

**AN ANALYSIS OF STUDENTS' DIFFICULTIES  
IN LEARNING GERUND AT GRADE VIII STUDENTS  
IN MTs N 1 PADANGSIDIMPUAN**

**A THESIS**

*Submitted to State College for Islamic Studies (STAIN)  
Padangsidimpuan as a Partial Fulfillment of Requirement  
for Degree of Islamic Education Scholar (S.Pd.I) in  
English Program*

Written by :

**ILYAS ARDIANSYAH PANE**

**Reg. No. 08.340 0018**

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
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Written by:

**ILYAS ARDIANSYAH PANE**

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**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

2013

DECLARATION LETTER OF Padangsidimpuan, 25<sup>th</sup> August 2013

Term : Munaqosyah

To :

a.n. Ilyas Ardiansyah Pane

Bapak Ketua STAIN Padangsidimpuan

I Term : 5 ( five ) Exemplars

di-

Padangsidimpuan

*Assalamu'alaikum Wr. Wb.*

After reading, studying and giving advice for necessary revise on thesis belong to Ilyas Ardiansyah Pane, entitle "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LEARNING GERUND AT GRADE VIII STUDENTS IN MTs N 1 PADANGSIDIMPUAN". We assume that the thesis has been acceptable to complete the assignments and fulfil the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), department of education in STAIN Padangsidimpuan.

Therefore, we hoped that he could be to defend his thesis in munaqosyah.

That's and thank you for your attention.

*Wassalamu'alaikum Wr. Wb.*

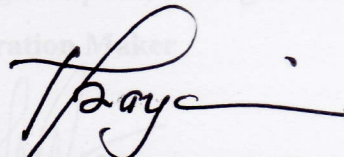
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Title of thesis : **AN ANALYSIS OF STUDENTS' DIFFICULTIES  
IN LEARNING GERUND AT GRADE VIII  
STUDENTS IN MTs N 1 PADANGSIDIMPUAN**

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**Ilyas Ardiansyah Pane**  
**Reg. No. 08 340 0018**

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IN MTs N 1 PADANGSIDIMPUAN**

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Saya yang menyatakan

**Ilyas Ardiansyah Pane**  
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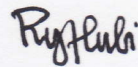
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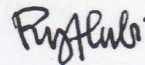


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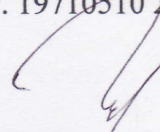
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IPK : 3,44  
Predicate : enough/ good/ very good/ cumlaude. \*  
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**Judul Skripsi : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN  
LEARNING GERUND AT GRADE VIII STUDENTS IN  
MTs N 1 PADANGSIDIMPUAN**

**Ditulis Oleh : ILYAS ARDIANSYAH PANE**

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Telah dapat diterima untuk memenuhi salah satu tugas

dan syarat-syarat dalam memperoleh gelar

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### **ABSTRACT**

This research discussed about students' difficulties in learning gerund at grade VIII in MTs N 1 Padangsidimpuan. It was intended to describe the students' difficulties in learning gerund and the effort done by the English teacher to overcome the students' difficulties in learning gerund and also shows the students' understanding in using gerund in MTs N 1 Padangsidimpuan Grade VIII.

The research was conducted by qualitative using descriptive method. The primary source for this research is all students of class VIII-5 MTs N 1 Padangsidimpuan. Total of them are 40 students. The secondary source is the English teacher of grade VIII in MTs N 1 Padangsidimpuan. Next, this research used test, interview and observation as instruments. The researcher analyzes the data by editing the data, reduction of the data, tabulation of the data, description of the data and the last taking the conclusion.

The research found some facts in the field. First, it was found the answer that the biggest students' problems in learning gerund were motivation issues and lack of interest in study English and the complication of gerund for beginner English students. Second, it was gotten the answer of the English teacher's effort in overcoming the problem were explain the subject again and focused to the vocabulary enrichment and especially in gerund (the four gerund) and explain the difference with present continuous tense. Third, it was found the answer that the abilities of Grade VIII Students in MTs N 1 Padangsidimpuan (Class VIII-5) categorized into *low category*.

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**In the name of Allah, the beneficent and the merciful**

Firstly, the researcher would like to convey her grateful to Allah SWT. The Most Creator and Merciful who has give her the health, time and chance for finishing this thesis: **“An Analysis Of Students’ Difficulties In Learning Gerund At Grade VIII Students In Mts N 1 Padangsidempuan”**.

In writing this thesis, I assisted by some people and institutions. Therefore, in this opportunity I would like to expressed her gratitude to the following people:

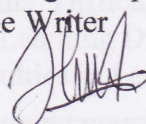
1. Dr. Erawadi M.Ag., as the first advisor.
2. Mrs. Fitri Rayani Siregar M. Hum., as the second advisor.
3. Dr. H. Ibrahim Siregar, S.Ag., MCL., as the Leader of State College for Islamic Studies Padangsidempuan.
4. Mrs. Hj. Zulhimma, S.Ag, M. Pd., as the Chief of Tarbiyah Department and her staff.
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6. All lecturers and staff in English Department who had give their valuable, advice, and cooperative.
7. The Chief of STAIN Padangsidempuan Library (Drs. Samsuddin Pulungan, M.Ag.), for their cooperative and permission to use their books.

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May Allah, The almighty bless them all, Amin.

Padangsidimpuan, 23 Agustus 2013

The Writer



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## **CURRICULUM VITAE**

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Father's Name : Marakamin Pane

Mother's Name : Kardina Harahap

Educational Background

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Junior High School : SMP N 4 Padangsidimpuan

Senior High School : SMA N 4 Padangsidimpuan

Institute : STAIN PADANG SIDIMPUAN

## **APPENDIX I GUIDANCES INTERVIEW**

### **A. Interview to Englis Teacher**

1. Apa saja kesulitan-kesulitan siswa dalam mempelajari gerund?  
(What are the difficulties of student in learning gerund?)
2. Bagaimana cara Bapak/Ibu memecahkan masalah itu?  
(How to solve the problem?)
3. Bagaimana hasil belajar siswa dalam pembelajaran gerund?  
(How is the result of learning process student in learning gerund?)
4. Apa indikator yang digunakan guru untuk menentukan ketidakmampuan siswa dalam mempelajari gerund?  
(What are the indicators that used by the teacher to determine the student disability in learning gerund?)

### **B. Interview to Headmaster**

1. Apa yang melatar belakanginya berdirinya Madrasah Tsanawiyah N 1 Padangsidempuan?  
(What is the background of Madrasah Tsanawiyah N 1 Padangsidempuan?)
2. Berapa jumlah guru bahasa Inggris di Madrasah Tsanawiyah N 1 Padangsidempuan ?  
(How many English teacher are in Madrasah Tsanawiyah N 1 Padangsidempuan?)
3. Berapa jumlah siswa di Madrasah Tsanawiyah N 1 Padangsidempuan?  
(How many students are in Madrasah Tsanawiyah N 1 Padangsidempuan?)

C. Interview to Grade VIII students in Madrasah Tsanawiyah N 1 Padangsidempuan.

1. Do you like studying English?  
(Apakah Adik suka belajar Bahasa Inggris?)
2. Apakah adik bisa membedakan gerund dengan participle?  
(Can you distinguish between gerund and participle ?)
3. Have you ever study gerund in elementary school?  
(Apakah Adik pernah belajar bahasa inggris waktu sd?)
4. Do you know the defenition of gerund?  
(Apakah Adik tahu pengertian dari gerund?)
5. Do you know the kind of gerund?  
(Apakah Adik tahu macam-macam gerund?)
6. What is your difficulties in learning gerund?  
(Apakah kesulitan-kesulitan yang Adik hadapi dalam belajar gerund?)
7. What is your solution to solve difficulties in learning gerund?  
(Apa yang solusi yang Adik lakukan untuk bisa memahami gerund?)

**APPENDIX II**  
**TEST**

Name :  
Class :

Test of Gerund

Choose the correct answer.

1. ....at very high speeds is extremely dangerous.
  - a. driven cars
  - b. cars driven
  - c. drive car
  - d. driving cars
2. I don't like.....
  - a. to swim
  - b. swims
  - c. swam
  - d. swimming
3. Andy is good at.....foot ball.
  - a. playing
  - b. played
  - c. to play
  - d. to playing
4. Their .....a mountain
  - a. Their hobby is to climbing a mountain
  - b. Their have been climb mountain
  - c. Their hobby is climbing a mountain
  - d. Their activities climb a mountain
5. Cooking is my hobby.  
The position of "cooking" in the sentence is.....
  - a. gerund as subject of verb
  - b. object of verb
  - c. object of preposition



- d. complement of verb
6. Some students put off ..... their homework later.
- doing
  - to do
  - did
  - done
7. Which is the correct gerund as a verb complement from the sentence below?
- I'm studying last night
  - I was studying last night
  - My hobby is reading
  - I like reading
8. Which is the correct gerund as a object of verb from the sentence below?
- My favorite occupation is reading
  - I don't like writing
  - I am buying a book
  - Smoking costs a lot of money
9. My cat's favorite activity is sleeping  
The position of "sleeping" in the sentence is.....
- gerund as subject of verb
  - object of verb
  - object of preposition
  - complement of verb
10. Which is the gerund as complement of verb from the sentences below
- Their activity on Sunday are cleaning house
  - I am fishing in the pool.
  - I will wash the dishes to eating
  - I will wash the dishes after ate.
11. Which is the correct gerund as subject of verb from the sentence below?
- I like reading.
  - She goes swimming every morning.
  - Their favorite sport is running

d. Hiking can be strenuous.

12. The students start “counting” the budget.

What is the position of “counting” in the sentence.

- a. gerund as subject of verb
- b. object of verb
- c. object of preposition
- d. complement of verb

13. Anni’s hobby ten years ago was collecting stamp.

What is the position of “collecting” in the sentence?

- a. gerund as subject of verb
- b. object of verb
- c. object of preposition
- d. complement of verb

14. 1. I will call you after arriving at the office

2. My cat's favorite activity is sleeping

3. I am looking forward to meeting you

4. Traveling might satisfy your desire for new experiences

The number that shows gerund as subject of gerund is.....

- a. 3
- b. 1
- c. 2
- d. 4

15. 1. I like running in the morning

2. My cat's favorite activity is sleeping

3. I am looking forward to meeting you

4. Traveling might satisfy your desire for new experiences

The number that shows gerund as object of verb is.....

- a. 3
- b. 1
- c. 4
- d. 2

16. Please have a drink before leaving.

What kind of gerund that sentence above?

- a. object of verb
- b. object of preposition
- c. complement of verb
- d. subject of verb

17. 1. I have been waiting for you.

2. He was running yesterday

3. She likes playing volley ball

4. I am looking forward to meeting you

Which sentence that express gerund as object of preposition?

- a. 3
- b. 2
- c. 1
- d. 4

18. Tara always dreams ..... on holiday

- a. is always vacation
- b. to go vacation
- c. going vacation
- d. about going vacation

19. Do you mind .....(call) me after .....(go) home?

- a. calling and going
- b. about calling and on going
- c. called and going
- d. call and go

20. Which is the sentence below that express gerund as subject of verb?

- a. Having much many make us happy
- b. He is reading a book
- c. His daily activity is studying at school
- d. I wash my hand before eating

**APPENDIX III  
KEY ANSWER**

1. D
2. D
3. A
4. C
5. A
6. A
7. C
8. B
9. D
10. A
11. D
12. B
13. D
14. D
15. B
16. B
17. D
18. D
19. A
20. A

## Appendix IV

The Students' Score in test about gerund at Grade VIII Students in MTs N 1 Padangsidempuan

Respondent's Number	Respondent's answer for each item number																				Sum
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1.	5	0	0	5	0	5	5	5	0	5	0	0	0	0	0	0	0	5	0	5	40
2.	0	5	0	0	0	5	0	0	5	0	0	0	0	0	0	0	0	5	5	0	25
3.	5	0	0	5	0	5	5	5	5	5	0	5	0	0	5	0	5	0	0	5	55
4.	0	5	5	5	5	5	5	0	0	5	5	0	0	0	0	5	0	0	0	5	50
5.	0	5	5	5	5	5	5	0	0	5	5	0	0	0	0	5	0	0	0	5	50
6.	5	5	5	5	5	5	0	5	5	0	5	0	5	0	0	5	5	5	0	5	70
7.	5	5	0	5	0	0	0	0	5	0	0	0	0	0	5	5	5	5	5	5	50
8.	5	5	0	5	5	0	0	0	5	0	0	0	0	0	0	0	5	5	5	5	45
9.	0	5	0	0	0	5	0	0	5	0	0	0	0	0	0	0	0	5	5	0	25
10.	5	5	5	5	5	5	0	0	5	5	5	0	5	5	0	0	5	5	0	5	70
11.	0	5	0	5	5	0	0	0	0	0	0	0	0	5	0	0	5	0	5	5	35
12.	5	5	0	5	5	5	0	0	5	5	0	5	0	0	0	0	0	0	5	5	55
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14.	5	5	0	0	5	5	0	0	5	5	5	0	0	0	0	0	5	0	0	5	45
15.	0	5	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	0	5	0	20
16.	5	5	5	0	5	5	0	0	5	0	0	0	0	0	0	0	0	0	0	0	30
17.	5	5	0	5	5	5	0	0	0	0	0	0	5	0	5	5	0	5	5	0	50
18.	5	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0	5	0	35
19.	5	5	5	0	5	5	0	0	5	0	0	0	0	0	0	0	0	0	5	0	35
20.	0	5	0	5	5	5	0	0	5	0	0	0	0	0	0	0	0	0	5	0	30
21.	5	5	0	0	0	5	0	0	5	0	0	5	0	0	5	0	0	0	5	0	35
22.	5	5	0	0	0	5	0	0	5	0	0	5	0	5	0	0	0	0	5	0	35
23.	5	5	5	0	5	5	0	0	0	0	0	0	0	0	0	0	0	0	5	0	30
24.	0	5	0	0	0	0	0	0	5	0	0	0	0	0	5	5	0	0	0	0	20
25.	5	0	0	0	5	5	5	0	0	0	0	0	0	5	5	0	0	0	5	0	35
26.	0	5	0	0	0	5	0	5	0	0	0	5	0	0	0	0	0	0	0	0	20
27.	5	5	5	5	0	0	0	0	5	5	5	0	0	0	0	0	0	5	0	0	40
28.	5	5	5	5	5	0	0	0	5	5	5	0	0	0	0	0	0	0	5	0	45
29.	5	5	0	5	0	5	5	0	5	0	0	0	5	0	0	0	0	0	5	0	40
30.	5	5	0	5	0	0	5	0	5	0	0	0	5	0	0	0	0	0	5	0	35
31.	5	5	5	0	5	5	5	0	5	0	0	0	5	0	0	0	0	0	5	0	45
32.	5	5	0	5	0	0	0	0	5	5	5	0	0	0	0	0	0	0	5	0	35
33.	5	5	5	5	5	5	0	0	5	0	0	0	5	0	0	5	0	0	5	0	50
34.	0	0	0	5	5	5	0	0	5	0	0	0	0	0	5	0	5	0	0	0	30
35.	0	5	0	0	5	5	0	5	5	0	0	0	0	5	0	0	0	0	0	0	30
36.	0	5	0	0	5	0	0	5	5	0	0	0	0	0	5	0	0	0	0	0	25
37.	0	5	0	0	5	0	0	5	5	0	0	0	0	0	5	0	0	0	0	0	25
38.	5	5	0	5	0	5	0	0	5	0	5	0	0	0	5	0	0	0	0	0	35
39.	5	5	5	5	0	5	0	5	0	0	5	0	0	5	5	0	0	5	5	0	55
40.	5	5	0	5	5	5	5	0	5	5	0	0	5	0	0	0	0	5	5	0	55
$\Sigma$	TOTAL																				1530

#### **Appendix IV**

The Students' Score in test about gerund at Grade VIII Students in MTs N 1  
Padangsidempuan

The researcher calculated the score by using the formula:

$$= \frac{\sum \text{score}}{\sum \text{responden} \times \sum \text{item} \times \text{nilai item tertinggi}} \times 100 \%$$

$$= \frac{1530}{40 \times 20 \times 5} \times 100 \%$$

$$= \frac{1530}{4000} \times 100 \%$$

$$= 0,38 \times 100 \%$$

$$= 38 \%$$

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

English as an International language has an important role in this globalization era. Many countries in the world use English as a medium of communication among people in different countries because there are many language in this world. The number of many languages is one of the powers of Allah SWT, in holy Koran surah Ar-rum: 22 stated:<sup>1</sup>

وَمِنْ ءَايَاتِهِ ۚ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ السِّنَتِكُمْ  
وَالْوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَلَمِينَ ﴿٢٢﴾

*Means: And among His signs is the creation of the Heavens and the earth, and variation in Your language and your colors, verily in that are signs for those who know.*

In this globalization era, everyone is demanded to prepare a great resources for his/her life. Of course, to compete against a global demanding, the people should have an adequate knowledge and good skills. Therefore, mastering English language both oral and written English actively is necessity for academic and

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<sup>1</sup> Abdallah Yousep Ali, *The Glorious Qur'an* (Beirut: Dar EL. Fikr SAL, 2009), p. 363.

global media communication requirement because it has become compulsory for everyone who wants to compete against the globalization era.

For many years, English has been the most important foreign language in Indonesia, which is taught from elementary school to university. However, in senior high school, English is taught as main subject in which the government has changed the curriculum into Curriculum Based on Competence 2004.

There are four aspects in English that have to know to master English, they are speaking, listening, reading and writing. In learning those four aspects there is one fundamental thing that always exist when study of them because this thing rules how to use language in a good way and this item is called grammar.

Grammar is one of the most important things in learning English. Grammar is the system of the language. Without grammar comprehending some language will be a bit difficult. Because in grammar the pattern of word will be arranged based on the rule of certain of language and grammar will make the meaning of sentence clear and easy to understood by all the people who learned because the rule of grammar is standardized in every language.

Grammar is one of English language component that it must be learnt and understood by students. It is a very basic knowledge and an important tool for students to master English. It is a science that teaches students how the way to speak, to read, and to write English correctly. Besides, by learning grammar the students will know about system of language so they will be able to combine and build words into meaningful sentence.



The researcher can conclude from the statements above, by mastering grammar, the students will have a way to be able to speak, building correct sentence, reading, and writing English correctly and understandable, the result is students can create a good communication and interaction in English language actively both in oral or written English between each other in their lives.

Grammar has been taught from elementary school in the curriculum of Indonesia. Unfortunately, there are many of students especially in Indonesia still are not capable using grammar correctly. Many of them confuse how to use a grammar or even they don't totally understand the function of that grammar. English will be very hard for students if they don't master a grammar.

In English grammar, gerund is one of many grammatical categories which is important to be learnt by students. It is needed to be learnt because gerund is commonly used to create a simple sentence or complex sentence. Gerund is found in newspaper reports, fiction, talking or writing about conversation, reports, articles or speeches peoples have heard or read.

When the researcher teaching practice in MTsN 1 Padangsidempuan, the researcher gave them subject about gerund. The researcher test them with some exercise, their score was not good. The researcher repeated the explanation to them for several times and their comprehension about gerund is not increase significantly. Although some students could answer the test correctly, when they retested with the same item they will make the same mistake. It means they did not understand the gerund at all. The researcher tested them with the same item,

the researcher just changed the pattern of the sentences, the position of gerund and also change the tenses. The researcher asked who hasn't understand the gerund many of them raise their hand that showed most of them still confuse and still don't understand in learning gerund.<sup>2</sup>

Based on the case above the researcher want to analyze what factor makes them feel difficulty to learn gerund and will present it on the paper that titled **“An Analysis Of Students’ Difficulties In Learning Gerund At Grade VIII Students In MTs N 1 Padangsidimpuan”**

## **B. The Focus of the Problem**

There are some problems in teaching grammar and for this topic is gerund. However, the problems are considered to be solved immediately. The first problem was about students. Most of students could not understand the explanation of gerund well. This is caused by internal and external factors. Internal factor came from the students themselves. This concern with personality factor. External factor come out from the students themselves. These concerns with their environment, parents and teaching learning technique.

In order to make the problem not too large the researcher will limit the problem what make them feel difficult to learn gerund and the researcher only analyze the problem source from student itself, it is external and internal factor.

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<sup>2</sup> Observation in MTs N 1 Padangsidimpuan on 15<sup>th</sup> January, 2012

## C. The Definition of Key Terms

### 1. Analysis

According to Oxford's Learner Pocket Dictionary analysis is the detailed study or examination of something in order to understand more about it.<sup>3</sup>

### 2. Students

Student is person who is studying at a college or university, person studying at secondary school.<sup>4</sup>

### 3. Difficulties

Difficulties is something hard to deal with or understand.<sup>5</sup> In this research the researcher wanted to know what is the difficulties that faced by students when study gerund.

### 4. Learning

Learning as a *process* that leads to *change*, which occurs as a result of *experience* and increases the potential for improved performance and future learning.<sup>6</sup> There are three critical components to this definition:

- a) Learning is a *process*, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students' products or performances.
- b) Learning involves *change* in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a lasting impact on how students think and act.

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<sup>3</sup> A.S. Hornby, *Oxford Learner's Pocket Dictionary* (Oxford: Oxford University Press, 2003) p. 48.

<sup>4</sup> Oxford Learner's Pocket Dictionary, *Op.Cit.*, p.1537.

<sup>5</sup> *Ibid*, p. 129.

<sup>6</sup> Susan A. Ambrose, *How Learning Works - 7 Research Based Principles for Smart Teaching* (USA: Jossey Bass, 2010), p.3.

- c) Learning is not something done *to* students, but rather something students themselves do. It is the direct result of how students interpret and respond to their *experiences* — conscious and unconscious, past and present.

Based on the above explanation learning is a process of change of behaviour of human to be more adults, attitude, belief, mindset and learning also an activity to improve knowledge.

## 5. Gerund

Gerund is a word ending with “*ing*” and has the force of a noun and verb.

It also known as verbal noun.<sup>7</sup>

## D. The Formulation of the Problem

Based on the problem mentioned above the researcher can take the problem formulation, they are:

1. What are the difficulties that students found while learning gerund at grade VIII in MTs N 1 Padangsidimpuan?
2. What are the efforts done by the teacher to overcome the students difficulties in learning gerund at grade VIII in MTs N 1 Padangsidimpuan?

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<sup>7</sup> Dakshina Jayanthi Murthi, *Contemporary English Grammar* (New Delhi: Book Palace, 2003), p.125.

### **E. The Objectives of the Research**

Based on the formulation of the problem above, the researcher determines the objectives of the research; they are:

1. To Know the difficulties of the students found while learning gerund at grade VIII in MTs N 1 Padangsidempuan.
2. To Know the efforts done by the teachers to overcome the difficulties of the students in learning gerund at grade VIII in MTs N 1 Padangsidempuan.

### **F. The Significances of Research**

The result of this research is expected to useful:

1. In order the students know what are their problem and difficulties in learning gerund so they can solve it and it is expected can increase the understanding of students in using gerund.
2. As the information for the teacher so they will know what are the major difficulties of their students and know how to solve it and it will become a motivation for the teacher to enrich their teaching skill.
3. As an extra knowledge for researcher to solve the same problem in the future if the researcher will be a teacher.
4. As one of references for next researchers in the same problem and for the other researchers in conducting further researcher in the same topic.

5. For headmaster to give suggestion to English teachers to improve learners' ability in English especially in gerund.

### **G. The Thesis Outline**

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In chapter one, it is consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purposes of research, significances of the research, and definition of operational variables.

In chapter two, it is consist of the theoretical description.

In chapter three, it is consist of research methodology and in research methodology consist of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection and the last the techniques of data analysis and outline of the thesis.

In chapter four, it is the result of the research talking about the analysis of data.

Finally, in chapter five consist of conclusion and suggestion.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Literature Review

##### 1. Students' Difficulties in Learning

###### a. Definition of Students' Difficulties in Learning

Before reviewing the definition of students' difficulties in learning, it is better to describe the meaning of the sentence per word to make it easier to understand. Students' difficulties in learning consist of one word and one phrase.

The first is definition of learning. According to Oxford Advanced Learner's Dictionary learning is gaining a knowledge or skill in a subject.<sup>1</sup> While in KBBI learning is an effort to know something; an effort to gain knowledge.<sup>2</sup> There are several definition of learning they are:

- a. Learning is change of behaviors in to the better or there is possibility to the bad one.
- b. Learning is a change through of practice or experience; change of caused by age or get adult is not assuming as learning like baby grow to be adult.

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<sup>1</sup> A. S. Horby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p.876.

<sup>2</sup> Tim Redaksi, *Kamus Bahasa Indonesia* (Jakarta: Pusat Bahasa Departemen Pendidikan Nasional, 2008), p. 24.

- c. It can be said “learn” if the change is relatively stand firm; Learning result is relatively has permanent result in behaviors as result of experience or practice.
- d. Learn is change of personality in every aspect such as in psychology and physic like tolerance, way of problem solving/thinking, skill, habits or attitude.<sup>3</sup>

The researcher concludes that learning is gaining knowledge or skill to make a change in our life such as personality, way of thinking, behaviour and has permanent result, the result can be bad or good.

The second is definition of student difficulties. According to Hornby “student is a person who is studying in a university or college”.<sup>4</sup> While Sardiman said “ Student is a main component in learning process”.<sup>5</sup> Another statement said “Student means a subject who gets involved in learning process in class”.<sup>6</sup>

Based on the several opinion above the researcher conclude student is a person who learn or get involved in learning process and also take place as a main component in learning process.

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<sup>3</sup> M. Ngalim Purwanto, *Psikologi Pendidikan* (Bandung: PT Remaja Rosdakarya, 2000), p. 85.

<sup>4</sup> A.S.Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford Univeristy Press, 2000), p.1344.

<sup>5</sup> Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Gravindo Persada, 2011), p. 111.

<sup>6</sup> Dimiyati dan Mudjiono, *Belajar dan Pembelajaran* (Jakarta: Rineka Cipta, 2009), p. 22.



A.S Hornby stated a difficulty is the state or condition of being difficult.<sup>7</sup> In Indonesian dictionary difficulty is “ the complicated or hard situation; something difficult”.<sup>8</sup>

According to National Institute of Health, USA Learning disabilities/difficulties are disorders that affect the ability to understand or use spoken or written language, do mathematical calculations, coordinate movements, or direct attention.<sup>9</sup>

Based on the explanation above the researcher concludes that a student difficulty is a problem or some factor that make student difficult to understand the subject.

#### **b. Possible Causes of Learning Difficulty**

Every student expects to get success in their academic. In reality, the researcher see there are many kind of student who has different in any aspect such in personality, intelligence, physic, family background, habit and learning approach and style and the difference of this aspect also very significant among the students. From this matter appear learning difficulties or learning problem that caused by certain factor that could obstruct to get expected academic target.

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<sup>7</sup> Oxford Learner’s Pocket Dictionary, *Op. Cit.*, p. 421.

<sup>8</sup> Kamus Bahasa Indonesia, *Op.Cit.*, p. 1385.

<sup>9</sup> Ridwan Idris. “*Mengatasi Kesulitan Belajar Dengan Pendekatan Kognitif*”, dalam jurnal *Lentera Pendidikan*, Volume 12, No. 2, Desember 2009

The problem in learning can make student difficult to comprehend their subject and it will affect to their academic achievement. General learning difficulties can occur as a result of any combination of the following influences that quoted from Peter Westwood's book from some experts, they are:<sup>10</sup>

- a. inadequate or inappropriate teaching
- b. irrelevant and unsuitable curriculum
- c. classroom environment
- d. socio-economic disadvantage
- e. poor relationship between student and teacher
- f. poor school attendance
- g. health problems
- h. learning through the medium of a second language
- i. loss of confidence
- j. emotional or behavioural problems
- k. below average intelligence
- l. sensory impairment
- m. specific information processing difficulties

Muhibbin Syah divides the point above in to two factors they are.<sup>11</sup>

- a. Internal factor

Many things can be comes problems for someone if we look from internal factor. Some of them are intellectual quotation (IQ), motivation, talent, self confidence, concentration and illness.

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54. <sup>10</sup> Peter Westwood, *Learning and Learning Difficulties* (Camberwell: ACER Press, 2004), p.

<sup>11</sup> Muhibbin Syah, *Psikologi Belajar* (Jakarta: PT Raja Grafindo, 2004), p. 184.

Sometimes, a student need a motivation for his/her study, or students do not has self confidences in learning process. All of them can become a problem of learning.

b. External factor

External factor is the problem that comes from out of students them self like condition of school, teacher, family, or social life. For example; a good teacher can make a good learning, but if the teachers do not able to make a comfortable situation, students can be bored in learning process.

c. **Indication of Difficulties in Learning**

Learning difficulties phenomenon can be seen from declination of students achievements in school or their performance in academi. In this situation, teachers and parents often blame the students and think they are lazy, under intelligent and and they often ignore them. This will not solve the problem and even make it worse. Considering this problem, teacher need to know the indication of learning difficulties in order to know how to solve the problem. According to Sudrajat learning difficulties can be manifested in students' behaviour such as in therm of psycomotoric, cognitive, and affective. Some students behaviour that indicated they experience in learning difficulties:<sup>12</sup>

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<sup>12</sup> Ridwan Idris, *Op.Cit.*, p. 158.

1. Low in academic achievement below the average of group's mark.
2. Achievement result is not accordance with the effort done by student. Some students studied hard but get low achievement.
3. Slow in learning process such as school task and a bit slow compared to his/her friends.
4. Misbehaviour, such as irresponsible, gainsay, pretending, and prevaricating, etc.
5. Acting weird, such as skipping school, late to school, not doing homework, messing up in or out the class, etc.
6. Show unnatural emotion, such as morose, sensitive, grumpy, and don't care about his/her achievement whether it is good or bad.

Meanwhile, Burton stated that quoted by Ridwan Idris in his scientific journal learning difficulties is indicated when student fail to reach the learning goal. Burton stated there are three characteristics of learning difficulties, they are:<sup>13</sup>

1. Student is not passing the grade of the subject which has been determined by the teacher.
2. Student has intelligent above the average but has low achievement in learning. Example: IQ test shows high intelligent level but get average result in learning and even worst.
3. Failed in mastery level that needed as a prerequisite to the next level of subject. This category of students is called slow learner.

According to Learning Disabilities Association of America mentioned that indication that often appear in students is vary depend on age of student.<sup>14</sup>

#### *I. Pre-school age*

- a)Speech development problem
- b)Difficult to say a word
- c)Unable to use right word in a sentence

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<sup>13</sup> Ridwan Idris, *Ibid.*, p. 159.

<sup>14</sup> *Ibid.*, p.159.

- d) Difficult to learn number, letter, or name of day
- e) Unable to combine the word in a sentence
- f) Anxiety and loss attention
- g) Difficult to interact with his/her peer

## II. *School age*

- a) Bad in memorize
- b) Repeat same mistake in reading and spelling.  
Example d recognized as b, w read as w, etc.
- c) Slow in learning letter and its pronunciation
- d) Impulsive
- e) Difficult to concentrate
- f) Hard to learn new skill especially in memorizing

## III. *Teenager and Adult*

- a) Do mistake in spelling until adult
- b) Unwilling from reading and writing activity
- c) Difficult to conclude what he/she read
- d) Bad memory
- e) Difficult to understand abstract concept
- f) Work slowly
- g) Very focus in detail item or less focus in detail item.
- h) Get wrong in reading information
- i) Difficult to answer a question that need a explanation orally or written

## 2. Gerund

### a. Definition of Gerund

Gerund is a word ending with “*ing*” and has the force of a noun and verb. It also known as verbal noun.<sup>15</sup> Another statement said Gerund is the “*ing*” form of a verb used as a noun.<sup>16</sup> According to Marcella Frank

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<sup>15</sup> Dakshina Jayanthi Murthi, *Contemporary English Grammar* (New Delhi: Book Palace, 2003), p.125.

<sup>16</sup> Schramphfer Azar, Betty, *Understanding and Using English Grammar* (New Jersey: Prentice-Hall, Inc, 1989), p.150.

gerund is defined as participial forms used in noun function.<sup>17</sup>

According to W. Stannard Allen in, a gerund is defined as the part of the verbs that ends in *-ing* which has the force of a noun as well as that of a verb.<sup>18</sup>

Gerund takes exactly the same as a present participle, and for this reason it is now common to call both forms '*the -ing form*'. The gerund always has the same function as a noun.<sup>19</sup>

Based on the several statements from the expert above the researcher conclude that gerund is a word ending with “ing” that has a force as a known or verb.

## **b. The Functions of Gerund**

According to Marcella Frank, the gerund has several functions:<sup>20</sup>

Gerund may perform all the functions that nouns do.

- *Subject of verb*

1. **Her cleaning** the house every day is not necessary.
2. **Reading** books increases our knowledge.
3. **Working Hard** makes you successful.

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<sup>17</sup> Frank, Marcella, *Modern English Part II* (New Jersey: Prentice Hall, 1972), p. 97.

<sup>18</sup> Allen, W. Stannard, *Living English Structure* (London: Longman, 1991), p.177.

<sup>19</sup> Anthony Hughes, “The Online English Grammar” ([www.english4today.com/grammar/](http://www.english4today.com/grammar/) accessed at March 27, 2014 retrieved on 14.37 pm).

<sup>20</sup> Frank, Marcella, *Op.Cit.*, p. 314.

- *Object of verb*

1. Her husband appreciates **her cleaning** the house every day.
2. He dislikes **sleeping** along.
3. She hates **worrying** about the future.
4. I prefer **studying** computer science.

- *Object of preposition:*

1. Her husband insists on **her cleaning** the house every day.
2. I am tired of **applying** for jobs.
3. He is afraid of **telling** the truth.
4. My father is addicted to **drinking**

- *Complement of Verb*<sup>21</sup>

1. My aim in life is **becoming** a writer
2. Her objective is **starting** a home for parentless children.
3. What I want to do in life is **achieving** something useful for all.

**c. Common Verbs Followed by Gerunds**

Gerunds are used as the the objects of certain verbs.<sup>22</sup>

Examples :

Verb + gerund

- a. I enjoy playing tennis
- b. Joe quit smoking
- c. Joe gave up smoking
- d. John keep on running

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<sup>21</sup> Jayanthi Dakshina Murthi, *Op.Cit.*, p. 125.

<sup>22</sup> Schramphfer Azar, Betty, *Op.Cit.*, p.154.

In (a), enjoys is followed by a gerund (playing). Enjoy is not followed by an infinitive. Incorrect: I enjoy to play tennis. Common verbs that are followed by gerunds are given in the list below

Verb + Gerund			
Enjoy	Finish (get thorough)	Delay	Mention
Appreciate	Stop*	Keep (keep on)	Suggest
Mind	Avoid	Consider(think about)	
Quit (give up)	Postpone (put off)	Discuss(talk about)	

\*Stop can also be followed immediately by an infinitive of purpose(in order to) compare the following:

1. Stop + gerund.

Example: When the professor entered the room, the **students stopped** talking. The room became quite.

2. Stop + infinitive purpose.

Example: While I was walking down the street, I ran into the old friend. I **stopped to** talk to him. ( I stopped walking in order to talk to him).

**d. Students' Difficulties in Understanding Gerund**

Students have to understand grammar in language. In learning grammar, many students make mistake in using of word in the sentence. It means that, the students have difficulties in arranging words in



sentences. One of the students problems in learning grammar is distinguishing gerund and present participle.

Present participle and gerund has the same form. Both of them use the *-ing* form of the verb. According to Dakhsina Jayanthi Murthi a gerund is the *-ing* of verb used as a noun.<sup>23</sup> W. Stannard Allen also stated that a gerund is defined as the part of the verbs that ends in *-ing* which has the force of a noun as well as that of a verb.<sup>24</sup> It can be deduced that a gerund is a verb form which is ended by *-ing* and used as adjective. Present participle ends in *-ing*. The function of present participle is to modify a noun or pronoun. Present participle also can be the part of verb.

Both the gerund and the participle are verbs with an *-ing*. How do we tell the difference between them? We can tell by their use in the sentence. The gerund must, therefore, be distinguished from the participle by use only. To differentiate the two one has only to remember the function of a noun and the function of an adjective. The gerund is a verb form used as a noun, the participle is a verb form used as an adjective, and also the two differ in their relation to their subjects, the participle modifies and qualifies its subject, and the subject of the gerund is always construed as a modifier of the gerund phrase, and is as a rule, in the possessive case.

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<sup>23</sup> Dakhsina Jayanthi Murthi, *Op.Cit.*, p.125.

<sup>24</sup> W. Stannard, *Op.Cit.*, p.177.

The students may be confused as to whether an *-ing* form of a verb is a gerund or present participle. Participle which show action in the present are called present participles. They end in *-ing*. There is a simple trick but quite help from Hendro Darsono Mursudi, S.Pd, M.M to distinguish gerund and participle. A simple way to distinguish between gerund and participle is by using word “for” for gerund and “who/which” for participle.<sup>25</sup> Example:

1. “Writing desk” means desk (used) for writing, not a desk (used) which is writing. So, “writing” word in writing desk is gerund.
2. “Falling leaves” means leaves which are falling not leaves used for falling. So, “falling” in falling leaves is participle.
3. “Sleeping child” means a child who is sleeping not a child (used) for sleeping. So, “Sleeping in sleeping child is participle.

## **B. REVIEW OF RELATED FINDING**

There were some related findings to this research. It talked about Gerund. The first, Artin Feriana Arjati<sup>26</sup> had done research about “An Error Analysis On The Use Of Gerund Among The Fourth Semester students Of English Department of UNNES in the Academic Year of 2006/2007” give the result of her research below:

Errors on the use of gerund were produced, which can be grouped into six types of errors headings, as shown in the following:

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<sup>25</sup> Hendro Darsono Mursudi, S.Pd, M.M, *Panduan Praktis English Grammar* (Jakarta Selatan: Indonesia Tera, 2010), p.171.

<sup>26</sup> Artin Feriana Arjati, *An Error Analysis On The Use Of Gerund Among The Fourth Semester students Of English Department Of Unnes In the Academic Year Of 2006/2007* (Unpublished Thesis) (Semarang: UNNES, 2007), p. 58.

- a. Errors on the use of gerunds in the negative adjective 'No' is 69.39 %;
- b. Errors on the use of gerunds as subjects is 46.71 %;
- c. Errors on the use of gerunds as subjective complements is 32.82 %;
- d. Errors on the use of gerunds as direct objects is 31.29 %;
- e. Errors on the use of gerunds as objects of preposition is 26.53%; and
- f. Errors on the use of gerund after possessive is 16.33 %.

The Second was researched by Mariatun B.<sup>27</sup> had done research about “The Student Ability in Using Gerund; Case Study at the Second Year Students of SMA Muhammadiyah Mataram in Academic Year 2009/2010, she stated that the second year students of SMA Muhammadiyah Mataram in academic 2009/2010 are good in using English Gerund. It is shown that students at the sample of the study 16 student (80%) in the qualification is good, 3 student (15%) in the qualification is sufficient, and 1 student (5%) in the qualification is low.

Based on the previous research, the researcher takes conclusion that the understanding of gerund is still not as good as the expectation because the best student can get only in sufficient not in the best score and the rest and most of students got low score in gerund material or in short of the achievements is low.

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<sup>27</sup> Mariatun B., *The Student Ability in Using Gerund; Case Study at the Second Year Students of SMA Muhammadiyah Mataram in Academic Year 2009/2010* (Mataram: Institut Mataram, 2010), p. 28.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Time and Place of the Research**

This research had done in MTs N 1 Padangsidimpuan. It is located in Soripada Mulia Street No.27 Padangsidimpuan. The subject of research is Grade VIII Student in MTs N 1 Padangsidimpuan 2012/2013 academic years. This research was done from arranging the proposal until this thesis is ready to be examined or accepted.

#### **B. The Research Design**

This study used a qualitative approach, namely observing the around environment and analyze it by using scientific logic.<sup>1</sup> Suitable method for this research is descriptive method. According to Suharsimi Arikunto that descriptive study does not require the administration and control of treatment. Descriptive study is not intended to test specific hypotheses, but only describes “what is” on a variable, symptoms or circumstances. Indeed there are times in the study wanted to prove the allegations but also not to uncommon.<sup>2</sup>

Meanwhile, based on research objectives, this research includes a descriptive study; that is a study conducted to reveal phenomenon as it is. Next, the researcher have done descriptive research to search the students difficulties in

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<sup>1</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Rosda Karya, 2009), p.5.

<sup>2</sup> Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2003), p. 309.

learning gerund and the title of the thesis is **“An Analysis Of Students’ Difficulties In Learning Gerund At Grade VIII Students In MTs N 1 Padangsidempuan “**

### **C. The Sources of the Data**

There are two sources of the data in this research. They are primary data source and secondary data source.

- a. Primary sources of data (principal data) are the basic of data. Primary sources of data are grade VIII students in MTs N 1 Padangsidempuan. This research done with using purposive sampling and the sources of the data have been assigned by the researcher before hand down to the field. Riduwan said “Purposive sampling is one of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim”. As like mentioned before, this research had done at grade VIII students of MTs N 1 Padangsidempuan.
- b. Secondary sources of data (supplementary data), that is an information from the principle and the English teacher of MTs N 1 Padangsidempuan.

#### D. The Technique of the Data Collection

Jhon W. Creswell said that there were steps in collecting data of qualitative research include: setting the boundaries of study, collecting information through unstructured (or semi structured), observations and interview, document and visual materials.<sup>3</sup>

To get an accurate data, researcher collect data by doing those activities:

a. Observations

Observation is a technique of collecting data which is used an observation to the object of research.<sup>4</sup> Observation can be done directly or indirectly. Researcher will do directly observation; namely to observe the object directly without mediator. This observation used to know the situation in MTs N 1 Padangsidempuan include location, facilities and the learning process.

b. Interview

Lexy J. Moleong stated that Interview is a conversation with a certain purpose.<sup>5</sup> Gay and Peter Airasian say that Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.<sup>6</sup> In this research, the researcher used structural interview. In structural

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<sup>3</sup> Jhon W. Creswell. *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Sage Publications, Inc, 2002), p. 185.

<sup>4</sup> Yatim Riyanto, *Metodologi Penelitian pendidikan* (Surabaya: SIC, 2010), p. 96.

<sup>5</sup> Lexy J. Moleong, *Op.,Cit*, p. 135.

<sup>6</sup> Gay and Peter Airasian, *Education Research Competencies For Analysis and Application* (USA: Prentice Hall, 2000), p. 219.

interview the researcher prepared the question an alternative of the answer that was given to the interviewer.<sup>7</sup> So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting. In this research, the researcher uses snow balling technique to interview students. In snow balling technique the researcher interviews the student until the researcher get enough data or interview students until the researcher get no new data. This is how snow balling technique works that stated by Dr. Deddy Mulyana, M.A.<sup>8</sup>

Interview was given for grade VIII students in MTs N 1 Padangsidempuan , the questions were appropriated with the list of interview. Interview is done for getting data about the difficulties that usually faced by the grade VIII MTs N 1 Padangsidempuan students in learning gerund and the efforts done by English teacher to increase the students' understanding in gerund at the grade VIII MTs N 1 Padangsidempuan. Interview also has done to get information about situation in MTs N 1 Padangsidempuan.

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<sup>7</sup> Amirul Hadi and Haryono, *Metodologi Penelitian* (Bandung: Pustaka Setia, 1998), p. 136.

<sup>8</sup> Deddy Mulyana, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2003), p.188.

c. Test

Lexy J. Moleong stated that Test is a practice that is used to measure someone or a group's skill, knowledge, intelligence, ability or talent.<sup>9</sup> We can conclude that test is an argument to measure something in order to get the real data from object that we research.

The test is given to the class second year of students MTs N 1 Padangsidempuan in academic year 2012/2013 in the class VIII-1. The type of the test is multiple choice that consist of 20 items. The researcher chooses multiple choice because it is the most appropriate test to measure students' ability in understanding and identify gerund.

Basically, gerund in junior high school is only introduction because level of difficulty of gerund is variatif from the easiest to the difficult one. The researcher only test four of gerund because only those gerund is taught in junior high school especially in MTs N 1 Padangsidempuan.

In Indicator the researcher put 20 items that consist of four indicators they are students ability in understanding gerund as subject of verb, student ability in understanding gerund as object of verb, student ability in understanding gerund as object of preposition, and the last student ability in understanding gerund as complement of verb.

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<sup>9</sup> Yatim Riyanto, *Op.,Cit.*, p. 103.



Tabel I. Indicator of the Test

No.	Indicator	Item	Number of Item	Score
1.	Students ability in understanding gerund as subject of verb	5	1,5,11,14,20	25
2.	Students ability in understanding gerund as object of verb	5	2,8,12,15,19	25
3.	Students ability in understanding gerund as object of preposition	5	3,6,16,17,18	25
4.	Students ability in understanding gerund as complement of verb	5	4,7,9,10,13	25
<b>Total</b>		20	30	100

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

After collecting data, the researcher analyzed of the data by using some steps, they were:

- 1) Editing of data, it was done to arrange the data become a structured sentence systematically.
- 2) Reduction of the data, it was done two seek the uncompleted data and put a side data unnecessary.
- 3) Tabulation of the data, it was done to account and give the scores to respondents answer through test and take on the table that consist alternative answers, frequency and percentage. To obtain the percentage of the answer subjects and take on the table by using the formula:

$$P = f/N \times 100\%$$

Explanation: f: frequency

N: Sum of the students

P: Percentage<sup>10</sup>

- 4) Analyzing data by using taxonomic analysis technique. Taxonomic analysis technique is a technique that using non contrast between element. Taxonomic analysis technique is focus on certain domain, then categorized the domain into more specific, detail, and commonly the sub domain has similarity.<sup>11</sup>
- 5) Description of the data, it is done to describe or interpret the data that have been collected systematically.
- 6) Taking conclusion, it is done to conclude the discussion solidly and briefly.

#### **F. The Technique of the Data Trustworthiness**

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:

- 1) The extension of participation is the extension not only done at the short time, but need the long time.
- 2) The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
- 3) Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.

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<sup>10</sup> Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 1991), p. 40.

<sup>11</sup> Burhan Bungin, *Analisis Data Penelitian Kualitatif* (Jakarta:PT RajaGrafindo Persada, 2003), p.90.

- 4) Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.
- 5) Analyze the negative case is the research collects the example an inappropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
- 6) The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected.
- 7) Checking the member is the most important in checking the credibility.
- 8) The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.
- 9) Auditing used to check the truth and certainty of data, this point that done well to the process or result and extent.<sup>12</sup>

From the all of techniques to determine the data trustworthiness above, the researcher used the third number is triangulation. The researcher will get data from observation, interview, and test. After getting the data from the observation, interview, and test, the three data will be compared. Triangulation is accepted if observation, interview, and test result show the same result.

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<sup>12</sup> Lexy J. Moleong, *Op. Cit.*, p. 175.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Findings**

##### **1. General Findings**

This research was conducted in Madrasah Tsanawiyah Negeri 1 Padangsidempuan which address in Sutan Soripada Mulia Street no. 27, Sadabuan, North Padangsidempuan City. This school is located in education area in the edge of road.

Madrasah Tsanawiyah Negeri 1 Padangsidempuan was built in 1978 and decree issued by Minister of Religion . Madrasah Tsanawiyah Negeri 1 Padangsidempuan is a conversion from PGA to MTs Negeri in 1977 with statistic number 211127701001. Learning process start from 07:30 until 14:05.<sup>1</sup>

##### **a. Facilities and Infrastructures**

Facilities and infrastructure is very important for supporting the succes of learning progress. Madrasah Tsanawiyah Negeri 1 Padangsidempuan has adequate facilities and infrastructure in continuity of learning process. The facilities and infrastructure that available in Madrasah Tsanawiyah Negeri 1 Padangsidempuan is reviewed as follow:

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<sup>1</sup> Data taken from administration office, 7<sup>th</sup> June 2013

Table II. Facilities and Infrastructure in MTs N 1 Padangsidimpuan

No	The Name of the Unit	Total
1.	Classroom	23
2.	Library room	1
3.	Headmaster room	1
4.	Teacher room	1
5.	Sport Facilities	4
6.	Mosque	1
7.	Hall	1
8.	Laboratorium	4
9.	UKS	1
10.	Art room	1

Based on the above table we can conclude Madrasah Tsanawiyah Negeri 1 Padangsidimpuan has sufficient facilities and infrastructure to support learning process.

#### **b. The Teacher Situation in Madrasah Tsanawiyah Negeri 1 Padangsidimpuan.**

Teacher is one of important component in education. The teacher role in education is transferring knowledge in order to make student who know nothing

become a student who has knowledge and to educate a student to be a person who has responsibility to themselves and other human being. Below is description of teacher's data in Madrasah Tsanawiyah Negeri 1 Padangsidempuan.

Table III. Name List of Teachers in MTs N 1 Padangsidempuan

NO	Name	Position	NO	Name	Position
1.	Dra. Wasliah	B. Inggris	38.	Safrida S.Pd	Fis/Kimia
2.	Erlina, S.Pd i	Q.H/BTQ	39.	Dra.HJ.NH.Rmb	Biologi
3.	Hj. N. Dlt, S.Ag	Q.H/BTQ	40.	Dra. S.M. Nst	Biologi
4.	B.E Rambe, S.Ag	Q.H	41.	Dra. R. Tanj	Ekonomi
5.	Dra. S.O Siagian	A. Akhlaq	42.	J. Daulay, S.Pd	Eko/PKn
6.	Nurgaria, S.Ag	A. Akhlaq	43.	Ernawati, S.Ag	Eko/Sej
7.	Z.M Hsb, S.Pd i	B. Ind	44.	N. Dly, S.Ag	Geo/PKn
8.	Anwar S, S.Pd i	A. Akhlaq	45.	Helmi S. S.Pd	Geografi
9.	Dra. Hj. Ratna Nst	Fiqh	46.	Samsidar, S.Ag	Geo/Sej
10.	Annis Nst, S.Ag	Fiqh	47.	Masrawati,Sag	Sejarah
11.	Nuliah Srg, S.Pd	SKI	48.	Drs. Parlagutan	Sejarah
12.	Drs. AKH. Hrp	SKI	49.	N. Sir, S.Pd	PKn
13.	Marlinas, S.Pd	B. Ind	50.	Masitoh, S.Pd	BP
14.	Ratna Kartini, S.Pd	B. Ind	51.	Nurhamidah	KTK
15.	Taufik Rasydi, S.Ag	B.Ing/TIK	52.	Dra. Saripanur	KTK
16.	EmmiYanna S.Pd	B. Ind	53.	Drs. H. Amri	Aqi/BTQ
17.	Aida Kh, S.Ag	B. Arab	54.	Tianisa	PKn
18.	Yusniati, S.Pd	B. Inggris	55.	Z. Arifin, S.Ag	TIK
19.	Hj. KH. Y. Hsb, B.A	B. Arab	56.	M. Taufik S.Pd	Penjas
20.	Dra. Hj. Z. Nst	B. Arab	57.	Ummi Kalsum	Penjas
21.	Hayani, S.Ag	B. Arab	58.	Ida Warni Nst	Ekonomi
22.	Hairani, S.Pd	B. Inggris	59.	Dra. Rosmiah	Fi/SKI/BTQ
23.	E.S.A Hrp, BA	B. Inggris	60.	Dra. Samsinar	Q.H/A.A/BTQ
24.	Dra. Misrayana	B. Inggris	61.	Mulia	Geografi
25.	Lisnasari, S. Pd	B. Inggris	62.	Drs. H. Ansor	QH/SKI/BTQ
26.	Dina A. S.Pdi	B. Inggris	63.	Drs. Arsyad	B. Arab
27.	B. Pasaribu	MTK	64.	Drs. M. Safei	B. Ind
28.	Sri Nirwana, S.Pd	MTK	65.	Nurolita, S.Pd	KTK/Sej
29.	N. Hutasuhut	MTK	66.	Anita Warni	KTK/PKn
30.	Seriahna Rkt, S.Pd	MTK	67.	Rahmi S, S.Pd	BP

31.	Susi H S.Ag	MTK	68.	Sartia	B. Ind
32.	Dra. Mahlinda	MTK	69.	Rahmadayani	B.Ind/Sej
33.	Elly J, S.Pd	MTK/Fis	70.	Suryanto, Ama	Penjas
34.	Berlinawati, S.Ag	MTK	71.	Drs. Ripangi	BTQ
35.	Fatimah, S.Pd	Bio/Kimia	72.	Nafsiah Hsb	Ekonomi
36.	Drs. Salman Hsb	Fis/Kimia	73.	Andi Mardiyah	Bio/Kimia
37.	Dra. Sri Watisah	Fis/Kimia			

**c. The Students Situation in Madrasah Tsanawiyah Negeri 1 Padangsidempuan.**

In education component student is one of the most important component because without student the learning process is impossible to be implemented. The role of the student in learning process is a person who receive the knowledge and education from the teacher. Below is description of students' data in Madrasah Tsanawiyah Negeri 1 Padangsidempuan.

Table IV. Data of Student in MTs N 1 Padangsidempuan

NO	Class	Student		
		LK	PR	Total
1.	I	164	243	407
2.	II	142	180	322
3.	III	139	193	332
Total		445	616	1061

For this research the researcher takes only one class. It was Grade VIII student in class VIII-5 regular class. Class VIII-5 is consist of 40 students.

They are consists of 22 male students and 18 female students. Below is description of student in Class VIII-5.

Tabel V. Students' data in Class VIII-5

No	Nama	No	Nama
1.	Juina Silvinaa Tria	21.	Syahdi Qadri
2.	Sahara Yusnita	22.	Latifah Hannum
3.	Muhammad Aziz	23.	Zuita Sari
4.	Aditia Pansuri	24.	R. Donny Amelia
5.	Aulia Rahmat	25.	Nur Hafni
6.	Riska Amalia	26.	Rudi Iskandar
7.	Linna Sarah	27.	Akhyar Ozi
8.	Miqra Windi	28.	Mustofa Hamka
9.	Fatimah	29.	Wildayana
10.	Ahmad Hamonangan	30.	Yuli Inriani
11.	Ahmad Husein	31.	Jaya Putra
12.	Zulfahmi Sulaiman	32.	Yogi Iqbal
13.	Wahyu Amanda	33.	Fajar Mubarak
14.	Rizky Rahmadani	34.	Anggi Rizky
15.	Isra Hasanah	35.	Andi S.
16.	Shofiyah Dima	36.	Laut Ramadhan
17.	Dea Lutfiah	37.	Rona Parsiuli
18.	Fahrur Rozi	38.	Putri Afifah
19.	Alwi Azhari	39.	Riski Roni
20.	Abbas Pahlawan	40.	Ilham Yunus

## 2. Specific Findings

### a. The Description of Students' Difficulties in Learning Gerund

In this part the researcher will presentate the research result that has been taken from the field. The researcher divides the the result based on the instrument that used in this thesis, they are observation, interview and test.



### 1) Observation result

In order to get the real data the researcher handed down to the field to see how are the students situations in the learning process. Because of the limited time and permission issues for the researcher, the observation result only presented for first week because the second week is used for test and interview, and also the researcher only taught about gerund that is mean the time is sufficient enough to observate students learning process and students situation.

For the first time the researcher taught in the class their responds seems to be very normal. All students in the class still listening the class quietly but it happened only in the earlier time. Some students start to make abnormal behavior such as making conversation with their table mate, some students looked bored or tired up, only a few students still showd their interestion to the class.

This behaviour also happened in the second week of observation. In the second observation their interestion in English subject was not increase significantly as like the researcher expected although the teacher gave the the students an ultimatum. Their test result will be their daily score. Based on this observation the researcher make temporary conclusion that the students was not interested in English subject.

## 2) Interview result

In this part the researcher will put the interview result from the student and from teacher. For the students the researcher only show five students because they gave almost different answer and the rest student gave totally same answer.

The first student is Anggita Rizki Rifaldi. He stated that he doesn't like English although he has learnt it from elementary school. Especially in gerund topic, he has no idea the defenition of gerund and the kind of gerund. His difficulties in learning gerund are he can't distinguish between gerund and participle. The other obstacle for him to learn gerund is his lack of vocabulary, it made him feels hard to understand it because he doesn't understand the meaning. He took an English course to solve his problem.<sup>2</sup>

The second is Putri Afifah. Her answer with Anggita Rizki Rifaldi is almost same. They have learnt English from the elementary school but their interest in English was not influential, but for Putri Afifah is slightly different. Sometime she like English sometime she doesn'n like it. In the gerund topic, she said that she has no idea the defenition, the kind of gerund. Like previous respondent, she also can not distinguish between gerund and participle. She also learns gerund with difficulty because her English is not

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<sup>2</sup> Interview result with Anggi Rizky Rifaldi, Student of MTs N 1 Padangsidempuan VIII-5 class, *private interview*, 1 June 2013

so good or she doesn't understand it. Taking an English course is a way that she chose to solve his problem in English in order to understanding gerund.<sup>3</sup>

The third student is Zuita Sari Harahap. Her interview result with Zuita Sari Harahap is a bit different that her two friends. Her interest in English moderate. She also learnt English in elementary school. She still can not distinguish between gerund and participle like the researcher expected because her interest in English was moderate. She doesn't know the defenition of gerund but she still remember a little the kind of gerund. The difficulties that faced by Zuita Sari Harahap are in the translation or her English was not so good and the way the teacher in explaining. She took the same way to solve her problem, it was taking an English course.<sup>4</sup>

The fourth is Miqra Windi. Her interview result with Miqra Windi gave more positive answer than her friends. She stated that she likes English. She also learnt English from elementary school. She understood the defenition of gerund. She said gerund is verb *-ing*. This answer is not totally true because gerund is the verb that forced into noun, but the answer is better than her friends because she still remember a bit the defenition of gerund. Her understanding in gerund is not so good. Her answer with her other

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<sup>3</sup> Interview result with Putri Afifah, Student of MTs N 1 Padangsidempuan VIII-5 class, *private interview*, 1 June 2013

<sup>4</sup> Interview result with Zuita Sari Harahap, Student of MTs N 1 Padangsidempuan VIII-5 class, *private interview*, 1 June 2013

friends is same, she can not distinguish between gerund and participle. She would ask English teacher to solve her problem in gerund.<sup>5</sup>

The last, the researcher puts Muhammad Aziz as the interpretation of the rest student that have been interviewed because his answer and their friends are almost same. Muhammad Aziz doesn't like English subject very much although he has learnt English from the elementary school. He has no idea what is the defenition of gerund, kinds of gerund. They also gave the same answer that he can not distinguish between gerund and participle. Lack of vocabulary is one of problem for him to understand gerund because he didn't understand the subject. His problem solving is taking an English course.<sup>6</sup>

As the description above the researcher conclude that the students has difficulties in learning gerund. They almost have the same answer and most of them admitted that they don't like English subject of course their motivation in learning gerund will be low and it has influence to their achievement in English especially in gerund. They also can not distinguish between gerund and participle. This interview result also approved by their English teacher's statement :

Student in Class VIII were lazy, their achievement in English was not so good and also some of them were making noise at teaching

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<sup>5</sup> Interview result with Miqra Windi, Student of MTs N 1 Padangsidimpuan VIII-5 class, *private interview*, 1 June 2013

<sup>6</sup> Interview result with Muhammad Aziz, Student of MTs N 1 Padangsidimpuan VIII-5 class, *private interview*, 1 June 2013

process, their final score in English also was not good. The most mistakes that students done is the usage of verb *-ing*. They can not distinguish between gerund and participle. Sometime they made participle as gerund and sometime they think the gerund itself as participle. They also didn't understand what is subject, what is object, what is preposition, and what is complement of verb, and they also have poor vocabulary.<sup>7</sup>

Based on interview from student and the teacher the researcher conclude that the students difficulties in learning gerund are motivation issues, difficulties in distinguishing between gerund and participle, and lack of knowledge about subject, object, preposition, and complement as very important basic in understand that four gerund.

### 3) Test Result

In this part the researcher will put the test result that have gotten from the students. The researcher presentate that test result per item that shown as follow :

Table VI. question number 1.

No	The alternative answer	F	%
1	Driven cars	4	10
2	Cars driven	3	7.5
3	Drive car	5	12.5
4	Driving car	28	70
Total		40	100 %

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<sup>7</sup> Interview result with Erna Sri Atika Harahap, Teacher of VIII-5 class, *private interview*, 1 June 2013

For number 1 is about gerund as subject of verb. There were 28 students (70%) chose right answer and 22 students (30%) chose wrong answer. The right answer is “D. Driving cars”

Table VII. question number 2

No	The alternative answer	F	%
1	To swim	4	10
2	Swims	-	-
3	Swam	-	-
4	Swimming	36	90
Total		40	100 %

Next, for number 2 is about gerund as object of verb. There were 36 students (90%) choose right answer and 4 students (10%) chose wrong answer. The right answer is “D. Swimming”

Table VIII. question number 3

No	The alternative answer	F	%
1	Playing	13	32.5
2	Played	3	7.5
3	To play	3	7.5
4	To playing	21	52.5
Total		40	100 %

Next item for number 3 is about gerund as object of preposition. There were 13 students (32.5%) chose right answer and 23 students (67.5%) chose wrong answer. The right answer is “A. Playing”

Table IX. question number 4

No	The alternative answer	F	%
1	Their hobby is to climbing a mountain	18	45
2	They have been climb mountain		
3	Their hobby is climbing a mountain	22	55
4	Their activities climb a mountain		
Total		40	100 %

For number 4 is about gerund complement of verb. There were 22 students (55%) chose right answer and 18 students (45%) chose wrong answer. The right answer is “C. Their hobby is climbing a mountain”

Table X. question number 5

No	The alternative answer	F	%
1	Gerund as subject of verb	26	65
2	Object of verb	6	15
3	Object of preposition	8	20
4	Complement of verb	-	-
Total		40	100 %

For number 5 is about gerund as subject of verb. There were 26 students (65%) chose right answer and 14 students (35%) chose wrong answer. The right answer is “A. Gerund as subject of verb”

Table XI. question number 6

No	The alternative answer	F	%
1	Doing	29	72.5
2	To do	3	7.5
3	Did	5	12.5
4	Done	3	7.5
Total		40	100 %

For number 6 is about gerund as object of preposition. There were 29 students (72.5%) chose right answer and 10 students chose wrong answer and 1 student (2.5%) didn't give answer. The right answer is "A. Doing"

Table XII. question number 7

No	The alternative answer	F	%
1	I'm studying last night	10	25
2	I was studying last night	5	12.5
3	My hobby is reading	20	50
4	I like reading	5	12.5
Total		40	100 %

Next, for number 7 is about gerund as complement of verb. There were 20 students (50%) choose right answer and 31 students (50%) chose wrong answer. The right answer is "C. My hobby is reading"

Table XIII. question number 8

No	The alternative answer	F	%
1	My favourite occupation is reading	6	15
2	I don't like writing	9	22.5
3	I am buying a book	19	47.5
4	Smoking costs a lot of money	6	15
Total		40	100 %

Next, for number 8 is about gerund as object of verb. There were 9 students (22.5%) choose right answer and 31 students (77.5%) chose wrong answer. The right answer is "B. I don't like writing"



Table XIV. question number 9

No	The alternative answer	F	%
1	Gerund as subject of verb	6	15
2	Object of verb	13	32.5
3	Object of preposition	12	30
4	Complement of verb	9	22.5
Total		40	100 %

Next, for number 9 is about gerund as complement of verb. There were 9 students (22.5%) choose right answer and 11 students (77.5%) chose wrong answer. The right answer is “D. Complement of verb”

Table XV. question number 10

No	The alternative answer	F	%
1	Their activity on Sunday are cleaning home	29	72.5
2	I am fishing in the pool	4	10
3	I will was the dishes to eating	5	12.5
4	I will was the dishes after ate	2	5
Total		40	100 %

Next, for number 10 is about gerund as complement of verb. There were 29 students (72.5%) choose right answer and 11 students (27.5%) chose wrong answer. The right answer is “A. Their activity on Sunday are cleaning house”

Table XVI. question number 11

No	The alternative answer	F	%
1	I like reading	12	30
2	She goes swimming every morning	9	22.5
3	Their favourite sport is running	9	22.5
4	Hiking can strenuous	10	25
Total		40	100 %

Next, for number 11 is about gerund as subject of verb. There were 10 students (25%) choose right answer and 30 students (75%) chose wrong answer. The right answer is “D. Hiking can be strenuous”

Table XVII. question number 12

No	The alternative answer	F	%
1	Gerund as subject of verb	17	42.5
2	Object of verb	11	27.5
3	Object of preposition	8	20
4	Complement of verb	4	10
Total		40	100 %

Next, for number 12 is about gerund as object of verb. There were 11 students (27.5%) choose right answer and 29 students (72.5%) chose wrong answer. The right answer is “B.Object of verb”

Table XVIII. question number 13

No	The alternative answer	F	%
1	Gerund as subject of verb	16	40
2	Object of verb	7	17.5
3	Object of preposition	12	30
4	Complement of verb	5	12.5
Total		40	100 %

Next, for number 13 is about gerund as complement of verb. There were 5 students (12.5%) choose right answer and 35 students (87.5%) chose wrong answer. The right answer is “D. Complement of verb”

Table XIX. question number 14

No	The alternative answer	F	%
1	3	13	32.5
2	1	9	22.5
3	2	8	20
4	4	10	25
Total		40	100 %

Next, for number 14 is about gerund as subject of verb. There were 10 students (25%) choose right answer and 30 students (75%) chose wrong answer. The right answer is “D. 4”

Table XX. question number 15

No	The alternative answer	F	%
1	3	10	25
2	1	6	15
3	2	6	15
4	4	18	45
Total		40	100 %

Next, for number 15 is about gerund as object of verb. There were 6 students (15%) choose right answer and 34 students (85%) chose wrong answer. The right answer is “B. 1”

Table XXI. question number 16

No	The alternative answer	F	%
1	Object of verb	7	17.5
2	Object of preposition	13	32.5
3	Complement of verb	16	40
4	Subject of verb	4	10
Total		40	100 %

Next, for number 16 is about gerund as preposition of verb. There were 13 students (32.5%) choose right answer and 27 students (67.5%) chose wrong answer. The right answer is “B. Object of preposition”

Table XXII. question number 17

No	The alternative answer	F	%
1	3	20	50
2	2	5	12.5
3	1	5	12.5
4	4	10	25
Total		40	100 %

Next, for number 17 is about gerund as object of preposition. There were 10 students (25%) choose right answer and 30 students (75%) chose wrong answer. The right answer is “D.4”

Table XXIII. question number 18

No	The alternative answer	F	%
1	Is always vacation	5	12.5
2	To go vacation	7	17.5
3	Going vacation	17	42.5
4	About going vacation	11	27.5
Total		40	100 %

Next, for number 18 is about gerund as object of preposition. There were 11 students (27.5%) choose right answer and 29 students (72.5%) chose wrong answer. The right answer is “D. About going vacation”

Table XXIV. question number 19

No	The alternative answer	F	%
1	Calling and going	26	65
2	About calling and on going	6	15
3	Called and going	8	20
4	Call and go	-	-
Total		40	100 %

Next, for number 19 is about gerund as object of verb. There were 26 students (65%) choose right answer and 14 students (35%) chose wrong answer. The right answer is “A. Calling and going”

Table XXV. question number 20

No	The alternative answer	F	%
1	Having much money makes us happy	11	27.5
2	He is reading a book	10	25
3	His daily activity is studying at school	13	32.5
4	I wash my hand before eating	6	15
Total		40	100 %

Next, for number 20 is about gerund as subject of verb. There were 11 students (27.5%) choose right answer and 29 students (72.5%) chose wrong answer. The right answer is “A. Having much money make us happy”

Based on the result of the test given to respondents, it can be seen that the score of respondents between 20 up to 70. It means that the highest score gotten by respondent was 70 and the lowest score was 20, but only one person got score 70. The description scores of grade VIII students of Madrasah Tsanawiyah Negeri 1 Padangsidempuan in learning gerund can be seen from the category of student understanding in learning gerund the researcher takes the table below as a criteria interpretation:<sup>8</sup>

Table XXVII. Criteria score interpretation

Percentage	Criteria
0-20 %	Very low
21-40 %	Low
41-60 %	Enough
61-80 %	High
81-100 %	Very high

Based on the calculating score (see appendix IV) the students' understanding in learning gerund at grade VIII students in MTs N 1 Padangsidempuan was 38 %. Based on the criteria above, it can be concluded the students' understanding is *low* category. The researcher take a conclusion there was difficulties for student in learning or in understanding gerund.

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<sup>8</sup> Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005) p.89.

**b. The Efforts of the English Teacher to Overcome Student's Difficulties in Learning Gerund**

Based on interview to English teacher, to anticipate the difficulties of students in understanding references the English teacher often repeat the lesson until the students understand about the lesson. English teacher must explain more detail what is subject, what is complement, what is preposition and the last what is object. Understanding the four kind of gerund will be difficult if the student don't understand about it.

The effort that done by the teacher to solve the students' difficulties in distinguishing between gerund and participle especially continuous tense. The teacher explain gerund as subject and gerund as complement of verb carefully because the both of kind gerund is very similar to continuous tense and there were many students still confuse and made mistake in distinguish it.

To overcome poor vocabulary problem the teacher should asked the student to memorize some vocabulary and the meaning every week. This strategy is expected to solve vocabulary issue because vocabulary is very important in learning English not only in learning gerund.

For checking the data trustworthiness, the researcher choose triangulation. In triangulation the researcher comparing all data that researcher got from interview to the students, interview to the teacher and the last the result of test. In interview for the students, the students

admitted they didn't like English subject and their learning motivation was low. It was supported by the statement of the teacher that the student do not comprehend gerund and the they were lazy and made some noise while learning process in the class. The test result make the two data stronger. The test result showed that student ability in gerund is low. Based on the comparison of three datas above the data trustworthiness technique by using triangulation is accepted.

### **3. Analysis Result of Students' Difficulties in Learning Gerund At Grade VIII Students in MTs N 1 Padangsidempuan**

After the researcher get data from the field, then the researcher analyzes the data by using taxonomic analysis technique. Taxonomic analysis technique is a technique that using non contrast between element. Taxonomic analysis technique is focus on certain domain, then categorized the domain into more specific, detail, and commonly the sub domain has similarity.<sup>9</sup>

The researcher found two problems, they are problem form the student itself and from the learning gerund itself. The problem from student can be identified as internal factor in learning as stated by Muhibbin Syah.<sup>10</sup> The problem from learning gerund is the problem that faced by student while learning gerund.

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<sup>9</sup> Burhan Bungin, *Analisis Data Penelitian Kualitatif* (Jakarta:PT Raja Grafindo Persada, 2003), p.90

<sup>10</sup> Muhibbin Syah, *Psikologi Belajar* (Jakarta: PT Raja Grafindo, 2004), p.184.



a) The problem from the students

The students of Madrasah Tsnowiyah Negeri 1 Padangsidempuan in class VIII-5 has a problem in learning English. Their ability in English were low. Their motivation in study English were not so strong. It impacts to their achievement in English was low.

Based on the interview result from Anggi Rizki Rifaldi he said that he didn't like English subject.<sup>11</sup> Next participant, Putri Afifah said that her interest in learning English was not persistent, some time she like English and some time not.<sup>12</sup> Zuita Sari Harahap said that her interesting in learning English was moderate.<sup>13</sup> It means she didn't hate it or like it. The other participant who researcher interviewed gave the same answer. Only a few students who likes study English.

When the researcher interviewed the teacher who teaches in the class that researcher observed the teacher said that most of student was lazy and they seemed not interested in English.<sup>14</sup> The teacher said that some of the student was making a noise while the teacher explains the subject in front of the class.

The researcher was given chance to observate how was the students in learning process. At first they looked quiet, then several

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<sup>11</sup> Anggi Rizky Rifaldi, *Op.Cit.*, 1 June 2013

<sup>12</sup> Putri Afifah, *Op.Cit.*, 1 June 2013

<sup>13</sup> Zuita Sari Harahap, *Op.Cit.*, 1 June 2013

<sup>14</sup> Erna Sri Atika Harahap, *Op.Cit.*, 1 June 2013

minutes later, they showed abnormal behaviour. They researcher saw they start to chat with his or her friend and doing something that showed uninterested in learning.

The researcher tried to ask the all of students' interest in learning English and most of student said "NO" of course their motivation in learning English especially in gerund can be assumed low.<sup>15</sup> Low motivation in learning English will impact to their mastery in English especially in understanding gerund.

Based on the interview and observation that done to Madrasah Tsanawiyah Negeri 1 Padangsidempuan students, the researcher take a conclusion that their problem in learning are motivation issues and their biggest problem is lack of interest in study English.

b) The problems from learning gerund

Based on the interview, observation and the last the test, the researcher takes some points that become a main issue for student in learning gerund. The researcher took taxonomic analysis to analyze data. Subomain of their problem in learning gerund are grammar and vocabulary. The researcher describe the domain as follow:

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<sup>15</sup> Open question to all Student in Class VIII-5, 1 June 2013

Table XXVI. Analysis result of student difficulties in learning gerund of students in class VIII-5

Domain	Sub Domain	Details
Learning Difficulties in Gerund	Grammar	<ul style="list-style-type: none"> <li>- The students haven't master about subject, object, complement, and preposition</li> <li>- They can not to distinguish gerund with present continuous tense</li> </ul>
	Vocabulary	<ul style="list-style-type: none"> <li>- The students have poor vocabulary so they can not translate the item</li> </ul>

First, there are four kinds of gerund they are gerund as a subject, gerund as complement of verb, gerund as object of verb, and gerund as object of preposition. Most of students have no idea that kinds of gerund. So, we can conclude the student haven't master what is subject, what is object, what is preposition, and the last what is complement of verb.

Second, As we know gerund and participle are using ending *-ing* in the verb. It is difficult for student to distinguish them. It can be seen from the interview result that all participant stated they found difficulties to distinguish between gerund and participle especially in present continuous tense and it also supported by Miss. Erna Sri Atika Harahap's statement from interview.<sup>16</sup>

Third, They have poor vocabulary. R. Donny Amelia said that she can not make sentence in gerund form because she can not translate the

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<sup>16</sup> Erna Sri Atika Harahap, *Op.Cit.*, 1 June 2013

sentence without know many vocabulary.<sup>17</sup> The same reason stated by Syahdi Qudri Nasution that he can not answer the item because he didn't understand the sentence.<sup>18</sup>

The effort that done by student to solve their problem are vary. Akhyar Ozi said that he will take english course for mastering gerund.<sup>19</sup> Next, Muhammad Aziz said that he will study hard to master it.<sup>20</sup> The rest of the student said that they will study hard to master gerund.

## B. Discussion

After analyzing the data , it can conclude the student understanding in gerund is categorized as low. It can be seen from the calculating score (see appendix IV) that the students' abilities in understanding gerund was 38 %. While according to research done by Artin Feriana Arjati<sup>21</sup> that titled "An Error Analysis On The Use Of Gerund Among The Fourth Semester students Of English Department Of UNNES In the Academic Year of 2006/2007" she grouped the result per each gerund. If we compared to tabel criteria score interpretation the result are vary but we can can conclude the result is low because most of them is

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<sup>17</sup> Interview result with R. Donny Amelia, Student of MTs N 1 Padangsidimpuan VIII-5 class, *private interview*, 1 June 2013

<sup>18</sup> Interview result with Syahdi Qudri Nasution, Student of MTs N 1 Padangsidimpuan VIII-5 class, *private interview*, 1 June 2013

<sup>19</sup> Interview result with Akhyar Ozy, Student of MTs N 1 Padangsidimpuan VIII-5 class, *private interview*, 1 June 2013

<sup>20</sup> Muhammad Aziz, *Op.Cit.*, 1 June 2013

<sup>21</sup> Artin Feriana Arjati, *An Error Analysis On The Use Of Gerund Among The Fourth Semester Students Of English Department Of Unnes In the Academic Year Of 2006/2007* (Unpublished Thesis), (Semarang: UNNES, 2007), p. 58

under enough category. Meanwhile, according to Mariatun B.<sup>22</sup> had done research about “The Student Ability in Using Gerund; Case Study at the Second Year Students of SMA Muhammadiyah Mataram in Academic Year 2009/2010, she stated that the second year students of SMA Muhammadiyah Mataram in academic 2009/2010 are good in using English Gerund.

To anticipate the learning difficulties, the English teacher efforts were the English teacher often repeated the lesson and explains the material clearly, especially what is subject, what is object, what is preposition and what is complement. The teacher should also motivate the student in order to grow their interest in English. Repetition in teaching is very good for the student that categorized as the slow learner. In addition, according to Yatim Riyanto that to overcome learning difficulties can be done through remedial.<sup>23</sup> The last and most important is a teacher should enrich the student vocabulary. Teacher can use the best strategy that they know to enrich their students’ vocabulary.

### **C. 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 techniques of analyzing data. So, the researcher knew that it was so far from excellence thesis.

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<sup>22</sup> Mariatun B., *The Student Ability in Using Gerund; Case Study at the Second Year Students of SMA Muhammadiyah Mataram in Academic Year 2009/2010* (Mataram: Institut Mataram, 2010), p. 28.

<sup>23</sup> Yatim Riyanto, *Paradigma Baru Pembelajaran*, (Jakarta:Pranada Media Group, 2009), p. 140.

The steps of the research had been done appropriate with the steps which were on the methodology of research. The steps have been done to get the result of the research objectively and systematically, but to get the excellence results from this research were more difficult because the weakness of this research.

The weaknesses of the research were; when the researcher interviewed the English teacher, there was the weakness of time because the teachers had to teach so that they had not full time interviewed or they had other activities, the lack of time, cost, competence and insight of the researcher.

Even though there were so many problems, but the researcher attempted to do the best, so some weaknesses and decreases the meaning of this research were finished by consultation with the advisors.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. The Conclusions

Based on the result of observation, interview and test done by the researcher, the researcher took the conclusions as follow:

1. In learning the gerund, the student faced some difficulties such as :
  - a. They can not distinguish between gerund and participle especially present continuous tense, they only know that gerund is a verb ending with *-ing* but they don't know kind of gerund.
  - b. They don't what is subject, what is object, what is preposition, and what is complement of verb, and they also have poor vocabulary.
2. The efforts by English teacher to overcome the students' difficulties in learning gerund to anticipate the learning difficulties, the English teacher often repeated the lesson and the teacher should explain between present continuous tense and gerund and then explain the difference of both, so the student will not confuse to distinguish them. To make the student understanding in gerund deeper the teacher should also explain about subject, object, preposition, and complement.

## **B. Suggestions**

Based on the conclusions above, the researcher gave some suggestions as follow:

1. To the head master of MTs N 1 Padangsidempuan. As a leader of school, the head master has to support the English teacher to teach well.
2. To the English teachers; the English teacher must have a capability to motivate student in learning English and change the students' assumption that English is hard.
3. To the students; they must learn to love English subject because English is very important in this globalization era.
4. To other researcher; It is expected to other researcher to make a deeper research about this topic so it will give much reference to science world.



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