AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY TO USE GERUND AND INFINITIVE IN WRITING SENTENCES AT SMAN 1 KECAMATAN TAMBUSAI ROKAN HULU RIAU

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Abstract

This research was purposed to describe the second year students' ability to use gerund and infinitive in writing sentences at SMA N 1 Tambusai Kecamatan Tambusai Rokan Hulu Riau. The writer found that the students usually had some problems when they were instructed to write sentence using verbs followed by gerund and infinitive or gerund and infinitive as direct object and the pattern of gerund and infinitive in sentence. The design of this research was descriptive in nature. The population of this research was the second year students at SMA N 1 Kecamatan Tambusai Rokan Hulu Riau . The total population members was 148 students. The writer used stratified cluster random sampling technique to take sample. The result of data analysis showed 8 students had high ability, 39 students had moderate ability, and 10 students had low ability to use gerund and infinitive in writing sentences. The findings showed 8 students had high ability, 39 students had moderate ability, and 10 students had low ability to use gerund as direct object in writing sentences. The findings showed 7 students had high ability, 41 students had moderate ability, and 9 students had low ability to use to-infinitive as direct object in writing sentences. The findings also showed 5 students had high ability, 42 students had moderate ability, and 10 students had low ability to use bare infinitive as direct object in writing sentences.

Key words: Ability, Gerund, Infinitive, Writing, Sentence.

A. Introduction

Woods and Mcleod (1992:3) state that language is a big part of human presence that we will talk about as long as we live in the world. Every aspect of life could not exist without language. That is why language is the most important thing to develop human history.

Language is one way for human to communicate in social life. English is the most common communication tool used by people in the world. English has become a universal language that has been used in the world of technology, education, politics, trade, and so forth. English dominates all aspects of communication

tools. We can see almost all electronic devices use English. It means that English is a very important language which every countries in the world use to build communication with other countries including Indonesia as one of the countries in this world.

In several countries including Indonesia, English is one of the important courses in every grade on school, even in college. Mastering English means we have to understand the language and the pattern of each sentence. There are four skills in English; speaking, listening, reading, and writing.

One of the ways to master English is that we must comprehend and master the grammatical structure of English. Studying grammar helps one to learn about a language. If people use grammatical structure correctly, they will speak English fluently. Students who are good at grammar subject may easily produce correct sentence both in spoken and written language.

Thornbury (1999:1) states that grammar concerns about analysis at the level of a sentence and describes the rules of how a languages sentence are formed also part of study of what form possible in language. One of important aspects in writing skill is grammar. The students who want to write well should master grammar. In other words, without mastering grammar students cannot write good sentences.

Gerund and infinitive are sub topic in grammar subject. Byrd and Benson (2001:368) state that gerund is verbs followed by the –ing form. If the new word is used as a noun, it is called gerund. Gerund can be used as subject, direct object, complement, object of preposition, and appositive.

A verb can also be changed by adding to. This combination is called an infinitive. Byrd and Benson (2001:368) state that infinitive can be used as subject, direct object, complement, appositive, adjective modifier, and adverbial in sentence. Students have to know the differences between , gerund and infinitive in terms of functions and patterns because writing a sentence means that the sentence should be meaningfull. If they cannot use the rules of gerund and infinitive, it may the sentence that they have written has no clear meaning.

The students often find the sentences that use gerund and infinitive and it is difficult for them to use which verbs that are followed by gerund or infinitive as direct object and the pattern of the sentence. Gerund and infinitive are tought in one subtopic in teacher's material because they are related each other in defining verb as direct object which are verb that can be followed by gerund or

infinitive. It is important for students to understand how to use gerund and infinitive in writing sentences.

Gerund and Infinitive have been studied by the second year students in senior high school on first grade. Relating to this, they should be able to use gerund and infinitive in writing sentence. Based on the writer's personal interview with the teacher and the second year students of SMA N 1 Tambusai Kabupaten Rokan Hulu in Riau, the writer found that the students usually had some problems when they were instructed to write sentence using verbs followed by gerund and infinitive or gerund and infinitive as direct object and the pattern of gerund and infinitive in sentence. So, the writer was interested to do a research based on this matter.

Language skills and language components are the important things in teaching and learning process. Language skills consist of speaking, listening, reading, and writing. Grammar, vocabulary, and pronunciation are language components.

We should master English components to support our English language skills. One of them is grammatical structure. Gerund and infinitive are a part of it. Gerund can be used as subject, direct object, complement, object of preposition, and appositive. There are some verbs that are followed by gerund an infinitive appearing in different patterns. Infinitive can be used as subject, direct object, complement, appositive, adjective modifier, and adverbial in sentence. According to Alter (1993: 208), infinitive is divided into two categories, they are to- infinitive and bare infinitive. *To* infinitive is a verb that must be perceded by *to* and bare infinitive is verb which must not be preceded by *to.*

Based on the identification above, the writer limited her study on the discussion about gerund, *to* infinitive, and bare infinitive after as direct object after certain verbs in sentences. The writer also limited the sample of this study on the second year students in SMA N 1 Tambusai kabupaten Rokan Hulu since they studied gerund and infinitive in English subject. In addition, it was difficult for students to use verbs followed by gerund or infinitive in writing sentence.

The general purpose of this study was to describe the ability of the the second year students to use gerund and infinitive in writing a sentence at SMAN 1 Tambusai. The specific purposes of this study were to describe: the second year students' ability to use gerund, to-infinitive, bare infinitive as the direct object after certain verbs in writing sentences at SMAN 1 Tambusai.

B. Research Method

Gay (1987:3) states that research is the formal, systematic application of the scientific method to the study of problem. Educational research is the formal, systematic application of the scientific method to the study of educational problems.

This research belongs to descriptive research design because the writer wants to describe the students' ability in using gerund and infinitive in writitng sentences. According to Gay (1987:10), descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. This research was aimed to describe the students' ability to use gerund and infinitive in writing sentences.

According to Gay (1987:101), population is a group of interest to the researcher, the group to which the researcher would like the result of the study to be generalizable. Sampling is the process of selecting a number of individuals for a studyin such a way that the individuals represent the larger group from which they were selected (Gay, 1987:102). It means that a sample refers to the selected individual.

The population of this research was the second year students of SMAN 1 Tambusai. The writer chose the second year students as population because they had studied about gerund and infinitive in the first year of senior high school. The total number of this population is 148 students. And they are already divided into five classes. There are two classes of exact science (IPA) and three classes of social science (IPS). Each class consists of 26 to 32 students.The distribution of members of population according to the students' departement and class is shown in Table 3.1

Table 3.1 The Distribution of Population by the Students' Departement and Classes

No	Students' Departement	Class	Number
1	Exact Science (IPA)	XI IPA 1	27
		XI IPA 2	26
2	Social Science (IPS)	XI IPS 1	31
		XI	32

		IPS 2	
		XI IPS 3	32
	Total		148

The writer took the sample by using stratified cluster random sampling technique.The writer used stratified cluster random sampling technique because the population is divided into two strata, exact science (IPA) and social science (IPS). The population was grouped into some classes, and they have similar characteristic of population for each cluster. They use same book, same worksheet, and same teacher (Gay, 1987:110).In descriptive research, sample should be at least 10% of the population. It means that more than 10% are better (Gay,1987:114). The writer took two classes: one class from exact science (IPA) and one class from social science. The writer wrote the name of each class on a piece of paper, rolled it, put the paper into two boxes, and mixed the paper up. Then, the writer chose one paper from IPA box and one paper from IPS box with eyes are closed. Finnaly, the writer got the XI IPA I and XI IPS 1 as a sample of research. The total number of the samples were 57.

The writer used writing test for research instrument. The test consisted of 35 items. The students was asked to write sentence by using verbs that have already been given on the worksheet. These verbs have to be used in the form of gerund and infinitive as an object of verb because the writer wants to measure students' ability in gerund and infinitive as direct object after certain verbs. There were 35 items. 15 items for gerund, 10 items *to-* infinitive, and 10 bare infinitive because we cannot measure the students'ability if the items test contain a few questions. The test was held in 60 minutes.

Before giving the test, the writer gave try out test to the students who are out of sample. It was to find out whether the students understand or not about the instructions of the test and whether they have enough time to do the test.

Table 3.2

Table Specification of the Completion Test

No	The items of test	Number of items	Total of the test
1.	Gerund	1, 3, 5, 7, 8, 9, 11, 13, 14, 15, 17, 19, 20, 21, 23,	15
2.	*to*Infinitive	2, 4, 6, 10, 12, 16, 18, 22, 26, 28,	10
3	Bare infinitive	24, 25, 27, 29, 30 31, 32, 33, 34, 35	10
			35

A good test should be valid and reliable. A test will be valid if it measures what is supposed to be measured (Gay, 1987:128). One of the types of the test validity is content validity. It means the test is valid if it fits with the material that has been given to the students and it is appropriate with the curriculum and syllabus. According to Gay (1987:129). content validity is the degree to which a test measures an intended area. Items validity is concerned with whether the test items represents measurement in intended content area, and sampling validity is concerned with how well the test samples the total content area. Content validity is of prime importance for achievement test. So, the writer gave test in which the materials have been taught by the teacher.

To test the reliability, the writer used interrater. Interrater or interjugde reliability refers to the reliability of two(or more) independent scorers (Gay, 1987:141). The first scorer was Rosa Sabrina and the second was Yenni. The writer took Yenni as second scorer because she is a course' teacher and she has good ability in grammar .The function is to minimize the subjectivity of scoring the test. To calculate the coefficient of correlation of two scorers, the writer used the Pearson r(Gay, 1987: 365) as the follow:

$$r = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{n}}{\sqrt{\left(\Sigma X^2 - \frac{(\Sigma X)^2}{n}\right)\left(\Sigma Y^2 - \frac{(\Sigma Y)^2}{n}\right)}}$$

Where :   r = the cofficient correlation between variable x and y

n= the number of the studentst

X= the score of the first scorer

Y= the score of the second scorer

Gay (1987:367) states the r table is needed to indicates how large our r

needs to be in order to be significant. The pearson *r* are always computed by the formula N-2 and the level of significance ($\propto$.05). If the *r*calculated is bigger than *r*table, the test is reliable.

The degree of cofficient of correlation of the test based on Arikunto's idea is (2010:319) as the following:

.81 – 1.00   = very high correlation

.61 – .80   = high correlation

.41 – .60   = moderate correlation

.21 – .40   = low correlation

.00 – .20   = very low correlation

As the result, the writer got the degree coefficient correlation of the test was .95. It means that the degree coefficient correlation of the test was very high and the test was real The writer gathered the data by giving writing test to the students. The writer gathered the data through some procedures as follows:

1. The writer gave the test to the students.
2. The writer collected the test.
3. The writer gave the copies of answer sheet to the second scorer.
4. The writer (first scorer) and the second scorer calculated the average of scores of the students.

Table 3.3. Criteria for Scoring the Test Items

No	Criteria	Score
1	The usage of two verbs are correct	2
2	One of two verbs is incorrect	1
3	The usage of two verbs are incorrect	0

Criteria for scoring the test items based on Brown (2004:228)

The writer used descriptive technique in analyzing the data. First, the writer counted the raw score of each sample. Second, she calculated the average ability (M) to find average of the scores and standard deviation (SD) is to measure the spread of the data set . To determine the students' grade, the writer used this formula (Gay, 1987 361) as follow:

$$\overline{X} = \frac{\Sigma X}{n}$$

Where : $\overline{X}$ = Mean

N= Number of the sample

ΣX= The sum of all score.

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To calculate the Standar Deviation (SD), the writer used the following formula:

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

Where :

SD = Standard deviation

$\sum x$ = the total of x

$\sum x^2$ = the total of x^2

N = total number of students

Then, the writer classified the students ability into high, moderate, and low ability. The writer used the following formula by Arikunto (2010:318):

$>M + SD$ = high

$M - SD$ until $M + SD$ = moderate

$<M - SD$ = low

The last, the writer calculated the percentage of the students' ability are categories into high, moderate, and low ability, the writer uses this formula:

$$P = \frac{R}{T} \times 100\%$$

Where : P= Percentage of the students' scores

R= the sum of the students who got good, moderate, and low ability.

T= the sum of the students

C. Findings and Discussion

The data were collected by giving writing sentence test to 57 students. There were 35 items ; 15 items in gerund, 10 items in to- infinitive, and 10 items in bare infinitive. The highest score was 58.25 and the lowest score was 36.41. The writer got mean 47.33 and the standard deviation 10.92. Then, she classified the students' ability into three categories and counted the percentage of each category. First, there were 8 students (14.04%) who got high ability. Second, there were 39

students (68.42%) who got moderate ability, and the last one, there were 10 students (17.54%) who got low ability .`

Quality	Number of Students	The Percentage
High	7	14.04 %
Moderate	39	68.42 %
Low	10	17.54%
Total	**57**	**100 %**

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Students' ability to use gerund as direct object in writing sentences can be seen in the percentage of the students' achievement (see Appendix 11) .The writer got mean 20.24 and the standard deviation 6.27. Then, she classified the students' ability into three categories and counted the percentage of each category. First, there were 8 students (14.04 %) who got high ability. Second, there were 39 students (68.42%) who got moderate ability, and the last one, there were 10 students (17.54%) who got low ability . The result showed that the students' ability to use gerund as direct object in writing sentences was moderate.

Quality	Number of Students	The Percentage
High	8	14.04 %
Moderate	39	68.42 %
Low	10	17.54%
Total	**57**	**100 %**

Students' ability to use *to-infinitive* as direct object in writing sentences can be seen in the percentage of the students' achievement (see Appendix 15) .The writer got mean 14.03 and the standard deviation 3.33. Then, she classified the students' ability into three categories and counted the percentage of each category. First, there were 7 students (12.28 %) who got high ability. Second, there were 41 students (71.93%) who got moderate ability, and the last one, there were 9 students (15.79%) who got low ability . The result showed that the students' ability to use *to- infinitive* as direct object in writing sentences was moderate.

Quality	Number of Students	The Percentage
High	7	12.28 %
Moderate	41	71.93 %
Low	9	15.79%
Total	**57**	**100 %**

Students' ability to use bare infinitive as direct object in writing sentences can be seen in the percentage of the students' achievement (see Appendix 19) .The writer got mean 13.06 and the standard deviation 3.79. Then, she

classified the students' ability into three categories and counted the percentage of each category. First, there were 5 students (8.77 %) who got high ability. Second, there were 42 students (73.69%) who got moderate ability, and the last one, there were 10 students (17.54%) who got low ability.

Quality	Number of Students	The Percentage
High	5	8.77 %
Moderate	42	73.69 %
Low	10	17.54%
Total	**57**	**100 %**

It clearly shows that the students' ability to use bare infinitive in writing sentence. was moderate (see Appendix 19).

Discussion

The result of this research proved that the students' ability to use gerund and infinitive in writing sentences was moderate. It was indicated by the fact that majority of students 8 (14.04 %) had moderate ability, beside 39 students (68.42 %) who had high ability, and 10 (17.54 %) students had low ability. There were some problem that several students did when they were instructing to make a sentence in gerund as direct object, to-infinitive as direct object, and bare infinitive as direct object.

For examples: I admit bought a book (I admit buying a book), I decide write a book (I decide to write a book), I hear you reading (I hear you read).

As already discussed previously, the writer found that the students' ability to use gerund as direct object in writing sentences was moderate. There were 8 students who got high ability This clearly shows that there are some problems that the students faced to use gerund as direct object in writing sentences. There were some students forgot to put –ing in the end of verb as gerund form. Some of them also put *to* in gerund form.
For examples : I go to shooping (I go shopping), Yuda admitted steal my book (Yuda admitted stealing my book).

The result of data analysis shows that the ability of most of second year students of SMAN 1 Tambusai Rokan Hulu Riau to use *to-* infintive as direct object was moderate. There are many students who got moderate, some students got high, and low ability. There were 41 students (71.93%) had moderate ability. This finding indicated that there were some problem that the students faced to

use *to-* infinitive as direct object in writing sentences. There were some students put – ing form after to infinitive. For examples: I offer to working in the hospital (I offer to work in the hospital), I learn to washing the car (I learn to wash the car).

Another finding of this research was that the ability of the students to use bare infinitive as direct object in writing sentences was moderate 42 students (73.69 %) . There were 5 students (8.77 %) who got high ability, there were 10 students (17.54 %) who got low ability. It might cause of some problem that the students faced to use bare infinitive in writing sentences . There were some students put –ing form in bare infinitive. For examples : I let you smoking.(I let you smoke), I help you bought a book (I help you buy a book)

Conclusions

Based on the data analysis in chapter IV, the writer concluds that, in general, ablity of the second year students of SMAN 1 Tambusai Rokan Hulu Riau to use gerund and infinitive in writing sentences was moderate. It was proved by the data that were divided into 3 categories; first, there were 8 students (14.04%) who got high ability, second, there were 39 students (68.42%) who got moderate ability, and the last one, there

were 10 students (17.54%) who got low ability.

And another conclusion is the ability of second year students of SMAN 1 Tambusai Rokan Hulu Riau to use gerund as direct object in writing sentences was moderate. It also proved by the data that already shown in finding part before that the students' ability in moderate level were 39 students (68.42 %).

The next conclusion, the students' ability to use *to – infinitive* as direct object in writing sentences was moderate. The data shows that 41 students (71.93%) had a moderate level. The last is the ability of second year students to use bare infinitive was also moderate with 42 students (73.54%).

5.2 Suggestions

Reffering to the findings in this research, the writer suggests the following points:

1.   The result of data analysis, the writer suggests the teacher, they should review the lesson related to the use of gerund and infinitive . And also the teacher should give more exercises about gerund and infinitive and also the teacher should give more motivation to the students to improve their knowledge.

2. Based on the data analysis shows that the students had moderate ability to use gerund and infinitive in writing sentences. The writer suggests that the students have to learn more about using of gerund and infinitive by finding some sources about gerund and infintive in books or internet.

3. Based on the data analysis the writer suggests to the next researcher to find out the causes that make students' difficult to use gerund and infinitive in writing sentences.

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