

**AN ANALYSIS OF DIFFICULTIES IN USING GERUND AND INFINITIVE
FACED BY THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY
PROGRAM OF UNIVERSITAS RIAU**

Vonda Amelia¹, Novitri², Masyhur³

vonda.amelia2564@student.unri.ac.id, novitri.syam@lecturer.unri.ac.id, masyhur@lecturer.unri.ac.id
Phone number: 082283262833

*English Education Study Program
Department of Language and Art Education
Faculty of Teacher Training and Education
Riau University*

Abstract: *This research was conducted to analyze the difficulty level in using gerund and infinitive. The design of this research is descriptive quantitative. The participants of this study were 37 students that currently study in their sixth semester of English Study Program of Universitas Riau and they were selected by cluster random sampling. In collecting data, the researcher used a test. After getting the data, the researcher analyzed them to determine of students' difficulty level in using gerund and infinitive. The result of data analysis showed the highest percentage of difficulty in using gerund and infinitive are gerund as a direct object 47% and to infinitive as an object, to infinitive as an adjective and bare infinitive after 'would rather' or 'had better' was 45%. In conclusion, to solve the difficulty part of gerund and infinitive there must be a way to solve them in the teaching of gerund and infinitive.*

Key Words: *Difficulties, Gerund, Infinitive.*

***MENGANALISA KESULITAN DALAM PENGGUNAAN GERUND DAN
INFINITIF YANG DIHADAPI SISWA SEMESTER ENAM PROGRAM
PENDIDIKAN BAHASA INGGRIS UNIVERSITAS RIAU***

Vonda Amelia¹, Novitri², Masyhur³

vonda.amelia2564@student.unri.ac.id, novitri.syam@lecturer.unri.ac.id, masyhur@lecturer.unri.ac.id
No. Hp: 082283262833

Program Studi Pendidikan Bahasa Inggris
Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini dilakukan dalam rangka menganalisis tingkat kesulitan penggunaan gerund dan infinitive. Jenis dari penelitian ini adalah deskriptif kuantitatif. Partisipan dalam penelitian ini adalah mahasiswa yang berjumlah 37 orang yang sedang menempuh perkuliahan di tahun ke enam di Program Studi Bahasa Inggris Universitas Riau dan partisipan dipilih berdasarkan Teknik pengambilan sampel acak secara berkelompok. Dalam mengumpulkan data, peneliti menggunakan tes. Setelah mendapatkan data, peneliti menganalisisnya untuk menentukan tingkat kesulitan siswa dalam menggunakan gerund dan infinitive. Hasil analisis data menunjukkan bahwa persentase kesulitan tertinggi dalam menggunakan gerund dan infinitif adalah gerund sebagai objek langsung 47% dan infinitif sebagai objek, infinitif sebagai kata sifat dan infinitif setelah kata 'would rather' atau 'have better' 45%. Dapat disimpulkan, dalam memecahkan bagian kesulitan gerund dan infinitive harus ada cara untuk penyelesaiannya dalam pengajaran gerund dan infinitive.

Kata Kunci: Kesulitan, Gerund, Infinitive.

INTRODUCTION

In this globalization era, English has become a language that plays an important role in relations between countries, science, culture, technology, and education. Woods and Mcleod (1992:3) state that language is a big part of human presence that we will talk about as long as we live in the world. Every human activity cannot be separated from language and every aspect of it cannot exist without language. The use of language appears to be as natural as breathing or walking (Clark, 2003: 2). The important role of English as an international language has made many countries make English as the main subject in schools, including in Indonesia. In Indonesia, English as a Foreign Language and is taught from kindergarten to high school, even in university. As a foreign language, students will face some difficulties in mastering English, because they do not often use English to communicate in daily activities and also Indonesian language has different characteristics from English. In mastering English students need to understand the language and the pattern of each sentence. There are four basic skills in English; speaking, listening, reading, and writing which should be mastered by the learners, and one of the ways to improve English skills is by mastering grammar.

Grammar can support the speakers to avoid misunderstanding in communication. Shastri (2010:109) stated grammar is described as a language's overall method for communicating effectively and appropriately. Without grammar, a sentence can be ambiguous or have the wrong meaning. The use of grammar can also make sentences more varied. Although English grammar discusses a lot of topics, the focus here is on the gerund and infinitive, which are mentioned in the research topic.

Gerund and infinitive are sub-topic in grammar subjects and these materials are important because they can be used effectively in English. According to Byrd and Benson (2001:368) “gerund is verbs followed by the –ing form. If the new word is used as a noun, it is called gerund. Gerund can be used as subject, direct object, complement, object of preposition, and appositive”. In general, gerund function is as a noun in a sentence. There are four gerund functions; gerund as a subject, gerund as the direct object, gerund, gerund after preposition, gerund as the subject complement. Gerunds are best used in real or complete action sentences or those that have been completed.

As important as a gerund, an infinitive is a verb that functions as a noun, adjective, or adverb and it is formed with to + base form of the verb, e.g., to dance, to run, to sing. According to Marcella Frank (1972) “An infinitive is the form of the verbs, but it is not a verb. An infinitive can be a noun, an adjective, or an adverb”. The infinitive cannot be the main verb of the sentence, even though it comes from the verb form. Although an infinitive is easy to find because it starts with the word to, but an infinitive itself divides into two types; to-infinitive and bare infinitive (without to). Because it has two different types of infinitives, their use and function are not the same.

Gerund and Infinitive have in common, that is, both are verbal forms in which a sentence can function as a noun. In this way, both gerund and infinitive can occupy various noun positions in sentences, for example, such as the position of the subject, object, and object complement. From the researcher experienced when study grammar at University level, the researcher and some her friends get lower score in gerund and infinitive test. Most students are difficult to know whether to use gerund or infinitive after the verb and they also do not know which particular verbs, particular nouns, and particular adjectives that appropriate to precede gerund and infinitive because it has similarities, for example, I like reading a novel (gerund), I like to read a novel

(infinitive). Therefore the researcher wants to find out what the difficulty faced by students in using gerund and infinitive.

RESEARCH METHODS

The method used in this research is a descriptive quantitative data analysis involving 37 students of the sixth semester of English Study Program of Universitas Riau selected by using cluster random sampling. Johnson & Christensen (2008) states, “Descriptive research is to provide an accurate description or picture of the status or characteristics of a situation or phenomenon”. The data in this research was collected by the test. This research aims to find out the difficulty level in using gerund and infinitive. This research was conducted at English Study Program of Universitas Riau by distributing questionnaires in the form of links via Google Form.

RESULT AND DISCUSSION

Generally the findings in this research are to analyze and find out the difficulty level students in using gerund and infinitive. According to Abin Syamsuddin, student's learning difficulties can be estimated if the student fails to learn. To know the difficulty level faced by students, the researcher used a test that consists of 50 items. Arikunto (2006:150) stated that a test is some questions or an activity and an instrument that is used for testing the skill, the knowledge of intelligence, ability, or talent possessed by an individual or group. The researcher used the SPSS 23 version program to analyze the data. The detailed analysis can be explained in following terms.

1. Gerund and Infinitive Test Categorized

The test was given to the sixth semester students of English Study Program of Universitas Riau to find out the difficulty level in using gerund and infinitive.

Table 1. Categorized Students Difficulty in Learning Gerund and Infinitive

Score	Categorized	Frequency	Percentage
86-100	Excellent	4	11%
66-85	Good	13	35%
46-65	Fair	12	32%
26-45	Poor	6	16%
Under 25	Fail	2	5%
Total		37	100%

Based on the data above, it can be presented that 4 students got scores 65-100 and were categorized excellent, 13 students got scores 66-85 and were categorized good. At categorized fair there are 12 students got scores 46-65, 6 students got score 26-45 and were categorized poor, but there 2 students got score under 25 that were categorized fail in gerund and infinitive test. The comparison frequency between good and fair is almost the same and even though there were 2 students who were categorized as failed, however it can be concluded that most of students were good in gerund and infinitive tests.

2. Percentage the Difficulty in Learning Gerund and Infinitive

Table. 2 Percentage of Difficulty in Learning Gerund and Infinitive

Uses	Percentage
Gerund as subject	31.5%
Gerund as direct object	47%
Gerund after preposition	38.2%
Gerund as subject complement	33.3%
To infinitive as a subject	38%
To infinitive as an object	45%
To infinitive as a subject complement	31%
To infinitive as an adjective	45%
To infinitive as an adverb	40%
To infinitive as a question word	40.5%
Bare infinitive after modal auxiliary	42%
Bare infinitive after 'would rather' or 'had better'	45%
Bare infinitive after causative verb	38%
Bare infinitive after 'do'	42%

From the data above, the highest percentage of difficulty in using gerund as a direct object was 47% and the highest percentage of difficulty in using to infinitive as an object, to infinitive as an adjective and bare infinitive after 'would rather' or 'had better' was 45%. The lowest percentage was gerund as a subject 31.5% and to infinitive as an adjective 31%.

Gerund as a direct object has the highest percentage of difficulty that experience of the sixth semester student of English Education Program of Universitas Riau. This gerund as a direct object becomes difficult, perhaps is caused by a particular word followed by gerund for example: avoid, try, forgive, report, mention and etc. These words need to be memorized by students, but most of them might not know or remember about the rules in using gerund as a direct object.

To infinitive as an object, to infinitive as an adjective and bare infinitive after 'would rather' or 'had better' being the highest percentage of difficulty that appears in sixth semester students of English Education Program of Universitas Riau in using infinitive. As the researchers previously explained, there are some rules that students must follow and remember in using the infinitive. To infinitive as an object can function as an object, but not all transitive verbs can be followed by to infinitive. It is very important for students to know and remember what verbs can be followed by the infinitive in order to avoid mistakes and difficulties in its use. Some students are also less observant in the use of bare infinitive where many students answer the test using to infinitive which is the answer should be bare infinitive or infinitive without to.

Based on the overall percentage of difficulty in using gerunds and infinitives, the researcher found that most students had difficulty using infinitives compared to using gerunds, although the highest percentage was found in using the gerund as a direct object. In this case, students' difficulties are generally due to a lack of understanding of the use of gerunds and infinitives, especially their difficulty in determining which verbs should be followed by the gerund or infinitive, because some verbs can be followed by both gerunds and infinitives. Most students also ignore the rules that must be followed in the use of gerunds and infinitives.

There were several causes that influenced the students' difficulty. The first is students' lack of understanding in using gerunds and infinitives. Second is the lack of students' knowledge of the types of gerunds and infinitives. And the last is students ignore the rules that must be followed in the use of gerunds and infinitives, especially in remembering what particulars can be followed by gerunds and infinitives.

CONCLUSION AND RECOMMENDATION

Conclusion

The finding in this research is the sixth semester students of English Study Program of Universitas Riau still find difficulty. The difficulty students' faces mostly because of the lack of understanding about the use of gerunds and infinitives, especially in the use of gerund as a direct object, to infinitive as an object, to infinitive as an adjective and bare infinitive after 'would rather' and 'had better'. The frequency of difficulty in using gerund as direct object is 47%, while the frequency of difficulty in using to infinitive as an object, to infinitive as an adjective and bare infinitive after 'would rather' and 'had better' is 45%. The lowest frequency of difficulty in using gerund and infinitive are gerund as a subject and to infinitive as a subject complement. The frequency of difficulty in using gerund as a subject is 31.5%, while the frequency of difficulty in using to infinitive as a subject complement is 31%.

This research finding was similar from the research conducted by Ade (2009). In her research entitle "An Analysis on the Difficulties Faced by the Students in Learning Gerund at the First Grade of MTS Darul Amal Bekasi" aiming to find out the students' difficulty in learning gerund with the population of the research was 40 students and the data were collecting by using test and interview, the research found that students had difficulty in learning gerund. Most of them had difficulty in using gerund as a direct object and gerund as an object preposition. The difficulties existed because students were confused between using gerund and infinitives.

From Rina Husnaini in her research, showed the ability of the students in second year of Indraprasta PGRI University on mastering the using of gerund and infinitive is on very poor range that is 41.82% (23 out of 55) in using gerund and 36.36% (55 out of 22) in using infinitive. The factors affecting on mastering the using of gerund and infinitive form are they seldom asked the question to the lecturer if they didn't understand to the material explanation, they did not very quickly understand on English Structure lesson, they seldom practiced in gerund and infinitive exercises, they rarely read their book about gerund and infinitive, they lack practiced to do whether gerund or infinitive exercises, and they seldom learned from their corrected paperback.

According to this research, the researcher concluded there are students still confused to differentiate between gerund and infinitive, and difficulties in placing gerunds and infinitives in sentence structures. The lack of understanding of the types of gerunds and infinitives also influences the difficulties experienced by students. Lack of students' attention that there are rules that must be followed by gerunds and infinitives and if ignored, students will have difficulty using gerunds and infinitives. In this research, students must be able to study and master grammatical rules, particularly those pertaining to gerunds and infinitives, by paying more attention to them.

Recommendation

The researcher offers the following recommendation to students, lectures and other researchers. First, the students need to improve their understanding in using gerund and infinitive, specifically in understanding the types and the rules of gerunds and infinitives. Second, the lectures can provide related techniques for teaching grammar, particularly in the use of gerunds and infinitives, in order to help students understand gerund and infinitive easily. Lastly, for the future researcher is expected conduct other studies on this topic, especially to investigate the same topic, with larger samples to validate the results and with different instruments.

REFERENCES

- Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*: Jakarta. Rineka Cipta.
- Byrd, Patricia and Benson. (2001). *Applied Grammar English*. New York: Phyllis Doblin.
- Clark, Eve V. (2003). *First Language Acquisition*. United Kingdom: Cambridge University Press.
- Frank, Marcella. (1972). *Modern English*. New Jersey: Englewood Cliffs.
- Husna, Rina (2019). Students Ability and Factors to use Gerund and To Infinitive Case Study: Indonesian ELF Learners in University Level. *Journal of English Language Teaching, Vol: 03*: Jakarta.
- Johnson, R.B. and Christensen, L.B. (2008). *Educational Research: Quantitative, Qualitative, and Mixed Approaches. 3rd Edition*, Sage Publications, Inc.: Lose Angeles.
- Maknun, Abin Syamsuddin. (2001). *Psikologi Kependidikan*, Edisi Revisi, Cet ke-IV. Bandung: Remaja Rosdakary.
- Shastri, Pratima. (2010). *Communicative Approach to the Teacher of English As a Second Language*. Mumbai: Himalaya Publish House.
- Woods, E. and Mcleod, N. (1992). *Using Basic English Grammar*. London: Prentice Hall International.