

ABSTRACT

Knowing about the distinctions of person, number or modal auxiliary in non finite clauses is necessary while students are reading texts. They will give maximal information to those while reading. Students who do not know words in texts, they probably do not know all the structures either. And in turn, they will not understand the content of texts. In fact, they do not only read words, but also constituents consisting of long and complex constructions.

Therefore, based on the reason above, I focus the study on this, aiming at finding how deep the third-year and second year students of senior high school are able to understand the -ing clause constructions, especially in reading texts.

In this case, the study was done in SMAK Soverdi which is located in the area of Tuban, Kuta, Bali. The subjects of this study were made up of 212 students - 105 students were from the second year and 107 were from the third year. The tests consisted of multiple choice items, true/false items, transformation test, reading comprehension and translation tests which focus on the understanding of the -ing clause.

The results of the study show that the students of SMAK Soverdi still found difficulties in understanding the -ing clauses in the reading texts. They fail to grasp the message existing in the -ing clauses.

It was found that the students' erroneous answers can be explained under the factors related to the students' mother tongue (Indonesian) and the factors related to the nature of the target language.

Nevertheless, it is necessary to improve the students' comprehension of the -ing clauses. In this study, I try to present some possible techniques which are proposed on the errors done by the students. The first is

presented structurally, and the second is presented textually. It is hoped that the techniques can improve the students' ability in comprehending the -ing clauses, especially through English reading texts.

