayantiSiregar	5	25	15	25	70
20	ZubaidahNasution	0	15	20	25	60
21	Feri Sandi Nasution	15	20	0	20	55
22	Hotdalila	5	10	0	25	40
23	GianAyuDrani	15	15	25	25	80
24	RizkiNovitaDewi	15	15	25	25	80
25	IwanTarmizi	0	5	5	5	15
26	Ahmad Ayyub	0	5	5	5	15
27	Elena Hrp	10	10	25	25	70
28	TukmaAnnisa	25	15	0	5	45
Total		275	435	420	600	1715
Mean		9.82	15.53	15	21.42	61.25
Percentage		39.64%	60.71%	60%	84.28	61.25%

## 2. Students' Score from Low Score to High Score

15	45	55	70	80	85
15	45	60	70	80	85
25	45	65	70	80	90
40	50	65	70	80	
45	55	70	80	80	

1. High score = 90

2. Low score = 15

3. Range = high score – low score =  $90 - 15 = 75$

4. The total of classes (BK) =  $1 + 3.3 \log n$   
=  $1 + 3.3 \log (28)$   
=  $1 + 3.3 (1.5440)$   
=  $1 + 4.77$   
=  $5.77$   
=  $6$

5. Interval (i)

$$I = \frac{R}{BK} = \frac{75}{6} = 12.5 = 13$$

6. Mean Score  $\bar{X} = \frac{\sum fixi}{fi}$

Interval	fi	xi	Fixi
15-28	3	18.33	54.99
29-40	1	40	40
41-53	5	46	230
54-65	5	37	185
66-79	5	70	350
80-92	9	82.22	739.98
<b>I = 13</b>	<b>28</b>	<b>293.55</b>	<b>1599.97</b>

$$\bar{X} = \frac{\sum fixi}{fi} = \frac{1.599.97}{28}$$

$$= 57.14$$

7. Median

Interval	fi	xi	Fixi
15-28	3	18.33	54.99
29-40	1	40	40
41-53	5	46	230
<b>54-65</b>	<b>5</b>	<b>37</b>	<b>185</b>
66-79	5	70	350
80-92	9	82.22	739.98
<b>I = 13</b>	<b>28</b>	<b>293.55</b>	<b>1599.97</b>

$$Me = L + \frac{\frac{1}{2}n - fk.p}{f}$$

$$= 53.5 + \frac{\frac{1}{2}28 - 9.6}{9}$$

$$= 53.5 + 3.33$$

$$= 56.83$$

## 8. Modus

<b>Interval</b>	<b>fi</b>	<b>xi</b>	<b>Fixi</b>
15-28	3	18.33	54.99
29-40	1	40	40
41-53	5	46	230
54-65	5	37	185
66-79	5	70	350
<b>80-92</b>	<b>9</b>	<b>82.22</b>	<b>739.98</b>
<b>I = 13</b>	<b>28</b>	<b>293.55</b>	<b>1599.97</b>

$$Mo = L + \frac{d1.p}{d1+d2}$$

$$= 79.5 + \frac{4.6}{4+9}$$

$$= 79.5 + 1.48$$

$$= 80.98$$

So, Modus is 80.98

## APPENDIC III

### HYPOTHESES EXAMINE

$Z_{\text{count}}$  :

$$z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

$$z = \frac{\frac{55}{35} - 0,41}{\sqrt{\frac{(0,41(1-0,41))}{35}}}$$

$$= \frac{1,5714285714 - 0,41}{\sqrt{\frac{(0,41(0,59))}{35}}}$$

$$= \frac{1,5714285714 - 0,41}{\sqrt{\frac{(0,2419)}{35}}}$$

$$= \frac{1,1614285714}{\sqrt{0,0069114286}}$$

$$= \frac{1,1614285714}{0,0831350023} = 13,97$$

$Z_{\text{table}}$  :

$$Z_{(1/2 \alpha)} = Z_{\text{table}}$$

$$\alpha = 0,05$$

$$Z = \frac{1}{2} (\alpha)$$

$$Z = \frac{1}{2} (0,05)$$

$$Z = 0,025$$

$$Z = Z_{\text{table}}$$

$$0,025 = 1,96$$

$$Z_{\text{count}} = 3,87 > Z_{\text{table}} = 1,96$$

**APPENDIC IV**

**Z-table**

<b>Z</b>	<b>0.00</b>	<b>0.01</b>	<b>0.02</b>	<b>0.03</b>	<b>0.04</b>	<b>0.05</b>	<b>0.06</b>	<b>0.07</b>	<b>0.08</b>	<b>0.09</b>
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551



<b>-1.5</b>	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
<b>-1.4</b>	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
<b>-1.3</b>	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
<b>-1.2</b>	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
<b>-1.1</b>	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
<b>-1.0</b>	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
<b>-0.9</b>	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
<b>-0.8</b>	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
<b>-0.7</b>	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
<b>-0.6</b>	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
<b>-0.5</b>	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
<b>-0.4</b>	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
<b>-0.3</b>	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
<b>-0.2</b>	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
<b>-0.1</b>	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
<b>-0.0</b>	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414



**Appendix V**  
Documentation





INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
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Padangsidimpuan, 31 Maret 2017

Revisi Judul dan Pembimbing skripsi

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Yusni Sinaga, M.Hum (Pembimbing II)

Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris 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 bila mana perlu untuk mahasiswa di bawah ini dengan data sebagai berikut:

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Program : Tadris Bahasa Inggris (TBI-2)

Judul Skripsi : **THE STUDENTS' ABILITY IN GERUND MASTERY AT SECOND GRADE OF ENGLISH DEPARTEMENT IAIN PADANGSIDIMPUAN**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu, kami ucapkan terima kasih.

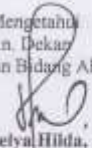
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08 Mei 2018

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Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

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Alamat : Padangmatinggi

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "*The Students' Mastery in Gerund at Fifth Semester of English Departement in IAIN Padangsidempuan*". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas. Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

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