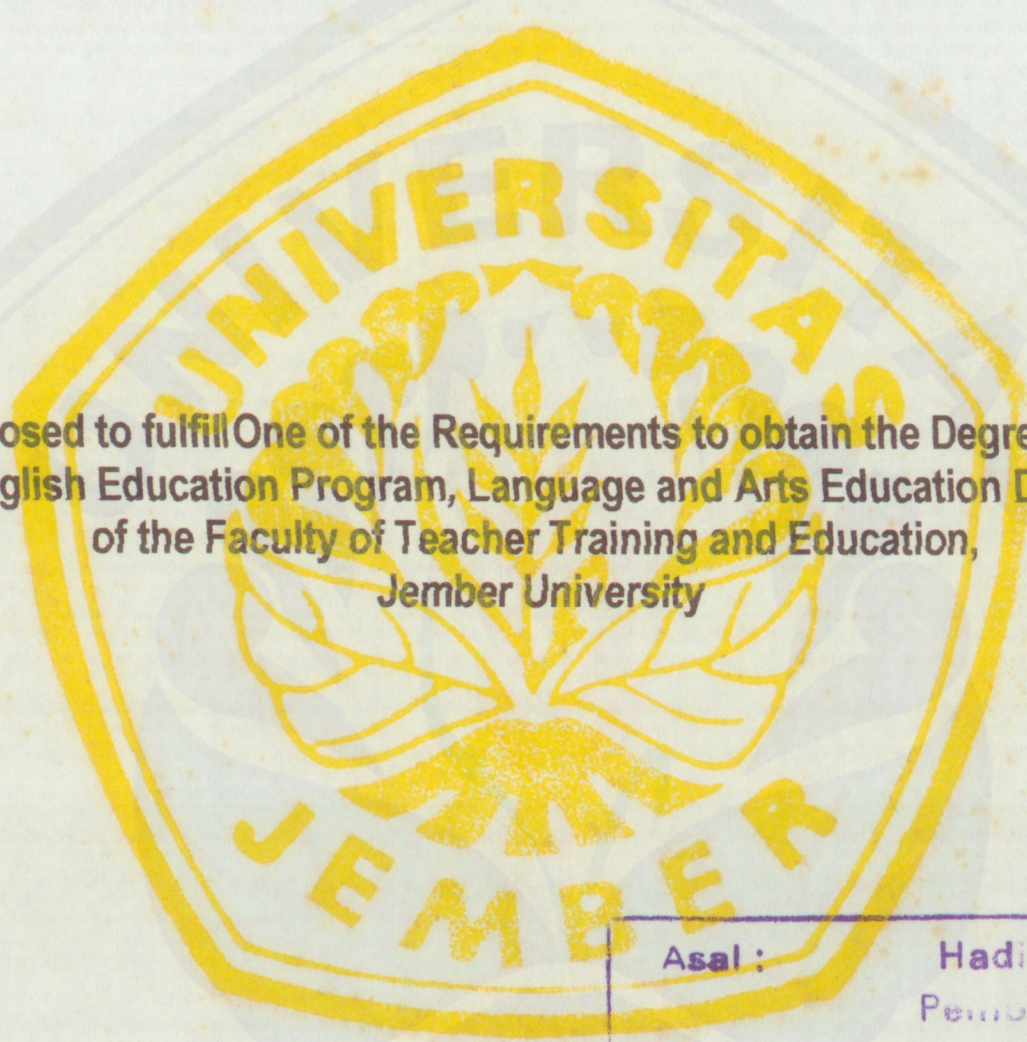




**A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENTS' ABILITY
IN USING GERUNDS AND TO INFINITIVES IN THE SENTENCES
AT SMAN 2 TANGGUL JEMBER
IN THE 2004/2005 ACADEMIC YEAR**

THESIS

Proposed to fulfill One of the Requirements to obtain the Degree of S1
at the English Education Program, Language and Arts Education Department,
of the Faculty of Teacher Training and Education,
Jember University



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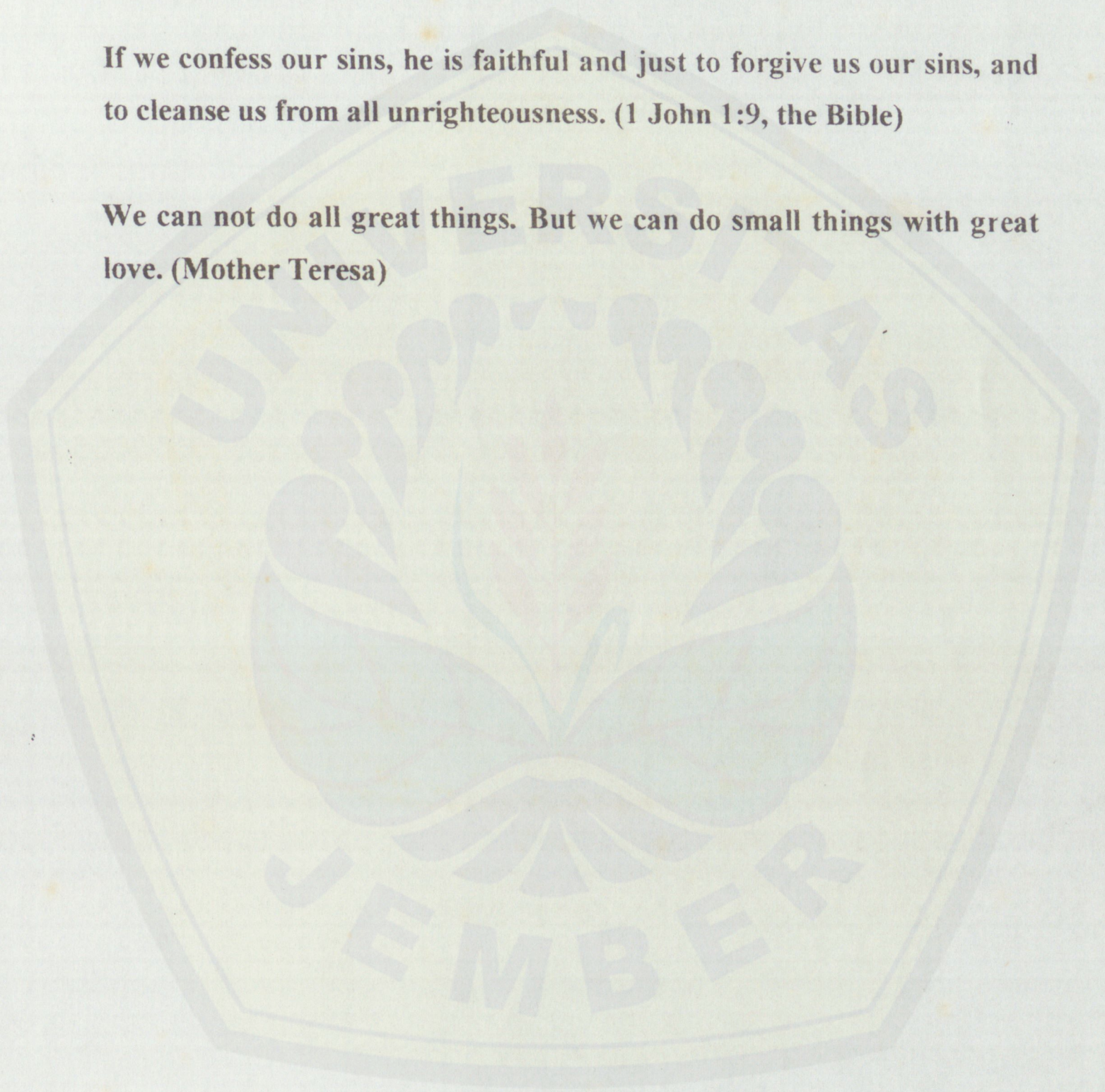
**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2005**

MOTTOS

Judge not, and ye shall not be judged: condemn not, and ye shall not be condemned: forgive, and ye shall be forgiven. (Luke 6:37, the Bible)

If we confess our sins, he is faithful and just to forgive us our sins, and to cleanse us from all unrighteousness. (1 John 1:9, the Bible)

We can not do all great things. But we can do small things with great love. (Mother Teresa)



DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, Yustinus Sutikno and my beloved mother, Vincensia Triyaningtyas, who always love, pray, and support me in any occasions. There are insufficient words to describe your affection and sacrifice.
2. Lora Olivia, who always supports me. Thanks for your support that makes me stronger to face any difficulties.
3. My best brothers, Wayan, Andik, Ugik, Rudy, Amir, Bagus, Luthfie, Nayif, Andis, Untung, Heru, Ridho, and Fauzan, thank you so much for the elation we spent together.
4. All of my best friends in the 2000 level, thank you for our friendship.
5. My almamater

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First of all, I would like to express my deepest gratitude to God the Almighty who always gives me a lot of blessings so that I can finish my thesis.

In this opportunity, I would like to express my deepest appreciation and sincerest thanks to the following people:

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3. The Chaiperson of the Language and Arts Education Department and the Chaiperson of the English Education Program.
4. The Headmaster, the English teachers and the second year students of SMAN 2 Tanggul Jember.

Finally, I realize that this thesis is still far from being perfect. However, I expect it will provide some advantages to the readers. Therefore, any suggestions and criticism will be appreciated to improve this thesis.

Jember, August 2005

The Writer

CONSULTANT APPROVAL

**A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENTS'
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AT SMAN 2 TANGGUL JEMBER
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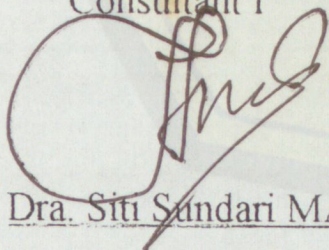
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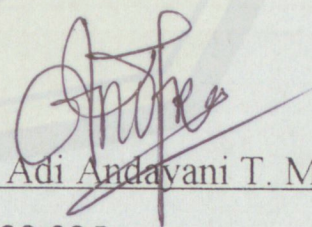
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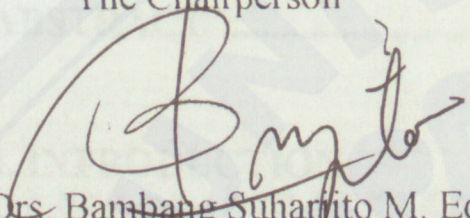
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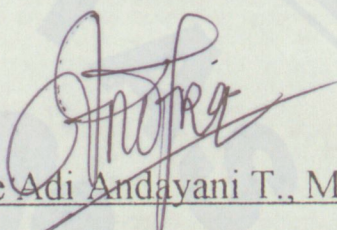
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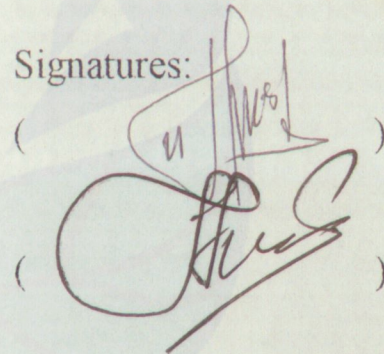
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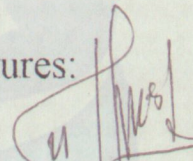
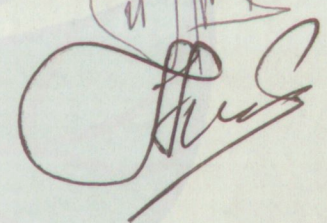
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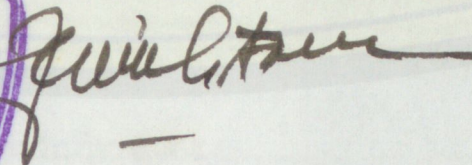


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ABSTRACT

Fransiscus Deny Christiawan, August. 2005, A descriptive Study of the Second Year Students' Ability in Using Gerunds and To Infinitives in the Sentences at SMAN 2 Tanggul Jember in the 2004/2005 Academic Year.

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

The Consultants: I. Dra. Siti Sundari, M.A.

II. Dra Made Adi Andayani T., M. Ed.

The Key Words: Students' Ability, Gerunds and To Infinitives.

The research objectives were to describe the second year students' ability in using gerunds in the sentences at SMAN 2 Tanggul Jember in the 2004/2005 academic year and to describe the second year students' ability in using to infinitives in the sentences at SMAN 2 Tanggul Jember in the 2004/2005 academic year. In determining the number of the respondents, the proportional random sampling was applied. The number of the respondents was 42 students (15% of the population), taken proportionally from 293 students that were divided into seven classes. To collect the data, interview, documentation and test were used. The objective test in the form of completion was used to collect the primary data dealing with the students' ability in using gerunds and to infinitives in the sentences in the form of scores. Interview and documentation were used to obtain the supporting data. The collected primary data were analyzed quantitatively by using the percentage formula. After the data were analyzed, it was found that the second year students' ability in using gerunds in the sentences was as follows: there were 5 students or 11.9% who got excellent score category, there were 7 students or 16.6% who got good score category, there were 17 students or 40.4% who got fair score category, and there were 13 students or 30.9% who got poor score category. The second year students' ability in using to infinitives in the sentences was as follows: there were 8 students or 19.04% who got excellent score category, there were 10 students or 23.8% who got good score category, there were 19 students or 45.2% who got fair score category, and there were 5 students or 11.9% who got poor score category. Based on the results above, it is suggested to the students to have a lot of exercises either in oral or written practice, so that they can remember the use of gerunds and to infinitives in the sentences.

I. INTRODUCTION

1.1 Background of the Study

English is a language that is widely spoken by most countries in the world. As a means of communication, English has an important role. It plays in many aspects of human life, such as in economics, politics, education, technology, and many others. English also has a function as a key to get information. Information itself is the most important thing to enlarge the knowledge. In Indonesia, English becomes a foreign language that is important to learn. Therefore, English is taught to the students from elementary level to university level.

Grammar is one of the components of English. According to Swan (1995: xxiii), grammar is the rules that say how words are combined, arranged and changed to show different meanings. Harman (1950:11) states that grammar is the study of words and their functions. In its narrower sense, it may deal only with the forms and the uses of words. Since grammar is a science, it must describe and analyze the basic facts of speech, and explain and interpret the laws governing the behavior of language. According to Ur (1999:4), grammar is the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. Furthermore, Fairbairn and Winch (1996:108), state that grammar is a set of rules to help you to construct sentences that make sense and acceptable English. It is concerned with structure. Learning structure means learning the rules to construct words, phrases and sentences correctly.

Grammar is very significant to learn in order to make students able to communicate in English. Ur (1998:55) states that the learning of grammar should be seen in the long term as one of the means of acquiring a thorough mastery of the language as a whole. It means that in learning the language, students should also learn grammar. Therefore, it is clear that grammar has an immense role in language, as a means to learn the four English skills (reading, speaking, listening and writing) and it helps students to gain good communication in English.

Gerunds and to infinitives are verbals that deals with grammar. 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. Hayden et. al. (1956:143) state that the three forms called verbals are the infinitives, the gerunds (or -ing form), and the participle. In this case, Harman (1950:309) states that a gerund is a word derived from a verb and performs the function as a noun. In short, a gerund is one kind of verbal noun. It can have a subject and take an object or be followed by any of the complements which complete finite verbs and it can be modified by adverbs. Veit (1986:217) states that grammatical forms such as infinitives that are derived from verbs by a transformational rule are called verbals. Besides to infinitives, two other types of verbals are gerunds and participles.

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. Based on this idea, it can be concluded that gerunds and to infinitives have the essential role in English. Considering the essential role of gerunds and to infinitives in English, it is important for the students to master them. However, this research only focuses on describing the second year students' ability in using gerunds and to infinitives in the sentences at SMAN 2 Tanggul Jember, because many students are still confused with certain verbs whether they are followed by gerunds or to infinitives in the sentences. The English teacher of the second year students at SMAN 2 Tanggul Jember has informed that gerunds and to infinitives have been taught to the students, but they still have problems in applying them in answering some questions dealing with gerunds and to infinitives.

Based on the descriptions above, this research was conducted to describe the second year students' ability in using gerunds and to infinitives in the sentences at SMAN 2 Tanggul, Jember in the 2004/2005 academic year.

1.2 The Problems of the Study

Based on the background above, the problems of this study were formulated as follows:

1. How is the second year students' ability in using gerunds in the sentences at SMAN 2 Tanggul Jember in the 2004/2005 academic year?
2. How is the second year students' ability in using to infinitives in the sentences at SMAN 2 Tanggul Jember in the 2004/2005 academic year?

1.3 The Operational Definitions of the Terms

An operational definition will provide a guideline to understand the concepts of this research. The function of the operational definition is to make the same perspective between the writer and the readers about the terms used in the research. The terms that are necessary to be defined operationally are *The Second year students' ability in using gerunds and to infinitives in the sentences*.

1.3.1 The Second Year Students' Ability in Using Gerunds and to Infinitives in the Sentences.

In this research, the second year students' ability in using gerunds and to infinitives in the sentences is the second year students' ability manifested by their scores of structure test with the materials of gerunds and to infinitives in the sentences.

1. Gerunds are verbs that are formed by adding *-ing* that have the function as nouns, so they can be used in the same way of nouns.
2. To Infinitives are the verb forms which express the meaning of the verbs, and which may function as nouns.

1.4 The Objectives of the Study

Based on the background of the study, the objectives of the study were as follows:

1. To describe the second year students' ability in using gerunds in the sentences at SMAN 2 Tanggul Jember in the 2004/2005 academic year.
2. To describe the second year students' ability in using to infinitives in the sentences at SMAN 2 Tanggul Jember in the 2004/2005 academic year.

1.5. The Significance of the Study

The research results are expected to give significance to the following people:

a. The English teacher:

The results of this research are expected as feedback for the English teacher to know their students' ability in using gerunds and to infinitives in the sentences, then they can be used as information to improve the quality of the teaching of structure, especially gerunds and to infinitives.

b. The students:

The results of the test given to the respondents are useful for the students as information to know their ability in using gerunds and to infinitives in the sentences. Thus, they will be motivated to increase their structure mastery, especially the uses of gerunds and to infinitives in the sentences.

c. Other researchers:

The results of this research are useful for other researchers as a reference or an input to conduct a further research dealing with the similar problem, by using another design, such as an experimental research or a classroom action research to develop the students' mastery of gerunds and to infinitives by using an appropriate teaching technique.

II. REVIEW ON RELATED LITERATURE

2.1. Gerunds

Gerunds are the *-ing* form of an English verb when used as a noun (Hornby et. al., 1974:359). Furthermore, Walker et. al. (1989:115) state that a gerund behaves like a noun, where a gerund can be used, a noun can also be used. For examples (the words in italic are gerunds):

1. *Smoking* is bad for us.
2. We finish *eating* dinner.
3. Check the passport before *leaving*.
4. My favorite sport is *climbing*.

2.2. The Functions of Gerunds

As stated above, a gerund is the *-ing* form of a verb which has the same function like a noun, so it can be used in the same way of a noun. Harman (1950; 309) states that the gerund can be used in the sentence in any construction in which a noun can be used, therefore, it may be the subject of a sentence, the direct object of a verb, the object of a preposition, and as a complement.

The functions of gerunds in sentences are as follows:

1. Gerund as the subject of a sentence

Reading was a pleasure we all enjoyed

(*Reading* is a gerund. It is used as the subject of a sentence)

2. The gerund as the direct object of a verb

We enjoy *playing* basketball

(*Playing* is used as the object of the verb *enjoy*)

3. The gerund as the object of a preposition

I'm interested in *learning* more about your work

(*Learning* is gerund. It is used as the object of the preposition *in*)

4. The gerund as a complement

John's hobby is *watching TV program*

(*Watching* TV program is a gerund phrase. It has a function as a complement)

2.3. Common Verbs Followed by Gerunds

Gerunds may follow certain verbs. According to Thomson and Martinet (1986: 230), some verbs may be followed by gerunds. However, not all verbs can be followed by gerunds. Some verbs can be followed by either gerunds or to infinitives.

Verbs that may be followed by gerunds are as follows:

recommend	suggest	tolerate	understand	resist	risk
miss	postpone	practice	resent	recall	recollect
finish	delay	can't help	quit	mention	appreciate
consider	advise	deny	keep	dislike	enjoy
admit	mind	anticipate	discuss	avoid	complete

(Azar, 1989:168)

Examples:

1. She *suggested going* to movie.
2. I *couldn't resist eating* the dessert.
3. I *finish studying* English.
4. I *dislike driving* long distance.
5. He *delayed leaving* for school.

2.4. To Infinitives

To infinitives are verb form that expresses the verbal notion (Eagle and Hawkins, 1975:430). The infinitive form of the verb may be used as a noun, an adjective, or an adverb. The word *to* usually precedes the infinitive. Therefore, *to* is called *the sign of the infinitive* (Meade et. al. 1961:293). Thomson and Martinet (1995:212) state that the full infinitive consists of two words, *to + verb*, but sometimes after certain verbs and expressions, we usually use the form *without to*

or *bare infinitive*. However, this research only focuses on *to infinitives* used as nouns. The *to infinitive* just like a gerund, it has the function as a noun. So, the same as a noun, a pronoun, and a gerund, *to infinitive* may be used as a subject, an object, or a complement. For examples:

1. *To save* money now seems impossible. (Subject)
2. We agree *to buy* a car. (Object)
3. This report proves *to be false* (Complement)

2.5 The Functions of To Infinitives

The functions of *to infinitives* as a noun are as a subject, as a direct object, and as a complement. The uses of the functions of *to infinitive* in sentences are as follows:

1. *To infinitive* as a subject:

To learn English is easy

(*To learn* is *to infinitive*. *To learn English* is *to infinitive phrase*, its function as the subject of the sentence)

2. *To infinitive* as a direct object:

They forgot *to tell* me about the exam.

(*To tell* is *to infinitive*. In the sentence, *to tell me* is *to infinitive phrase*, it has a function as the object of a verb *forgot*)

3. *To infinitive* as a complement:

My mother asked me *to clean* the bath room.

(*To clean* is *to infinitive*. It has the function as a complement)

2.6 Common Verbs Followed by To Infinitives

There are some verbs that are followed immediately by *to infinitive* and some verbs that are followed by a (pro) noun + *to infinitives*.

2.6.1 Verbs that are followed by To Infinitives are as follows:

wish	want	wait	volunteer	threaten	swear	struggle	seem
need	mean	refuse	promise	pretend	prepare	plan	offer
expect	deserve	manage	learn	hope	hesitate	care	fail
ask	arrange	demand	decide	consent	claim	agree	beg
appear	afford						

(Azar, 1989:168)

For instances:

1. She *wishes* to come with us.
2. We *prepared* to welcome them.
3. They *offered* to help us.
4. She *managed* to finish her work early.
5. He *learned* to play the piano.

2.6.2 Verbs Followed by a (Pro) Noun + To Infinitives are as follows:

warn	want	urge	tell	teach	require	remind
order	need	invite	instruct	hire	force	forbid
encourage	dare	convince	challenge	cause	beg	ask
advise	allow	expect	persuade	permit		

(Azar, 1989:169)

For instances:

1. I *want you* to be happy.
2. My brother *taught me* to swim.
3. I *expect you* to be on time.
4. They *begged us* to come.
5. I *persuaded him* to come for a visit.

2.7 Verbs that may be followed by Gerunds or To Infinitives with no difference in meaning are as follows:

begin	like	hate	can't stand	love
continue	prefer	start	can't bear	

(Azar, 1989: 162)

Examples:

1. It began *to rain*, or we can say, It began *raining*.
2. I started *to work*, or we can say, I started *working*.
3. He continued *to write*, or we can say, He continued *writing*.
4. We like *to dance*, or we can say, We like *dancing*.
5. She loves *to swim*, or we can say, She loves *swimming*.

2.8 Verbs that can be followed by Gerunds or To Infinitives with a difference in meaning are as follows:

remember	forget	stop
regret	try	

(Azar, 1989:162)

Examples:

1. Regret

- a. Regret + gerund = regret something that happened in the past

Example: I *regret talking* to her. She is too talkative.

- b. Regret + to infinitive = regret to say, to tell someone, to inform someone of some bad news

Example: I *regret to tell* you that your father is sick

2. Stop

- a. Stop + gerund = stop the activities

Example: I *stop smoking*. (stop to smoke the cigarette)

- b. Stop + to infinitive = stop an activity to do the other one

Example: I *stopped, to smoke*. (stop all activities in order to smoke)

3. Forget

- a. Forget + gerund = forget something that happened in the past

Example: They *forgot locking* the door.

- b. Forget + to infinitive = forget to perform a responsibility, duty, or task

Example: We always *forget to do* the homework.

4. Try

- a. Try + gerund = experiment with a new or different approach to see if it works.

Example: The room was too hot. I *tried opening* the window, but that didn't help. So, I *tried turning* on the fan, but I was still hot. Finally, I turned on the air conditioner.

- b. Try + to infinitive = make an effort

Example: He *tries to steal* that car.

5. Remember

- a. Remember + gerund = remember something that happened in the past

Example: I *remember climbing* that hill a year ago.

- b. Remember + to infinitive = remember to perform responsibility, duty or task

Example: I always *remember to bring* my books

(Azar, 1989:162)

2.9. The Students' Ability in Using Gerunds and To Infinitives

Based on the operational definition of variable, the term *ability* refers to any characteristics of person to carry out some short activities successfully. Thus, to measure the students' ability in using gerunds and to infinitives needs a test which can establish how successful individual students, groups of students.

Therefore to test the students' ability in using gerunds and to infinitives, the researcher used the achievement test, because according to Hughes (1996:12), achievement test is directly related to language courses, their purpose is to establish how successful individual students, groups of students or the courses themselves have been in achieving objectives.

2.10. The Definition of the Sentences

According to Frank (1972:220), sentences are generally classified in two ways, one by types and one by the number of full predications. They will be explained as follows:

1. Classification of Sentences by Types:

a. Declarative Sentences (Statements)

Example: *The child ate his dinner.*

In declarative sentence the subject and predicate have normal word order. The sentence ends with a period in writing and a drop in pitch in speech.

b. Interrogative sentences (Questions)

Example: *Did the child eat his dinner?*

In an interrogative sentence the subject and auxiliary are often reversed. The sentence ends with a question mark (or, interrogation point) in writing. In the spoken language, most yes-no questions end with a rise in pitch; most interrogative-word questions end with a fall in pitch.

c. Imperative sentences (Commands, Requests)

Example: *Eat your dinner.*

In an imperative sentence, only the predicate is expressed. The simple form of the verb is used, regardless of person or tense. The imperative sentence ends with a period in writing and drop in pitch in speech.

d. Exclamatory sentences (Exclamations)

Example: *What a good dinner that was!*

3. Complex sentences

The man who stole the jewelry hid it in his home

Such sentence also have two or more full predications. One of these is an independent clause (or, main clause) that is similar to the form of the simple sentence, and one or more of these are dependent clauses (or, subordinate clauses).

4. Compound-complex sentences

The man stole the jewelry and he hid it in his home until he could safely get out of town.

Compound-complex sentences contain two or more independent clauses and one or more dependent clauses. The independent clause in all four classes of sentences may take the form of a statement, question, request, and exclamation.

In this research, the structure test items were constructed with the type of declarative sentences (statements), because it is based on the 1994 English curriculum that is used in the second year level at SMAN 2 Tanggul Jember.

III. RESEARCH METHODOLOGY

3.1 Research Design

The design of this research was descriptive quantitative. According to Arikunto (2002:208) a descriptive research is not intended to prove a hypothesis, but it is intended to describe a certain situation systematically, accurately, and factually.

The procedures used in this research were as follows:

1. Determining the respondents by proportional random sampling
2. Constructing the research instrument (structure test, that focuses on the uses of gerunds and to infinitives in the sentences)
3. Conducting the try out test to non-research respondents who had the same level with the research respondents.
4. Analyzing the results of the try out test by using split-half odd-even technique.
5. Collecting the main data by giving structure test to the respondents
6. Analyzing the collected main data by the percentage formula
7. Classifying the results of data analysis qualitatively based on the classification of the score levels
8. Concluding the results of data analysis descriptively to answer the research problems

3.2 Area Determination Method

An area where the research is conducted must be determined. In this research, purposive method was used to determine the research area. This research was conducted at SMAN 2 Tanggul Jember. The school was chosen as the research area because the English teacher at SMAN 2 Tanggul Jember has taught gerunds and to infinitives to the students. So, the data needed in this research could be obtained. In addition, the headmaster gave permission to conduct the

research at the school. Besides, the research about this topic has never been conducted at this school.

3.3 Respondent Determination Method

The respondents of this research were the second year students of SMAN 2 Tanggul Jember in the 2004/2005 academic year. The number of population was 293 students, which is divided into 7 classes. Six classes consist of 42 students and one class consists of 41 students. The respondent determination method in this research was proportional random sampling. Arikunto (2002:112) states that if the number of the respondents is less than a hundred it is better to take all the subjects. On the other hand, if the number of the respondents is more than a hundred, it is allowed to take 10% - 15% or 20% - 25% of the whole population as the research sample. Based on the idea, the proportional random sampling was used to determine the respondents, because the number of the respondents was more than a hundred students. It is better if every class had a chance as the research sample, so the result could be more representative. The samples were taken randomly by lottery from 15% of the number of population. Thus, the numbers of samples were 42 students.

3.4 Data Collection Methods

The data of this research consisted of primary data and supporting data. The primary data will be taken from the structure test, while the supporting data will be taken from interview and documentation.

3.4.1 Test

A test is a set of questions, exercises, or other instruments used to measure the skill, knowledge, intelligence or aptitude of an individual or a group (Arikunto, 2002:127). The test in this research was structure test. It was used to measure the students' ability in using gerunds and to infinitives in the sentences. The form of the test was teacher made test. It means the test was constructed by the researcher and was consulted to the English teacher and the consultants. This

The type of the test was objective test in the form of completion. It was chosen because it enabled the researcher to give scores objectively (Hughes, 1996:19). The structure test is enclosed on Appendix 2.

The number of the test items was 40 items with equal distribution of each indicator. The test items covered the following components: gerunds consisted of 20 items and to infinitives consisted of 20 items and it took 90 minutes for the students to do the test. Each correct item was scored 5, so the total score of the test items of each indicator was 100. The distribution of the test items is enclosed on Appendix 4.

Arikunto (2001:57), states that a good test instrument must fulfill some requirements, they are validity and reliability. Hughes (1996: 22) says that a test is considered to be valid if it can measure what it is intended to measure. Furthermore, he states that there are four kinds of validity. They are:

1. Content validity

A test is said to have content validity if its content constitutes a representative sample of the language skills, structure, etc with which it is meant to be concerned.

2. Construct validity

A test, part of a test, or a testing technique is said to have construct validity if it can be demonstrated that it measures just the ability which it is supposed to measure.

3. Face validity

A test is said to have face validity if it looks as if it measures what it is supposed to measure.

4. Criterion-related validity

Another approach to test validity is to see how far results on the test agree with those provided by some independent and highly dependable assessment of the candidate's ability

Based on the ideas above, this research used content validity. It was because the test items represented the indicators that were measured namely the use of gerunds and to infinitives in the sentences and the materials of the test were

based on the English curriculum used by the teacher. A valid test must be reliable because it provides consistently accurate measurement. Hughes (1996:42) states that a valid test must be reliable.

Dealing with reliability, a test is said to be reliable if it has likely the same result when it is given at another time (Hughes, 1996:29). This indicates that a test has reliability if it can give consistent result at different times to the same respondents. Therefore, before the test was given to the respondents, it was tried out to other students who were not the respondents of the research, but they had the same level. It was intended to know the difficulty index of each item. Then, the results of the try out test were analyzed by using split-half odd-even technique with the following procedures:

1. Scoring the results of the try out
2. Dividing the scores into two parts according to odd-even numbers
3. Giving sign (X) for the odd numbers and (Y) for the even numbers
4. Analyzing the correlation between X and Y by using Product Moment formula below

$$r_{xy} = r \frac{11}{22} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Notes:

$r_{xy} = r \frac{11}{22}$	= reliability coefficient for half of the test item
$\sum XY$	= the total number of odd items and even items
$(\sum X)$	= the total number of odd items
$(\sum Y)$	= the total number of even items
N	= the number of respondent

5. Estimating the reliability index of the whole test by using Spearman-Brown's formula below

$$r_{11} = \frac{2r \frac{11}{22}}{1 + r \frac{11}{22}}$$

Notes:

r_{11} =reliability coefficient for the whole items

$r \frac{11}{22}$ =reliability coefficient for half of the test items

(Adapted from Sudijono, 1996:219)

In this case, Saukah (1997:211) confirms that the reliability coefficient of the teacher-made test is believed to be reliable if the reliability is at least 0,50. Then the difficulty index of each item was calculated by using the formula below:

$$P = \frac{B}{JS}$$

Notes:

P= the index of difficulty

B= the number of the students who answer the questions correctly

JS= the total number of the respondents

The criteria of difficulty index:

0.00 – 0.30 = difficult

0.30 – 0.70 = sufficient

0.70 – 1.00 = easy

(Adopted from Arikunto, 2001: 208-210)

According to Arikunto (2001:210), test items are regarded good if it is categorized sufficient with the difficulty index of each item from 0.30 up to 0.70.

3.4.2 Interview

Interview is a dialogue for getting the information from the interviewee (Arikunto, 2002:132). This research used semi structured interview to obtain the supporting data. The semi structured interview was conducted with the English

3. Classifying the results of the data analysis based on the classification of the score levels below
4. Describing the results to answer the research problems

After analyzing the results of the structure test by using the formula above, the scores were classified by using the classification of the score levels below

The Classification of the Score Levels:

Score (%)	Category
85 – 100	Excellent
75 – 84	Good
60 – 74	Fair
40 – 59	Poor
0 – 39	Failed

(Adopted from Nurgiyantoro, 2001:399)

IV. RESEARCH RESULTS, DATA ANALYSIS AND DISCUSSION

This chapter presents the research results, the analysis of the data and the discussion.

4.1 The Results of Try Out Test

The try out was intended to know the reliability of the test items. According to Arikunto (1998:215), the try out is administered to know the reliability coefficient, the index of difficulty level of the test items, to make sure whether the test is not too difficult or easy, the instruction is understandable or not and the allocated time is enough or not.

The try out test was administered on April 18th 2005. It was given to the respondents (the students) of SMAN 2 Tanggul Jember in the 2004/2005 academic year, which consisted of 42 students. Before the structure test was given to the respondents, it was tried out first to the other group of students who were not the respondents of this research. However, the students had the same level with the research respondents. The steps of testing the reliability test, the results of the try out test and the data analysis are enclosed on Appendices 5 and 6. Then, the reliability coefficient of the test was analyzed by using Product Moment formula and the Spearman-Brown's formula.

The results of the data analysis showed that the value of r_{xy} (reliability coefficient for half of the test items) was 0,9651 and the value of r_{11} (reliability coefficient for the whole items) was 0.9822. According to Saukah (1997:211), the reliability coefficient of the teacher-made test is believed to be reliable if the value of coefficient reliability is at least 0,50. In this research, the reliability coefficient of the test was 0.9822. Therefore, it could be concluded that the test was reliable.

It has been stated above that try out was also done to find the degree of items difficulty. The three categories of difficulties were easy, sufficient and difficult. They were designed for analyzing the difficulty of each item done by the

second year students at SMAN 2 Tanggul Jember in the 2004/2005 academic year by using the following formula:

$$P = \frac{B}{JS}$$

Notes:

P = the index of difficulty

B = the number of the students who answer the questions correctly

JS = the total number of the respondents

The criteria of difficulty index:

0.00 – 0.30 = difficult

0.30 – 0.70 = sufficient

0.70 – 1.00 = easy

(Adopted from Arikunto, 2001: 208-210)

Table 1 below presents the analysis of the index of difficulty test items:

Table 1. The Results of the Analysis of the Index of Difficulty Test Items

No.	JS	B	P	
1.	42	28	0.66	Sufficient
2	42	31	0.73	Easy
3	42	31	0.73	Easy
4	42	27	0.64	Sufficient
5	42	29	0.69	Sufficient
6	42	32	0.76	Easy
7	42	32	0.76	Easy
8	42	31	0.73	Easy
9	42	30	0.71	Easy
10	42	29	0.69	Sufficient
11	42	26	0.61	Sufficient
12	42	29	0.69	Sufficient
13	42	28	0.66	Sufficient
14	42	26	0.61	Sufficient
15	42	26	0.61	Sufficient
16	42	30	0.71	Easy
17	42	30	0.71	Easy
18	42	29	0.69	Sufficient
19	42	26	0.61	Sufficient

20	42	29	0.69	Sufficient
21	42	30	0.71	Easy
22	42	26	0.61	Sufficient
23	42	28	0.66	Sufficient
24	42	30	0.71	Easy
25	42	27	0.64	Sufficient
26	42	25	0.59	Sufficient
27	42	29	0.69	Sufficient
28	42	26	0.61	Sufficient
29	42	24	0.57	Sufficient
30	42	31	0.73	Easy
31	42	33	0.78	Easy
32	42	29	0.69	Sufficient
33	42	26	0.61	Sufficient
34	42	31	0.73	Easy
35	42	31	0.73	Easy
36	42	32	0.76	Easy
37	42	27	0.64	Sufficient
38	42	27	0.64	Sufficient
39	42	25	0.59	Sufficient
40	42	28	0.66	Sufficient

Notes:

No : The number of the test items

P : The index of difficulty

B : The number of the students who answer the question correctly

JS : The total number of the respondents

From Table 1 above, it could be seen that among 40 items, there were 25 items or 62.5% with the difficulty index between 0.30 – 0.70. It means that the items were categorized as sufficient. There were 15 items or 37.5% with the difficulty index between 0.70 – 1.00. It means that the items were categorized as easy. In addition, the instruction was understandable. It could be seen when the students were doing the test, they did not ask about the instruction of the test. The time allocated for the try out test was enough. Besides, there were no questions that should be revised since the test items were reliable.

4.2 The Results of ANOVA Analysis

To know the population homogeneity, the ANOVA formula was applied. The computation results are reported in the following table.

Table 2. The Results of ANOVA

Source of Variation	SS	Df	MS	F. Computation	F. Table
Between group	560.44	6	93.41	0.77	2.10
Within group	3461.78	286	121.13	-	-
Total	4022.22	292	214.54	-	-

Based on the calculation above, the value of F_o (the result of ANOVA) was 0.77 and the value of F table was 2.10. The value of F_o was less than that of F table ($0.77 < 2.10$). It means that the second year students' ability in using gerunds and to infinitives in the sentences at SMAN 2 tanggul Jember in the 2004/2005 academic year was not significant. In other words, there was no difference on the students' ability in using gerunds and to infinitives in the sentences among the seven classes available or the population was homogenous. The detailed computation of the ANOVA analysis is enclosed on Appendix 7.

4.3 The Results of Primary Data

In this research, the primary data were collected from the results of the structure test dealing with the use of gerunds and to infinitives in the sentences.

4.3.1 The Results of the Structure Test

It has been mentioned earlier that the purpose of the structure test was to get the main data about the students' ability in using gerunds and to infinitives in the sentences. The test was administered on Wednesday, April 20th, 2005. The test was given to 42 respondents of the second year students of SMAN 2 Tanggul Jember in the 2004/2005 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 consisted of 20 items and to infinitives consisted of 20 items and the allocated time for the test was 90 minutes.

Each correct item was scored 5, so 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 Chapter 3. The following table shows the results of the calculation of the test results.

Table 3. The Students' Scores of the Structure Test Based on Each Component.

NR	Gerunds		To Infinitives	
	correct answer	n	correct answer	n
1.	12	60	14	70
2.	13	65	12	60
3.	11	55	14	70
4.	11	55	12	60
5.	11	55	19	95
6.	14	70	13	65
7.	15	75	12	60
8.	15	75	16	80
9.	17	85	16	80
10.	12	60	15	75
11.	18	90	12	60
12.	12	60	15	75
13.	14	70	15	75
14.	13	65	15	75
15.	12	60	13	65
16.	16	80	14	70
17.	11	55	12	60
18.	10	50	13	65
19.	12	60	18	90
20.	12	60	17	85
21.	12	60	12	60
22.	13	65	18	90
23.	17	85	14	70
24.	11	55	11	55
25.	11	55	11	55
26.	14	70	12	60
27.	12	60	19	95
28.	13	65	14	70
29.	10	50	11	55
30.	15	75	17	85
31.	18	90	15	75
32.	16	80	15	75
33.	12	60	16	80
34.	16	80	16	80
35.	16	80	13	65

36	11	55	12	60
37	12	60	11	55
38	10	50	19	95
39	17	85	13	65
40	10	50	10	50
41	10	50	17	85
42	10	50	12	60

Notes:

NR : the number of the respondents

n : the students' obtained scores

4.3.2 Data Analysis

Table 4. The Results of the Score Calculation of the Structure Test of Each Indicator

NR	Gerunds				To Infinitives			
	The Students' correct answer	n	N	E	The Students' correct answer	n	N	E
1.	12	60	100	60%	14	70	100	70%
2.	13	65	100	65%	12	60	100	60%
3.	11	55	100	55%	14	70	100	70%
4.	11	55	100	55%	12	60	100	60%
5.	11	55	100	55%	19	95	100	95%
6.	14	70	100	70%	13	65	100	65%
7.	15	75	100	75%	12	60	100	60%
8.	15	75	100	75%	16	80	100	80%
9.	17	85	100	85%	16	80	100	80%
10.	12	60	100	60%	15	75	100	75%
11.	18	90	100	90%	12	60	100	65%
12.	12	60	100	60%	15	75	100	75%
13.	14	70	100	70%	15	75	100	75%
14.	13	65	100	65%	15	75	100	75%

15.	12	60	100	60%	13	65	100	65%
16.	16	80	100	80%	14	70	100	70%
17.	11	55	100	55%	12	60	100	60%
18.	10	50	100	50%	13	65	100	65%
19.	12	60	100	60%	18	90	100	90%
20.	12	60	100	60%	17	85	100	85%
21	12	60	100	60%	12	60	100	60%
22	13	65	100	65%	18	90	100	90%
23	17	85	100	85%	14	70	100	70%
24	11	55	100	55%	11	55	100	55%
25	11	55	100	55%	11	55	100	55%
26	14	70	100	70%	12	60	100	60%
27	12	60	100	60%	19	95	100	95%
28	13	65	100	65%	14	70	100	70%
29	10	50	100	50%	11	55	100	55%
30	15	75	100	75%	17	85	100	85%
31	18	90	100	90%	15	75	100	75%
32	16	80	100	80%	15	75	100	75%
33	12	60	100	60%	16	80	100	80%
34	16	80	100	80%	16	80	100	80%
35	16	80	100	80%	13	65	100	65%
36	11	55	100	55%	12	60	100	60%
37	12	60	100	60%	11	55	100	55%
38	10	50	100	50%	19	95	100	95%
39	17	85	100	85%	13	65	100	65%
40	10	50	100	50%	10	50	100	50%
41	10	50	100	50%	17	85	100	85%
42	10	50	100	50%	12	60	100	60%

Notes:

NR: the number of the respondents

n: the students' obtained scores of each indicator

N: the total score of the test items

E: the percentage of the students' scores of each indicator

Based on the results of the score calculation above, there were two main points that could be informed. Those points were as follows:

4.3.3 The Second Year Students' Ability in Using Gerunds in the Sentences

From the results of the score calculation, it was found:

1. There were 5 of 42 students or 11.9 % of the respondents who got the scores in the range of 85 – 100, that were classified as excellent.
2. There were 7 of 42 students or 16.6 % of the respondents who got the scores in the range of 75 – 84, that were classified as good.
3. There were 17 of 42 students or 40.4 % of the respondents who got the scores in the range of 60 – 74, that were classified as fair.
4. There were 13 of 42 students or 30.9% of the respondents who got the scores in the range of 40 – 59, that were classified as poor.

To make it clearer, the students' ability in using gerunds in the sentences based on the categories was shown in the following table:

Table 5. The Students' Ability in Using Gerunds in the Sentences

Category	Range	Frequency	%
Excellent	85 – 100	5	11.9
Good	75 – 84	7	16.6
Fair	60 – 74	17	40.4
Poor	40 – 59	13	30.9
Failed	0 – 39	-	-

4.3.4 The Second Year Students' Ability in Using To Infinitives in the Sentences

From the results of the score calculation of the structure test in Table 6, it was found as follows:

1. There were 8 of 42 students or 19.04% of the respondents who got the scores in the range of 85 – 100, that were classified as excellent.
2. There were 10 of 42 students or 23.8% of the respondents who got the scores in the range of 75 – 84, that were classified as good.
3. There were 19 of 42 students or 45.2% of the respondents who got the scores in the range of 60 – 74, that were classified as fair.
4. There were 5 of 42 students or 11.9% of the respondents who got the scores in the range of 40 – 59, that were classified as poor.

In summary, the students' ability in using to infinitives in the sentences based on the categories was shown in the following table:

Table 6. The Students' Ability in Using To Infinitives in the Sentences

Category	Range	Frequency	%
Excellent	85 – 100	8	19.04
Good	75 – 84	10	23.8
Fair	60 – 74	19	45.2
Poor	40 – 59	5	11.9
Failed	0 – 39	-	-

4.4 The Supporting Data

In this research, the supporting data were obtained from the results of interview and documentation

4.4.1 The Results of Interview

The interview was conducted to get the supporting data about the English teaching at SMAN 2 Tanggul Jember. Based on the interview that was done with the English teacher on April 20th 2005, the result was as follows:

The English teaching at SMAN 2 Tanggul Jember was based on the 1994 English curriculum. In the English teaching learning process, the teacher used both English and Indonesian to communicate with the students. They were used in order to make the explanation clearer for the students, although the teacher admitted that they tried to use more English than Indonesian if possible. The English teacher at SMAN 2 Tanggul Jember also stated that the English teaching was done twice a week in each class. The English text book that was used by the teacher and the students were 'Window' and 'Headlight' which are published by Erlangga.

4.4.2 The Results of Documentation

Documentation was used to get the supporting data about the names of the respondents. The respondents of this research were the second year students of SMAN 2 Tanggul Jember in the 2004/2005 academic year. There were 42 students who were taken as the respondents of the research by proportional random sampling from 7 existing classes. The list of the names of the respondents is enclosed on Appendix 8.

4.5 Discussion

Based on the results of the data analysis, the second year students' ability in using gerunds and to infinitives in the sentences at SMAN 2 Tanggul Jember in the 2004/2005 academic year could be described as follows:

It was found that the highest category of the second year students' ability in using gerunds in the sentences was fair and there was no student in the category of fail. The detailed information about the results were as follows: there were 5 students of 42 students (or 11.9%) who got excellent score category, there were 7 students of 42 students (or 16.6%) who got good score category, there were 17

students of 42 students (or 40.4%) who got fair score category, and there were 13 students of 42 students (or 30.9%) who got poor score category.

It was found that the highest category of the second year students' ability in using to infinitives in the sentences was fair and there was no student in the category of fail. The detailed information about the results were as follows: there were 8 students of 42 students (or 19.04%) who got excellent score category, there were 10 students of 42 students (or 23.8%) who got good score category, there were 19 students of 42 students (or 45.2%) who got fair score category, and there were 5 students of 42 students (or 11.9%) who got poor score category.

These results might be caused by some factors that influenced during the data were taken. Those factors were as follows:

The students forgot the use of gerunds and to infinitives in the sentences because they got these materials in the beginning of the semester. In addition, the emphasis of these materials was on memorizing several verbs that can be followed by gerunds and to infinitives. It could happen because at that time, when the materials were taught they did not really understand the materials about the use of gerunds and to infinitives in the sentences, or maybe they did not memorize the verbs that can be followed by gerunds or to infinitives in the sentences.

They could remember most of several verbs that were followed by to infinitives although these materials had been taught in the beginning of the semester. It could happen because their understanding about the materials dealing with the use of to infinitives in the sentences was good. It could also happen because they used and found them more often in any other subjects or materials, so that they got used to them.

Based on the results above, the students need to practice a lot of exercises and need to learn the materials dealing with the use of gerunds and to infinitives in the sentences, either in oral or written practice, so that they can remember the use of gerunds and to infinitives in the sentences.

V. CONCLUSIONS AND SUGGESTIONS

From the results of the data analysis and discussion, some conclusions and suggestions are presented in the following parts.

5.1 Conclusions

The conclusions of this research were intended to describe the second year students' ability in using gerunds and to infinitives in the sentences at SMAN 2 Tanggul Jember in the 2004/2005 academic year. Based on the results of the data analysis, it could be concluded as follows:

1. The second year students' ability in using gerunds in the sentences at SMAN 2 Tanggul Jember in the 2004/2005 academic year was as follows:

There were 5 students of 42 students (or 11.9%) who got excellent score category, there were 7 students of 42 students (or 16.6%) who got good score category, there were 17 students of 42 students (or 40.4%) who got fair score category, and there were 13 students of 42 students (or 30.9%) who got poor score category.

2. The second year students' ability in using to infinitives in the sentences at SMAN 2 Tanggul Jember in the 2004/2005 academic year was as follows:

There were 8 students of 42 students (or 19.04%) who got excellent score category, there were 10 students of 42 students (or 23.8%) who got good score category, there were 19 students of 42 students (or 45.2%) who got fair score category, and there were 5 students of 42 students (or 11.9%) who got poor score category.

5.2 Suggestions

Based on the research results, some suggestions are proposed to the English teacher, the students and the other researchers.

5.2.1 The English Teacher

The English teacher is suggested to give a lot of exercises about the use of gerunds and to infinitives to improve their ability in using them in the sentences, since in general their ability in using gerunds and to infinitives in the sentences was still fair. This is due to the fact that gerunds and to infinitives are important in the English teaching learning process, particularly to facilitate the students to increase their mastery of gerunds and to infinitives.

5.2.2 The Students

The students who still have low scores should study harder to learn the use of gerunds and to infinitives in the sentences. If they do that, they will be able to develop their mastery of using gerunds and to infinitives in the sentences.

5.2.3 The Other Researchers

The other researchers are suggested to use the research results as a reference and the source to conduct a further research with a different design such as a classroom action research to develop the students' mastery of using gerunds and to infinitives by applying an appropriate teaching technique.

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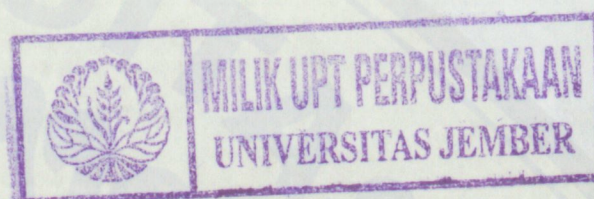
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Appendix 1

Supporting Data Instruments

A. The Guide of Interview

No	Questions	Data Resources
1.	Do you teach structure to the students?	The English teacher
2.	How do you usually teach structure?	
3.	How often do you teach structure?	
4.	Have you taught gerunds and to infinitives to the students?	
5.	How do you teach them?	
6.	What kind of book do you use in teaching English to the students?	

B. The Guide of Documentation

No.	The Supporting Data	Data Resources
1.	The names of respondents	Document

Appendix 2

Structure Test

Subject: English

Class : II

Time : 90 minutes

Choose the word in parentheses and then write it down in the space provided to complete these sentences below!

(Pilihlah kata dalam tanda kurung dan tuliskan di tempat yang telah disediakan untuk melengkapi kalimat-kalimat di bawah ini!)

1. They will go abroad without _____ everything. (preparing/to prepare)
2. They advise me _____ in the park. (waiting/to wait)
3. Those men hope _____ on time. (arriving/to arrive)
4. The students quit _____ to do the tests. (trying/to try)
5. I fail _____ what you mean. (seeing/to see)
6. Tom turned off the tape recorder by _____ the stop button. (pushing/to push)
7. I wanted to go to Paris, but Bryant suggested _____ to Hawaii. (going/to go)
8. She ordered me _____ home soon. (leaving/to leave)
9. We will stay here before _____ to the United States. (going/to go)
10. He appears _____ a wise man. (being/to be)
11. I couldn't resist _____ this delicious food. (eating/to eat)
12. After _____ the rice, Jane cooked it. (washing/to wash)
13. I have to think about _____ a job after graduating in the university.
(getting/to get)
14. John told me _____ here at ten o'clock. (being/ to be)
15. I promised _____ him in the post office. (meeting/to meet)

16. Your mother has told you to take the breakfast before _____ to school.
(going/to go)
17. They always discuss _____ to a market, although they have just bought a lot of stuff. (going/to go)
18. Mary finished _____ Mathematics. (studying/to study)
19. She wants _____ a doctor. (being/to be)
20. We had difficulty in _____ a parking place. (finding/to find)
21. The football player practice _____ the ball. (kicking/to kick)
22. She deserves _____ the prize. (winning/to win)
23. They decide _____ their study. (continuing/to continue)
24. I enjoy _____ the newspaper every morning while I'm having my first cup of coffee. (reading/to read)
25. The police is facing some problems in _____ the thief. (catching/to catch)
26. Most of the children expect _____ to the Disneyland. (going/to go)
27. My father allows me _____ his car. (using/to use)
28. Those people prepared _____ the celebrities. (welcoming/to welcome)
29. My mother instructed me _____ careful. (being/to be)
30. The teacher permits the students _____ the class. (leaving/to leave)
31. Mike and Ricky always avoid _____ my questions. (answering/to answer)
32. We asked John _____ us. (helping/to help)
33. I wanted them _____ the poor. (helping/to help)
34. I locked the door before _____ the house. (leaving/to leave)
35. We still have a lot of work to do, so we must keep _____ until midnight.
(working/to work)
36. My family is planning _____ a vacation. (having/to have)
37. That old woman hired a man _____ the garden. (cleaning/to clean)
38. They invite us _____ to the party. (coming/to come)
39. He postponed _____ a decision. (making/to make)
40. He goes out without _____ anything. (saying/to say)

Appendix 3

Answer Key

No.	Gerund	No.	Gerund
1	1. preparing	21	21. kicking
2	2. to wait	22	22. to win
3	3. to arrive	23	23. to continue
4	4. trying	24	24. reading
5	5. to see	25	25. catching
6	6. pushing	26	26. to go
7	7. going	27	27. to use
8	8. to leave	28	28. to welcome
9	9. going	29	29. to be
10	10. to be	30	30. to leave
11	11. eating	31	31. answering
12	12. washing	32	32. to help
13	13. getting	33	33. to help
14	14. to be	34	34. leaving
15	15. to meet	35	35. working
16	16. going	36	36. to have
17	17. going	37	37. to clean
18	18. studying	38	38. to come
19	19. to be	39	39. making
20	20. finding	40	40. saying

Appendix 4

The Distribution of the Test Items

No.	Gerunds	To Infinitives
1.	√	
2.		√
3.		√
4.	√	
5.		√
6.	√	
7.	√	
8.		√
9.	√	
10.		√
11.	√	
12.	√	
13.	√	
14.		√
15.		√
16.	√	
17.	√	
18.	√	
19.		√
20.	√	
21.	√	
22.		√
23.		√
24.	√	
25.	√	
26.		√

No.	Gerunds	To Infinitives
27.		√
28.		√
29.		√
30.		√
31.	√	
32.		√
33.		√
34.	√	
35.	√	
36.		√
37.		√
38.		√
39.	√	
40.	√	

Appendix 6

Reliability Coefficient Estimation

No	Name	Test items		XY	X ²	Y ²
		Odd (X)	Even (Y)			
1.	Ahmad Haryanto	12	15	180	144	225
2	Alex Handoko	11	10	110	121	100
3	Andi Prabowo	15	14	210	225	196
4	Andy Surya	11	12	132	121	144
5	Anton Saputra	12	11	132	144	121
6	Budi Indrawan	17	14	238	289	196
7	Rudi Eka Agung	14	16	224	196	256
8	Irwan Setiawan	12	10	120	144	100
9	Hendri Irawan	10	10	100	100	100
10	Bagus Prasetyo	11	11	121	121	121
11	Ardi Gunawan	10	13	130	100	169
12	Raditya Siswantoro	15	12	180	225	144
13	Taufik Santoso	11	12	132	121	144
14	David Adikaryo	15	16	240	225	256
15	Doddy Perdana	16	15	240	256	225
16	Rizal Ekaputra	11	11	121	121	121
17	Eko Yulianto	16	15	240	256	225
18	Herawati	12	17	204	144	289
19	Hani Ernawati	15	13	195	225	169
20	Leni Candra	12	17	204	144	289
21	Desi Lusiana	18	15	270	324	225
22	Soni Ernanto	16	17	272	256	289
23	Wahyu Setiawan	19	12	228	361	144
24	Yulia Setia Dewi	12	18	216	144	324

25	Yunita Widyastuti	18	13	234	324	169
26	Susanti Anggraini	10	17	170	100	289
27	Yuni Anita	17	13	221	289	169
28	Vera Agustini	10	19	190	100	361
29	Reni Rafika	12	12	144	144	144
30	Evi Sitoresmi	13	12	156	169	144
31	Dewi Kinanti	15	12	180	225	144
32	Dian Wulandari	12	14	168	144	196
33	Ita Widayati	13	12	156	169	144
34	Eva Haryanto	11	14	154	121	196
35	Indah Indriani	12	11	132	144	121
36	Santi Rahayu	11	16	176	121	256
37	Herman Cahyono	15	13	195	225	169
38	Diah Setyaningrum	18	15	270	324	225
39	Heny Widiastya	13	16	208	169	256
40	Maya Puspita	17	12	204	289	144
41	Nurul Andriani	12	16	192	144	256
42	Shinta Anggraeni	15	15	225	225	225
	Σ	567	578	7814	7933	8180

$$\begin{aligned}
 r_{xy} = r_{22} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{293 \times 7814 - (567)(578)}{\sqrt{\{293 \times 7933 - (567)^2\} \{293 \times 8180 - (578)^2\}}} \\
 &= \frac{2289502 - 327726}{\sqrt{\{2324369 - 321489\} \{2396740 - 334084\}}} \\
 &= \frac{1961776}{\sqrt{2002880 \times 2062656}} \\
 &= \frac{1961776}{2032548.265} \\
 &= 0.9651
 \end{aligned}$$

$$\begin{aligned}
 r_{11} &= \frac{2r \frac{11}{22}}{1 + r \frac{11}{22}} \\
 &= \frac{2 \times 0.9651}{1 + 0.9651} \\
 &= \frac{1.9302}{1.9651} \\
 &= 0.9822
 \end{aligned}$$



XI IPA 1	XI IPA 2	XI IPA 3	XI IPA 4
X ₁	X ₂	X ₃	X ₄
76	65	56	52
79	75	62	58
82	80	68	64
85	85	74	70
88	90	80	76
91	95	86	82
94	100	92	88
97	105	98	94
100	110	104	100
103	115	110	106
106	120	116	112
109	125	122	118
112	130	128	124
115	135	134	130
118	140	140	136
121	145	146	142
124	150	152	148
127	155	158	154
130	160	164	160
133	165	170	166
136	170	176	172
139	175	182	178
142	180	188	184
145	185	194	190
148	190	200	196
151	195	206	202
154	200	212	208
157	205	218	214
160	210	224	220
163	215	230	226
166	220	236	232
169	225	242	238
172	230	248	244
175	235	254	250
178	240	260	256
181	245	266	262
184	250	272	268
187	255	278	274
190	260	284	280
193	265	290	286
196	270	296	292
199	275	302	298
202	280	308	304
205	285	314	310
208	290	320	316
211	295	326	322
214	300	332	328
217	305	338	334
220	310	344	340
223	315	350	346
226	320	356	352
229	325	362	358
232	330	368	364
235	335	374	370
238	340	380	376
241	345	386	382
244	350	392	388
247	355	398	394
250	360	404	400
253	365	410	406
256	370	416	412
259	375	422	418
262	380	428	424
265	385	434	430
268	390	440	436
271	395	446	442
274	400	452	448
277	405	458	454
280	410	464	460
283	415	470	466
286	420	476	472
289	425	482	478
292	430	488	484
295	435	494	490
298	440	500	496
301	445	506	502
304	450	512	508
307	455	518	514
310	460	524	520
313	465	530	526
316	470	536	532
319	475	542	538
322	480	548	544
325	485	554	550
328	490	560	556
331	495	566	562
334	500	572	568
337	505	578	574
340	510	584	580
343	515	590	586
346	520	596	592
349	525	602	598
352	530	608	604
355	535	614	610
358	540	620	616
361	545	626	622
364	550	632	628
367	555	638	634
370	560	644	640
373	565	650	646
376	570	656	652
379	575	662	658
382	580	668	664
385	585	674	670
388	590	680	676
391	595	686	682
394	600	692	688
397	605	698	694
400	610	704	700
403	615	710	706
406	620	716	712
409	625	722	718
412	630	728	724
415	635	734	730
418	640	740	736
421	645	746	742
424	650	752	748
427	655	758	754
430	660	764	760
433	665	770	766
436	670	776	772
439	675	782	778
442	680	788	784
445	685	794	790
448	690	800	796
451	695	806	802
454	700	812	808
457	705	818	814
460	710	824	820
463	715	830	826
466	720	836	832
469	725	842	838
472	730	848	844
475	735	854	850
478	740	860	856
481	745	866	862
484	750	872	868
487	755	878	874
490	760	884	880
493	765	890	886
496	770	896	892
499	775	902	898
502	780	908	904
505	785	914	910
508	790	920	916
511	795	926	922
514	800	932	928
517	805	938	934
520	810	944	940
523	815	950	946
526	820	956	952
529	825	962	958
532	830	968	964
535	835	974	970
538	840	980	976
541	845	986	982
544	850	992	988
547	855	998	994
550	860	1004	1000

Appendix 7

The Computation of Homogeneity of Population using ANOVA

	XI IPA 1		XI IPA 2		XI IPA 3		XI IPS 1		XI IPS 2		XI IPS 3		XI IPS 4	
	X_1	X_1^2	X_2	X_2^2	X_3	X_3^2	X_4	X_4^2	X_5	X_5^2	X_6	X_6^2	X_7	X_7^2
1.	70	4900	65	4225	75	5625	80	6400	75	5625	55	3025	65	4225
2.	70	4900	75	5625	80	6400	75	5625	80	6400	60	3600	55	3025
3.	60	3600	70	4900	85	7225	90	8100	85	7225	50	2500	60	3600
4.	60	3600	80	6400	60	3600	95	9025	75	5625	65	4225	70	4900
5.	75	5625	85	7225	65	4225	85	7225	50	2500	75	5625	80	6400
6.	65	4225	75	5625	55	3025	60	3600	75	5625	55	3025	70	4900
7.	55	3025	85	7225	60	3600	70	4900	65	4225	60	3600	70	4900
8.	60	3600	60	3600	70	4900	60	3600	55	3025	70	4900	60	3600
9.	70	4900	55	3025	80	6400	60	3600	60	3600	80	6400	60	3600
10	80	6400	60	3600	75	5625	75	5625	70	49000	75	5625	75	5625
11.	75	5625	65	4225	75	5625	65	4225	80	6400	55	3025	75	5625
12	80	5400	60	3600	85	7225	55	3025	60	3600	60	3600	90	8100
13	85	7225	75	5625	60	3600	60	3600	70	4900	70	4900	95	9025
14	80	6400	70	4900	55	3025	70	4900	60	3600	80	6400	85	7225
15	60	3600	70	4900	60	3600	80	6400	65	4225	75	5625	60	3600

	XI IPA 1		XI IPA 2		XI IPA 3		XI IPS 1		XI IPS 2		XI IPS 3		XI IPS 4	
	X_1	X_1^2	X_2	X_2^2	X_3	X_3^2	X_4	X_4^2	X_5	X_5^2	X_6	X_6^2	X_7	X_7^2
16	65	4225	55	3025	60	3600	50	2500	85	7225	55	3025	75	5625
17	75	5625	60	3600	75	5625	65	4225	80	6400	60	3600	70	4900
18	70	4900	70	4900	70	4900	75	5625	65	4225	70	4900	80	6400
19	80	6400	80	6400	85	7225	80	6400	60	3600	80	6400	75	5625
20	85	7225	75	5625	80	6400	85	7225	75	5625	75	5625	85	7225
21	70	4900	60	3600	65	4225	60	3600	80	6400	90	8100	60	3600
22	65	4225	75	5625	75	5625	80	6400	85	7225	85	7225	60	3600
23	60	3600	70	4900	70	4900	85	7225	60	3600	65	4225	55	3025
24	75	5625	85	7225	80	6400	70	4900	65	4225	70	4900	60	3600
25	70	4900	60	3600	75	5625	65	4225	75	5625	75	5625	50	2500
26	85	7225	70	4900	85	7225	60	3600	75	5625	55	3025	65	4225
27	80	6400	80	6400	85	7225	55	3025	70	4900	50	2500	75	5625
28	75	5625	75	5625	80	6400	65	4225	65	4225	65	4225	70	4900
29	95	9025	90	8100	60	3600	75	5625	85	7225	60	3600	65	4225
30	75	5625	60	3600	55	3025	85	7225	90	8100	70	4900	50	2500

	XI IPA 1		XI IPA 2		XI IPA 3		XI IPS 1		XI IPS 2		XI IPS 3		XI IPS 4	
	X_1	X_1^2	X_2	X_2^2	X_3	X_3^2	X_4	X_4^2	X_5	X_5^2	X_6	X_6^2	X_7	X_7^2
31	75	5625	85	7225	50	2500	65	4225	55	3025	60	3600	75	5625
32	85	7225	60	3600	60	3600	85	7225	95	9025	95	9025	80	6400
33	60	3600	80	6400	65	4225	80	6400	70	4900	80	6400	85	7225
34.	55	3025	85	7225	70	4900	85	7225	75	5625	85	7225	60	3600
35	60	3600	70	4900	85	7225	70	4900	90	8100	60	3600	75	5625
36	50	2500	65	4225	80	6400	65	4225	85	7225	60	3600	70	4900
37	65	4225	70	4900	65	4225	60	3600	65	4225	55	3025	85	7225
38	75	5625	90	8100	75	5625	75	5625	70	4900	60	3600	80	6400
39	80	6400	75	5625	70	4900	65	4225	75	5625	50	2500	95	9025
40	85	7225	65	4225	90	8100	60	3600	80	6400	55	3025	55	3025
41	60	3600	60	3600	95	9025	75	5625	65	4225	75	5625	60	3600
42	65	4225	55	3025	65	4225	70	4900			95	9025	85	7225
Σ	2985	216425	2875	214875	3010	220650	2990	217650	2965	218975	2840	198200	2970	215800

$$\begin{aligned}
 1. \text{ SST} &= \sum x_n^2 - \frac{(\sum x_n)^2}{N} \\
 &= 1502575 - \frac{(20735)^2}{293} \\
 &= 1502575 - \frac{429940225}{293} \\
 &= 1502575 - 1467372.78 \\
 &= 35202.22
 \end{aligned}$$

$$\begin{aligned}
 2. \text{ SSB} &= \frac{(\sum x_1)^2}{n_1} + \frac{(\sum x_2)^2}{n_2} + \frac{(\sum x_3)^2}{n_3} + \frac{(\sum x_4)^2}{n_4} + \frac{(\sum x_5)^2}{n_5} + \frac{(\sum x_6)^2}{n_6} + \\
 &\quad \frac{(\sum x_7)^2}{n_7} - \frac{(\sum x_n)^2}{N} \\
 &= \frac{(2985)^2}{42} + \frac{(2975)^2}{42} + \frac{(3010)^2}{42} + \frac{(2990)^2}{42} + \frac{(2965)^2}{41} + \frac{(2840)^2}{42} + \frac{(2970)^2}{42} - \\
 &\quad \frac{(20735)^2}{293} \\
 &= 212148.214 + 210729.167 + 215716.667 + 212859.524 + 214420.122 + \\
 &\quad 192038.095 + 210021.429 - 1467372.78 \\
 &= 1467933.22 - 1467372.78 \\
 &= 560.44
 \end{aligned}$$

$$\begin{aligned}
 3. \text{ SSW} &= \text{SST} - \text{SSB} \\
 &= 35202.22 - 560.44 \\
 &= 34641.78
 \end{aligned}$$

$$\begin{aligned}
 4. \text{ Dfb} &= k - 1 & \text{ Dfw} &= N - k \\
 &= 7 - 1 & &= 293 - 7 \\
 &= 6 & &= 286
 \end{aligned}$$

$$5. \text{MSB} = \frac{SSB}{Dfb}$$

$$= \frac{560.44}{6}$$

$$= 93.41$$

$$\text{MSW} = \frac{SSW}{Dfw}$$

$$= \frac{34641.78}{286}$$

$$= 121.13$$

$$6. f_0 = \frac{MSB}{MSW}$$

$$= \frac{93.41}{121.13}$$

$$= 0.77$$

f_0 (Dfb) , (Dfw) at the 5% significant level

$f(6)$, (286) = 2,10

$f_0 < f \text{ table}$, $0,77 < 2,10$

Notes:

SST: Sum of Squares Total group

SSB: Sum of Squares Between Group

SSW: Sum of Squares Within group

Dfb: Total Degree of freedom between group

Dfw: Total Degree of freedom within group

MSB: Mean Squares Between group

MSW: Mean Squares Within group

Appendix 8

The Names of the Respondents

No.	Name	No.	Name
1.	Agung Zurriat Wissandy	22	Hidayatur Rohman
2	Ana Mariana	23	Ika Reto Sari
3	Andik Kurniawan	24	Ike Mayasari
4	Angga R. A.	25	Januar Tri Atmadewi
5	Anggi Anjar Muria R.	26	Lina Yulianti
6	Benny Witama	27	Lovya Permana Sari
7	Budi Haryanto	28	Mega Novianti
8	Danang	29	Menik Widiyawati
9	Decky F.	30	Nanda Citra Ayu
10	Devi Lusita W.	31	Ni Putu Norma
11	Dewi Puji L.	32	Nia Ratnasari
12	Dwi Ernawati	33	Nurma Sofianita
13	Dwi Nur Jayanti	34	Nurul Ma'rifah
14	Dwi Rahmawati	35	Ratih Rahayu
15	Ema Sukaranti	36	Ratna Maharani
16	Erdina K. W.	37	Siti Khomariyah
17	Eva Desi Wulandari	38	Sri yuliasias N.
18	Fariz A. H.	39	Tyties P. N.
19	Fauzan	40	Umar Mahfud
20	Fauzia Tri D.	41	Umi Fitriyah
21	Haryati	42	Yasinta D. H.

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./Fax (0331) 334988 Jember 68121

Nomor : 1297/J.25.1.5/PL.5/2005
Lampiran : Proposal
Perihal : Ijin Penelitian

Jember, 18 April 2005

Kepada : Yth/Sdr. Kepala SMAN 2 Tanggul Jember
di Jember

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Negeri
Jember menerangkan bahwa mahasiswa tersebut di bawah ini:

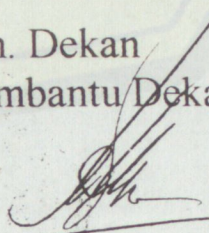
Nama : FRANSISCUS DENY CHRISTIAWAN
Nim : 000 210 401 079
Jurusan/Program : PBS / BAHASA INGGRIS

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut
bermaksud melaksanakan penelitian di lembaga Saudara dengan judul:

A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENTS'
ABILITY IN USING GERUNDS AND TO INFINITIVES IN THE
SENTENCES AT SMAN 2 TANGGUL JEMBER IN THE 2004/2005
ACADEMIC YEAR

Sehubungan dengan hal tersebut kami mohon berkenan Saudara agar
memberikan ijin, dan sekaligus bantuan informasi yang diperlukan.
Demikian atas perkenan dan kerjasamanya kami mengucapkan terima
kasih.

a.n. Dekan
Pembantu Dekan I,


Drs. H. Misno AL. M. Pd.
NIP. 130 937 191



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS
SMA NEGERI 2 TANGGUL
Jln. Salak 126 Telp. (0336) 441014 Tanggul-Jember

**SURAT KETERANGAN
MELAKSANAKAN PENELITIAN**

Nomor : 670/132/436.316.28/SMA.02/2005

Yang bertanda tangan di bawah ini:

Nama : Drs. H. Imam Ma'sum, M.Psi
NIP : 131 287 506
Pangkat/Gol. : Pembina / IVa
Jabatan : Kepala Sekolah
Unit kerja : SMA Negeri 2 Tanggul

Dengan ini menerangkan bahwa:

Nama : Fransiscus Deny Christiawan
NIM : 000 210 401 079
Fakultas : FKIP
Jurusan/Program: PBS / Bahasa Inggris

Bahwa yang bersangkutan telah melaksanakan penelitian di SMAN 2 Tanggul Jember dengan judul:

A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENTS' ABILITY
IN USING GERUNDS AND TO INFINITIVES IN THE SENTENCES AT
SMAN 2 TANGGUL JEMBER IN THE 2004/2005 ACADEMIC YEAR

Demikian surat keterangan ini dibuat agar dipergunakan sebagaimana mestinya.

Tanggul, 27 April 2005
Kepala Sekolah

Drs. H. IMAM MA'SUM, M.Psi
NIP. 131 287 506

Appendix 11

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
A Descriptive Study of the Second Year Students' Ability In Using Gerunds and to Infinitives in the sentences at SMAN 2 Tanggul Jember in the 2004/2005 Academic Year.	<p>Major Problems:</p> <ol style="list-style-type: none"> How is the second year students' ability in using gerunds in the sentences at SMAN 2 Tanggul Jember in the 2004/2005 academic year? How is the second year students' ability in using to infinitives in the sentences at SMAN 2 Tanggul Jember in the 2004/2005 academic year? 	The Second Year Students' Ability in Using Gerunds and to Infinitives in the Sentences	<ol style="list-style-type: none"> Gerunds To Infinitives 	<ol style="list-style-type: none"> Respondents: The second year students of SMAN 2 Tanggul Jember in the 2004/2005 academic year Informant: The English teachers Documents: The names of respondents. 	<ol style="list-style-type: none"> Research design: Descriptive Research Research area: Purposive Method Respondent Determination: Proportional Random Sampling Data collection method: <ol style="list-style-type: none"> Primary Data <ul style="list-style-type: none"> - Test (structure test in the sentences) Supporting Data <ul style="list-style-type: none"> - Interview - Documents Data analysis method: Percentage formula: $E = \frac{n}{N} \times 100\%$ <p>Notes: E= the percentage of the students' ability in using gerunds and to infinitives in the sentences n= the scores obtained by the students N= the total score of the test items of each indicator.</p> <p>(Adopted from Ali, 1993: 184)</p>

Tabel L8 Sebaran-F

Tabel ini menyajikan nilai gawat F untuk beberapa cacah derajat kebebasan (dk) pembilang dan penyebut dalam rumus untuk F . Nilai di baris atas adalah nilai gawat untuk taraf $p \leq 0,05$ dalam uji satu-ekor/berarah, dan untuk taraf $p \leq 0,10$ dalam uji satu-ekor/berarah. Nilai di baris bawah adalah nilai gawat untuk taraf $p \leq 0,01$ dalam uji satu-ekor/berarah dan untuk taraf $p \leq 0,02$ dalam uji dua-ekor/tidak berarah.

dk penyebut	dk pembilang															
	1	2	3	4	5	6	7	8	9	10	12	15	20	30	50	∞
1	161 4.052	200 5.000	216 5.403	225 5.625	230 5.674	234 5.859	237 5.928	239 5.981	241 6.022	242 6.056	244 6.106	246 6.157	248 6.209	250 6.261	252 6.303	254 6.366
2	18,5 98,5	19,0 99,0	19,2 99,2	19,2 99,2	19,3 99,3	19,3 99,3	19,4 99,4	19,4 99,4	19,4 99,4	19,4 99,4	19,4 99,4	19,4 99,4	19,4 99,4	19,5 99,5	19,5 99,5	19,5 99,5
3	10,1 34,1	9,55 30,8	9,28 29,5	9,12 28,7	9,01 28,2	8,94 27,9	8,89 27,7	8,85 27,5	8,81 27,3	8,79 27,2	8,74 27,1	8,70 26,9	8,66 26,7	8,62 26,5	8,58 26,4	8,53 26,1
4	7,71 21,2	6,94 18,0	6,59 16,7	6,39 16,0	6,26 15,5	6,16 15,2	6,09 15,0	6,04 14,8	6,00 14,7	5,96 14,5	5,91 14,4	5,86 14,2	5,80 14,0	5,75 13,8	5,70 13,7	5,63 13,5
5	6,61 16,3	5,79 13,3	5,41 12,1	5,19 11,4	5,05 11,0	4,95 10,7	4,88 10,5	4,82 10,3	4,77 10,2	4,74 10,1	4,68 9,89	4,62 9,72	4,56 9,55	4,50 9,38	4,44 9,24	4,336 9,02
6	5,99 13,7	5,14 10,9	4,76 9,78	4,53 9,15	4,39 8,75	4,28 8,47	4,21 8,26	4,15 8,10	4,10 7,98	4,06 7,87	4,00 7,72	3,94 7,56	3,87 7,40	3,81 7,23	3,75 7,09	3,67 6,88
7	5,59 12,2	4,74 9,55	4,35 8,45	4,12 7,85	3,97 7,46	3,87 7,19	3,79 6,99	3,73 6,84	3,68 6,72	3,64 6,62	3,57 6,47	3,51 6,31	3,44 6,16	3,38 5,99	3,32 5,86	3,23 5,65

dk nyebut	dk pembilang															
	1	2	3	4	5	6	7	8	9	10	12	15	20	30	50	∞
8	5,32 11,3	4,46 8,65	4,07 7,59	3,84 7,01	3,69 6,63	3,58 6,37	3,50 6,18	3,44 6,03	3,39 5,91	3,35 5,81	3,28 5,67	3,22 5,52	3,15 5,36	3,08 5,20	3,02 5,07	2,93 4,86
9	5,12 10,6	4,26 8,02	3,86 6,99	3,63 6,42	3,48 6,06	3,37 5,80	3,29 5,61	3,23 5,47	3,18 5,35	3,14 5,26	3,07 5,11	3,01 4,96	2,94 4,81	2,86 4,65	2,80 4,52	2,71 4,31
10	4,96 10,0	4,10 7,56	3,71 6,55	3,48 5,99	3,33 5,64	3,22 5,39	3,14 5,20	3,07 5,05	3,02 4,94	2,98 4,85	2,91 4,71	2,85 4,56	2,77 4,41	2,70 4,25	2,64 4,12	2,54 3,91
11	4,84 9,65	3,98 7,21	3,59 6,22	3,36 5,67	3,20 5,32	3,09 5,07	3,01 4,89	2,95 4,74	2,90 4,63	2,85 4,54	2,79 4,40	2,72 4,25	2,65 4,10	2,57 3,94	2,51 3,81	2,40 3,60
12	4,75 9,33	3,89 6,93	3,49 5,95	3,26 5,41	3,11 5,06	3,00 4,82	2,91 4,64	2,85 4,50	2,80 4,39	2,75 4,30	2,69 4,16	2,62 4,01	2,54 3,86	2,47 3,70	2,40 3,57	2,30 3,36
13	4,67 9,07	3,81 6,70	3,41 5,74	3,18 5,21	3,03 4,86	2,92 4,62	2,83 4,44	2,77 4,30	2,71 4,19	2,67 4,10	2,60 3,96	2,53 3,82	2,46 3,66	2,38 3,51	2,31 3,36	2,21 3,17
14	4,60 8,86	3,74 6,51	3,34 5,56	3,11 5,04	2,96 4,69	2,85 4,45	2,76 4,28	2,70 4,14	2,65 4,03	2,60 3,94	2,53 3,80	2,46 3,66	2,39 3,51	2,31 3,35	2,24 3,22	2,13 3,00
15	4,54 8,68	3,68 6,36	3,29 5,42	3,06 4,89	2,90 4,56	2,79 4,32	2,71 4,14	2,64 4,00	2,59 3,89	2,54 3,80	2,48 3,67	2,40 3,52	2,33 3,37	2,25 3,21	2,18 3,08	2,07 2,87
16	4,49 8,53	3,63 6,23	3,24 5,29	3,01 4,77	2,85 4,44	2,74 4,20	2,66 4,03	2,59 3,89	2,54 3,78	2,49 3,69	2,42 3,55	2,35 3,41	2,28 3,26	2,19 3,10	2,12 2,97	2,01 2,75
17	4,45 8,40	3,59 6,11	3,20 5,18	2,96 4,67	2,81 4,34	2,70 4,10	2,61 3,93	2,55 3,79	2,49 3,68	2,45 3,59	2,38 3,46	2,31 3,31	2,23 3,16	2,15 3,00	2,08 2,87	1,96 2,65
18	4,41 8,29	3,55 6,01	3,16 5,09	2,93 4,58	2,77 4,25	2,66 4,01	2,58 3,84	2,51 3,71	2,46 3,60	2,41 3,51	2,34 3,37	2,27 3,23	2,19 3,08	2,11 2,92	2,04 2,78	1,92 2,57

19	4,38 8,18	3,52 5,93	3,13 5,01	2,90 4,50	2,74 4,17	2,63 3,94	2,54 3,77	2,48 3,63	2,42 3,52	2,38 3,43	2,31 3,30	2,23 3,16	2,16 3,00	2,07 2,84	2,00 2,71	1,88 2,49
20	4,35 8,10	3,49 5,85	3,10 4,94	2,87 4,43	2,71 4,10	2,60 3,87	2,51 3,70	2,45 3,56	2,39 3,46	2,35 3,37	2,28 3,23	2,20 3,09	2,12 2,94	2,04 2,78	1,97 2,64	1,84 2,42
25	4,24 7,77	3,39 5,57	2,99 4,68	2,76 4,18	2,60 3,85	2,49 3,63	2,40 3,46	2,34 3,32	2,28 3,22	2,24 3,13	2,16 2,99	2,09 2,85	2,01 2,70	1,92 2,54	1,84 2,40	1,71 2,17
30	4,17 7,56	3,32 5,39	2,92 4,51	2,69 4,02	2,53 3,70	2,42 3,47	2,33 3,30	2,27 3,17	2,21 3,07	2,16 2,98	2,09 2,84	2,01 2,70	1,93 2,55	1,84 2,39	1,76 2,25	1,62 2,01
35	4,12 7,42	3,27 5,27	2,87 4,40	2,64 3,91	2,49 3,59	2,37 3,37	2,22 3,20	2,22 3,07	2,16 2,96	2,11 2,88	2,04 2,74	1,96 2,60	1,88 2,44	1,79 2,28	1,70 2,14	1,56 1,89
40	4,08 7,31	3,23 5,18	2,84 4,31	2,61 3,83	2,45 3,51	2,34 3,29	2,25 3,12	2,18 2,99	2,12 2,89	2,08 2,80	2,00 2,66	1,92 2,52	1,84 2,37	1,74 2,20	1,66 2,06	1,51 1,80
45	4,06 7,23	3,20 5,11	2,81 4,25	2,58 3,77	2,42 3,45	2,31 3,23	2,22 3,07	2,15 2,94	2,10 2,83	2,05 2,74	1,97 2,61	1,89 2,46	1,81 2,31	1,71 2,14	1,63 2,00	1,47 1,74
50	4,03 7,17	3,18 5,06	2,79 4,20	2,56 3,72	2,40 3,41	2,29 3,19	2,20 3,02	2,13 2,89	2,07 2,78	2,03 2,70	1,95 2,56	1,87 2,42	1,78 2,27	1,69 2,10	1,60 1,95	1,44 1,68
60	4,00 7,08	3,15 4,98	2,76 4,13	2,53 3,65	2,37 3,34	2,25 3,12	2,17 2,95	2,10 2,82	2,04 2,72	1,99 2,63	1,92 2,50	1,84 2,35	1,75 2,20	1,65 2,03	1,56 1,88	1,39 1,60
80	3,96 6,96	3,11 4,88	2,72 4,04	2,49 3,56	2,33 3,26	2,21 3,04	2,13 2,57	2,06 2,74	2,00 2,64	1,95 2,55	1,88 2,42	1,79 2,27	1,70 2,12	1,60 1,94	1,51 1,79	1,32 1,49
100	3,94 6,90	3,09 4,82	2,70 3,98	2,46 3,51	2,31 3,21	2,19 2,99	2,10 2,82	2,03 2,69	1,97 2,59	1,93 2,50	1,85 2,37	1,77 2,22	1,68 2,07	1,57 1,89	1,48 1,74	1,28 1,43
120	3,92 6,85	3,07 4,79	2,68 3,95	2,45 3,48	2,29 3,17	2,18 2,96	2,09 2,79	2,02 2,66	1,96 2,56	1,91 2,47	1,83 2,34	1,75 2,19	1,66 2,03	1,55 1,86	1,46 1,70	1,25 1,38
∞	3,84 6,63	3,00 4,61	2,60 3,78	2,37 3,32	2,21 3,02	2,10 2,80	2,01 2,64	1,94 2,51	1,88 2,41	1,83 2,32	1,75 2,18	1,67 2,04	1,57 1,86	1,46 1,70	1,35 1,52	1,00 1,00



The Samples of the Respondents' Work Sheets

Choose the answer
to complete the
Pilatus has
until now

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12. An
- 13. I
- 14. I
- 15. I



Appendix 2

Name: Anggi Anjar Muria P

Structure Test

Subject: English

Class : I

Time : 90 minutes

Choose the word in parentheses and then write it down in the space provided to complete these sentences below!

(Pilihlah kata dalam tanda kurung dan tuliskan di tempat yang telah disediakan untuk melengkapi kalimat-kalimat di bawah ini!)

1. They will go abroad without preparing everything. (preparing/to prepare)
- ~~2.~~ They advise me waiting in the park. (waiting/to wait)
3. Those men hope to arrive on time. (arriving/to arrive)
4. The students quit trying to do the tests. (trying/to try)
5. I fail to see what you mean. (seeing/to see)
6. Tom turned off the tape recorder by pushing the stop button. (pushing/to push)
- ~~7.~~ I wanted to go to Paris, but Bryant suggested to go to Hawaii. (going/to go)
8. She ordered me to leave home soon. (leaving/to leave)
- ~~9.~~ We will stay here before to go to the United States. (going/to go)
10. He appears to be a wise man. (being/to be)
- ~~11.~~ I couldn't resist to eat this delicious food. (eating/to eat)
12. After washing the rice, Jane cooked it. (washing/to wash)
13. I have to think about getting a job after graduating in the university. (getting/to get)
14. John told me to be here at ten o'clock. (being/to be)
15. I promised to meet him in the post office. (meeting/to meet)

16. Your mother has told you to take the breakfast before going to school.
(going/to go)
- ~~17.~~ They always discuss to go to a market, although they have just bought a lot of stuff. (going/to go)
18. Mary finished studying Mathematics. (studying/to study)
19. She wants to be a doctor. (being/to be)
20. We had difficulty in finding a parking place. (finding/to find)
- ~~21.~~ The football player practice to kick the ball. (kicking/to kick)
22. She deserves to win the prize. (winning/to win)
23. They decide to continue their study. (continuing/to continue)
- ~~24.~~ I enjoy to read the newspaper every morning while I'm having my first cup of coffee. (reading/'s read)
25. The police is facing some problems in catching the thief. (catching/to catch)
26. Most of the children expect to go to the Disneyland. (going/to go)
27. My father allows me to use his car. (using/to use)
28. Those people prepared to welcome the celebrities. (welcoming/to welcome)
29. My mother instructed me to be careful. (being/to be)
30. The teacher permits the students to leave the class. (leaving/to leave)
- ~~31.~~ Mike and Ricky always avoid to answer my questions. (answering/to answer)
32. We asked John to help us. (helping/to help)
33. I wanted them to help the poor. (helping/to help)
34. I locked the door before leaving the house. (leaving/to leave)
- ~~35.~~ We still have a lot of work to do, so we must keep to work until midnight.
(working/to work)
36. My family is planning to have a vacation. (having/to have)
37. That old woman hired a man to clean the garden. (cleaning/to clean)
38. They invite us to come to the party. (coming/to come)
- ~~39.~~ He postponed to make a decision. (making/to make)
40. He goes out without saying anything. (saying/to say)

Appendix 2

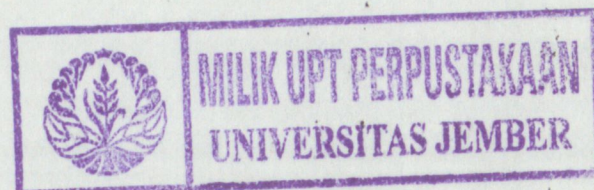
Name: ...DECKY...F.....

Structure Test

Subject: English

Class : It

Time : 90 minutes



Choose the word in parentheses and then write it down in the space provided to complete these sentences below!

(Pilihlah kata dalam tanda kurung dan tuliskan di tempat yang telah disediakan untuk melengkapi kalimat-kalimat di bawah ini!)

1. They will go abroad without preparing everything. (preparing/to prepare)
2. They advise me to wait in the park. (waiting/to wait)
3. Those men hope to arrive on time. (arriving/to arrive)
4. The students quit trying to do the tests. (trying/to try)
5. I fail seeing what you mean. (seeing/to see)
6. Tom turned off the tape recorder by pushing the stop button. (pushing/to push)
7. I wanted to go to Paris, but Bryant suggested to go to Hawaii. (going/to go)
8. She ordered me to leave home soon. (leaving/to leave)
9. We will stay here before going to the United States. (going/to go)
10. He appears to be a wise man. (being/to be)
11. I couldn't resist to eat this delicious food. (eating/to eat)
12. After washing the rice, Jane cooked it. (washing/to wash)
13. I have to think about getting a job after graduating in the university.
(getting/to get)
14. John told me to be here at ten o'clock. (being/to be)
15. I promised to meet him in the post office. (meeting/to meet)

16. Your mother has told you to take the breakfast before going to school.
(going/to go)
17. They always discuss going to a market, although they have just bought a lot of stuff. (going/to go)
18. Mary finished studying Mathematics. (studying/to study)
19. She wants to be a doctor. (being/to be)
20. We had difficulty in finding a parking place. (finding/to find)
21. The football player practice kicking the ball. (kicking/to kick)
22. She deserves winning the prize. (winning/to win)
23. They decide to continue their study. (continuing/to continue)
24. I enjoy reading the newspaper every morning while I'm having my first cup of coffee. (reading/to read)
25. The police is facing some problems in catching the thief. (catching/to catch)
26. Most of the children expect to go to the Disneyland. (going/to go)
27. My father allows me using his car. (using/to use)
28. Those people prepared welcoming the celebrities. (welcoming/to welcome)
29. My mother instructed me to be careful. (being/to be)
30. The teacher permits the students to leave the class. (leaving/to leave)
31. Mike and Ricky always avoid answering my questions. (answering/to answer)
32. We asked John to help us. (helping/to help)
33. I wanted them to help the poor. (helping/to help)
34. I locked the door before leaving the house. (leaving/to leave)
35. We still have a lot of work to do, so we must keep working until midnight.
(working/to work)
36. My family is planning to have a vacation. (having/to have)
37. That old woman hired a man to clean the garden. (cleaning/to clean)
38. They invite us to come to the party. (coming/to come)
39. He postponed to make a decision. (making/to make)
40. He goes out without saying anything. (saying/to say)

Structure Test

Subject: English

Class : II

Time : 90 minutes

Choose the word in parentheses and then write it down in the space provided to complete these sentences below!

(Pilihlah kata dalam tanda kurung dan tuliskan di tempat yang telah disediakan untuk melengkapi kalimat-kalimat di bawah ini!)

1. They will go abroad without to prepare everything. (preparing/to prepare)
2. They advise me walking in the park. (waiting/to wait)
3. Those men hope arriving on time. (arriving/to arrive)
4. The students quit to try to do the tests. (trying/to try)
5. I fail to see what you mean. (seeing/to see)
6. Tom turned off the tape recorder by to push the stop button. (pushing/to push)
7. I wanted to go to Paris, but Bryant suggested going to Hawaii. (going/to go)
8. She ordered me to leave home soon. (leaving/to leave)
9. We will stay here before to go to the United States. (going/to go)
10. He appears to be a wise man. (being/to be)
11. I couldn't resist to eat this delicious food. (eating/to eat)
12. After washing the rice, Jane cooked it. (washing/to wash)
13. I have to think about getting a job after graduating in the university.
(getting/to get)
14. John told me to be here at ten o'clock. (being/ to be)
15. I promised to meet him in the post office. (meeting/to meet)

16. Your mother has told you to take the breakfast before going to school.
(going/to go)
17. They always discuss going to a market, although they have just bought a lot of stuff. (going/to go)
- ~~18. Mary finished to study Mathematics. (studying/to study)~~
19. She wants to be a doctor. (being/to be)
- ~~20. We had difficulty in to find a parking place. (finding/to find)~~
21. The football player practice kicking the ball. (kicking/to kick)
- ~~22. She deserves winning the prize. (winning/to win)~~
23. They decide to continue their study. (continuing/to continue)
24. I enjoy reading the newspaper every morning while I'm having my first cup of coffee. (reading/to read)
25. The police is facing some problems in catching the thief. (catching/to catch)
- ~~26. Most of the children expect going to the Disneyland. (going/to go)~~
27. My father allows me to use his car. (using/to use)
28. Those people prepared to welcome the celebrities. (welcoming/to welcome)
- ~~29. My mother instructed me being careful. (being/to be)~~
30. The teacher permits the students to leave the class. (leaving/to leave)
- ~~31. Mike and Ricky always avoid to answer my questions. (answering/to answer)~~
32. We asked John to help us. (helping/to help)
33. I wanted them to help the poor. (helping/to help)
34. I locked the door before leaving the house. (leaving/to leave)
35. We still have a lot of work to do, so we must keep working until midnight.
(working/to work)
36. My family is planning to have a vacation. (having/to have)
37. That old woman hired a man to clean the garden. (cleaning/to clean)
38. They invite us to come to the party. (coming/to come)
39. He postponed making a decision. (making/to make)
40. He goes out without saying anything. (saying/to say)

Appendix 2

Name: Fauzan F.

Structure Test

Subject: English

Class : II

Time : 90 minutes

Choose the word in parentheses and then write it down in the space provided to complete these sentences below!

(Pilihlah kata dalam tanda kurung dan tuliskan di tempat yang telah disediakan untuk melengkapi kalimat-kalimat di bawah ini!)

1. They will go abroad without to prepare everything. (preparing/to prepare)
2. They advise me waiting in the park. (waiting/to wait)
3. Those men hope to arrive on time. (arriving/to arrive)
4. The students quit trying to do the tests. (trying/to try)
5. I fail to see what you mean. (seeing/to see)
6. Tom turned off the tape recorder by pushing the stop button. (pushing/to push)
7. I wanted to go to Paris, but Bryant suggested going to Hawaii. (going/to go)
8. She ordered me to leave home soon. (leaving/to leave)
9. We will stay here before going to the United States. (going/to go)
10. He appears to be a wise man. (being/to be)
11. I couldn't resist to eat this delicious food. (eating/to eat)
12. After washing the rice, Jane cooked it. (washing/to wash)
13. I have to think about to get a job after graduating in the university.
(getting/to get)
14. John told me to be here at ten o'clock. (being/ to be)
15. I promised to meet him in the post office. (meeting/to meet)

16. Your mother has told you to take the breakfast before going to school.
(going/to go)
- ~~17.~~ They always discuss to go to a market, although they have just bought a lot of stuff. (going/to go)
- ~~18.~~ Mary finished to study Mathematics. (studying/to study)
19. She wants to be a doctor. (being/to be)
- ~~20.~~ We had difficulty in to find a parking place. (finding/to find)
21. The football player practice kicking the ball. (kicking/to kick)
22. She deserves to win the prize. (winning/to win)
23. They decide to continue their study. (continuing/to continue)
24. I enjoy reading the newspaper every morning while I'm having my first cup of coffee. (reading/to read)
- ~~25.~~ The police is facing some problems in to catch the thief. (catching/to catch)
- ~~26.~~ Most of the children expect to go to the Disneyland. (going/to go)
27. My father allows me to use his car. (using/to use)
28. Those people prepared to welcome the celebrities. (welcoming/to welcome)
29. My mother instructed me to be careful. (being/to be)
30. The teacher permits the students to leave the class. (leaving/to leave)
31. Mike and Ricky always avoid answering my questions. (answering/to answer)
32. We asked John to help us. (helping/to help)
33. I wanted them to help the poor. (helping/to help)
34. I locked the door before leaving the house. (leaving/to leave)
35. We still have a lot of work to do, so we must keep working until midnight.
(working/to work)
36. My family is planning to have a vacation. (having/to have)
37. That old woman hired a man to clean the garden. (cleaning/to clean)
38. They invite us to come to the party. (coming/to come)
- ~~39.~~ He postponed to make a decision. (making/to make)
40. He goes out without saying anything. (saying/to say)

Appendix 2

Name: Nanda Citra Ayu

Structure Test

Subject: English

Class : II

Time : 90 minutes

Choose the word in parentheses and then write it down in the space provided to complete these sentences below!

(Pilihlah kata dalam tanda kurung dan tuliskan di tempat yang telah disediakan untuk melengkapi kalimat-kalimat di bawah ini!)

1. They will go abroad without preparing everything. (preparing/to prepare)
2. They advise me to wait in the park. (waiting/to wait)
3. Those men hope to arrive on time. (arriving/to arrive)
4. The students quit trying to do the tests. (trying/to try)
5. I fail to see what you mean. (seeing/to see)
6. Tom turned off the tape recorder by pushing the stop button. (pushing/to push)
7. I wanted to go to Paris, but Bryant suggested to go to Hawaii. (going/to go)
8. She ordered me to leave home soon. (leaving/to leave)
9. We will stay here before going to the United States. (going/to go)
10. He appears to be a wise man. (being/to be)
11. I couldn't resist eating this delicious food. (eating/to eat)
12. After washing the rice, Jane cooked it. (washing/to wash)
13. I have to think about getting a job after graduating in the university.
(getting/to get)
14. John told me to be here at ten o'clock. (being/ to be)
15. I promised to meet him in the post office. (meeting/to meet)

16. Your mother has told you to take the breakfast before going to school.
(going/to go)
- ~~17.~~ They always discuss to go to a market, although they have just bought a lot of stuff. (going/to go)
18. Mary finished studying Mathematics. (studying/to study)
19. She wants to be a doctor. (being/to be)
20. We had difficulty in finding a parking place. (finding/to find)
- ~~21.~~ The football player practice to kick the ball. (kicking/to kick)
- ~~22.~~ She deserves winning the prize. (winning/to win)
23. They decide to continue their study. (continuing/to continue)
24. I enjoy reading the newspaper every morning while I'm having my first cup of coffee. (reading/to read)
25. The police is facing some problems in catching the thief. (catching/to catch)
- ~~26.~~ Most of the children expect going to the Disneyland. (going/to go)
27. My father allows me to use his car. (using/to use)
28. Those people prepared to welcome the celebrities. (welcoming/to welcome)
29. My mother instructed me to be careful. (being/to be)
- ~~30.~~ The teacher permits the students leaving the class. (leaving/to leave)
31. Mike and Ricky always avoid answering my questions. (answering/to answer)
32. We asked John to help us. (helping/to help)
33. I wanted them to help the poor. (helping/to help)
34. I locked the door before leaving the house. (leaving/to leave)
- ~~35.~~ We still have a lot of work to do, so we must keep to work until midnight.
(working/to work)
36. My family is planning to have a vacation. (having/to have)
37. That old woman hired a man to clean the garden. (cleaning/to clean)
38. They invite us to come to the party. (coming/to come)
- ~~39.~~ He postponed to make a decision. (making/to make)
40. He goes out without saying anything. (saying/to say)