

## AN ANALYSIS OF STUDENTS' ABILITY IN IDENTIFYING GERUND AND PRESENT PARTICIPLE AT POLITEKNIK MANDIRI BINA PRESTASI MEDAN

Ira Maria Fran Lumbanbatu  
Politeknik Mandiri Bina Prestasi

### ABSTRACT

The objectives of this study are to know if the students are able to identify gerund and present participle in a sentence and to know the students way in determining gerund and present participle in a sentence. Paper test will be given for testing the students ability. The data which are derived from this test will be analyzed by writer to know if they had understood gerund and present participle. The data collected by taking a dialogue and the dialogue will be done after collecting the paper test that was given by the writer to the students. The research showed that there are there are 78,26 % students which are able to identify gerund and present participle, there are 21,74 % students who are unable to identify gerund and present participle and from 23 students there are 12 students follow the theory of Murcia, 3 students follow the theory of Solahudin and 8 students do not follow one of the theory that have been explained.

**Keywords:** *gerund, present participle*

### 1. Introduction

Communication is involved in every part of our life. When you are reading a report, listening to instruction, filling out the application form, or speaking about the interest thing, it means you are spending your time in communication. In communication, a man needs the language as the media to deliver news or something to the other persons. Without language, the information will not be received by the receiver. According to Gaeng in his book Introduction to the Principles of Language (1971:1) stated that "language is the most significant and colossal work that human spirit has evolved. It is a truism to say that language is not necessary in life but that it is essential to human life".

The present participle is simply the base form of a verb with -ing tacked on. A present participle that appears without an auxiliary is not a verb, but when it combines with some form of the auxiliary to be (be, am, is, are, was, were), it expresses a continuing action. Not all the verbs which end by -ing are present participle. It can be a gerund because the form is also ending with -ing. But the difference is the present participle has a role as an adjective, verb and adverb whereas the gerund has a role as a noun.

### 2. Review Literature

#### 1. Ability

##### a. Definition of Ability

Oxford Dictionary stated that "ability is ta-

lent, skill, or proficiency in a particular area and possession of the means or skill to do something". In Collins COBUILD views on Advanced Dictionary of English stated that "ability is your ability to do something is the fact that you can do it. Your ability is the quality or skill that you have..."

From two definitions above about ability, writer concluded that ability is talent of individual to do something effectively. The ability is a natural skill of human to do an exercise or assignment with the good result.

#### 2. Gerund

##### a. Definition of Gerund

Burch in her book A Writer's Grammar Book (2003:94) defined that "gerunds are also readily identifiable by their form: base verb + ing (working, cheering, smoothing). They function only as nouns and can appear where nouns do: in the subject slot, the direct object. They can also function as objects of prepositions and as appositives". Azar in her book Understanding and Using English Grammar (1993:150) stated that "a gerund is the -ing form of a verb (e.g., talking, playing, understanding)".

According to Simamora in his book Structure III (2015:20) stated that "a gerund is a verbal ending in -ing that functions as a noun. Like an ordinary single word noun, a gerund may be used as a subject, direct object, subjective complement and appositive". Paperback Oxford English Dictionary seventh edition, stated that "gerund is

a verb form which functions as a noun, in English ending in -ing". Thomson and Martinet in their book A Practical English Grammar (1986:228) argued "the gerund has exactly the form as the present participle: running, speaking, working, etc. It can be used in the following ways: as subject of a sentence, as complement of a verb, after prepositions, after certain verb, in noun compounds".

According to the statements above, writer concluded that gerund is the base verb (verb-1) ending with -ing. Gerund is used as a noun and has some functions as the subject, direct object, as an object after the preposition and appositive.

### **b. Kinds of Gerund**

Wishon and Burks on their book Let's Write English revised edition (1980:268) assumed that there are two kinds of gerund such as simple gerund and gerund phrase.

#### **a. The simple gerund**

The gerund is the-ing form of the verb used as noun. Notice that the gerund has the same form as the present participle. However, it functions differently in the sentence. It is always a noun and can function in any noun position.

Example :     Swimming is a good exercise.  
                  I am so tired of jogging.  
                  Jenny keeps fighting with her  
                  sibling.

My favorite sport, running, takes a great deal of an effort.

#### **b. The gerund phrase**

While a gerund functions as a noun, it also retains some of the characteristics of a verb. Although it may have adjective modifiers like a noun (usually before it), it may also have adverbial modifiers like a verb (usually after it). If a noun or pronoun precedes a gerund, it must be in the possessive form.

Example :     His acting is so professional.  
                  My favorite sport, running for  
                  miles, takes a great deal of an effort.

Acting is a gerund of the sentence "his acting is so professional" but his acting and running for miles are gerund phrase.

#### **c. Functions of gerund**

Burch in her book A Writer's Grammar (2003:94) stated that "gerund always functions or works as a noun". Therefore, you will find it in places where nouns typically found: as subject, direct object, object of preposition and appositive.

##### **a. Gerund as the object of the sentence**

All the subject of a sentence must be noun. There are some kinds of noun that used as subject, such as a person, name of place or thing, and gerund.

Example :

1. Driving needs full attention.
2. Gambling cannot make someone rich.
3. Dancing is one of my hobbies.

From those examples above, driving, gambling, dancing, they act as a noun. They are not function as the predicate of the sentence because the predicate is the word after them. Is, cannot, and needs are the predicate.

##### **b. Gerund as the direct object of certain verb**

When gerunds follow verbs, they function as direct objects of those verbs. The sentence form is noun + verb + noun, a pattern that requires a transitive verb. However, only certain verbs can be followed by gerunds.

Example:     I like dancing.

                  She loves camping on a top  
                  mountain.

The students stopped crying after their mother came to school. Dancing is a gerund of the sentence "I like dancing", it is not a verb because the verb or the predicate is like. The position of dancing on that sentence acts as the direct object because it follows the verb directly. Here is a reference list of some of the more common verbs that can be followed by gerunds, together with illustrative sentences by Wishon and Burks (1980:269), Simamora (2015:26), Azar (2003:368).

##### **d. Gerund as appositive**

We can use appositive in a sentence to press something so the other will already know the thing meant by the author. Example: Peter's favorite sport, snorkeling, is becoming expensive. My job, analyzing data brought by a reporter, is exciting. The word "snorkeling" is press Peter's favorite sport. In that sentence, Peter has some favorite sport but only one sport that become expensive and it is snorkeling.

### **3. Participle**

#### **a. Definition of participle**

According to Burch in her book A Writer's Grammar Book (2003:98), stated that "participles are the most difficult to identify by form because they can have more than one form: past participial form (ends in -en, -ed, -t as in written,

frayed, burnt) or present participle form (ends in -ing as in tearing, weeping, snoozing).

They have, though, only one function: as adjectives and patterning with nouns". "There are two participles in English: the past participle, which usually ends in 'ed', and the present participle, which ends in -ing" stated in Collins COBUILD Advanced Dictionary of English (2015).

So, writer concluded that participle is the verbs form that functions not as a noun but as an adjective in a sentence. In participle, there are two forms like the present participle and the past participle. Each form has different ending sound like -ing for present participle and -ed, -en, -t, for the past participle form as we already called it verb-3.

### **b. Kinds of participle**

In accord with Wishon and Burks on their book Let's Write English (1980:261) assumed that participle has two kinds as the simple participle and the participial phrase.

#### **a. The simple participle**

The present participle (the -ing form of the verb) and the past participle (the ed, -en form of the verb) may be used in sentences as adjective modifiers. They may modify nouns occurring in any position in the sentence. The simple participle may have four positions in the sentence.

##### **1) Before a noun :**

The crying baby is suffering from the heat.

##### **2) After a noun as appositive:**

The baby, crying, woke his mother.

##### **3) At the beginning of a sentence, to modify the subject.**

Crying, the baby woke his mother.

##### **4) After a linking verb :**

She seemed worried.

### **b. The participial phrase**

Participles commonly have objects and adverbial modifiers and they can sometimes have subjects. The participle and its subjects, objects and modifiers make up the participial phrase.

Example : The man being my uncle, I had no choice but to do as he asked me.

The girl wearing the red blouse is Angela.

Walking rapidly past the burning building, I saw a woman escape through a downstairs window.

### **c. Form of participle**

Participle has two forms as past participle and present participle. Both participles have the function as an adjective in a sentence.

#### **a. Past participle**

Past participle or commonly known as verb-3 is a participle that formed from verb-1 with additions -ed, -en or -d and sometimes it has the irregular form.

Example:	verb 1	verb 2	verb 3
	Finish	finished	finished
	Study	studied	studied
	Speak	spoke	spoken

Example:	James	has lived	in Nias.
	English	is taught	in elementary
			school.
			I am interested in reading.

The sentence "James has lived in Nias" is perfect tense and past participle gets an act after the word "has". The next and last sentences that used past participle is included in passive voice category.

#### **b. Present participle**

Present participle has the same form with gerund. It is formed from the base verb (verb-1) and adding with -ing. Even though they have the same form, the function of them is different. When gerund functions as a noun of a sentence, so present participle functions as adjective, adverb and verb.

### **c. Functions of present participle**

Present participle or the -ing form has some functions when putting it down on a sentence. The functions of present participle are as a verb in continuous tense, as an adjective after the linking verb.

#### **a. As a verb in continuous tense**

Present participle can function in present continuous, present perfect continuous, past continuous, past perfect continuous, future continuous tense.

Example: The students are learning English.  
(Present continuous)

The students have been learning English.  
(Present perfect continuous)

The students were learning English.  
(Past continuous)

The students had been learning English.  
(Past perfect continuous)

The students will be learning English.  
(Future continuous)

### b. As an adjective

Present participle has some positions when being an adjective on a sentence, which are:

1) After linking verb

Example:

This job is boring.

My boyfriend is very charming.

Your voice is amazing.

2) Before noun

Example: A rolling stone

An annoying boy

3) After noun or acts as appositive

Example: Her father, sleeping, is getting sick.

The man, walking on the street, is your brother.

4) After an object

Example: Can you make this book interesting?

### c. As an adverb

Example: Crying for milk, the baby woke

everyone up.

### d. Distinguishing -ing participle from gerund

Any discussion of participles must begin by distinguishing -ing participle from gerund. The same look of gerund and present participle will confuse someone to identify the subject and the verb of sentence. The -ing participles and gerunds had different form as well as different functions.

According to Murcia in her book The Grammar Book (1983:447) assumed that “one of the best ways of distinguishing -ing participle and gerunds is to remember that gerunds function as noun whereas -ing participles function as adjectives”. So, if you find an -ing form of a verb that can replace noun, it is a gerund.

On the other hand, Solahudin (2014:42) in his book 7 Masalah Grammar Paling Sulit argued that „the difference of present participle and gerund is known by the meaning and the function of them in a sentence; present participle means “that/which”, example: a boiling water (a water which is boiling) and plays role as adjective and verb; gerund means “for/to”, example: a boiling bottle (a bottle to boiling a water) and plays role as noun..

Murcia and Solahudin have different view to differentiate gerund and present participle. A statement of Murcia told that a way to differentiate the verbal is by looking the function of the verbal itself. Solahudin stated that the way to identify the verbal is to understand the meaning and function of the verbal. Both statements can be used to identify the verbal. We

have to pay attention about the meaning of gerund and present participle and also the function of them.

## 3. Research Method

### 1. Data and Instrument Collecting the Data

Writer used two instruments that are consisted of paper test and recorder to complete the data that are needed for this study. In this test, writer gave the test about gerund and present participle on a paper that is aimed to know the students' achievement after learning it and also to know their ability in identifying gerund and present participle. The students will be divided into some groups and one of them will be a leader of each group. Each group is consisted of some persons that will discuss the paper test that is given by writer.

After giving the paper test, writer continues to get some dialogues with the students to get the way of them in distinguishing gerund and present participle. The leader of each group will tell the way of them when differentiating gerund and present participle. This dialogue will show that every person may have the different way to identify verbal.

## 4. Findings

### a. Students' ability in identifying gerund and present participle

In completing this paper, writer did a research at SMA Swasta Anastasia Pancur Batu and tested the students by giving a paper test to know their ability in identifying gerund and present participle. The test was held for an hour, started from 11.00 a.m. until 12.00 p.m. After doing the research by using paper test, writer continued counting the score of each student with a formula:

$$X = (f/g) \times 100$$

Explanation:

X = The score of each student

f = The correct answer of the student

g = The questions total

After explaining gerund and present participle, writer divided the students into six groups which were consisted of four persons. Each group chose one person to be a leader. After knowing the leader of the group, writer gave a paper which contained about the meaning and the examples of gerund and present participle. The next step was writer gave a paper test to each student that was consisted of ten questions.

In the table 4.1, there are three students that got 50 score namely Odina Nduru, Riskanila

Ndraha and Sadina Giawa. It means that they still have not understood about gerund and present participle. Even though writer had given them a paper that contains with the meaning and examples of gerund and present participle, they still confused to identify it.

Rista Wati and Yunita Ndruru got 60 score. Although they got the good score, it does not mean that they have understood about gerund and present participle. They are still unable to identify it. The excellent score was gotten by three students namely Sali Larasati Br. Ginting, Satia and Sonia K. S. with 90 score.

Based on the result above, there are 18 students which are able to identify gerund and present participle in a sentence and 5 students are unable. Writer concluded that the students of SMA Swasta Anastasia Pancur Batu, especially at the third grade students, are able to identify gerund and present participle. Even though there are five students that unable to identify gerund and present participle but commonly they are able.

### **b. Students way in differentiating gerund and present participle**

In this case, writer followed the theory of Murcia and Solahudin to identify gerund and present participle in a sentence. So, writer also wants to know the way of students in differentiating gerund and present participle and if they follow the same theory as writer did. In this section, writer asked the leader to tell their way in identifying gerund and present participle in a sentence. Here is the dialogue which had been done by the writer as written below.

#### 1. Data dialogue reduction between writer and group 1

Writer : How did you differentiate gerund and present participle?

(Bagaimana cara kamu membedakan gerund dan present participle?)

Group 1 : Yeah, I just paired it.  
(Yah, saya cocokan saja.)

#### 2. Data dialogue reduction between writer and group 2

Writer : How did you determine gerund and present participle?

(Cara kamu bedakan gerund sama present participlenya gimana?)

Group 2 : I did not know miss.  
(Nggak tahu miss.)

#### 3. Data dialogue reduction between writer and group 3

Writer : How did you differentiate gerund and present participle?

(Tadi cara kalian bedakan gerund sama present participle itu gimana?)

#### Group 3 :

Gerund is a verb that adding with -ing and acts as noun. Present participle is adjective. (Gerund itu kata kerja yang di tambah -ing menjadi kata benda. Present participle as adjective.)

#### 4. Data dialogue reduction between writer and group 4

Writer : How did you determine gerund and present participle?

(Jadi cara kamu bedakan gerund dan present participle itu gimana?)

#### Group 4

: According to me, the difference between gerund and present participle is gerund as noun and present participle as adjective, verb and it uses auxiliary.

(According to me differentiate gerund and present participle. Gerund is noun. Present participle as adjective and verb and using to be auxiliary.)

#### 5. Data dialogue reduction between writer and group 5

Writer : Okay. What is the different among gerund and present participle?

(Oke. Perbedaan gerund dan present participle itu apa?)

Group 5 : Gerund is a verb which is changed become noun while participle is an adjective.

(Gerund kata kerja yang diubah menjadi kata benda sedangkan participle sebuah kata sifat.)

#### 6. Data dialogue reduction between writer and group 6

Writer : So, how did you differentiate gerund and present participle?

(Jadi, cara kamu membedakan gerund dan present participle itu gimana?)

Group 6 : Gerund is verb 1 + ing = noun. Present participle is adjective.

(Gerund itu verb 1 + ing = noun. Kalau present participle itu adjective.)

The data of this dialogue has been recorded by the writer and laden in data transcription. The original data transcription has been filled on the appendix. The data above is the data reduction of

the dialogue that is reduced by writer. Writer only went direct to the point of the question.

In this section, writer interviewed some students that had been being a leader of each group. Five groups were consisted of four students and one group was only consisted of three persons because some of their friends did not come to the school at the time. Writer named the group with group 1, group 2, group 3, group 4, group 5 and group 6. So, writer only interviewed six persons of the class.

Writer asked directly to the students about their way in identifying gerund and present participle. Writer asked a leader of the group 1 namely Jhos Fiter as a representative of Hanamichi Laia, Andreas Pinem and Aristo Laia. This group's leader said that their way in identifying gerund and present participle is only pairing the words.

Writer continued asking the leader of group 2 namely Odina Ndruru as a representative of Ranjes Saputra Ndruru, Riskanila Ndraha and Sadina Giawa. The leader said that they have not understood about the different of gerund and present participle. The leader of group 3 namely Destin Murni Yanti Ndraha as a representative of Benaria Ndruru, Apernus Laia and Herni Murniwan Waruwu told that gerund is the verb that adding with -ing and functions as noun while present participle as adjective.

The group 4 is the students that got the excellent score with Sali as the leader of the group. Sali said that gerund is noun and present participle as adjective and verb. The leader of group 5 namely Setiana Sinaga said that gerund is a verb that is changed became noun and present participle is an adjective. The last was asking the leader of group 6 as Karyawati Bate'e as a representative of Angle Lina Manalu, Ester Anjelina Br. Padang and Cristi I. G. Karyawati said that gerund is verb 1 + ing became noun and present participle as an adjective.

## 5. Conclusion

1. There are 78,26 % students which are able to identify gerund and present participle.
2. There are 21,74 % students that are unable to identify gerund and present participle.
3. From 23 students, there are 12 students follow the theory of Murcia, 3 students follow the theory of Solahudin and 8 students do not follow one of the theory that have been explained.

## REFERENCES

Azar, Betty Schramper, 2003. *Fundamentals of English Grammar*. United States of America. Pearson Education.

Azar, Betty Schramper, 1993. *Understanding and Using English Grammar*. Jakarta. Binarupa Aksara.

Collins, 2015. *Collins COBUILD Advanced Dictionary of English*. Glasgow. HarperCollins Publisher.

Farbman, Evelyn, 1985. *Signals A Grammar and Guide for Writers*. Boston. Houghton Mifflin Company.

Givon, T., 2001. *Syntax An Introduction Volume 1*. Amsterdam. John Benjamins Publishing Company.

Greenbaum, S. and Quirk, R., 1990. *A Student's Grammar of the English Language*. Edinburgh Gate. Pearson Education Limited.

Hancock, Craig, 2005. *Meaning-Centered Grammar An Introductory Text Unit 6*. London. Equinox Publishing Ltd.

Murcia, Marianne Celce, 1983. *The Grammar Book*. Rowley, Massachusetts. Newbury House Publisher, Inc.

Solahudin, M., 2014. *7 Masalah Grammar Paling Sulit*. Yogyakarta. Berlian.

Thomson, A.J. and Martinet, A.V., 1986. *A Practical English Grammar*. New York. Oxford University Press.

Wishon, E. George, 1980. *Let's Write English* revised edition. New York. Litton Educational Publishing International..