

A DESCRIPTIVE STUDY OF THE ACHIEVEMENT IN USING
GERUNDS AND INFINITIVES AFTER CERTAIN VERBS OF
THE THIRD SEMESTER STUDENTS OF ABA
BHAKTI PERTIWI JEMBER IN THE
2001/2002 ACADEMIC YEAR

THESIS



Presented as one of the requirements to obtain the S-1 Degree
at the English Education Program of the Language and Arts Department of
the Faculty of Teacher Training and Education
Jember University



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FACULTY OF TEACHER TRAINING AND EDUCATION
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JANUARY 2002

MOTTO

﴿٦﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Sesungguhnya, sesudah kesulitan itu ada kemudahan”

Verily, with every difficulty there is relief

(The Holy Qur'an: Al Sharh: 6)

DEDICATION

I extremely thank for your love, patience, sacrifice, support, silent prays and all that you have done for me, I do love you my beloved mother and father, so thanks for everything.....I can not mention it one by one.

I love you so

My beloved sister and brothers, I love you all...

I am truly grateful for your attention and love given to me

Thanks a lot for you.....all of my friends who have supported me to finish this thesis, may God bless you all

CONSULTANTS' APPROVAL

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Jember, January 2002

The Writer

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ABSTRACT

Heri Tri Haryanto, 1994, **A Descriptive Study of the Achievement in Using Gerunds and Infinitives after Certain Verbs of the Third Semester Students of ABA Bhakti Pertiwi Jember in the 2001/2002 Academic Year.**

Thesis, English Education Program, Language and Art Department, Faculty of Teacher Training and Education, Jember University.

Consultants : (1) Dra. Hj. Zakiyah Tasnim, MA
(2) Drs. I Putu Sukmaantara, MEd.

The key words : **Gerunds and Infinitives after Certain Verbs**

Grammar plays an important role in a language. There are three verbals in grammar, namely gerunds, participles, and infinitives. However, this research only discussed two of them, gerunds and infinitives after certain verbs. The objectives of this research were: (1) to describe the achievement in using gerunds after certain verbs of the third semester students of ABA Bhakti Pertiwi Jember in the 2001/2002 academic year and (2) to describe the achievement in using infinitives after certain verbs of the third semester students of ABA Bhakti Pertiwi Jember in the 2001/2002 academic year. There were three data collection methods used : test, interview and documentation. The research design was descriptive study. The respondent determination method was population with 13 students of the third semester students of ABA Bhakti Pertiwi Jember in the 2001/2002 academic year. The primary data were analyzed by using the percentage formula. The results of the data analysis were as follows: First, on the average, the students' achievement in using gerunds after certain verbs was **fair** (M = 60,38 %). This result was supported by the percentage of each category, namely good: 30.76%, fair: 28.08%, poor: 46.15%. Second, on the average, the students' achievement in using infinitives after certain verbs was **good**. (M = 73,46 %). This result was supported by the percentage of each category, namely very good: 30.76%, good: 46.16%, fair: 23.08%. It is suggested that the students study the use of gerunds and infinitives after certain verbs harder to improve their mastery of them since they often find in English texts.

I. INTRODUCTION



1.1 Background of the Research

English as an international language is used by people all over the world for a number of purposes such as politics, technology, commerce, education, and so on. Because of that reason, English is one of the compulsory subjects given to the students, especially at formal education. Consequently, it is necessary for the students to study English from the first year of Junior High Schools up to the university level. Even, nowadays English is given to the elementary school students as the local content subject since they are in the first grade.

One of the components of English is grammar. According to Huford (1994 : 87), the grammar of language is a conventional system of rules for making and putting together the expressions (e.g. sentences and phrases) that belong to the language. Furthermore, Fairbairn and Winch (1996:108) state that grammar is a set of rules to help you construct sentences that make sense and are in acceptable English. Grammar is concerned with structure. Learning structure means learning the rules to construct words, phrases, and sentences correctly. Grammar is also called structure. In the syllabus of the structure subject at ABA Bhakti Pertiwi Jember, it is stated that the objective of teaching structure is to develop the students' achievement in English grammar in order to have good abilities in the four language skills. Therefore, mastering grammar means having the key to master the English skills as a whole.

Gerunds and infinitives are also discussed in grammar. They are included in *the verbals*. Hayden et. al. (1956:143) state that the three forms called verbals are *the infinitives, the gerunds (or ing - form), and the participles*. Meanwhile, according to Nelson (1963:149), verbals are made from verbs but they are never used as verbs and they consist of the participles, gerunds, and infinitives. Like verbs, all types of complements may follow them , unlike verbs, they are used as adjectives, nouns, or

adverbs. The participles are always used as adjectives; the gerunds are always used as nouns; and the infinitives may be used as nouns, adjectives, or adverbs. Furthermore, McDougal and Littell (1985:549) state that besides the eight basic parts of speech, there are three other useful kinds of words. They are gerunds, participles, and infinitives. These forms are called *verbals* because they are formed from verbs. Even though verbals are formed from verbs, they do not function as verbs in sentences.

Gerunds and infinitives have the essential role in English. As Meade et. al. (1961: 282) state that subordinating ideas by using verbals-gerunds, infinitives, and participles- give variety and compactness to language skills, especially in speaking and writing.

Considering the importance of gerunds and infinitives in the four language skills, this research investigated the achievement in using gerunds and infinitives of the third semester students of ABA Bhakti Pertiwi Jember. However, this research only focused on describing the students' achievement in using gerunds and infinitives after certain verbs because concerning with this material, some students are still confused in recognizing certain verbs whether they are followed by gerunds or infinitives in sentences.

1.2 Problem Formulation

Based on the research background, the research problems can be formulated as follows :

- 1.2.1 How is the achievement in using gerunds after certain verbs of the third semester students of ABA Bhakti Pertiwi Jember in the 2001/2002 academic year?
- 1.2.2 How is the achievement in using infinitives after certain verbs of the third semester students of ABA Bhakti Pertiwi Jember in the 2001/2002 academic year?

1.3 Operational Definition of the Variabel

It is necessary to define the concepts of the variable operationally. It is not only used to avoid ambiguity, but also to make the same perception between the readers and the writer. In this research, the variable is the students' achievement in using gerunds and infinitives after certain verbs.

1.3.1 Students' achievement in using gerunds and infinitives after certain verbs.

In this research, the students' achievement in using gerunds and infinitives after certain verbs is the students' achievement manifested by their scores of structure test with the materials of gerunds and infinitives after certain verbs.

1.4 .The Objectives of the Research

Based on the problems above, the objectives of the research are as follows :

- 1.4.1 To describe the achievement in using gerunds after certain verbs of the third semester students of ABA Bhakti Pertiwi Jember in the 2001/2002 academic year.
- 1.4.2 To describe the achievement in using infinitives after certain verbs of the third semester students of ABA Bhakti Pertiwi Jember in the 2001/2002 academic year.

1.5 The Significances of the Research

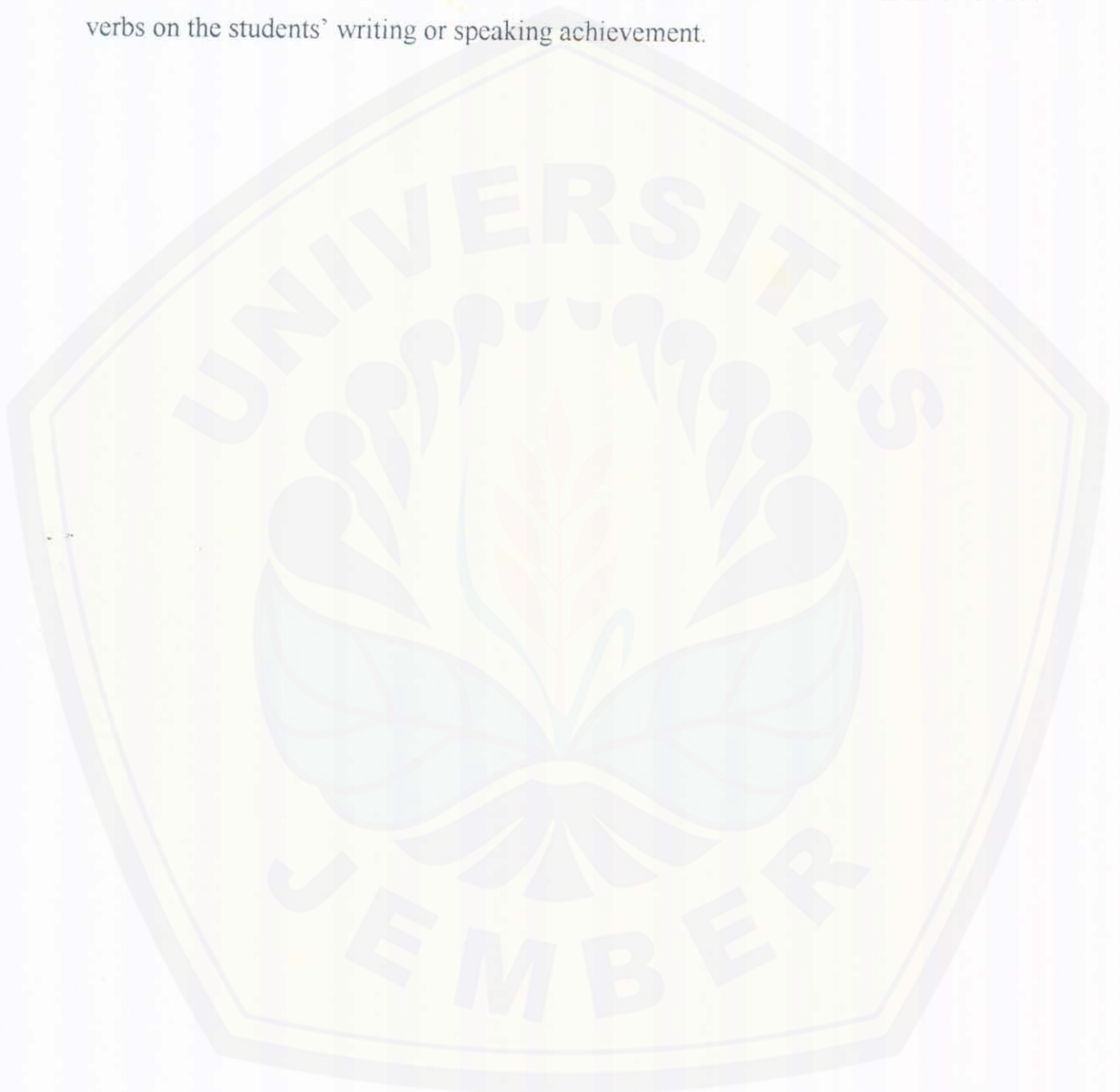
It is greatly hoped that the results of this research will be useful for the lecturer of structure at ABA Bhakti Pertiwi Jember and other researchers.

1.5.1 The lecturer of structure at ABA Bhakti Pertiwi Jember

The results of the research are hopefully useful for the lecturer of structure at ABA Bhakti Pertiwi Jember as an input to know the students' achievement in using gerunds and infinitives after certain verbs.

1.5.2 Other Researchers

The results of this research will be useful for other researchers as an input to conduct a further research dealing with similar problems, through an experimental research on the effect of intensive exercises of gerunds and infinitives after certain verbs on the students' writing or speaking achievement.





II. REVIEW OF RELATED LITERATURE

It is necessary to clarify the verbals in general. McDougal and Little (1985: 549) state that in addition to the eight basic parts of speech, there are other useful words. Because they are formed from verbs, these words are called verbals. Even though verbals are formed from verbs, they do not function as verbs in sentences. The three verbals are gerunds, participles, and infinitives. According to Nelson (1963: 149) gerunds and infinitives are used as nouns while participles are used as adjectives.

Since this research only focuses on gerunds and infinitives after certain verbs. Gerunds and infinitives will be explained in detail.

2.1. Gerunds

A gerund is a verbal that ends in -ing and functions only as a noun. Although it performs the same function as a noun, a gerund has some of the properties of a verb. It expresses an action or condition (Brown, 1984: 102). For examples:

- a. *Running* is a good exercise.
- b. We enjoyed her *dancing* very much
- c. My favourite pastime is *camping*.
- d. We will begin the service by *saying* special prayer.

2.2. The Functions of Gerunds

As stated above, a gerund is the -ing form of a verb having the same function as a noun. Therefore, it can be used in the same way of a noun. Burton (1984: 127) states that the functions of gerunds are as subjects, as direct objects, object of prepositions, and as complements. Each function is explained as follows:

1. The Gerund as Subject.

-His *running* away was a mistake.

Here, 'running' is a gerund. It is used as the subject of the sentence. In this sentence, the complete subject is *his running away* and the complete predicate is *was a mistake*.

2. The Gerund as Direct Object

-The children enjoyed *feeding* the bears.

'feeding the bears' is the direct object of the transitive verbs 'enjoyed'.

3. The Gerund as Object of Preposition.

-He makes his living by *grinding* scissors.

-He was congratulated on *having* new job.

'grinding scissors' and 'having new job' are gerunds, they are the object of preposition *by* and *on*.

4. The Gerund as Complement.

-Ali's hobby was *singing* slow rock song.

'singing slow rock song' is the gerund phrase functions as complement.

2.3. Gerunds after Certain Verbs

According to Thomson and Martinet (1986: 227), gerunds can be used after certain verbs. Furthermore, Werner (1990:300) states that gerunds may follow certain verbs and function as objects of verbs. In addition, there are some verbs can be followed by gerunds. In fact, not all verbs, however, can be followed by gerunds. Some verbs can be followed by either gerunds or infinitives.

Accordingly, the verbs may be divided into three groups. Those are as follows:

2.3.1. Verbs Always Followed by Gerunds

They are as follows:

- | | | |
|---------------|-------------|-------------|
| 1. Admit | 5. Avoid | 9. Deny |
| 2. Advise | 6. Complete | 10. Discuss |
| 3. Anticipate | 7. Consider | 11. Enjoy |
| 4. Appreciate | 8. Delay | 12. Finish |

- | | | |
|----------------|---------------|----------------|
| 13. Forget | 19. Postpone | 25. Resist |
| 14. Can't help | 20. Practise | 26. Risk |
| 15. Keep | 21. Quit | 27. Resent |
| 16. Mention | 22. Recall | 28. Suggest |
| 17. Mind | 23. Recollect | 29. Tolerate |
| 18. Miss | 24. Recommend | 30. Understand |

(Azar, 1989: 168; Werner, 1990:300; Soemarto and Suharjito, 1994:117)

Examples:

- We enjoyed visiting them.
- Would you mind helping me with this?
- She denied committing the crime.
- I miss being with my family.
- Merry keeps hoping he will come.

2.3.2. Verbs Followed by Either Infinitives or Gerunds with no Difference in Meaning.

They are as follows:

- | | | |
|-------------|-----------|----------------|
| 1. Begin | 4. Like | 7. Hate |
| 2. Start | 5. Love | 8. Can't stand |
| 3. Continue | 6. Prefer | 9. Can't bear |

(Azar, 1989: 162; Werner, 1990:317; Soemarto and Suharjito, 1994:120)

Examples:

- The baby began crying or The baby began to cry.
- It has started raining or It has started to rain.
- I like getting up early or I like to get up early.
- I hate washing dishes or I hate to wash dishes.
- She can't stand being alone or She can't stand to be alone.

2.3.3. Verbs Followed by Either Infinitives or Gerunds With a Difference in Meaning.

They are as follows:

1. Remember

-Remember + infinitive = remember to perform responsibility, duty, or task, as in ‘

Judy always remember to lock the door’.

-Remember + gerund = remember (recall) something that happened in the past, as in ‘

I remember seeing the Alps for the first time. The sight was impressive’.

2. Forget

-Forget + infinitive = forget to perform responsibility, duty, or task, as in ‘John often forgets to lock the door’.

-Forget + gerund = forget something that happened in the past, as in ‘I’ll never forget seeing the Alps for the first time’.

3. Regret

-Regret + infinitive = regret to say, tell, or inform someone of some bad news as in ‘I regret to tell you that you failed the test.’

-Regret + gerund = regret something that happened in the past as in ‘I regret lending him some money. He never paid me back.’

4. Try

-Try + infinitive = make an effort, as in ‘I am trying to learn English’.

-Try + gerund = experiment with a new or different approach to see if it works, as in ‘The room was hot. I tried opening the window, but it didn’t help. So, I tried turning on the fan, but it was still hot. Finally, I turned on the air conditioner’.

5. Stop

-Stop + infinitive = stop an activity to do the other one, as in ‘He stopped to work after talking for an hour’. (He talked for an hour; then he stopped in order to work).

-Stop+ gerund = stop the activities, as in ‘He stopped working when we came’.

(He was working but he stopped when we came)

(Azar, 1989: 162; Werner, 1990:318; Soemarto and Suharjito, 1994:120)

2.4. Infinitives

There are three kinds of verbals: gerunds, infinitives, and participles. Even though verbals are formed from verbs, they do not function as verbs in sentences and begin with 'to': *to see*, *to wait*, *to run*, and so on. The infinitives, like gerunds, functions as nouns. So, the same as nouns, pronouns, and gerunds, infinitives may be used as subjects, objects, or complements. For examples:

- a. *To speed* on a busy street is dangerous.
- b. I hope *to become* a lawyer.
- c. Her dreams is *to become* an actress.

2.5. The Functions of Infinitives

As stated above, the infinitive is functioned as a noun in a sentence. Therefore, it can be used in the same way as a noun. Burton (1984: 126) states that functions of infinitives are as subjects, as direct objects, and as complements.

Each function is explained as follows:

1. The Infinitive as Subject

-*To see* you was a great pleasure.

However, the more common construction in Modern English is the anticipatory *it* construction. Therefore, the sentence above will be: 'It was a great pleasure to see you.'

2. The Infinitive as Direct Object

-We decided *to go* hiking.

'to go hiking' is infinitive phrase; it is the object of verb 'decided'.

3. The Infinitive as Complement

-His dream is *to become* a doctor.

'to become a doctor' is an infinitive phrase which functions as a complement.

2.6. Infinitives after Certain Verbs.

Infinitives can be used after certain verbs that functions as object of verbs (Thomson, 1986:209). There are a number of verbs that are followed directly by infinitives and verbs that are followed by (pro) nouns + infinitives.

2.6.1. Verbs Followed Directly by Infinitives

They are as follows:

- | | | |
|-------------|--------------|---------------|
| 1. Afford | 13. Expect | 25. Promise |
| 2. Agree | 14. Fail | 26. Refuse |
| 3. Appear | 15. Hesitate | 27. Seem |
| 4. Arrange | 16. Hope | 28. Struggle |
| 5. Ask | 17. Learn | 29. Swear |
| 6. Beg | 18. Manage | 30. Threaten |
| 7. Care | 19. Mean | 31. Volunteer |
| 8. Claim | 20. Need | 32. Wait |
| 9. Consent | 21. Offer | 33. Want |
| 10. Decide | 22. Plan | 34. Wish |
| 11. Demand | 23. Prepare | |
| 12. Deserve | 24. Pretend | |

(Azar, 1989: 168; Werner, 1990: 306; Soemarto and Suharjito, 1994: 118)

Examples:

- I have decided to leave on Monday.
- She wants to tell you something.
- He begged to come with us.
- We are planning to have party.
- Jack promises not to be late.

2.6.2. Verbs Followed by (Pro) Nouns + Infinitives

They are as follows:

- | | | |
|--------------|--------------|--------------|
| 1. Advise | 10. Expect | 19. Persuade |
| 2. Allow | 11. Forbid | 20. Remind |
| 3. Ask | 12. Force | 21. Require |
| 4. Beg | 13. Hire | 22. Teach |
| 5. Cause | 14. Instruct | 23. Tell |
| 6. Challenge | 15. Invite | 24. Urge |
| 7. Convince | 16. Need | 25. Want |
| 8. Dare | 17. Order | 26. Warn |
| 9. Encourage | 18. Permit | |

(Azar, 1989: 169; Werner, 1990:307; Soemarto and Suharjo, 1994:119)

Examples:

- Harry invited me to come to his party.
- She reminded him to lock the door.
- They forced her to tell the truth.
- She allowed me to use her car.
- I asked John to help me.

2.7. The Essential Role of Gerunds and Infinitives in English

Gerunds and infinitives are kinds of verbals which are parts of grammar. The verbal is divided into three parts. They are gerunds, infinitives, and participles. All of them are used in English as subordinating ideas. As Meade et.al. (1961:282) state that subordinating ideas by using verbals-gerunds, infinitives, and participles-give variety and compactness to language skills, especially speaking and writing.

Based on the explanation above, gerunds and infinitives, are parts of verbals which are used for subordinating ideas. They are essential in language skills. Since studying language absolutely needs to study its rule, the sequence of words the learner produces will be meaningful and understandable. To know the grammar also

means to know how to use language appropriately. Veit (1986: 96) states that mastering grammar enables the learner to understand the words he is now reading as well as to speak and to write words and sentences of his own.





III. RESEARCH METHODS

This chapter presents research methods used in this research. It covers the research design, the area determination method, the respondent determination method, the data collection methods, and the data analysis method.

3.1 Research Design

Arikunto (1993 : 41) states that a research design is a design of a research made by a researcher as the guideline to carry out the research. Meanwhile, Suryabrata (1983:20) explains that a descriptive research means a research that only gives descriptions about certain situation, neither to find any relationship nor to test hypothesis. In addition, Arikunto (1998: 245) states that a descriptive research does not test the hypothesis, but only describe what is being seen, faced, observed, and known. Based on the research problems and the ideas above, this research belonged to a descriptive research. It was not intended to test a hypothesis, but to describe the students' achievement in using gerunds and infinitives after certain verbs.

3.2. Area Determination Method

According to Arikunto (1998 :127), purposive method is conducted based on a certain purpose dealing with the technical cases, such as time and fund. Moreover, Ali (1993: 57) states that a purposive method must be based on the previous knowledge about the population and the researcher must not be doubtful or vague about the information. It means that the purposive method is used to determine the research area under consideration that the characteristics of certain area have been known well.

Related to the objective of this research, purposive method was used to determine the research area. ABA Bhakti Pertiwi Jember was chosen to conduct the research because it has run the academic subject dealing with the structure subject including gerunds and infinitives after certain verbs.

3.3. Respondent Determination Method

Arikunto (1993 : 102) states that the respondent is the person who gives some responses or answers to the researcher's questions either orally or in the written form. Further, she states that the population research can be carried out if the number of subjects is less than 100. On the other hand, if the number of the subjects is more than 100 , the sampling research can be conducted and the samples taken can be 10 % - 15% or 20% - 25% or more of the population.

This research was the population research because the number of the research subjects was less than 100 students. In this research, the respondents were 13 students.

3.4. Data Collection Methods

There were two kinds of data in this research, primary and supporting data. The primary data were collected by using structure test, while the supporting data were collected by using interview and documentation.

3.4.1. Test

According to Arikunto (1989 : 62) test is a set of questions or exercises or other instruments used to measure the skill, aptitude, knowledge, and intelligence.

There are two kinds of scoring system. They are subjective test and objective test. Hughes (1994: 19) states that if no judgment is required on the part of the scorer, the scoring is objective. If judgment is called for, the scoring is said to be subjective. Considering the idea above, the test in this research used objective test because it had only one key of each item, so that no judgment is required on the part of the scorer. Furthermore, the test used in this research is teacher made test in order to be easier to arrange in case of fulfilling of the whole indicator in this research. The test was in the form of completion items. The respondents were asked to fill in the blanks with gerunds or infinitives. In this research the test was used to get the primary data about

the students' scores of structure test with the material of gerunds and infinitives after certain verbs.

The number of the test items was 40 with equal distribution of each indicator. The test items covered the following components: gerunds after certain verbs (20 items) and infinitives after certain verbs (20 items). Dealing with the scoring, each correct answer was scored 5. Thus, the total score of the items of each indicator was 100.

Based on the purpose of giving a test, Hughes (1994:29) divides into four types. They are proficiency test, achievement test, diagnostic test and placement test. The applied test in this research was an achievement test since the test was used to know how successful the students achieve the objective of the structure class with the material of gerunds and infinitives after certain verbs.

This research used content validity for constructing the test items. The test was said to have content validity if it contained proper samples of the things that were to be measured (Hughes, 1994:22). This test measured the students' achievement in using gerunds and infinitives after certain verbs. Therefore, the test items covered the components of gerunds and infinitives after certain verbs used in this research. In addition, the structure test with the materials of gerunds and infinitives after certain verbs used in this research was constructed based on the syllabus of the structure subject of ABA Bhakti Pertiwi Jember.

A valid test must be reliable because it provides consistently accurate measurement. Hughes (1994:42) states that a valid test must be reliable; however, a reliable test may not be valid at all. A test is said to be reliable if it has likely the same result when it is given at another time (Hughes, 1994:29). Therefore, there must be two sets of score comparison.

In this research, to know the reliability coefficient of the test, the split-half method was used. Before the test was given to the respondents, it was tried out once to other students who were not respondents. The students who tried out were fourteen students of English Education Program, The Muhammadiyah University of Jember.

The try-out test was conducted on December 3rd 2001. The try out was to know whether the test was reliable or not, it could be tested to the respondents or not, whether the time was enough or not and the respondents understood the instruction or not, and to know the discrimination index and the difficulty index of the test items.

Based on the results of the try-out test, the test item could be tested to the respondents and they had enough time to do the test. They also understood the test instruction. Furthermore, the reliability coefficient of the test was 0.92. The result showed that the test was reliable. This index number belonged to high reliability coefficient (Lado, 1961, in Hughes, 1994:32). Meanwhile, the index difficulty of the test items simply showed how easy or difficult the particular items provided in the test. It was expressed as the fraction or percentage of the students who answer the items correctly (Heaton, 1991:170).

It was calculated by using the formula:

$$FV = \frac{R}{N}$$

Notes:

FV : the index of difficulty (facility value)

R : the number of correct answers

N : the number of students taking test
(Heaton, 1991:178)

More clearly each category has its own criteria described as follows:

0.00 – 0.30 : difficult category

0.31 – 0.70 : sufficient category

0.71 – 1.00 : easy category

(Sudjana, 1990: 137)

The index of difficulty of the test items in this research was in sufficient category, so it did not need to revise the test items. The results of the try out could be seen on Appendix 6, 7, and 8.

3.4.2. Interview Method

The use of interview is to get the information related to the research's problems to complete the primary data.

According to Arikunto (1998:145), interview is a conversation between the interviewer and interviewee with a certain purpose. Furthermore, she says that there are three kinds of interview, namely:

- a. Unstructured interview, the interviewer carries out the interview with no systematic plan of questions.
- b. Structured interview, the interviewer carries out the interview using a set of questions arranged in advance.
- c. Semi structured interview, the interviewer uses a set of questions and the questions are developed in gaining further specific information.

In this research, the structured interview was used to get the supporting data dealing with the technique used in teaching the structure subject that include the material of gerunds and infinitives after certain verbs and the compulsory book used in teaching the structure subject. The interview was conducted with the lecturer who taught the structure subject.

3.4.3 Documentation Method

Documentation method was used to get the data from written things, such as books, magazines, documents, newspapers, regulations, diaries etc. (Arikunto, 1998: 149). In this research, documentation was used to get the supporting data about the syllabus of the structure subject and the respondents' names.

3.5 Data Analysis Method

The collected primary data in the form of the students' scores of the structure test with the materials of gerunds and infinitives after certain verbs were analyzed quantitatively in the percentage by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes :

- E : the percentage of the students' achievement of each indicator
 n : the students' obtained scores of the test items of each indicator.
 N : the total scores of the test items of each indicator.

(Adapted from Ali, 1993 :186)

Then, the results were interpreted descriptively by using the Scoring Criterion that can be seen on the following table:

Table 1. The Scoring Criterion According to Peraturan Akademik ABA Bhakti Pertiwi Jember 2001/2002

Score Interval	Mark	Category
80-100	A	Very Good
68-79	B	Good
56-67	C	Fair
45-55	D	Poor
0-44	E	Very Poor

(Petunjuk Penilaian ABA Bhakti Pertiwi Jember 2001/2002)



IV. RESEARCH RESULTS AND DISCUSSION

The results of this research deal with primary data and the supporting data. The primary data were taken from test, while the supporting data were taken from interview and documentation methods. In addition, discussion was presented in this chapter.

4.1 Primary Data

The primary data of this research were collected by using the structure test with the materials of gerunds and infinitives after certain verbs. The test was conducted on December 7th 2001. The test was given to the respondents (13 students) of the third semester students of ABA Bhakti Pertiwi Jember in the 2001/2002 academic year.

The number of the test items was 40 items with equal distribution of each indicator. The test items covered the following components: gerunds after certain verbs (20 items) and infinitives after certain verbs (20 items). The specification of the test items of each indicator can be seen in the following table:

Table 2: Specification of Test Items of Each Indicator

INDICATORS	ITEM NUMBERS	TOTAL
a. Gerunds after certain Verbs	1, 3, 5, 8, 9, 10, 14, 16, 17, 20, 21, 24, 26, 27, 30, 32, 34, 36, 38, 40	20
b. Infinitives after certain verbs	2, 4, 6, 7, 11, 12, 13, 15, 18, 19, 22, 23, 25, 28, 29, 31, 33, 35, 37, 39	20
TOTAL	40	40

Dealing with the scoring, each point was scored 5. Thus, the total score of the test items of each indicator was 100. The results of the test were calculated by using the percentage formula as explained in the Chapter 3 (Data Analysis Method).

The results of the calculation are presented in the following table :

Table 3: The Results of Score Calculation

NR	Gerunds After Certain Verbs				Infinitives After Certain Verbs			
	Students Correct Answer	n	N	E	Students Correct Answer	n	N	E
1.	15	75	100	75%	18	90	100	90%
2.	14	70	100	70%	16	80	100	80%
3.	9	45	100	45%	13	65	100	65%
4.	13	65	100	65%	17	85	100	85%
5.	15	75	100	75%	16	80	100	80%
6.	13	65	100	65%	15	75	100	75%
7.	14	70	100	70%	14	70	100	70%
8.	11	55	100	55%	13	65	100	65%
9.	11	55	100	55%	14	70	100	70%
10.	10	50	100	50%	14	70	100	70%
11.	13	65	100	65%	15	75	100	75%
12.	10	50	100	50%	12	60	100	60%
13.	9	45	100	45%	14	70	100	70
Σ	157	785	1300	-	191	955	1300	-

Notes :

NR : The number of the respondents

n : The students' obtained scores

N : The total score of test items

E : The percentage of the students' scores

Based on the results of score calculations in Table 3, there were two main points that could be informed. Those points were as follows.

4.1.1 The Students' Achievement in Using Gerunds after Certain Verbs

From the results of score calculations, it was found as follows:

1. There were 4 students or 30.77% who were classified **good** as they got the scores between 68-79.
2. There were 3 students or 23.08% who were classified **fair** as they got the scores between 56-67.
3. There were 6 students or 46.15% who were classified **poor** as they got the scores between 45-55.

In detail, the students' achievement in using gerunds after certain verbs are shown in the following table:

Table 4: The Students' Achievement in Using Gerunds after Certain Verbs

CLASSIFICATION OF SCORE LEVEL	RANGE	FREQUENCY	%	RANK
Very Good	80-100	-	-	-
Good	68-79	4	30.77	II
Fair	56-67	3	23.08	III
Poor	45-55	6	46.15	I
Very Poor	0-44	-	-	-
Σ	-	13	100	-

Further, based on the results of score calculation in Table 3, the students' mean score in using gerunds after certain verbs was as follows:

$$\text{Mean} = \frac{\sum n}{NR} = \frac{785}{13} = 60.38$$

Notes:

Σ n : the total score obtained by the students

NR : the number of the respondents

It means that classically the students' achievement in using gerunds after certain verbs was **fair**.

4.1.2 The Students' Achievement in Using Infinitives after Certain Verbs

From the results of score calculation in Table 3, it was found that:

1. There were 4 students or 30.77% who were classified **very good** as they got the scores between 80-100.
2. There were 6 students or 46.16% who were classified **good** as they got the scores between 68-79.
3. There were 3 students or 23.08% who were classified **fair** as they got the scores between 56-67.

In detail, the students' achievement in using infinitives after certain verbs were shown in the following table:

Table 5: The Students' Achievement in Using Infinitives after Certain Verbs

CLASSIFICATION OF SCORE LEVEL	RANGE	FREQUENCY	%	RANK
Very Good	80-100	4	30.77	II
Good	68-79	6	46.16	I
Fair	56-67	3	23.08	III
Poor	45-55	-	-	I
Very Poor	0-44	-	-	-
Σ	-	13	100	-

Furthermore, based on the results of score calculation in Table 3, the students' mean score in using infinitives after certain verbs was as follows:

$$\text{Mean} = \frac{\sum n}{NR} = \frac{955}{13} = 73.46$$

Notes:

Σn : the total score obtained by the students

NR : the number of the respondents

It means that classically the students' achievement in using infinitives after certain verbs was **good**.

4.2 Supporting Data

They were two kinds of methods to get supporting data of the research, namely interview and documentation.

4.2.1 The Result of Interview

The interview in this research was conducted with the lecturer of the structure subject to get the supporting data about the teaching of structure, mainly gerunds and infinitives after certain verbs. It was conducted on December 6th, 2001. According to the lecturer of the structure subject, the materials about gerunds and infinitives after certain verbs were taught at the second semester. In conducting the teaching of the structure, the lecturer gave a lot of exercises dealing with the materials. These exercises given to the students were taken from "Understanding and Using English Grammar" by Betty Schrampher Azar. Besides that, the materials were given in the form of lecturing and discussion.

4.2.1 The Result of Documentation

The documentary study was taken on December 6th, 2001. The needed documents were the list of the respondents' names and the syllabus of the structure subject. The third semester students were taken as respondents of this research. The number of the students was 13 students. The names of the respondents could be seen on Appendix 9, while the detail information of the syllabus of the structure subject could be seen on Appendix 13.

4.3 Discussion

Based on the results of the data analysis, it was found that on the average, the students' achievement in using gerund after certain verbs is **fair** (60.38%). The detailed information about the results are as follows: good for 4 students (30.76%), fair for 3 students (23.08%) and poor for 6 students (46.15%). Meanwhile, on the average, the students' achievement in using infinitives after certain verbs is **good** (73.46%). In detail, the students' scores in using infinitive after certain verbs were categorized as very good for 4 students (30.76%), good for 6 students (46.16%) and fair for 3 students (23.08%). Those results might be because of some factors influenced during the data were taken. Those factors are as follows.

They almost have forgotten the materials about the use of gerunds after certain verbs because they have got these materials in last semester (the second semester) when the data were gathered. In addition, the emphasis of these materials is on the memorizing of certain verbs that can be followed by gerunds or infinitives. This can happen because at that time, when the materials were taught they did not really understand and memorize the materials. Then, after the materials were given, they finished using them and did not try to use them in such a way the materials might be used.

They still remember most of certain verbs followed by infinitives, although these materials have been taught in last semester (the second semester). This can happen because their understanding about the materials was good. It also can happen because they use and find them more often in any other subjects or materials, so that they get used to them.

That is why they need to practice a lot of exercises and need to learn the materials by using them in oral or written practice, so it will be easy to them to memorize the use of gerunds and infinitives after certain verbs because the emphasis of these materials are memorizing certain verbs whether they are followed by gerunds or infinitives .



V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the data analysis, it could be concluded as follows:

1. On the average, the students' achievement in using gerunds after certain verbs was **fair** (60,38%).
2. On the average, the students' achievement in using infinitives after certain verbs was **good** (73,46%).

5.2 Suggestion

Based on the results of this research, some suggestions are given to the lecturer of structure at ABA Bhakti Pertiwi Jember, and other researchers.

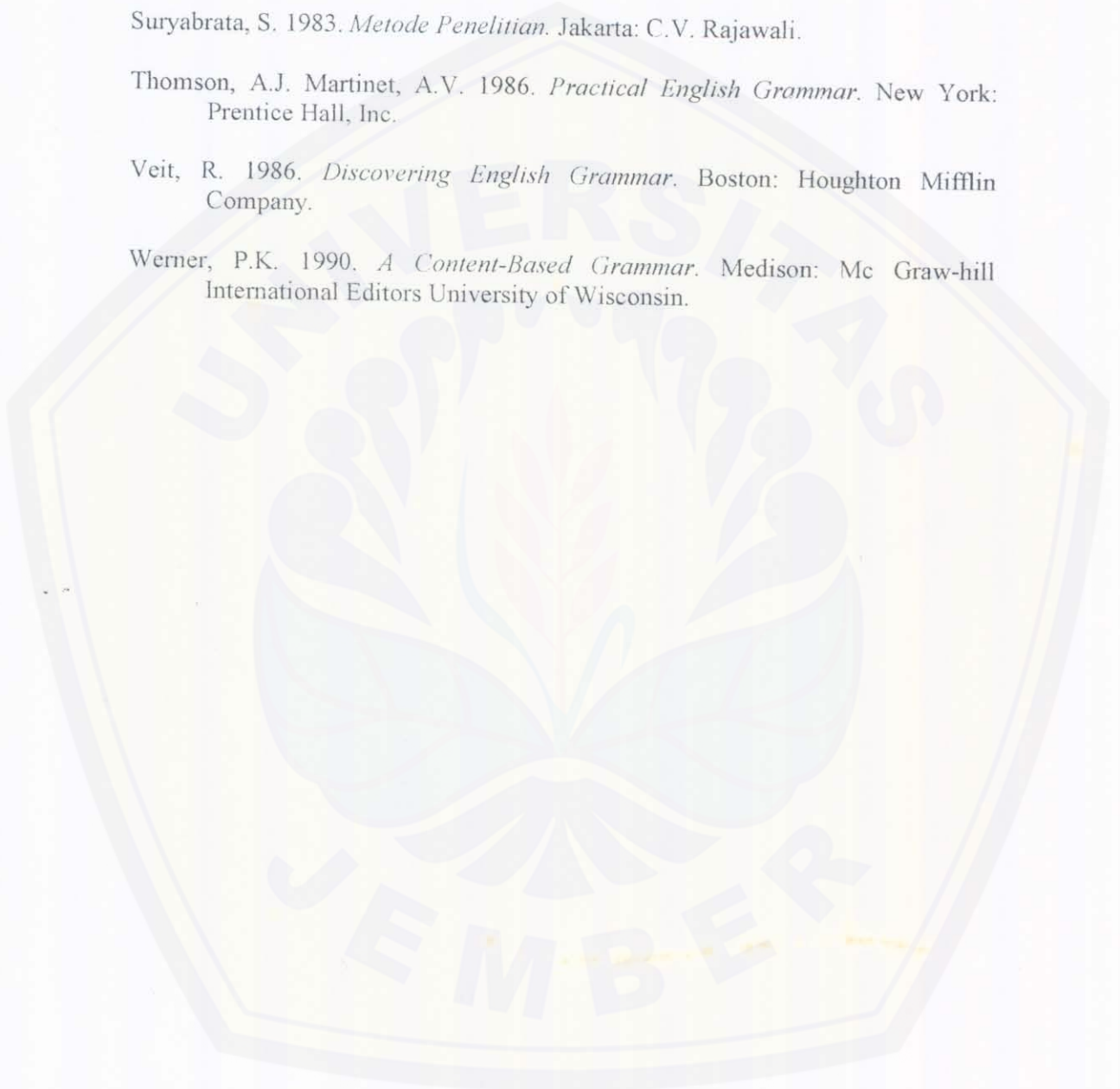
For the lecturer of structure, she should give the more appropriate technique in teaching this material, for example by giving a lot of exercises so that the students can master the use of gerunds and infinitives. Besides that, she should include the material already given to the students in the following teaching learning process to make the students more capable and not to forget the materials about gerunds and infinitives after certain verb, because the emphasis of these materials are memorizing certain verbs whether they are followed by gerunds or infinitives.

For other reseachers, the results of the research can be used as a reference to conduct a further research dealing with similar problems, through an experimental research on the effect of intensive exercises of gerunds and infinitives after certain verbs on the students' writing achievement.

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Appendix 1

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS
A Descriptive Study of the Achievement in Using Gerunds and Infinitives after Certain Verbs of The Third Semester Students of ABA Bhakti Pertiwi Jember in the 2001/2002 Academic Year	<ul style="list-style-type: none"> How is the achievement in using gerunds after certain verbs of the third semester Students of ABA Bhakti Pertiwi Jember in the 2001/2002 academic year? How is the achievement in using infinitives after certain verbs of the third semester Students of ABA Bhakti Pertiwi Jember in the 2001/2002 academic year? 	<ul style="list-style-type: none"> The students' achievement in using gerunds and infinitives after certain verbs. 	<ul style="list-style-type: none"> The students' scores of test about gerunds after certain verbs The students' scores of test about infinitives after certain verbs 	<ul style="list-style-type: none"> Respondents The third semester students of ABA Bhakti Pertiwi Jember in the 2001/2002 academic year Informant The lecturer of structure Documents 	<ul style="list-style-type: none"> Research design Descriptive research Area determination Purposive method Respondent determination Population Data collection methods Primary data : <ol style="list-style-type: none"> Test Supporting data : <ul style="list-style-type: none"> Interview Documents Data analysis method $E = \frac{n}{N} \times 100 \%$

Notes :
 E = the percentage of the students' achievement of each indicator.
 n = the students' obtained scores of the test items of each indicator.
 N = the total score of the test items of each indicator .

(adapted from Ali, 1993:186)

Supporting Data Instruments**Interview Guide**

No	Supporting Data Taken	Data Resources
1	What kind of technique do you use in teaching the structure subject?	The Lecturer of Structure
2	What is the compulsory book used in teaching the structure subject?	The Lecturer of Structure

Documentation Guide

No	Supporting Data Taken	Data Resources
1	The names of the respondents	Document
2	The syllabus of structure subject	Document

The Structure Test

Time : 30 minutes

Name :

NIM :

Complete the sentences with gerunds or infinitives from the verbs in parentheses.

- ① I finished (study)..... at midnight last night.
- ② Jack hopes (arrive)..... on Monday but he is not quite sure.
- ③ I suspected at Edward, but he did not admit (steal)..... my money
- ④ Susan plans (have)..... a party on her birthday.
- ⑤ It's a bit hot here. Would you mind (open)the window?
- ⑥ Tono suddenly had headache in the classroom, so the teacher permitted him (leave).....early.
- ⑦ I thought Jim was broke but he appeared (have) a lot of money.
- ⑧ I enjoy (get) up early in the morning.
- ⑨ John hasn't heard from Tessy in a long time. However, he keeps (hope).....that he will get a letter from her in the future.
- ⑩ I had been employed for three years at the company when I quit (work) there as a secretary ⑪ because my boss refused (raise) my salary.
- ⑫ Bill is not very good at English, so his roommate offers (help)..... him.
- ⑬ Our boss did not allow the secretary (leave)the office,
⑭ because she had postponed (type)..... a very important business letter.
- ⑮ His doctor had persuaded him (stop) smoking, but he couldn't do it.
- ⑯ My skin can't tolerate (be)..... in the sun all day long. I get sunburned easily.

- (17) When the manager arrived this morning, the employees avoided (talk)..... to each other and (18) pretended (work)..... .
- (19) Our teacher agreed (postpone)the test until Friday.
- (20) I suggested (go)to a movie (21) but my girlfriend couldn't resist (go)..... to the beach.
- (22) How do you expect (pass).....your courses if you don't study ?
- (23) Adi and Fitri have just got married and decided (live)in Jakarta.
- (24) The club members discussed (postpone)the next meeting until March.
- (25) She is sure that she will manage (make) new friends in her new school.
- (26) I consider (finish) my homework (27) and delay (go).....to a movie.
- (28) Fred Washington claims (be)..... a descendant of George Washington.
- (29) They swear (tell).....the truth (30) and deny (commit)..... the crime.
- (31) Ted doesn't have a lot of money, so he can't afford (buy)..... a new car.
- (32) The athletes practice (throw)the ball (33) and promise (win)..... the game, (34) so they anticipate (make)..... the mistakes.
- (35) Alex broke the antique vase. I 'm sure he didn't mean (do)it.
- (36) I appreciate (know)..... your decision, (37) but I remind you (remember)..... your duty.
- (38) He risks (lose) his money, (39) so he struggles (win)the game.
- (40) Thanks God ! I finally completed (write)..... my business letter.
-

THE ANSWER KEY

1.	<i>studying</i>	21.	<i>going</i>
2.	to arrive	22.	to pass
3.	<i>stealing</i>	23.	to live
4.	to have	24.	<i>postponing</i>
5.	<i>opening</i>	25.	to make
6.	to leave	26.	<i>finishing</i>
7.	to have	27.	<i>going</i>
8.	<i>getting</i>	28.	to be
9.	<i>hoping</i>	29.	to tell
10.	<i>working</i>	30.	<i>committing</i>
11.	to raise	31.	to buy
12.	to help	32.	<i>throwing</i>
13.	to leave	33.	to win
14.	<i>typing</i>	34.	<i>making</i>
15.	to stop	35.	to do
16.	<i>being</i>	36.	<i>knowing</i>
17.	<i>talking</i>	37.	to remember
18.	to work	38.	<i>losing</i>
19.	to postpone	39.	to win
20.	<i>going</i>	40.	<i>writing</i>

The Structure Test

Time : 30 minutes

Name : AULIA KIKI WULANDARI
NIM : 2015533

G = 15
I = 18

Complete the sentences with gerunds or infinitives from the verbs in parentheses.

- 1 I finished (study) studying at midnight last night.
- 2 Jack hopes (arrive) to arrive on Monday but he is not quite sure.
- 3 I suspected at Edward, but he did not admit (steal) stealing my money
- 4 Susan plans (have) to have a party on her birthday.
- 5 It's a bit hot here. Would you mind (open) opening the window?
- 6 Tono suddenly had headache in the classroom, so the teacher permitted him (leave) to leave early.
- 7 I thought Jim was broke but he appeared (have) to have a lot of money.
- 8 I enjoy (get) to get up early in the morning.
- 9 John hasn't heard from Tessy in a long time. However, he keeps (hope) to hope that he will get a letter from her in the future.
- 10 I had been employed for three years at the company when I quit (work) to work there as a secretary 11 because my boss refused (raise) to raise my salary.
- 12 Bill is not very good at English, so his roommate offers (help) to help him.
- 13 Our boss did not allow the secretary (leave) to leave the office,
- 14 because she had postponed (type) to type a very important business letter.
- 15 His doctor had persuaded him (stop) to stop smoking, but he couldn't do it.
- 16 My skin can't tolerate (be) to be in the sun all day long. I get sunburned easily.

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- ①7 When the manager arrived this morning, the employees avoided (talk) *talk* to each other and ①8 pretended (work) *to work*
- ①9 Our teacher agreed (postpone) *to postpone* the test until Friday.
- ②0 I suggested (go) *going* to a movie ②1 but my girlfriend couldn't resist (go) *going* to the beach.
- ②2 How do you expect (pass) *to pass* your courses if you don't study?
- ②3 Adi and Fitri have just got married and decided (live) *to live* in Jakarta.
- ②4 The club members discussed (postpone) *postponing* the next meeting until March.
- ②5 She is sure that she will manage (make) *making* new friends in her new school.
- ②6 I consider (finish) *finishing* my homework ②7 and delay (go) *going* to a movie.
- ②8 Fred Washington claims (be) *being* a descendant of George Washington.
- ②9 They swear (tell) *to tell* the truth ③0 and deny (commit) *committing* the crime.
- ③1 Ted doesn't have a lot of money, so he can't afford (buy) *to buy* a new car.
- ③2 The athletes practice (throw) *throwing* the ball ③3 and promise (win) *to win* the game, ③4 so they anticipate (make) *making* the mistakes.
- ③5 Alex broke the antique vase. I'm sure he didn't mean (do) *to do* it.
- ③6 I appreciate (know) *knowing* your decision, ③7 but I remind you (remember) *to remember* your duty.
- ③8 He risks (lose) *losing* his money, ③9 so he struggles (win) *to win* the game.
- ④0 Thanks God! I finally completed (write) *writing* my business letter.
-

ANALYSIS OF TEST RELIABILITY

NO	NAME	TEST ITEMS																																												
		ODD																		EVEN																										
		1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	TOTAL	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	TOTAL			
1	Eva Walidab	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	
2	Ibnu Rosyid	0	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	
3	Syariful Anam	1	0	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	14	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	1	0	1	0	1	12	
4	Rini Pujiastuti	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	
5	Abdurahim	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	0	11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	
6	Khamal Sehan	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	12	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	
7	Udiono R	1	0	1	1	0	1	0	1	1	0	1	1	0	1	1	0	0	1	1	1	11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	
8	Diana Wita	5	4	6	4	5	4	5	4	5	4	6	4	4	4	5	6	5	4	5	4	93	5	6	5	4	5	4	5	4	4	5	4	4	5	4	4	5	4	4	4	5	4	4	4	89
9	Aji Wismoko	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9
10	Linawati	0	0	0	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	9	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9	
11	Siti Khusnul K	1	1	0	1	0	1	1	0	1	1	0	1	0	0	0	1	0	0	1	0	9	0	0	0	0	1	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	8	
12	Titin Hana W	0	0	1	0	0	0	1	0	0	1	0	1	0	1	1	1	0	1	1	0	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	
13	Farrida Ulfa	1	0	0	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	6	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
14	Rita Yuliana	0	0	0	1	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	0	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	
	LOWER HALF	3	3	3	4	3	4	2	4	3	3	3	3	3	3	3	3	4	1	59	4	3	4	4	2	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	54		
		8	7	9	7	9	6	9	8	7	9	7	7	7	7	7	5	8	9	9	5	152	9	9	9	9	6	9	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	143	



RELIABILITY COEFFICIENT ESTIMATION

X \ Y	4 - 6	7 - 9	10-12	13-15	16-18	f	x'	f x'	fx' ²	x'y'
16-18					1	1	2	2	4	4
13-15			1	1		2	1	2	2	1
10-12		2	4			6	0	0	0	0
7-9	1	2				3	-1	-3	3	4
4-6	1	1				2	-2	-4	8	6
f	2	5	5	1	1	14		∑	∑	∑
y'	-2	-1	0	1	2			-3	17	15
f y'	-4	-5	0	1	2	∑	-6			
fy' ²	8	5	0	1	4	∑	18			
x'y'	6	4	0	1	4	∑	15			

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left\{ \sum fx'^2 - \frac{(\sum fx')^2}{N} \right\} \left\{ \sum y'^2 - \frac{(\sum fy')^2}{N} \right\}}}$$

$$r_{xy} = \frac{15 - \frac{(-3)(-6)}{14}}{\sqrt{\left\{ 17 - \frac{(-3)^2}{14} \right\} \left\{ 18 - \frac{(-6)^2}{14} \right\}}}$$

$$r_{xy} = \frac{15 - 1,28}{\sqrt{\{17 - 0,64\}\{18 - 2,57\}}}$$

$$r_{xy} = \frac{13,72}{\sqrt{\{16,36\}\{15,43\}}} \quad r_{xy} = \frac{13,72}{\sqrt{252,43}} \quad r_{xy} = \frac{13,72}{15,88} \quad r_{xy} = 0,86$$

$$r = \frac{2(r_{xy})}{1 + r_{xy}} \quad r = \frac{2(0,86)}{1 + 0,86} \quad r = \frac{1,72}{1,86} = 0,92$$

The reliability coefficient of the test was 0,92. This index number belonged to high reliability coefficient (Lado, 1961, in Hughes, 1994:32)

FACILITY VALUE OF TEST ITEMS

NO	U	L	U+L	FV	NO	U	L	U+L	FV
1	5	3	8	0,57	21	4	3	7	0,50
2	5	4	9	0,64	22	5	3	8	0,57
3	4	3	7	0,50	23	6	3	9	0,64
4	6	3	9	0,64	24	4	2	6	0,43
5	6	3	9	0,64	25	4	3	7	0,50
6	5	4	9	0,64	26	4	2	6	0,43
7	4	3	7	0,50	27	4	3	7	0,50
8	5	4	9	0,64	28	4	2	6	0,43
9	5	4	9	0,64	29	4	3	7	0,50
10	4	2	6	0,43	30	5	4	9	0,64
11	4	3	7	0,50	31	4	1	5	0,36
12	5	3	8	0,57	32	4	2	6	0,43
13	5	4	9	0,64	33	5	3	8	0,57
14	4	2	6	0,43	34	4	2	6	0,43
15	4	2	6	0,43	35	6	3	9	0,64
16	4	2	6	0,43	36	4	2	6	0,43
17	5	4	9	0,64	37	5	4	9	0,64
18	4	2	6	0,43	38	4	2	6	0,43
19	5	3	8	0,57	39	4	1	5	0,36
20	5	4	9	0,64	40	4	2	6	0,43

Note :

U = Upper Half

L = Lower Half

FV = Facility Value $(U+L) : n$

n = Total of Respondents



No.	Identification Number	Names
1.	2015533	Aulia Kiki Wulandari
2.	2015534	Ayudyah Norma W. N.
3.	2015535	Basit Adenan
4.	2015537	Dimi Anggraeni
5.	2015538	Dyah Martinigrum
6.	2015539	Falentina Tiu
7.	2015540	Handoko Susilo
8.	2015541	Ika Rusdiana L.
9.	2015545	Riska Fitriya Y.
10.	2015546	Samsul Bahri
11.	2015547	Yuliatin
12.	2015548	Yohanes Hendra D.
13.	2015549	Eko Fajar F. A.

THE LIST OF THE NAMES OF RESPONDENTS



SURAT KETERANGAN
No.013/E.2/FKIP/UM-IV/2001

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Jember menerangkan dengan sebenarnya bahwa :

Nama : Heri Tri Haryanto
NIM : 0402107305
Jurusan/Program : PBS / Pend. bahasa Inggris

Telah mengadakan pengambilan data dengan memberikan Test Try Out kepada mahasiswa semester III, Program Pendidikan Bahasa Inggris guna memenuhi persyaratan skripsi pada tanggal 3 Desember 2001.

Demikian surat keterangan ini dibuat, dan diberikan kepada yang bersangkutan untuk diketahui dan dipergunakan sebagaimana mestinya.

Jember, 11 Januari 2002
Dekan,

Drs. MASHURI MSI
NIP : 131 409 083





Atas perkenan dan perhatiannya kami mengucapkan terima kasih
berkenan dan sekaligus kami mohon bantuan informasinya
Schubungan dengan hal tersebut diatas kami mohon hormat saudara
Pada lembaga yang saudara pimpin.

PERTIWI JEMBER IN THE 2001 / 2002 ACADEMIC YEAR.
THIRD SEMESTER OF FOREIGN LANGUAGE ACADEMY BHAKTI
A. DESCRIPTIVE STUDY OF THE STUDENTS' ABILITY IN USING
GRONDS AND INFINITIVES AFTER CERTAIN VERBS AT THE

melaksanakan penelitian dengan judul :
Berkenan dengan penyusunan studinya, maka mahasiswa tersebut bermaksud
Program/Jurusan : Pend. Bhs. Inggris/ PBS
Nim : 9402107305
Nama : Heri Pri Haryanto

meningkatkan bahwa Mahasiswa yang tersebut dibawah ini :
Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember

Kepada : Yth. Sdr. Direktur
Perihal : Ijin Penelitian
Lampiran :
Nomor : 2071/225.1.5/PL5/2001

14 AUG 2001





SURAT KETERANGAN

Nomor: 368/ABA.BP/Q/XII/2001

Direktur Akademi Bahasa Asing Bhakti Pertawi Jember menerangkan dengan sebenarnya bahwa mahasiswa tersebut di bawah ini:

Nama : Heri Tri Haryanto
NIM : 9402107305

Jurusan/Prog. : Pendidikan Bahasa dan Seni/Pendidikan Bahasa Inggris

telah mengadakan penelitian dengan judul skripsi: *A DESCRIPTIVE STUDY ON THE ACHIEVEMENT OF USING GERUNDS AND INFINITIVES AFTER CERTAIN VERBS OF THE THIRD SEMESTER STUDENTS OF ABA BHAKTI PERTIWI JEMBER IN THE 2001/2002 ACADEMIC YEAR* pada tanggal 6 - 7 Desember 2001.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Jember, 11 Desember 2001

Direktur,


DR. Suarto, M.A.
NIP. 130 516 473



A. TUJUAN

Strucuture I sampai dengan IV ditujukan untuk memberikan pengetahuan, pengertian dan pemahaman serta penggunaan tata bahasa Inggris yang baik dan benar terutama yang erat hubungannya dengan keterampilan berbahasa kepada pembelajar. Mata kuliah ini bertujuan untuk mengembangkan kemampuan tata bahasa Inggris siswa agar dapat memperoleh keempat aspek bahasa. Mata kuliah ini diberikan secara berurutan. Strucuture I merupakan prasyarat untuk mengikuti Strucuture II telah diberikan sebelumnya, dan seterusnya. Setiap semester disajikan dalam 2 SKS. Mata pelajaran diberikan dalam bentuk diskusi, latihan-latihan, baik secara lisan maupun tertulis untuk pengembangan kemampuan komunikatif siswa.

B. MATERI

I. STRUCUTURE I

1. Simple Present, Present Continuous, Simple Past, Past Continuous, Simple Future and Future Continuous Tense;
2. Agreement Between Subject and Predicate (Grammatical Concord, Notional Concord, Proximity Concord);
3. Modal Auxiliary Verb;
4. Elliptical Sentences;
5. Preposition (phrasal verb) and Conjunction;
6. Comparative and Superlative Degree of Comparison;
7. Wh--Question and Relative Clauses.

II. STRUCUTURE II

1. Perfect Tenses and Perfect Continuous Tenses (Present, Past, and Future);
2. Reported Speech;
3. Gerund;
4. Conditional and Wish;
5. Conjunctions;
6. Passive Voice;
7. So - that, such - that, must have, might have, etc.

III. STRUCUTURE III

1. Nouns;
2. Pronouns;
3. Verbs (function and content);
4. Concord of Verbs, Nouns, Pronouns;
5. Compound Word (noun, verb, adjective, adverb).

IV. STRUCUTURE IV

1. Adjectives;
2. Articles;
3. Adverbs;
4. Participles (Present and Past Participle);
5. Type of Sentences

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : HERI TRI HARYANTO
 NIM/Angkatan : 9402107305 / 1994
 Jurusan/Program Studi : PBS / Pend. Bhs. Inggris
 Judul Skripsi : A DESCRIPTIVE STUDY OF THE ACHIEVEMENT IN USING GERUNDS AND INFINITIVES AFTER CERTAIN VERBS OF THE THIRD SEMESTER STUDENTS OF ABA BHAKTI PERLIWI JEMBER IN THE 2001 / 2002 ACADEMIC YEAR
 Pembimbing I : Dra. Hj. ZAKIYAH TASNIM, MA
 Pembimbing II : -

KEGIATAN KONSULTASI

No	Har/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Selasa, 4-9-2001	Research Matrix	<input checked="" type="checkbox"/>
2.	Kamis, 20-9-2001	Chapter I	<input checked="" type="checkbox"/>
3.	Senin, 1-10-2001	Chapter II	<input checked="" type="checkbox"/>
4.	Rabu, 17-10-2001	Chapter III + Test Instrument	<input checked="" type="checkbox"/>
5.	Senin, 26-11-2001	Chapter I, II, III	<input checked="" type="checkbox"/>
6.	Senin, 21-1-2002	Chapter IV, V	<input checked="" type="checkbox"/>
7.	Sabtu, 26-1-2002	Chapter I, II, III, IV, V	<input checked="" type="checkbox"/>
8.			
9.			
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14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Rabu, 5-9-2001	Research Matrix	<i>[Signature]</i>
2.	Tum, at, 21-9-2001	Chapter I	<i>[Signature]</i>
3.	Rabu, 3-10-2001	Chapter II	<i>[Signature]</i>
4.	Sabtu, 19-10-2001	Chapter III + Test Instrument	<i>[Signature]</i>
5.	Selasa, 27-11-2001	Chapter I, II, III	<i>[Signature]</i>
6.	Senin, 21-1-2002	Chapter IV, V	<i>[Signature]</i>
7.	Sabtu, 26-1-2002	Chapter I, II, III, IV, V	<i>[Signature]</i>
8.			
9.			
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11.			
12.			
13.			
14.			
15.			

KEGIATAN KONSULTASI

Nama : HERRI TRI HARYANTO
 NIM/Angkatan : 9402107305 / 1994
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 Judul Skripsi : A DESCRIPTIVE STUDY OF THE ACHIEVEMENT IN USING GERUNDS AND INFINITIVES AFTER CERTAIN VERBS OF THE THIRD SEMESTER STUDENTS OF ABA BHAKTI PERTIWI JEMBER IN THE 2001 / 2002 ACADEMIC YEAR
 Pembimbing I :
 Pembimbing II : Drs. I Putu Sukmanegara, M. Ed

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

DEPARTEMEN PENDIDIKAN NASIONAL
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 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

