THE STUDENTS' ABILITY ANALYSIS TO DISTINGUISH GERUND AND PRESENT PARTICIPLE

by CEK TURNITIN

The Students' Ability Analysis to Distinguish Gerund and Present Participle

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Abstract

This research aims to determine the student's ability to distinguish between Gerund and Present Participle. The researchers used the qualitative research method to collect the data using two instruments: a paper test and an interview. The researchers tested 26 second-semester students in the Practical English Grammar class. There are 20 numbers of questions in the tests. This research shows that students' ability is still not good or far from what is expected. This is evidenced by the results of trials where the average value of students is 64.04. The results of this test are included in the fair classification. Of 26 students, there are 6 (23%) students followed Murcia's theory, 4 (16%) students followed Solahudin's theory, 5 (19%) students did not follow one of the theories described, and 11 (42%) students followed a combination of both views (Murcia and Solahudin).

Keywords: *students, ability, Gerund, present participle*

INTRODUCTION

English grammar is a necessary component that must be learned. However, because mastering English grammar is frequently challenging, many students believe this is a problem. English grammar consists of the principles used to communicate in English, allowing speakers and listeners to understand the language clearly. The range of topics covered by English grammar includes verb tenses, question tags, gerunds, present participles, past participles, and infinitives, among other things. Using verbals, or words that appear like verbs but are used instead as nouns, adjectives, or adverbs in sentences, is one of the more confusing aspects of English grammar. Verbals contain participles, gerunds, and infinitives (Haryanti et al., 2022). Although they have the same written form as the Present Participle in Verbals, the Gerund serves different purposes. Thus, English language learners must distinguish between the two to avoid confusion when using English grammar.

The Gerund represents one of grammar's basic building blocks, and learners know how to use it. While understanding grammar is crucial to learning English, there remain many gerund errors, even though students themselves are aware of this. Students will use spoken and written English inaccurately as long as they lack knowledge of the Gerund in grammar. A gerund is a verb with a -ing form and functions as a noun (Lado, 2014). Gerund is the base verb (verb-1) ending with –ing. Gerund is used as a noun and has some functions as the subject, direct object, as an object after the preposition, and appositive (Maria et al., 2019). Ignoring the use of gerunds in grammar will lead to misunderstandings when conveying or communicating ideas, especially in writing (Irianti et al., 2022).

The Gerund, as well as the present participle, have the same form. It is generated using the base verb (verb-1) and adding the suffix "-ing." Despite having the same form, they are used for diverse purposes. Present participle acts as an adjective, adverb, and verb, while Gerund acts as the sentence's noun (Lumbanbatu: 2019. Discussing the use of Gerund and present participle becomes essential because it is the basis of building an integrative comprehension of grammar. Many Indonesian students face problems differentiating between gerund and present participle because gerund and present participle have the same form (Akib, 2018).

It is essential to initially differentiate between the -ing participle and the Gerund before discussing participles. Anyone attempting to distinguish between a sentence's subject and verb

may be perplexed by the similar aspect of a gerund and a present participle. In addition to having varied forms, the -ing participles and gerunds had many different uses. The best way to determine a gerund from a -ing participle is to remain in consideration that the gerunds act as nouns, but -ing participles function as adjectives. Therefore, a verb that can replace a noun and uses the -ing form is a gerund (Murcia, 1983). The distinction between a present participle and a gerund can be seen in their respective roles in a sentence. A present participle denotes "that/which," as in boiling water (the water is boiling), and functions as both an adjective and a verb. A gerund, on the other hand, denotes "for/to," as in a boiling bottle (a bottle of boiling water), and functions as both a noun and an adjective (Solahudin, 2014).

Murcia and Solahudin view the distinction between the Gerund and the present participle differently. Due to Murcia's statement, one approach to distinguishing between verbal and nonverbal communication is considering the vocal's role. In the words of Solahudin, one must comprehend the verbal's function and significance to identify it. The verbal can be determined using either of the two statements. The definitions of Gerund and present participle and their functions must be considered. That is why the researchers must determine if students can differentiate between a gerund and a present participle in a sentence. The problem statement is: 1) How can the students use the Gerund and Present Participle?; 2)How do students identify and distinguish gerunds and present participles in a sentence?

METHOD

One hundred twenty-one students of the English Education Study Program of STKIP PGRI Pacitan were taken as a population. Using purposive sampling, twenty-six second-semester students in the Practical English Grammar class were taken as the research sample.

The instruments used in this research were tests and interviews. The test consisted of twenty identification tests to obtain data about the student's ability to use Gerund and Present Participle. While in the interview, the researchers asked the students about the manner that the students use to identify Gerund and present participle. This dialogue will be recorded and laden in data transcription.

After giving a paper test, the data obtained is used as material to be analyzed by the researchers. To analyze the data, the researcher has several criteria: an excellent score is specified by 80-100 score achievement; a good score is expressed by 66-79 score achievement; a fair score is determined by 56-65 score achievement; a poor score is known through 40-55 score achievement; and an inferior is known through 0-39 score achievement. Student score explanation: Excellent and Good are able; Fair is a relative score; however still far from being expected. In contrast, the Poor and Inferior are unable. Students with an excellent score mean they have understood the function and form of the Gerund and Present Participle. Easy for them to tell the difference. Students with a good score show that they understand both but are not focused when identifying them, so error checking occurs. The Fair, Poor, and Inferior scores mean that students could not understand verbal, especially gerunds and present participles. That is, students are still confused about the function of the gerund and present participle. Their achievement scores are still very far from what was expected.

RESULTS AND DISCUSSIONS
Results
1. The Finding of the Data Analysis Collected through the Test

One hundred twenty-one students of the English Education Study Program of STKIP PGRI Pacitan were taken as a population. Using purposive sampling, twenty-six second-semester students in the Practical English Grammar class were taken as the research sample. The rate percentage of the student's score for the second semester of the English Education Study Program of STKIP PGRI Pacitan is shown as follows:

Table 1. The Rate Percentage of the Students' Scores Obtained through the Test

No.	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	5	19.23%
2	Good	66 - 79	7	26.92%
3	Fairly	56 - 65	6	23.08%
4	Poor	40 - 55	5	19.23%
5	Inferior	0 - 39	3	11.54%
	Total		26	100%

According to the data gained through the test, it was found that the level of students' ability was still far from being expected. The result of the data analysis proved it through the trial in which there were 3 (11.54%) out of 26 students got an inferior score, 5 (19.22%) students got a poor score, 6 (23.08%) students got a fair score, 7 (26.92%) students got a good score, and 5 (19.23%) students gained an excellent score.

Table 2. Statistic of Students' Test Results

		Name	Value
N		Valid	26
		Missing	0
Mean			64.04
Std. Error of Mean			3.453
Median			65
Std. Deviation			17.608
Variance			310.038
Skewness			-0.619
Std. Error of Skewness			0.456
Kurtosis			0.394
Std. Error of Kurtosis			0.887
Range			75
Minimum			20
Maximum			95
Sum			1665

Moreover, it was found that the mean score of the students was 64.4, which is classified relative score. It means that the ability of second-semester students of the English Education Study Program of STKIP PGRI Pacitan in Practical English Grammar class was still far from being expected, where all of the students hoped should minimum have a good score.

2. The Finding of the Data Analysis Collected through the Interview

Interview in this research was used to get data about the level of teaching implementation success. It is the last step that the researchers do to complete the study. In this interview, the researchers asked the students how they used to identify Gerund and present participle. This interview was recorded and laden with data transcription.

The researchers have theorized about the way to differentiate Gerund and present participle. The interview outcome showed the number of second-semester students of the English

Education Study Program of STKIP PGRI Pacitan in Practical English Grammar class that followed the theories. Murcia and Solahudin have different views to differentiate Gerund and present participle. Both statements can be used to identify the verbal. The result of the interview related to the theories used by the students is presented as follows:

Table 3. The Theories Used by the Students

No.	Theories	Frequency	Percentage
1	Murcia	6	23.07%
2	Solahudin	4	15.38%
3	Do not follow one of the theories that have been explained	5	19.23%
4	Combination both theories (Murcia and Solahudin)	11	42.30%
	Total	26	100%

Based on the data gained through the interview, it was found that the students followed the theories in identifying gerund and present participle. The result of the data analysis proved it through the interview in which of twenty-six students, there are six students follow the theory of Murcia, four students follow the view of Solahudin, five students do not follow one of the theories that have been explained, and eleven students follow the combination both theories (Murcia and Solahudin).

From the sum of the frequency of students who used those theories displayed in the table above, the percentage numbers of students who follow the theories can be illustrated in the diagram as follow:

The Theories Used by the Students

■ Murcia
■ Solahudin
■ Do not follow one of the theory that have been explained
■ Combination both theories (Murcia and Solahudin)
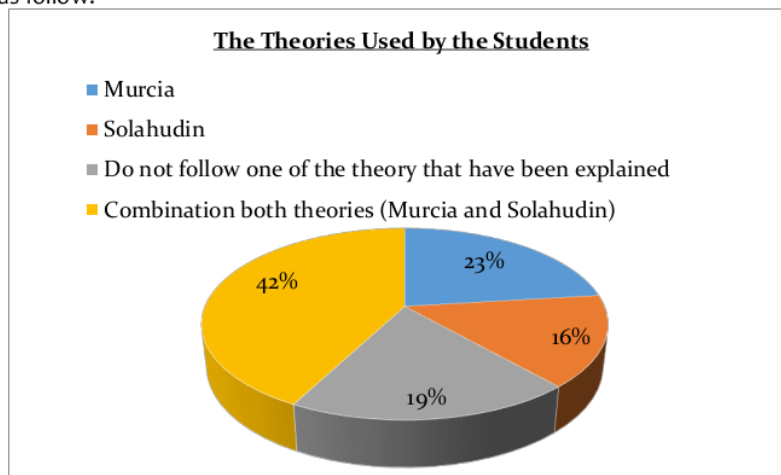
Diagram 1. The Percentage of the Students Who Follow the Theories

Based on the diagram above, it can be seen that 23% of students follow the theory of Murcia, 16% of students follow the theory of Solahudin, 19% of students do not follow one of the theories that have been explained, and 42% of students follow the combination both theories (Murcia and Solahudin).

Discussion

1. **The Finding of the Data Analysis Collected through the Test**

Based on the data gained through the test, three out of twenty-six students got an inferior score, five got a poor score, six got a fair score, seven got a good score, and five got an excellent score. The percentage numbers of students' scores were there was 11.54% out of 26 students got

an inferior score, 19.22% of students got a poor score, 23.08% of students got a fair score, 26.92% students got a good score, and 19.23% students gained an excellent score.

Additionally, it was found that the mean score of the students was 64.4, which is classified relative score. It means that the ability of second-semester students of the English Education Study Program of STKIP PGRI Pacitan in Practical English Grammar class was still far from being expected, where all of the students hoped should minimum have a good score.

2. **The Finding of the Data Analysis Collected through the Interview**

At the end of the research, the researchers gained interviews with the students. The scope of the questions is related to the theories used by the students to distinguish between Gerund and Present Participle. Four options were used: the theory of Murcia, the theory of Solahudin, does not follow one of the theories that have been explained, and the combination of both theories (Murcia and Solahudin).

Murcia's statement says that the way to differentiate verbal is to look at the function of the verbal itself. Solahudin states that the way to identify verbal is to understand the meaning and function of the verbal. Both of these statements can be used to identify verbally. Some students may follow the researchers' theory, but some may use their way.

Based on the diagram above, it can be seen that there were six (23%) students followed Murcia's theory, four (16%) students followed Solahudin's theory, five (19%) students did not follow one of the theories described and eleven (42%) of students followed a combination of the two theories (Murcia and Solahudin).

CONCLUSION

Based on the previous findings and discussion, this study produced several conclusions, namely:

1. The ability of English Education Department STKIP PGRI Pacitan students is still not good or far from what is expected. This is evidenced by the results of tests where the average value of students is 64.04. The results of this test are included in the fair classification.
2. Of twenty-six students, there are six (23%) students followed Murcia's theory, four (16%) students followed Solahudin's theory, five (19%) students did not follow one of the theories described, and eleven (42%) students followed a combination of the two theories (Murcia and Solahudin).

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