

STUDENT'S DIFFICULTY IN LEARNING 'ING - FORM'



**A THESIS
PRESENTED TO
THE DEPARTMENT OF ENGLISH
FACULTY OF ARTS AND LETTERS
"SANATA DHARMA"
TEACHER TRAINING INSTITUTE**

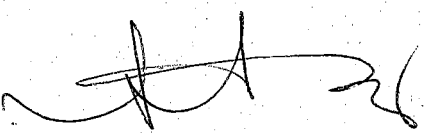
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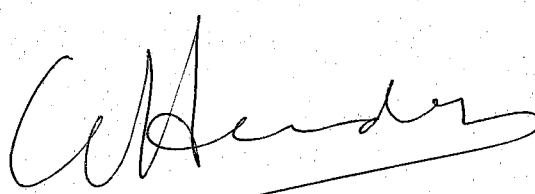
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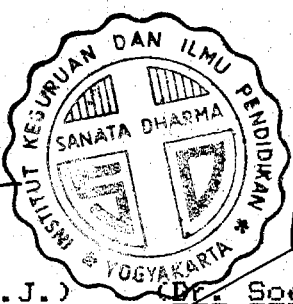
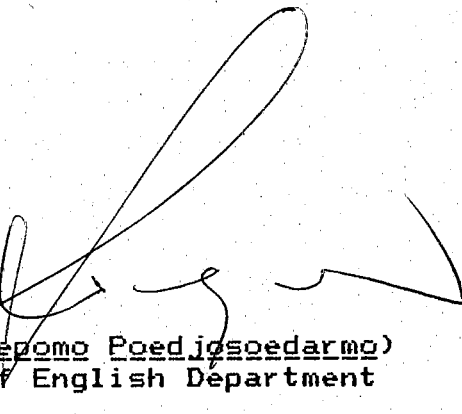
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God's goodness stands approved,
Unchanged from day to day;
I'll drop my burden at His feet,
And bear a song away.

- Doddridge

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INTRODUCTION

Background

English is the world's most important language, and it is the world's most widely used language, too. In Indonesia one begins learning English formally when he is still in his first year of Junior High School. Although he studies English for six years or more, he still finds difficulties in learning English.

The task of a teacher is not just giving lessons to his students, but also making them understand and able to use what is taught.

Everything can be said to be successful if it can achieve its purpose. A teaching can also be said to be successful if it can achieve its purpose, that is to make the students understand and able to use what is taught. In addition to so many things he does, a teacher needs to know the difficulties faced by the students so that he can find the right techniques for teaching them.

Limitation of the problem

English is so complex that it produces problems and difficulties the students have to face in their learning. The 'Ing-form' is one of these difficulties. In this paper the writer tries to find out the difficulties faced by SMA students in learning the 'ing-form', especially in learning the gerund and the present participle; the writer also tries to find out the techniques for teaching them.

The purpose of writing

The purpose of writing this paper is to make SMA teachers know the difficulties faced by SMA students in learning the gerund and the present participle. Some techniques of teaching are suggested to make the teaching of the gerund and the present participle easier to understand.

Hypothesis

The prognostic tests given are used to know whether SMA students find difficulties in learning the gerund

and the present participle or not. In the book 'Kurikulum Sekolah Menengah Atas (SMA) 1975 Pedoman Pelaksanaan Kurikulum Buku : III B Pedoman Penilaian', it is written :

"Bila hasil yang dicapai oleh siswa dalam test adalah 75% atau lebih, siswa tersebut dipandang telah menguasai bahan pelajaran yang bersangkutan dan siap untuk mengikuti program (satuan pelajaran) yang berikut." ¹

The translation of the lines written above is : 'If the result of the test achieved by the student is 75 per cent or more, he is supposed to have mastered the lesson given, and he is ready to follow the next lesson'.

It is hypothesized that the results of the tests will show that the students have difficulties in learning the -ing form because of English itself and their own mother tongue.

The scope of writing

This paper consists of four chapters, they are:

Chapter one. It talks about the grammars of the gerund and the present participle, their uses and also the differences between the gerund and the present participle. This chapter is taken mostly from "Structure Reference book II", then some additions are taken from 'A Practical English Grammar', 'A Handbook of English Grammar', 'A Modern English Grammar', 'A Grammar of Standard English', 'Guide to Patterns and Usage in English', and an unpublished thesis, 'The Syntactic Functions of The English Suffix -Ing', written by Avelinus who is a Sanata Dharma graduate.

Chapter two. The prognostic tests and the results of the tests are written in this chapter.

Chapter three. Having seen the results of the tests, the writer then tries to find out the difficulties faced by the students in learning the gerund and the present participle.

Chapter four. The writer tries to give some techniques for teaching the gerund and the present participle, so that the students can really understand and be able to use them.

¹ Departemen Pendidikan Dan Kebudayaan, Kurikulum Sekolah Menengah Atas (SMA) 1975 Pedoman Pelaksanaan Kurikulum Buku: III B Pedoman Penilaian. p. 18.

Methods of doing the research

First of all the writer makes the prognostic tests by collecting items from 'Curriculum English SMA for Indonesia book 2 and 3', 'English Sentence Structure', 'Corrective English', 'Students' Book II', 'Living English Structure', and from her own-made tests. Then the tests are given both to the second and third year students of SMA Widya Wacana and of SMA Tripusaka in Surakarta. The tests are also given to the fifth semester students of Diploma Three and of Strata One at IKIP Sanata Dharma in Yogyakarta. The tests are given to those students in order to know the level of difficulties of the second-year SMA students, of the third-year SMA students and of the fifth semester of Diploma Three and of Strata One.

The results of the tests then are analyzed by counting the percentages of incorrect answers done by the students in every item. The item is considered difficult if the percentage of incorrect answers is above 25 per cent.

Basing upon 'ERROR ANALYSIS' edited by Jack C Richards, and also by observing the results of the tests, the writer then tries to find the sources of difficulties of the students in learning English, especially in learning the gerund and the present participle.

Basing upon the difficulties faced by the students then some techniques of teaching are suggested in order to overcome these problems.

Chapter I

Gerund and Present Participle

I.1. The Gerund and Its Usages

There are some definitions of the gerund which we can quote. They are as follows:

A Gerund is the ing-form of an English verb when used as a noun. ¹

A Gerund is a verbal noun with the ending -ing. ²

From the definitions above, therefore we can say that the form of the gerund is 'verb + ing'.

According to the usage of the Gerund, the Gerund can be used in the following ways:

- I.1.1. as a subject
- I.1.2. as an object
- I.1.3. as a predicate complement
- I.1.4. as a noun modifier
- I.1.5. gerunds with their subjects
- I.1.6. gerunds used in short prohibitions

I.1.1. Gerunds as Subjects

As the subject of a sentence the gerund can be used in patterns : Gerund + Predicate. Following are the discussions on the sentence patterns with the gerund.

'Reading is a good hobby'

'Shouting needs energy'

Let us look at the sentences above.

'Reading' functions as the subject of the first sentence, and 'shouting' functions as the subject of the second sentence. Both 'reading' and 'shouting' are formed from 'verb + ing', they are 'read + ing', and 'shout + ing'. Observing the sentences above, we know that the gerund used alone can function as the subject of a sentence.

A gerund followed by a complement or by an object can also function as the subject of a sentence.

- 1. Being fat worries women
- 2. Being free is nice

¹ AS Hornby, Oxford Advanced Learner's Dictionary of Current English. p.359.

² Jack E Conner, A Grammar of Standard English. p.26.

3. Writing novels needs talent

4. Climbing mountains requires courage

Observing the sentences above, we find that the subjects of those sentences are : 'being fat', 'being free', 'writing novels', and 'climbing mountains'. In those sentences, the subjects are not only formed from gerunds. 'Being' in sentences (1) and (2) is a gerund; but here 'being' must be followed by a complement, like 'fat' or 'free', in order to make these sentences have meaning.

Let us see the sentences below.

-*Being worries women.

This sentence has no meaning at all, because 'being' can not stand by itself. As the subject of a sentence, 'being' must be followed by a complement.

-*Fat worries women.

This sentence is ungrammatical, because adjective can not be used as the subject of a sentence. The subject of a sentence must be a noun. To make an adjective into a noun is by giving 'to be' in front of the adjective, and this 'to be' must be changed into a noun that is by making it into the gerund form.

'Writing novels' and 'climbing mountains' are the subjects of the two other sentences written above. 'Novels' and 'mountains' are the objects of the gerunds form 'writing' and 'climbing'.

Now we know that the gerund as the subject of a sentence can be used alone, or it can have an object or a complement. A gerund and its complement or object is called a gerund phrase.

I.1.2. Gerunds as Objects

I.1.2.1. Functioning as an object of a sentence, a gerund can be directly used after some verbs.

Gerunds as objects have the pattern : subject + verb + gerund.

We may take the following examples.

1. We enjoyed driving through the country

2. They continued speaking English

3. Mira loves dancing

Let us look at the sentences above. Either the gerund or the gerund phrase can be used as the object of a

sentence. The gerund form 'dancing' is the direct object of the verb 'loves'. The gerund phrases 'driving through the country' and 'speaking English' are the objects of the verbs 'enjoyed' and 'continued'.

There are some verbs usually followed by gerund, they are :

- admit : He admitted having played truant.
- advise : I advise reading the letters before answering them.
- avoid : You can hardly avoid meeting her if you both work in the same office.
- consider : I considered going to his party.
- deny : He denied having been there.
- dislike : I dislike getting up early.
- enjoy : She enjoys sewing very much.
- finish : It's time for him to finish finding out other people's mistakes.
- imagine : I cannot imagine marrying such a fool man !
- involve : It would involve living in Paris.
- keep (= continue) : The teacher kept teaching although the bell had rung.
- mind (= object) : Would you mind telling the story ?
- miss : We missed seeing the best film of this year.
- postpone : He postponed running his new shop.
- recommend : Do you recommend raising the school-leaving age ?
- suggest : I suggested going home before dark.

The examples above show that the gerund can be directly used after some verbs. Actually the gerund is also used after some phrases, like:

- It is no good : It is no good talking to him.
- It is no use : It is no use crying over split milk.
- There is no : There is no pleasing her.

Besides some verbs, some phrases, the gerund is also used after some verb phrases:

- cannot help : I cannot help thinking he is still alive.
- cannot stand : She cannot stand being treated like that.

- give over : Please give over crying.
- give up : He tried to give up smoking.
- keep on : Why do the dogs keep on barking?
- leave off : Do leave off biting your nails,
Jane !
- put off : He put off going to the dentist.

Now, let us see the examples below :

'I hope to go home early'

'He agreed to come as soon as possible'

'My father meant to buy the car'

The verbs 'hope, agreed, and meant' are followed by the to-infinitive, they are 'to go, to come, and to buy'.

There are some verbs usually followed by the to-infinitive, they are :

- agree : We agreed to start early.
- arrange : I have arranged to go with you.
- ask : He asked to be admitted to the meeting.
- choose : He chose to stay where he was.
- decide : She decided to go for a holiday in Bali.
- expect : I expected to be the winner in the game.
- hope : We hope to see you soon.
- learn : I learn to swim.
- mean : I meant to write the letter.
- plan : We are planning to visit Europe this summer.
- pretend : They pretended not to see us.
- promise : He promised to be here at six o'clock.
- refuse : He refused to do my request.
- want : He does not want to be late.

There are also verbs that can be used with either the to-infinitive or the gerund.

- attempt : - Do not attempt to do it by yourself.
- Do not attempt doing it by yourself.
- begin : - When did you begin to learn German ?
- When did you begin learning German ?
- cannot bear : - She cannot bear to be laughed at.
: - She cannot bear being laughed at.
- continue : - He continued to live with his parents
after his marriage.
- How long will you continue working ?
- forget : - I forget to post the letter.
- I forget posting the letter.

- hate : - I hate to trouble you.
- She hates getting to the theatre late.
- intend : - What do you intend to do today ?
- What do you intend doing today ?
- like : - I like to swim.
- I like swimming.
- love : - She loves to have a lot of dogs and young men round her.
- She loves having a lot of dogs and young men round her.
- mean : - I meant to write the letter.
- These new orders for our manufactures will mean working overtime.
- neglect : - He neglected to write and say 'thank you'.
- Don't neglect writing to your mother.
- prefer : - He prefers to write his letters rather than dictate them.
- I prefer walking to cycling.
- purpose : - They purpose to make a further attempt.
- They purpose making a further attempt.
- remember : - I remembered to post your letters.
- I remembered posting your letters.
- start : - It is starting to rain.
- It started raining.
- stop : - We stopped to have a rest.
- He stopped talking.
- try : - Try to get here early.
- Try knocking at the back door if nobody hears you at the front door.

Now, let us talk about the verbs which are used in the sentences above:

1. After the words 'begin, continue, purpose, and start', either the to-infinitive or the gerund may be used without any difference in meaning.
2. After the words 'attempt, cannot bear, intend, and neglect', either the to-infinitive or the gerund may be used, but the to-infinitive is more usual.
3. Now, let us observe the sentences below:

'I like swimming'

'I like to swim'

The meaning of the two sentences written above is

slightly different one from the other. The verb followed by the gerund indicates a general statement, whereas the verb followed by the to-infinitive indicates a particular occasion.

'I like swimming' can mean that whatever the weather is I really like swimming.

'I like to swim' can mean I like to swim if the weather is hot; if the weather is cold I don't like to swim.

The to-infinitive must be used when the verb preceded by 'would' or 'should'; for example 'Would you like to go for a swim?'

Here, the verb 'like' is followed by the to-infinitive, because:

- it shows a particular occasion
- it is preceded by the word 'would'

The other verbs that have implication like the word 'like' are: 'hate, love, and prefer'.

4a. 'To try' takes a gerund when it means 'to make an experiment', 'to take up', and an infinitive when it means 'to make an attempt'.³

- To make a living, he had tried writing, painting, and various other things, but had failed in all.

- Try to keep perfectly still for a moment.

4b. 'To mean' takes a gerund when it means 'to entail', and an infinitive when it means 'to intend'.

- He had never really meant (= intended) to write that letter.

- This meant (= entailed) converting merchant ships to carry fuel and ammunition.

5. The verbs 'to forget, to remember, to stop' can be followed either by the to-infinitive or the ing-form, but the meaning is different.

Let us look at the sentences below, and try to observe how one differs from another.

- I remembered posting your letters.

This sentence means that I remembered that I had posted your letters.

- He stopped talking.

This sentence means 'he stopped his talking'.

- I forget posting the letter.

This sentence means 'I have posted the letter, but I forget that I have done it'.

³ R.W. Zandvoort, A Handbook of English Grammar. p. 27.

- I remembered to post your letters.

This sentence means 'I remembered that I had to post your letters'.

- We stopped to have a rest.

This sentence means 'We stopped in order to have a rest'.

- I forget to post the letter.

This sentence means 'I forget that I am supposed to post the letter'.

From the examples above, we can conclude that the verbs 'remember, stop, and forget' followed by the gerund indicate that the gerund form is the first action, then the verbs 'remember, stop, and forget' are the second. Whereas the verbs 'remember, stop and forget' followed by the to-infinitive show that these verbs are the first action, then the to-infinitive is the second.

I.1.2.2. The Gerund is also used as an object of a preposition, for instance :

- 'He succeeded in solving the problem'

'Solving' is a gerund, and it follows the preposition 'in'.

Besides a preposition can also be followed by a noun or a pronoun.

- 'You can rely on me'

'On' is a preposition, it is followed by the pronoun 'me'.

- 'We must send for a doctor'

In this sentence, the preposition 'for' is followed by the noun 'a doctor'.

Here are some other examples where gerunds are used after prepositions, and notice that prepositions can be either in the middle of a sentence or in the beginning of a sentence.

1. They left without saying good-bye.
2. I am thinking about going home.
3. He was accused of smuggling.
4. After swimming I felt cold.
5. Without looking at him I realized that he was in earnest.⁴

⁴ Knud Schibbye, A Modern English Grammar. p. 64.

6. On ringing the bell he stepped back.⁵

7. In explaining his action he muddled up things.⁶

I.1.3. Gerunds as Predicate Complements

Functioning as predicate complements, the gerund is used after the linking verb 'be'.

1. My hobby is reading novels.
2. Her sport was swimming.
3. This is playing with fire⁷

Let us look at the sentences above. Either the gerund or the gerund phrase can be used as a complement of the linking verb 'be'. Either the present or the past form of 'be' can be used. In the first and third sentences above, the present form of 'be', 'is', is used; whereas in the second sentence, the past form of 'be', 'was', is used.

I.1.4. Gerunds as Modifiers of Nouns

Functioning as a modifier of a noun, the gerund is used in front of the noun it modifies.

For examples :

1. The dining-table is being cleaned.
2. I cannot use this washing-machine anymore.
3. His diving-suit is expensive.

The gerund describes the noun it modifies. The meaning of gerund as a noun modifier is showing the use of that noun.

- The dining-table means a table used for eating on.⁸
- The washing-machine is power-driven machine for washing clothes.⁹
- The diving-suit is a suit especially designed for diving.

The gerund as a modifier and the noun modified is usually called the gerund in compound, and it is usually written with a hyphen between the gerund and the noun.

⁵ ibid., p. 59.

⁶ loc.cit.

⁷ ibid., p. 60.

⁸ Oxford Advanced Learner's Dictionary of Current English, op.cit., p. 241.

⁹ ibid., p. 967.

In speaking, the gerund is pronounced with a stronger stress than the noun in the gerund in compound.

For examples : 'dining-table'
'waiting-room'

I.1.5. Gerunds with Their Subjects

'Tuti's cooking is very good'
'Her dancing is nice'
'I like Mira's sewing'
'I cannot understand his talking'

Let us see the sentences above.

'Cooking' is a gerund; it has its own subject that is 'Tuti'. 'Tuti' is a noun, and it must be followed by 's'. 'Dancing' is a gerund, and its own subject is 'she', but it must be changed into possessive pronoun that is 'her'; so it becomes 'her dancing'.

'Tuti's cooking' functions as the subject of the first sentence, and 'her dancing' functions as the subject of the second sentence; 'Mira's sewing' and 'his talking' function as the objects of the third and fourth sentences. From the explanation above, we know that the gerund with its subject can function either as the subject or the object of a sentence.

I.1.6. In addition to what has been discussed, the gerund is also used in short prohibitions, such as:

No smoking, No waiting, No spitting

I.2. The Present Participle and Its Usages

We should know that the form of the present participle is the same as the form of the gerund, that is 'verb + ing'. The present participle can be used in several ways. In the following discussions we will try to see how it is used and what meaning it has.

I.2.1. Present Participles as Noun Modifiers

Present participles as noun modifiers can come before the nouns they modify.

1. A crying child came to me.
2. The singing boy is my brother.
3. The charging bull came straight at him.

Let us see the sentences above.

At a glance we might think that the words 'crying, singing, charging' are gerunds.¹⁰ In the examples above, we do not regard 'verb + ing's as gerunds, because the 'verb + ing's above indicate the activity done by the nouns.

A 'crying child' means a child who was crying. The 'singing boy' means a boy who is singing. The 'charging bull' means the bull which was charging.

Present participles as noun modifiers can also come after the nouns they modify.

4. The bird singing in that tree is a 'Murai'.
5. The girl playing the piano was Rita.
6. The boys climbing the mountain are brave.

Let us see the examples above and observe then find how sentences number 1-3 have some similarities to and differences from sentences number 4-6.

There are three things we can say here :

1. All of the 'verb + ing's written above are called present participles.
2. In sentences number 1-3, the present participles are used in front of the nouns they modify; whereas in sentences number 4-6, the present participles are used after the nouns they modify.
3. Both present participles used in front of the nouns and after the nouns indicate that the activity is in progress.

"The bird singing in that tree is a 'Murai'" means "The bird which is singing in that tree is a 'Murai'".¹¹

1.2.2. Present Participles/Participlé Phrases as Clause Modifiers

- Running, he called his friend.
- Turning down the radio, she answered the phone.
- Being old, he has to wear glasses.

Let us see the examples above.

'Running, turning down, and being' are present participles. In the sentence 'Running, he called his friend', 'running'

¹⁰We may compare them with gerund as a modifier of a noun. p. 11.

¹¹Let us see sentences number 1-3 just written. p. 12.

functions as a clause modifier; it modifies the clause 'he called his friend'. A sentence using this kind of pattern states that the action both of the present participle and of the predicate in the main clause take place at the same time. So, this sentence means 'while he was running, he called his friend'.

In the sentence 'Turning down the radio, she answered the phone,' 'the radio' is the object of the present participle 'turning down'. A present participle with its object is called a present participle phrase. This present participle phrase modifies the clause 'she answered the phone'. This sentence also means that the action both of the present participle phrase and of the predicate in the main clause take place at the same time; so it means 'while she turned down the radio, she answered the phone'.

In the last sentence 'Being old, he has to wear glasses,' 'Being old' modifies the clause 'he has to wear glasses'. 'Old' is the complement of the present participle 'being'. The present participle used in such pattern denotes cause or reason. This sentence means 'because he is old, he has to wear glasses'.

I.2.3. The present participle is usually used with the following verbs in the sentence pattern :

subject + verb + noun/pronoun + present participle

- keep : Please keep the fire burning.
- leave : Don't leave her waiting outside in the rain.
- smell : I can smell something burning.

I.2.4. Either the present participle or the infinitive without to may be used after verbs of perception.

Verbs of Perception are verbs we use when we refer to the obtaining of knowledge through the five senses or through the mind. The chief verbs of perception are: 'see, hear, smell, taste, feel'.¹²

There is a slight difference in meaning between the infinitive without to and the present participle in this usage.

The participial form stresses the duration of an action, often its lack of completion; the infinitive stresses an

¹²AS Hornby, Guide to Patterns and Usage in English.
p. 103.

action as a whole.¹³

As an example, let us take the sentences with the verb 'see'. - I saw the man cross the road.

- I saw the man crossing the road.

Let us see and observe how one sentence differs from another. Each of these sentences can be divided into two sub-sentences, they are:

- I saw the man. The man crossed the road.

- I saw the man. The man was crossing the road.

The second sentence emphasizes the duration of the action 'cross'; whereas the first sentence shows the completion of the action 'cross'. The second sentence means 'The man was crossing the road when I saw him'. The first sentence means 'I saw the man when he was at the other side of the road already'. In this sentence the subject 'I' does not see the duration of the action 'cross'.

The explanation above can also be applied in the following sentences :

- hear : - I heard someone laughing.

- I heard someone laugh.

- look at : - We looked at the men building the house.

- We looked at the men build the house.

As written above, each of those sentences can also be divided into two sub-sentences, they are :

- Someone was laughing. I heard it.

- Someone laughed. I heard it.

- The men were building the house. We looked at them.

- The men built the house. We looked at them.

The duration of the action is emphasized in the sentences using present participles; whereas the completion of the action is emphasized in the sentences using 'infinitive without to's.

Besides the verbs of perception written above, the following verbs may also be used in the pattern above.

- notice : - Did you notice his hand shaking ?

- Did you notice his hand shake ?

- observe : - The teacher observed the students doing the work.

- The teacher observed the students do the work.

¹³ Marcella Frank, Modern English: A Practical Reference Guide. p. 309.

I.3. The Gerund or the Present Participle

Let us see the sentences below.

- They have a swimming-pool in their garden.
- A car came and hit the running child.

'A swimming-pool' functions as the object of the first sentence. 'The running child' functions as the object of the second sentence. At a glance we do not know which is the gerund and which is the present participle, because both are formed from 'verb + ing'.

Let us observe once more and find which is which :

1. There is a hyphen between the 'ing-form' 'swimming' and the noun 'pool'. So, 'swimming' in this context is a gerund. Between 'the running' and 'child' there is no hyphen, so 'running' in this context is a present participle.
2. In spoken language, 'swimming' gets stronger stress than the noun 'pool'; whereas both 'running' and 'child' get even stress. So, 'swimming' in this context is called gerund, and 'running' in this context is called present participle.
3. One of the ways to differentiate the gerund from the present participle is by knowing its meaning.
'Swimming-pool' is a pool that is used for swimming.
'The running child' is a child who was running. It shows the action of the noun. Thus 'swimming' in this context is called gerund, whereas 'running' is called present participle.

I.4. Sometimes it can happen that a gerund and a present participle occur in the same context with different meaning.

'It is a singing class'

'Singing' in this sentence can be either a gerund or a present participle. It is a present participle if this sentence means it is a class of pupils whom the teacher has left alone. Being left alone, the students then begin to sing. The students are singing whereas they actually have to study another lesson. They are then a singing class, it means a class which happens to be singing. So, 'singing' in this context is a present participle.

It is a gerund if this sentence means it is a class in

which pupils have enrolled so that they can learn to sing; even when all are silent, it is a class for singing. So, 'singing' in this context is a gerund.

Chapter II

The Prognostic Tests And The Results

II.1. The prognostic tests

In this paper the writer tries to find out the difficulties faced by SMA students by giving tests.

The tests consist of three parts:

I. Multiple Choice Item

Here the options are given in order to

- limit the answers given by the students, so it will make the analysis of the data easier.
- know how far the students comprehend English especially in using 'gerund', 'present participle', 'infinitive with to', 'infinitive without to', and 'past participle'.

II. Using the correct form

In this case the students are ordered to choose 'infinitive with to', 'infinitive without to', or 'ing-form'. The writer chooses this kind of item in order to know how far the students are able to differentiate the usage of 'infinitive with to', 'infinitive without to', or 'ing-form'.

III. Translation

The writer also gives translation in order to measure how far the students' native language influences their target language.

The following are the tests given to SMA Widya Wacana, SMA Tripusaka, and IKIP Sanata Dharma.

Instruction: Answer these questions below on the answer sheets only.

I. Choose the correct answer by crossing A, B, C, or D. examples:

- They enjoyedthrough the country.
 - A. to drive
 - B. drive
 - C. driving
 - D. driven
-mountains requires courage.
 - A. climb
 - B. to climbing
 - C. climbed
 - D. to climb
- They saw him the house.
 - A. by leaving
 - B. leave
 - C. left
 - D. to leave

- He found the letter in the desk.

- A. placed C. placing
B. by placing D. place

1.'hello' to other people is considered polite.

- A. saying C. by saying
B. say D. said

2. We heard her.....in English.

- A. speak C. spoken
B. spoke D. to speak

3. George expected Johnas soon as possible.

- A. going C. to go
B. go D. went

4. I like my egg

- A. boiling C. boil
B. boils D. boiled

5.on a chair, he watched TV.

- A. by sitting C. sat
B. sitting D. sit

6. The picture by Steve won the first prize.

- A. drawn C. drawing
B. to draw D. drew

7. Your grandfather must a kind old gentleman to give you such a lovely present.

- A. to be C. being
B. been D. be

8. with other countries they need better and bigger ships.

- A. trade C. to trade
B. traded D. by trading

9. I saw the manthe street.

- A. crossed C. crossing
B. to cross D. was crossing

10. Everyone was sad at his teacher's

- A. left C. to leave
B. leave D. leaving

11. I had my husbandthis watch.

- A. repairing C. repaired
B. repair D. to repair

12. They forced methe car.

- A. to buy C. bought
B. buy D. buying

13. The studentsby Mr. Smith spoke English best.
A. to teach C. teaching
B. taught D. teach
14. Do not stop, you may succeed one day.
A. to try C. trying
B. try D. tried
15. My father ordered methe work at once.
A. did C. do
B. to do D. doing
16. We climbed to the peak of the hill so that we might have a better look at the sun.
A. rise C. risen
B. rising D. rose
17. They let their children with us.
A. to go C. go
B. went D. going
18. My sister got her hair short.
A. to cut C. cutting
B. by cutting D. cut
19. The American said he had seen nine presidents and.....
A. came, went C. come, go
B. come, gone D. to come, to go
20. My father is going tennis tomorrow.
A. to play C. playing
B. play D. to playing
21. picture is Tom's hobby.
A. take C. by taking
B. took D. taking
22. I got the dinner..... by Jane.
A. cooking C. cooked
B. to cook D. cook
23. something to himself, he went out of the room.
A. by saying C. say
B. said D. saying
24. They stopped when they saw the anger on his face.
A. laughed C. laughing
B. to laugh D. laugh
25. Yamin turned away, to himself.
A. smiled C. smile

- B. smiling D. to smile
26. Lia is accustomed to alone.
 A. live C. lived
 B. by living D. living
27. The teacher told the students to him.
 A. listen C. listening
 B. listened D. to listen
28. I felt strong enough to school.
 A. to walk C. walked
 B. walk D. walking
29. The cars raced around the track. It was a track.
 A. to race C. race
 B. racing D. raced
30. They found the boy this morning.
 A. missing C. missed
 B. miss D. to miss

II. Put the verbs between brackets into their correct forms (infinitive, infinitive without to, or ing-form).
 examples:

- Do your work without (speak). speaking
 - This lesson is easy (understand). to understand
 - I must (see) him at his office tomorrow. see
1. Before he let us (go) he made us (promise) not to tell anyone what we had seen.
 2. It's no use (cry) over split milk.
 3. They sat there (watch) television.
 4. I want you (go).
 5. Would you mind me (open) the window?
 6. In summer people can enjoy the (shine) sun every day.
 7. John has planned (study) French after (finish) his English course.
 8. I shall have him (copy) the letter.
 9. The villagers watched the (burn) house helplessly.
 10. I forgot (wash) my hands before dinner.
 11. People always object to (pay) higher prices.
 12. Excuse me, can you (lend) me a pencil?
 13. Don't keep on (shout) like that; we must avoid (annoy) our neighbours.
 14. People can enjoy sweet (smell) flowers in their gardens in spring time.
 15. We are lost. Let's stop (ask) for information.

16. His father would not let him (go).
17. (Listen) to the radio, I read the novel.
18. The teacher advised the students (study) well, if they wanted (pass) in the examination.
19. This classroom is not for (sleep).
20. You can not make him (understand) the problem.
21. Are the boys (sleep) in their rooms?
22. I plan (swim) every Sunday.
23. The most healthy sport is (ride) bicycle.
24. Mrs. Smith had her daughter (clean) her room.
25. Do you think it will continue (rain) for a long time?
26. She can smell the cake (burn).
27. It needs diligence (study) English successfully.
28. The students (know) English well and can (answer) all my questions.
29. My parents don't like me (go) out alone at night.
30. There were some people (swim) in the sea.

III. Translate these sentences into Indonesian.

1. Going to school is required until the age of fifteen in America.
2. I found the book placed in the desk.
3. Bill couldn't bear seeing anyone sitting round idly.
4. I heard him talking to himself.
5. My father wanted my brother to wash the car.
6. Where is the bag containing the money?
7. I have my servant wash this dress.
8. She put the clothes into the washing-machine, added some soap-powder and turned the knob.
9. To believe such a person is foolish.
10. I caught a cold playing in the rain.
11. The dress sewn by Rita won the first prize.
12. She is used to Mary's complaining about food.
13. I saw her cross the road.
14. They seemed to expect me to do it, but I wasn't particularly anxious to be the first to die of snakebite.
15. Being angry with him, she refused to talk to him.

II.2. The results of the tests

According to 'Kurikulum Sekolah Menengah Atas 1975
Pedoman Pelaksanaan Kurikulum Buku: III B Pedoman

Penilaian', there are two methods for analyzing data.¹

- (a) Pertama, adalah pengolahan untuk mendapatkan angka prosentase siswa yang gagal dalam setiap soal.
- (b) Kedua, adalah pengolahan untuk mendapatkan hasil yang dicapai setiap siswa dalam tes secara keseluruhan, ditinjau dari prosentase jawaban yang memuaskan.

Here are the translation of what is written above :

- (a) Firstly, analyzing the percentages of incorrect answers in every item.
- (b) Secondly, analyzing the results achieved by every student in the tests, but the percentages counted are the percentages of the correct answers.

The writer uses the first method for analyzing the data.

Since items number I.5, II.10, II.25 and II.29 have two possible correct answers, we regard them as wrong items. Those items should be ignored so that we do not need to count the percentages of incorrect answers.

II.2.1. Type 1

Multiple Choice Item

II.2.1.1. The second-year students of SMA Widya Wacana

The number of students: 70

number of item	the percentages of incorrect answers
1	27.15%
2	48.57%
3	55.71%
4	54.28%
5	- item mistake -
6	51.43%
7	51.43%
8	34.29%
9	44.29%
10	74.29%
11	82.86%
12	62.86%
13	42.85%
14	48.57%
15	55.71%

¹ Departemen Pendidikan Dan Kebudayaan, Kurikulum Sekolah Menengah Atas (SMA) 1975 Pedoman Pelaksanaan Kurikulum Buku: III B Pedoman Penilaian. p. 16.

16	37.14%
17	62.86%
18	38.57%
19	91.43%
20	25.72%
21	27.14%
22	24.28%
23	45.72%
24	30.00%
25	44.29%
26	77.14%
27	50.00%
28	42.85%
29	22.86%
30	55.71%

II.2.1.2. The second-year students of SMA Tripusaka

The number of students : 44

number of item	the percentages of incorrect answers
1	86.36%
2	52.27%
3	86.36%
4	93.18%
5	- item mistake -
6	77.27%
7	79.55%
8	54.54%
9	61.36%
10	70.45%
11	79.55%
12	68.18%
13	70.45%
14	79.55%
15	65.91%
16	75.00%
17	79.55%
18	81.82%
19	70.45%
20	29.54%
21	63.64%
22	59.10%

23	84.09%
24	54.54%
25	77.27%
26	72.73%
27	97.73%
28	95.46%
29	65.91%
30	72.73%

II.2.1.3. The third-year students of SMA Widya Wacana

The number of students: 72

number of item	the percentages of incorrect answers
1	9.72%
2	6.94%
3	59.71%
4	19.43%
5	- item mistake -
6	37.50%
7	9.73%
8	56.94%
9	59.71%
10	30.55%
11	90.28%
12	34.72%
13	26.38%
14	29.16%
15	13.89%
16	12.50%
17	15.28%
18	16.66%
19	61.11%
20	9.73%
21	12.50%
22	20.83%
23	22.22%
24	15.27%
25	27.78%
26	63.89%
27	56.94%
28	58.33%
29	15.28%



30

48.60%

II.2.1.4. The third-year students of SMA Tripusaka

The number of students: 70

number of item	the percentages of incorrect answers
1	27.15%
2	14.29%
3	4.29%
4	45.71%
5	- item mistake -
6	80.00%
7	57.15%
8	48.58%
9	61.43%
10	72.86%
11	95.71%
12	74.29%
13	71.43%
14	32.86%
15	68.57%
16	50.00%
17	75.71%
18	77.14%
19	74.29%
20	20.00%
21	24.29%
22	50.00%
23	42.85%
24	34.29%
25	62.85%
26	71.43%
27	61.43%
28	92.86%
29	51.42%
30	84.29%

II.2.1.5. The fifth semester students of Diploma Three

The number of students: 23

number of item	the percentages of incorrect answers
1	30.44%

2	26.08%
3	26.08%
4	34.78%
5	- item mistake -
6	21.74%
7	8.70%
8	30.44%
9	21.74%
10	21.74%
11	65.22%
12	21.74%
13	0.00%
14	17.39%
15	13.05%
16	4.35%
17	26.09%
18	13.05%
19	26.09%
20	0.00%
21	0.00%
22	4.35%
23	39.13%
24	4.35%
25	26.09%
26	47.83%
27	4.35%
28	21.74%
29	17.39%
30	30.44%

II.2.1.6. The fifth semester students of Strata One
the number of students: 49

number of item	the percentages of incorrect answers
1	18.37%
2	10.20%
3	14.28%
4	14.28%
5	- item mistake -
6	6.12%
7	0.00%
8	10.20%

9	8.16%
10	20.40%
11	51.02%
12	6.12%
13	0.00%
14	8.16%
15	8.16%
16	2.04%
17	10.20%
18	16.32%
19	36.73%
20	0.00%
21	0.00%
22	4.08%
23	22.45%
24	0.00%
25	48.98%
26	48.98%
27	6.12%
28	22.44%
29	18.37%
30	44.89%

II.2.2. Type II

Filling in the blanks with 'to-infinitive', 'infinitive without to' or 'ing-form'.

II.2.2.1. The second-year students of SMA Widya Wacana

The number of students: 70

number of item	the percentages of incorrect answers
1a	38.57%
1b	65.72%
2	74.29%
3	52.87%
4	34.28%
5	52.85%
6	25.71%
7a	37.14%
7b	52.85%
8	37.15%
9	22.86%
10	- item mistake -

11	84.29%
12	35.71%
13a	54.29%
13b	70.00%
14	40.00%
15	55.72%
16	41.43%
17	18.57%
18a	50.00%
18b	54.29%
19	28.57%
20	65.72%
21	25.71%
22	48.58%
23	57.15%
24	72.85%
25	- item mistake -
26	45.71%
27	25.71%
28a	34.28%
28b	24.29%
29	- item mistake -
30	17.14%

II.2.2.2. The second-year students of SMA Tripusaka

The number of students: 44

number of item	the percentages of incorrect answers
1a	97.73%
1b	81.82%
2	15.91%
3	54.54%
4	63.64%
5	65.91%
6	81.82%
7a	75.00%
7b	84.09%
8	61.36%
9	63.64%
10	- item mistake -
11	63.64%
12	61.36%
13a	68.18%

13b	86.36%
14	45.45%
15	65.91%
16	93.18%
17	29.54%
18a	68.18%
18b	68.18%
19	25.00%
20	75.00%
21	38.64%
22	79.55%
23	70.45%
24	97.73%
25	- item mistake -
26	65.91%
27	84.09%
28a	54.54%
28b	63.64%
29	- item mistake -
30	25.00%

II.2.2.3. The third-year students of SMA Widya Wacana

The number of students: 72

number of item	the percentages of incorrect answers
1a	12.50%
1b	56.94%
2	40.28%
3	18.05%
4	16.66%
5	31.94%
6	47.22%
7a	11.11%
7b	62.50%
8	9.72%
9	13.89%
10	- item mistake -
11	56.95%
12	9.72%
13a	11.11%
13b	61.11%
14	47.22%

15	36.11%
16	30.55%
17	6.95%
18a	23.61%
18b	12.50%
19	2.78%
20	18.06%
21	8.34%
22	36.11%
23	12.50%
24	22.21%
25	- item mistake -
26	44.45%
27	51.38%
28a	23.61%
28b	11.11%
29	- item mistake -
30	31.95%

II.2.2.4. The third-year students of SMA Tripusaka

The number of students: 70

number of item	the percentages of incorrect answers
1a	55.72%
1b	41.43%
2	10.00%
3	55.72%
4	48.57%
5	57.14%
6	24.28%
7a	64.29%
7b	58.57%
8	30.00%
9	28.57%
10	- item mistake -
11	67.15%
12	51.43%
13a	48.57%
13b	91.43%
14	27.14%
15	58.57%
16	75.71%

17	24.29%
18a	71.43%
18b	58.57%
19	27.15%
20	85.71%
21	42.86%
22	71.43%
23	51.44%
24	92.86%
25	- item mistake -
26	48.57%
27	78.57%
28a	45.71%
28b	57.14%
29	- item mistake -
30	20.00%

II.2.2.5. The fifth semester students of Diploma Three

The number of students: 23

number of item	the percentages of incorrect answers
1a	13.05%
1b	8.70%
2	60.87%
3	30.44%
4	4.35%
5	26.09%
6	8.70%
7a	4.35%
7b	8.70%
8	47.82%
9	13.04%
10	- item mistake -
11	86.96%
12	0.00%
13a	0.00%
13b	21.74%
14	13.05%
15	65.22%
16	13.04%
17	26.08%
18a	4.35%

18b	8.70%
19	8.70%
20	4.35%
21	0.00%
22	8.70%
23	0.00%
24	60.86%
25	- item mistake -
26	30.43%
27	13.05%
28a	0.00%
28b	4.35%
29	- item mistake -
30	8.70%

II.2.2.6. The fifth semester students of Strata One

The number of students: 49

number of item	the percentages of incorrect answers
1a	14.28%
1b	12.24%
2	57.14%
3	6.12%
4	8.16%
5	53.06%
6	2.04%
7a	4.08%
7b	6.12%
8	44.90%
9	2.04%
10	- item mistake -
11	65.31%
12	0.00%
13a	2.04%
13b	10.20%
14	22.45%
15	44.90%
16	6.12%
17	16.33%
18a	4.08%
18b	2.04%
19	4.08%

20	10.20%
21	0.00%
22	0.00%
23	2.04%
24	40.82%
25	- item mistake -
26	36.73%
27	4.08%
28a	0.00%
28b	0.00%
29	- item mistake -
30	4.08%

From the data above, the writer finds :

1. The gerund and the present participle are still difficult for SMA students. Following are the facts from the data. The percentages written are the percentages of incorrect answers done by the students.

no.	II WW	II TP	III WW	III TP
I.9.	44.29%	61.36%	59.71%	61.43%
I.10.	74.29%	70.45%	30.55%	72.86%
I.14.	48.57%	79.55%	29.16%	32.86%
I.25.	44.29%	77.27%	27.78%	62.85%
I.26.	77.14%	72.73%	63.89%	71.43%
I.30.	55.71%	72.73%	48.60%	84.29%
II.5.	52.85%	65.91%	31.94%	57.14%
II.11.	84.29%	63.64%	56.95%	67.15%
II.13b.	70.00%	86.36%	61.11%	91.43%
II.14.	40.00%	45.45%	47.22%	27.14%
II.26.	45.71%	65.91%	44.45%	48.57%

Note :

No. : Number of item

II WW : The second-year students of SMA Widya Wacana

II TP : The second-year students of SMA Tri Pusaka

III WW : The third-year students of SMA Widya Wacana

III TP : The third-year students of SMA Tri Pusaka

2. From the data above, the writer finds that the percentages of incorrect answers of the second-year of SMA students are bigger than of the third-year of SMA students; and also the percentages of incorrect answers done by the third-year of SMA students are bigger than

of the fifth semester of Diploma Three and of Strata
One.

Chapter III

Sources of Difficulties

Basing upon 'ERROR ANALYSIS'¹ edited by Jack C Richards, in which he presents some possible sources of difficulties in second-language learning, namely language transfer, over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized, and also using the data resulting from the prognostic tests, the writer then tries to find out the sources of difficulties faced by students in learning 'ing-form', especially gerund and present participle.

III.1. Language Transfer

Language transfer is meant to be the influence of the mother tongue in producing sentences in the target language. Students, who have not mastered the target language yet, mostly make mistakes because of interference of the mother tongue to the target language. Whenever they are asked to produce sentences using the structures they have not mastered, they will produce them using the structures of their mother tongue. For examples, they should have produced the following sentences :

1. Saying 'hello' to other people is considered polite.
2. To trade with other countries they need better and bigger ships.
3. The most healthy sport is riding bicycle.
4. The cars raced around the track. It was a racing - track.
5. We climbed to the peak of the hill so that we might have a better look at the rising sun.

Instead of the correct sentences written above, a lot of students have produced sentences as follows:

- *1. Say 'hello' to other people is considered polite.
- *2. Trade with other countries they need better and bigger ships.
- *3. The most healthy sport is ride bicycle.

¹Jack C Richards, Error Analysis "a Non-Contrastive Approach to Error Analysis". p. 172.

- *4. The cars raced around the track. It was a race - track.
- *5. We climbed to the peak of the hill so that we might have a better look at the rise sun.

The wrong sentences they produced above show us the possible sources of errors which might be the following.

a. They do not know that either the gerund or the to-infinitive must be used when they want to produce sentences using verbs as subjects of the sentences. (please look at sentences no. 1 and 2)

b. They do not know that either the gerund or the to-infinitive must be used when they want to produce a sentence using a verb as the predicate complement of the sentence. (please look at sentence no.3)

c. They do not know that 'verb + ing' can be a gerund or a present participle. Let us look at sentence no. 4. 'A racing-track' is 'a track used for racing'. 'Racing' in this context is a gerund. It modifies the noun 'track'. Let us look at sentence no. 5. 'Rising sun' is 'the sun that was rising'. 'Rising' in this context is a present participle. It modifies the noun 'sun'.

Now let us see how the interference of the mother tongue may happen.

- a. In Indonesian a verb can be used either as the subject or as the object of the sentence without changing it into another form.
 1. Mengatakan halo kepada orang lain itu dianggap sopan.
 2. Berdagang dengan negara-negara lain, mereka membutuhkan kapal-kapal yang lebih baik dan lebih besar.
 3. Olah raga yang paling sehat adalah bersepeda.

Because of this interference, students will internalize that a verb alone can be used either as the subject or as the predicate complement of a sentence.

b. Compounds are only made from joining two words in Indonesian, such as 'kamar makan', 'medan tempur', 'mesin cuci'. 'Racing-track', 'dining-room', 'washing-machine' are compounds, but they are not as simple as compounds in Indonesian. They are made from 'verb + ing + noun'. Because of the interference of the mother tongue, students may produce compounds like Indonesian,

such as 'race-track', 'wash-machine', et cetera.

c. The interference of the mother tongue can also be seen in the translation.

- 'I have my servant wash this dress'. 'Have' is mostly translated 'mempunyai'. Students do not realize that 'have' in this context cannot be translated into 'mempunyai'; so they will translate it into 'Saya mempunyai pembantu untuk mencuci baju ini'. This sentence uses 'causative have', and 'have' should be translated into 'menyuruh', so the correct translation is 'Saya menyuruh pembantu saya mencuci baju ini'.

III.2. Over-generalization

Over-generalization results in a deviant structure created on the basis of the experience of other structures in the target language. It generally involves the creation of one deviant structure in place of two regular structures. This kind of mistake can happen when two new structures are given at the same time. These new structures will make the students confused, and when they are asked to produce sentences using one of these structures, they often produce one sentence using another structure.

The following *c sentences are examples having errors caused by over-generalization. Sentences a and b are the sources.

- 1.a. My father is going to play tennis tomorrow.
 b. My father is accustomed to playing tennis.
 *c. My father is going to playing tennis tomorrow.
- 2.a. George expected John to go to Bali.
 b. My parents do not like me going to Bali alone.
 *c. George expected John going to Bali.
- 3.a. Your grandfather must be a kind old gentleman to give you such lovely present.
 b. Your grandfather ought to be a kind old gentleman to give you such lovely present.
 *c. Your grandfather must to be a kind old gentleman to give you such lovely present.
- 4.a. I had my husband repair this watch.
 b. I had this watch repaired.
 *c. I had my husband repaired this watch.
- 5.a. She does not mind me buying the car.

- b. They forced me to buy the car.
- *c. They forced me buying the car.
- 6.a. They let their children go with us.
- b. I saw the man going with those kids.
- *c. They let their children going with us.
- 7.a. I use this knife to cut the cake.
- b. It's no use crying over split milk.
- *c. It's no use to cry over split milk.
- 8.a. I let you go.
- b. I want you to go.
- *c. I want you go.
- 9.a. Would you like to open the window ?.
- b. Would you mind opening the window ?.
- *c. Would you mind to open the window ?.
- 10.a. People do not like to pay higher prices.
- b. People always object to paying higher prices.
- *c. People always object to pay higher prices.
- 11.a. Excuse me, would you like to lend me a pencil ?.
- b. Excuse me, can you lend me a pencil ?.
- *c. Excuse me, can you to lend me a pencil ?.
- 12.a. Would you like to open the window ?
- b. Would you mind opening the window ?
- *c. Would you like opening the window ?

III.3. Ignorance of Rule Restrictions

There is a deviant structure made from wrong application of rules. It happens because students fail in observing the restrictions of existing rules.

III.3.1. Students are often confused in using words which should be followed by 'to infinitive' and which should be followed by 'infinitive without to', especially when they have the same pattern. Such a mistake often happens in oral substitution exercises. Here are the examples.

- 1. He let me buy the car. force
- *1. He forced me buy the car.
- 2. I told him to go. let
- *2. I let him to go.
- 3. I let you go. want
- *3. I want you go.
- 4. I made him go. expect
- *4. I expected him go.
- 5. He ought to be a kind old man. must

- *5. He must to be a kind old man.
 6. We asked them to go. make
 *6. We made them to go.

III.3.2. Students find difficulties in producing sentences using correct structures because they do not know words which should be followed by 'to-infinitive', which should be followed by 'infinitive', and which should be followed by 'ing-form'.

examples:

1. Do not stop trying, you may succeed one day.
2. My father ordered me to do the work at once.
3. They let their children go with us.
4. Lia is accustomed to living alone.
5. We must avoid annoying our neighbours.

Instead of the correct sentences written above, students may produce sentences as follows :

- 1 *a. Do not stop to try, you may succeed one day. or
 *b. Do not stop try, you may succeed one day.
- 2 *a. My father ordered me do the work at once. or
 *b. My father ordered me doing the work at once.
- 3 *a. They let their children to go with us. or
 *b. They let their children going with us.
- 4 *- Lia is accustomed to live alone.
- 5 *a. We must avoid to annoy our neighbours. or
 *b. We must avoid annoy our neighbours.

III.4. Incomplete Application of Rules

People often make mistakes under this category, because communication is the purpose of studying a language. So they often neglect the structures as far as their utterances are still acceptable. The following are examples showing how students produce errors when they have to combine two statements. The a and b sentences are the sentences that must be combined, and the *c sentences are examples having errors based on the sentences a and b.

- 1.a. John spoke English.
 b. We heard him.
 *c. We heard John spoke English.
- 2.a. They sat there.
 b. They watched television.
 *c. They sat there watched television.

- 3.a. Steve drew the picture.
 b. The picture won the first prize.
 *c. The picture drew by Steve won the first prize.
- 4.a. I saw the man.
 b. The man was crossing the street.
 *c. I saw the man was crossing the street.
- 5.a. Yamin turned away.
 b. He smiled to himself.
 *c. Yamin turned away , smiled to himself.
- 6.a. They sat there.
 b. They were watching television.
 *c. They sat there were watching television.
- 7.a. The cake is burning.
 b. She can smell it.
 *c. She can smell the cake is burning.

III.5. False Concepts Hypothesized

III.5.1. 'To' may be an infinitive marker and may be a preposition. As a preposition 'to' requires a gerund not an infinitive as its object. However students often hypothesize wrongly that 'to' is always the infinitive marker. In the following sentences 'to' is a preposition, so a gerund follows it.

- Lia is accustomed to living alone.
- People always object to paying higher prices.

Instead of the right sentences as shown, the students produce the wrong ones.

- *Lia is accustomed to live alone.
- *People always object to pay higher prices.

III.5.2. English has three tenses, they are present, past and future. Students are always encouraged to use one structure in one sentence. Because of it, students will neglect that some verbs should be followed by 'to-infinitive', some by 'infinitive without to' and some by 'ing-form'.

examples:

1. The American said he had seen nine presidents come and go.
2. Yamin turned away, smiling to himself.
3. I saw the man crossing the street.
4. I had my husband repair this watch.
5. They sat there watching television.

6. They found the boy missing this morning.

Instead of the correct sentences written above, they will produce sentences as follows:

*1. The American said he had seen nine presidents come and gone.

'Seen' is the third form of the verb 'see'. Students use 'come' and 'gone' that are also the third form of the verbs 'come' and 'go', because they have been encouraged to use the same tense in the same sentence.

*2. Yamin turned away, smiled to himself.

This sentence uses 'past tense' in the main clause. The students automatically will use 'past tense' in the sub clause.

*3. I saw the man crossed the street.

'Saw' is the second form of the verb 'see'. It should be followed by 'infinitive without to' or 'ing-form'. The students do not realize it, so they use 'crossed' as the second form of the verb 'cross' instead of 'cross' or 'crossing'.

*4. I had my husband repaired this watch.

Causative 'have' is not familiar yet to SMA students. 'Repaired' is used instead of 'repair' because they see that the sentence uses past tense.

*5. They sat there watched television.

'Watched' instead of 'watching' is used because the students think that one sentence must use one and the same tense.

*6. They found the boy missed this morning.

'Missed' instead of 'missing' is used because the students think that one sentence must use one and the same tense. Here 'missed' is used, because they know that this sentence uses the verb 'found' as the past tense of the verb 'find', so they will make every verb of this sentence into past tense.

III.6. The students know that some verbs can be followed either by 'to-infinitive' or 'ing-form', but they do not know that they differ in meaning.

examples:

1. 'Do not stop trying, you may succeed one day'.

This sentence means that you have tried, you must try and try again, so that you may succeed one day. The

students do not know the meaning of the context, so they will produce 'Do not stop to try, you may succeed one day'. This sentence means that you have not tried yet, so the to-infinitive cannot be used in this context because the meaning is unacceptable.

2. 'We are lost. Let us stop to ask for information'. 'To ask' is acceptable, but 'asking' is unacceptable in this context. 'To ask' is used because it happens after the first activity that is 'we are lost'. However the students write 'We are lost. Let us stop asking for information' instead of the correct one.

III.7. The students do not know that the gerund is used after a preposition. They usually use the infinitive without to after a preposition.

examples:

1. Lia is accustomed to living alone.
2. People always object to paying higher prices.
3. Do not keep on shouting like that.
4. John has planned to study French after finishing his English course.
5. This classroom is not for sleeping.

Instead of the correct sentences written above, students usually produce sentences as follows:

- *1. Lia is accustomed to live alone.
- *2. People always object to pay higher prices.
- *3. Do not keep on shout like that.
- *4. John has planned to study French after finish his English course.
- *5. This classroom is not for sleep.

III.8. Structure Problem

The students really do not know how to produce sentences using the correct structures. It can happen because they really do not know the correct structures.

examples:

1. I felt strong enough to walk to school.
2. I got the dinner cooked by Jane.
3. Everyone was sad at his teacher's leaving.
4. They found the boy missing this morning.
5. In summer people can enjoy the shining sun every day.
6. The villagers watched the burning house helplessly.

Instead of the correct sentences written above, the students produce sentences as follows:

- *1. I felt strong enough walking to school
- *2. I got the dinner cooking by Jane.
- *3. Everyone was sad at his teacher's left.
- *4. They found the boy missed this morning.
- *5. In summer people can enjoy the shine sun every day.
- *6. The villagers watched the burn house helplessly.

Chapter IV

Remedial Teaching

The discussions earlier show that SMA students still find difficulties in learning the gerund and the present participle. In this chapter the writer tries to give some suggestions in teaching the gerund and the present participle, in order that we might lessen or even overcome their difficulties.

One New Concept At A Time

When we teach following 'One New Concept At A Time' it means that we must teach the gerund separately from the present participle. First we teach the gerund, we make the students understand this new pattern; then we teach the present participle. Giving one new concept separately from another is meant to avoid confusion. If two new patterns are given at the same time, for example gerund and present participle, the students will get confused in differentiating the gerund from the present participle.

Here are some steps in teaching the gerund and the present participle.

IV.1. Giving knowledge about the gerund

This step is meant to make the students know the rule and the uses of the gerund. It is, of course, given through explanation. And the writer chooses explanation through the pattern the students have known already; it is meant to make the new pattern easier to understand.

Here are the examples:

teacher : 'I like apples'

What is the function of 'apples' in this sentence?

students : object

teacher : is it a noun, a verb, or an adjective?

students : a noun

teacher : Good !

Now look at this sentence 'I like swimming'.

What is the object of this sentence?

students : swimming

teacher : is it a noun?

students : (keep silent)

teacher : 'Swimming' is a noun. It is the object of

the verb 'like'. A noun made from a verb + ing is called a gerund.

So, a gerund is a verbal noun. The form of the gerund is 'verb + ing'.

Then, the teacher gives the functions of the gerund, in what ways the gerund is usually used, and also words that should be followed by 'to infinitive', 'infinitive', and 'ing-form', but only those that have a high frequency.

Usually after such explanation the students are ordered to make notes. Taking notes needs much time, and it also wastes time. The writer suggests that it is better if the teacher multiplies the notes first, then they can be given to the students after the explanation. If it is possible the expense of this multiplying can be burdened to the school, if not we can ask the students to pay.

IV.2. To be able to use and to be accustomed to using the gerund

To understand the forms is only the first step. Copy the forms, read them out loud, get them by heart, and then practice them over and over again day after day, until they become entirely natural and familiar'.¹

The student must be engaged in practice most of the learning time.²

Since practice takes an important role in language learning, it is suggested that most of the time is spent for practice. Here, the writer suggests 'Graded Practice' which means that the exercise is given from the easiest to the most difficult. Here are the steps.

IV.2.1. Simple Oral Substitution

First the teacher gives the model orally, then the students repeat it once or twice. The exercises are also given orally. This kind of exercises trains the students to produce sentences using the new pattern automatically. Here are the examples.

Teacher : I like swimming. Now repeat !

Students (all) : I like swimming.

Teacher : Then if I say 'driving', you should say "I like driving". Now repeat 'I like driving'.

¹Robert Lado, Language Teaching. p. 94.

²ibid., p. 55.

Students (all) : I like driving.
 Teacher : cooking, Lia !
 Lia : I like cooking.
 Teacher : Good ! Now, cycling, Iwan !
 Iwan : I like cycling.

IV.2.2. Simple Substitution in Variable Position

These exercises are also given orally. This kind of exercises is similar to simple oral substitution, but the part substituted is not always the same, sometimes the subject, the object and also the predicate.

In the exercises above, it rarely happens that students make mistakes because the part of the sentence that must be changed is always the same that is the object. But students can make some mistakes in 'Simple Substitution in Variable Position' exercises, because the part of the sentence that must be changed does not remain the same. When a student makes a mistake, we suggest that he corrects it as soon as he has finished uttering the sentence.

Here are the examples and let us notice too how to correct the mistake made by the student.

Teacher : I like cycling.
 Now, 'he', Hilman !
 Hilman : He like cycling.
 Teacher : Repeat it once more.
 Hilman : He like cycling.
 Teacher : Hilman said, 'He like cycling'. Is it right, students ?
 Students : No.
 Teacher : then, how is the right one, Andi ?
 Andi : He likes cycling.
 Teacher : Good ! Now repeat it, Hilman !
 Hilman : He likes cycling.
 Teacher : Good ! Do you know why we say 'He likes cycling', and not 'He like cycling', Hilman ?³
 Hilman : Because 'I like cycling' uses simple present tense, when the subject is changed into 'he, she or it', the verb must be added with -s or -es.
 Teacher : Good. Now, smoking, Rita !

³We may use Indonesian

Rita : He likes smoking.
 Teacher : stopped, Andre !
 Andre : He stopped smoking.

IV.2.3. Producing sentences using words given

Here the exercises given are productive exercises, it is given in order to make the students think about the language.

Here are the examples.

Teacher : Tuti, make a sentence by using 'cycling' as the subject of the sentence.

Tuti : Cycling is my hobby.

Teacher : Good !

Now Hera, 'eating' as the object of the sentence

Hera : I like eating apples.

Teacher : Good !

Now, 'teasing' as a predicate complement, Hadi.

Hadi : My hobby is teasing girls.

IV.2.4. Putting the words in the brackets into 'to-infinitive, infinitive, or ing-form'.

This exercise trains the students to know more about the words that should be followed by 'to-infinitive, infinitive, or ing-form'; 'a to-infinitive or an ing-form' can function as the subject of a sentence; and also an 'ing-form' or a to-infinitive can function as the object of the sentence.

Put the words in the brackets into 'to-infinitive, infinitive, or ing-form'.

1. (swim) is good for health.
2. I want my friend (go) with me.
3. I heard him (laugh) loudly.
4. She avoided (meet) him by working in another office.
5. She began (cry) after she knew that her father died.

IV.2.5. Giving exercises that stress on the differences between words followed by 'to-infinitive' and words followed by 'ing-form'.

Choose the correct form.

1. We are lost. Let us stop (to ask, asking) for information.
2. She stopped (to cry, crying) when she heard that her

husband was safe.

3. My teacher was angry because I forgot (to do, doing) the homework.
4. He will never forget (to win, winning) the championship.
5. I must remember (to post, posting) the letter today.
6. My mother asked me about the letter, and I remembered (to post, posting) it this morning.

IV.2.6. Giving Homework

Giving homework is another kind of practicing. Homework is given after the students get some exercises at school. Homework is given in order to give more practice for the new pattern. Homework can include exercises like the exercises above, but it is suggested not to give substitution because substitution is useless if it is given the written way. Substitution is useful when it is given orally, because the purpose of substitution exercises is to make the students able to produce sentences automatically. A few translations from English into Indonesian, and vice versa can also be given. It is given in order to show the students how to translate correctly. Let us take examples.

The influence of the mother tongue to the target language usually can be seen in sentences as follows :

1. - Berenang adalah hobbyku.

-* Swim is my hobby.

The students do not realize that bare infinitive cannot function as the subject of the sentence, it must be changed into 'to-infinitive' or 'ing-form'. So the correct sentence is 'Swimming is my hobby' or 'To swim is my hobby'.

2. 'I have my servant wash this dress'

Most students translate this sentence into 'aku mempunyai pembantu untuk mencuci baju ini'. This kind of mistake happens because students think that 'have' should be translated into 'mempunyai' in Indonesian. They do not know that 'have' in this sentence cannot be translated into 'mempunyai', but it should be translated into 'menyuruh'. So this sentence should be translated into 'aku menyuruh pembantuku untuk mencuci baju ini'.

IV.3. Giving knowledge about the present participle

After giving explanation, examples and exercises about the gerund, then at another time, we give the present participle as a new pattern. The first step is, as the same as the gerund, giving explanation about the present participle through the pattern which has been known.

Teacher : Is Lukman sitting on a chair, Mira?

Mira : Yes, he is.

Teacher : Can you see him, Tuti ?

Tuti : Yes, I can.

Teacher : Now, let us have these two sentences.

Lukman is sitting on a chair.

Tuti can see him.

These two sentences can be combined into one sentence, that is : 'Tuti can see Lukman sitting on a chair'. 'Sitting' is made from a verb (sit) + ing. And we call 'sitting' in this context is present participle. So the form of present participle is the same as the form of gerund that is verb + ing.

The teacher then begins to explain in what ways the present participle is usually used.

IV.4. To be able to use and to be accustomed to using the present participle

After giving explanation, we must give exercises so that students can really understand what is meant by the present participle, and then they can use and be accustomed to using it. Like the exercises of the gerund, here the writer also suggests 'Graded Practice'.

IV.4.1. Simple Oral Substitution

Teacher : I saw her walking.

Now, play, Ria !

Ria : I saw her playing.

Teacher : Run, Sisi !

Sisi : I saw her running.



IV.4.2. Simple Substitution in Variable Position

Teacher : I heard her laughing.

Now, 'Amin', Tia !

Tia : Amin heard her laughing.

Teacher : Good ! How about 'speaking', Chandra ?

Chandra : Amin heard her speaking.

Teacher : and 'saw', Rita ?

Rita : Amin saw her speaking.

Teacher : Good, then 'walking', Totok !

Totok : Amin saw her walking.

IV.4.3. Combining two sentences into one sentence

example : He saw her. She was walking.

He saw her walking.

1. We found them. They were watching football.
2. John left her. She was reading a book.
3. She watched him. He was playing tennis.

IV.4.4. Making sentences by using words given.

example : see - walking

I saw her walking across the street.

1. listening - read
2. catch - stealing
3. being angry - refuse

IV.4.5. Sometimes translation can also be given in a new pattern, so that the students can really understand how to translate correctly.

IV.4.5.1. Translate these sentences into English.

1. Karena marah dengan dia, Mira menolak pergi dengannya.
2. Ia membaca novel sambil mendengarkan radio.
3. Awan-awan yang bergerak itu menarik perhatian John.

IV.4.5.2. Translate these sentences into Indonesian.

1. The girl playing the piano was Rita.
2. The ringing bell woke me up.
3. Seeing her leave, the child began to cry.

IV.4.6. Giving Homework

Homework is given after some exercises at school. It is given in order to give more practice for the new pattern. This homework can include exercises like the exercises above, except the substitution.

IV.5. Giving A Short Story

A short story concerning the gerund and the present participle is given after the students understand both new structures.

First, every student is given the story. Then we let them read silently, and if they find new vocabulary they do not know, they can ask the teacher the meaning.

When the students have finished reading the story, they are asked to close it, then exercises are given.

In this paper the writer just gives two short stories as examples. One is taken from 'Supplementary Reader book II' and the other is from 'Radio Australia English For You book 7'.

Here, 'Putting the verbs in brackets into the correct forms' are exercises chosen to measure how far the students master the new structures; other kinds of exercises can also be used as far as they can measure what they want to measure, of course in this case it is the grammar both of the gerund and the present participle. The writer suggests that 'open ended' exercise should not be given, because this exercise is usually used to measure comprehensive reading, and also in this exercise the students can give free answers so that we cannot expect the answers using the structure we want to use, in this case that is the gerund and the present participle.

It often happens that students get bored of learning structure because the exercises given just stress on the form of the new structure. 'Structure exercises through short stories' are hoped to be able to motivate students in learning structure.

Here are the stories and the exercises.

MAHATMA GANDHI

At 5:15 p.m. on January 30, 1948, a small, thin, old man was seen walking across the garden of his home to a prayer meeting when suddenly shots were heard in the air. The man fell to the ground and said, "Hai Ram ! Hai 5 Ram ! (Oh God ! Oh God !). That night Prime Minister Nehru said to the people of India, 'The light has gone out of our lives, and there is darkness everywhere.' Ironically, enough violence had ended the life of the man who had taken the responsibility of leading his 10 country to freedom through non-violence.

Mohandas Karamchand Gandhi was born in 1869, in a city in the west part of India. He was educated in India and then in London, where he studied law. After passing his

examinations with high marks, he returned to India to
 15 practise law. Unsuccessful, he left for South Africa to
 become an adviser to an Indian merchant. He had great
 success there, but his unfortunate experience as a
 coloured man living in white South Africa soon turned
 his attention to another field. Leaving his law-practice
 20 he decided to work for the rights of the many Indian
 settlers, who were living in very poor conditions and
 were badly treated by the South African government. To
 improve the situation, peacefully, became his goal. His
 idea was to fight against unjust laws without using
 25 violence. Thus was born the principle of 'satyagraha',
 'the force of truth, love, and non-violence', on which
 he based his methods of struggle. Thousands of Indians
 joined him in his campaign of civil disobedience, in
 which they disobeyed unjust laws and at the same time
 30 accepted punishment. As the result he was put in prison,
 but his followers continued the struggle. In the end, the
 government was forced to agree to change the laws, and
 conditions began to improve.

Returning to India in 1915, Gandhi saw for the first
 35 time the true picture of his country, and he was
 shocked. Everywhere he saw misery and poverty, especially
 among the Untouchables. At the root of India's problems
 Gandhi saw old traditions and beliefs, and the British
 colonial system. His deep sense of social responsibility
 40 made him determined to give his life to his country. In
 his speeches and writings he began to attack British
 imperialism as a very bad system which was exploiting
 the suffering people, and he demanded self-government.
 The British refused and there began for India the long
 45 and hard struggle for independence. Unlike most freedom
 fighters Gandhi was to win this struggle through
 peaceful means.

exercises:

Put the verbs in brackets into their correct forms.

1. Gandhi was seen(walk) across the garden of
 his home to a prayer meeting when suddenly shots
 were heard in the air.

2. After(pass) his examinations, he returned to India(practise) law.
3. He had great success there, but his unfortunate experience as a coloured man(live) in white South Africa soon turned his attention to another field.
4.(leave) his law-practice he decided to work for the rights of the many Indian settlers.
5.(improve) the situation, peacefully, became his goal.
6. His idea was to fight against unjust laws without(use) violence.
7. In the end, the government was forced to agree to change the laws, and conditions began(improve).
8.(return) to India in 1915, Gandhi saw for the first time the true picture of his country.
9. His deep sense of social responsibility made him determined(give) his life to his country.
10. British imperialism exploited the(suffer) people.

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### The Lost Ring

(Mrs. Freeman was very ill some time ago, but she is better now. Today she is very upset about something)

Shirley knew why her mother was upset, and she said: "I'm very, very sorry, mother - but I don't know what happened to your ring." Her mother said: "I'm sorry too, dear. I don't mind lending you my diamond ring, but where is it now?" Shirley answered: "I don't know, mother."

They tried to think where the lost ring might be. Mrs. Freeman asked Shirley: "When do you remember seeing it last?" Shirley replied "Last night ! When I was ready to go, I went into the living room to wait for Tony, and daddy admired the ring on my finger, so we know that I had it then." She also remembered seeing Tony admiring the ring a few minutes later.

Then Mrs. Freeman went on to talk about the drive into the city in Tony's car and the dinner at the Blue Waters Hotel. "It was a beautiful dinner," said Shirley,

"but daddy was so kind - he said it wasn't as nice as the one I cooked on my birthday !" "Your father was surprised at your cooking," said Mrs. Freeman; "he told me you cooked a really wonderful dinner that night. I was ill at a very inconvenient time, wasn't I ?"

Shirley went on trying to remember the events of the evening. "While we were having dinner at the hotel," she went on, "the ring caught the edge of my glass, which fell over. So I still had your ring then. After dinner, we went to the theatre. When we were talking to Margaret and Hadi during interval, Margaret admired the ring, so I still had it then."

Then Mrs. Freeman remembered something. She said: "After the show, we went for a cup of coffee." This time Shirley said: "I can't remember having the ring after we saw Margaret and Hadi at the theatre." "So", said Mrs. Freeman, "it may be at the theatre, or in the street, or in the coffee lounge, or in Tony's car, or even here - somewhere in the garden or the house. It could be almost anywhere."

Mrs. Freeman asked Shirley to phone Tony and tell him about losing the ring, and then she went out into the garden to tell Mr. Freeman about it.

Shirley told Tony that he'd have to come straight away. "Something terrible has happened," she said; "I've lost mother's diamond ring."

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Everyone was worried, because the ring was still lost. They all sat in the living room thinking about it. Mr. Freeman began to arrange the search. He told Shirley to search in her room. Mrs. Freeman, he said, could search between the front door and the door of Shirley's room. He also asked Tony: "Would you mind looking in your car?" Tony answered: "Of course I'll look there, Mr. Freeman. And I'll go into the city and look in the street between the theatre and the coffee lounge, and between the coffee lounge and the place where I left my car." Tony also agreed to look in the garden between the gate and the front door if he had time. Shirley asked her father what he was going to do, and he replied that

he'd ring the theatre and the coffee lounge and ask the people there to look for the ring.

When Mr. Freeman asked them what was the name of the coffee lounge, Shirley and Tony both answered immediately: "The Green Parrot." Mr. Freeman said: "You seem to know its name very well. I suppose you often go there." They said it was their favourite coffee lounge, and Mrs. Freeman agreed that it was a very nice place for a cup of coffee after a show.

"Well," said Mr. Freeman, "We mustn't waste time talking. We must start the search."

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#### exercises :

Put the verbs in brackets into their correct forms.

1. Shirley's mother said: "I don't mind .....(lend) you my diamond ring, but where is it now?"
2. She asked Shirley: "When do you remember .....(see) it last?"
3. Shirley also remembered seeing Tony .....(admire) the ring .
4. "Your father was surprised at your .....(cook)," said Mrs. Freeman.
5. Shirley went on trying .....(remember) the events of the evening.
6. Mrs. Freeman asked Shirley .....(phone) Tony and tell him about .....(lose) the ring.
7. They all sat in the living room .....(think) about it.
8. Mr. Freeman began .....(arrange) the search.
9. He told Shirley .....(search) in her room.
10. We mustn't waste time .....(talk). We must start the search.

#### IV.6. Comparison

After the students really understand both the gerund and the present participle, then some exercises containing the comparison between the gerund and the present participle can be given.

Here are the examples.

Let us observe the story of 'Mahatma Gandhi' once

again, and find whether the words written below are gerunds or present participles, and find the reasons, too.

- |              |         |
|--------------|---------|
| 1. walking   | line 2  |
| 2. leading   | line 9  |
| 3. passing   | line 13 |
| 4. living    | line 18 |
| 5. returning | line 34 |

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## Conclusion

The difficulties faced by SMA students in learning the gerund and the present participle are caused by:

### 1. Language Transfer

It is the influence of the mother tongue in producing sentences in the target language.

### 2. Over-generalization

The result of over-generalization is a deviant structure created on the basis of the experience of other structures in the target language. It generally involves the creation of one deviant structure in place of two regular structures.

### 3. Ignorance of Rule Restrictions

The students produce a deviant structure because of the wrong application of rules.

### 4. Incomplete Application of Rules

Communication is the purpose of studying a language, so it often happens that people neglect the structures of the language as far as their utterances are still acceptable.

### 5. False Concepts Hypothesized

This kind of mistake happens because the students create false concepts in their minds.

6. The students know that some verbs can be followed either by 'to-infinitive' or 'ing-form', but they do not know that they differ in meaning.

7. The students do not know that the gerund is used after a preposition. They usually use the infinitive without to after a preposition.

### 8. Structure Problem

This mistake happens because the students really do not know how to produce correct sentences using correct structures, because they really do not know the correct structures.

Some suggestions are given to overcome these problems, they are:

### 1. One new concept at a time

This means that the gerund must be taught separately

from the present participle.

2. Giving knowledge about the gerund and the present participle

The explanation about the gerund and the present participle is given through the pattern the students have known already. It is meant to make the new pattern easier to understand.

3. Giving exercises

Exercises are given both to be done at school and for homework. 'Graded Practice' is chosen as the exercises, that is from the easiest to the most difficult.

4. Giving a short story

It is given in order to avoid boredom in doing exercises, besides it is more concrete, meaningful compared with sentence to sentence exercises.

5. Comparison

The students are trained to distinguish the gerund from the present participle through exercises related to the short story.

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