

**THE LEVEL OF STUDENTS' MASTERY ON GERUND
AND PRESENT PARTICIPLE OF THE SECOND YEAR
STUDENTS OF SMA MUHAMMADIYAH 1 OF
PALANGKA RAYA**

THESIS

Presented to the Islamic State College of Palangka Raya
The Department of Education the Study Program of English Education
in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan Islam



By:

NOOR RAHIMAH
SRN: 020 112 0065

**THE ISLAMIC STATE COLLEGE OF PALANGKA RAYA
THE DEPARTMENT OF EDUCATION
THE STUDY PROGRAM OF ENGLISH EDUCATION
1430 H/2009 M**

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APPROVAL THESIS

APPROVAL OF THE THESIS ADVISORY COMMITTEE

Title of the Thesis : **THE LEVEL OF STUDENTS' MASTERY ON GERUND
AND PRESENT PARTICIPLE OF THE SECOND YEAR
STUDENTS OF SMA MUHAMMADIYAH 1 OF
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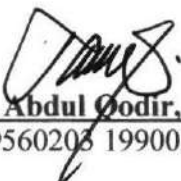
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
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**THE LEVEL OF STUDENTS MASTERY ON GERUND AND
PRESENT PARTICIPLE OF THE SECOND YEAR
STUDENTS OF SMA MUHAMMADIYAH 1 OF
PALANGKA RAYA**

ABSTRACT

The problems of this study were: (1) What is the level of students' mastery on gerund of the second year students of SMA Muhammadiyah 1 of Palangka Raya? (2) What is the level of students' mastery on present participle of the second year students of SMA Muhammadiyah 1 of Palangka Raya? (3) What is the comparison result between the level of students' mastery on gerund and present participle of the second year students of SMA Muhammadiyah 1 of Palangka Raya? Objectives of the study were: (1) To identify the level of students' mastery on gerund of the second year students of SMA Muhammadiyah 1 of Palangka Raya. (2) To identify the level of students' mastery on present participle of the second year students of SMA Muhammadiyah 1 of Palangka Raya. (3) To compare the level of students' mastery on gerund and present participle of the second year students of SMA Muhammadiyah 1 of Palangka Raya.

This study used quantitative descriptive method. In collecting the data, there were 2 techniques used, namely: test and documentation. This study was conducted for the second year students of SMA Muhammadiyah 1 of Palangka Raya in academic year 2008/2009. The number of population was 103 students. It consisted of 3 classes; they were XI science A-1, XI science A-2, and XI science A-3. From the population was taken 52 students as the sample of the study.

Based on the data analysis, the result showed that the level of students' mastery on gerund of the second year students of SMA Muhammadiyah 1 of Palangka Raya was 57.95 which laid between 50-<60. There were 49.08% students based on the calculating result classified was poor level. The level of students' mastery on present participle of the second year students of SMA Muhammadiyah 1 of Palangka Raya was 60.13 which laid between 60-<70. There were 50.92% students based on the calculating result classified was fair level. The comparison result between the level of students' mastery on gerund and present participle of the second year students of SMA Muhammadiyah 1 of Palangka Raya was different. The students' average score on present participle was higher than gerund and the difference of comparison result was 2.18.

TINGKAT PENGUASAAN SISWA KELAS II SMA MUHAMMADIYAH 1 PALANGKA RAYA PADA GERUND DAN PRESENT PARTICIPLE

ABSTRAK

Permasalahan pada penelitian ini adalah: (1) Apakah tingkat penguasaan siswa kelas II SMA Muhammadiyah 1 Palangka Raya pada gerund? (2) Apakah tingkat penguasaan siswa kelas II SMA Muhammadiyah 1 Palangka Raya pada present participle? (3) Apakah perbandingan hasil antara tingkat penguasaan siswa kelas II SMA Muhammadiyah 1 Palangka Raya pada gerund and present participle? (1) Untuk mengidentifikasi tingkat penguasaan siswa kelas II SMA Muhammadiyah 1 Palangka Raya pada gerund? (2) Untuk mengidentifikasi tingkat penguasaan siswa kelas II SMA Muhammadiyah 1 Palangka Raya pada present participle? (3) Untuk membandingkan hasil antara tingkat penguasaan siswa kelas II SMA Muhammadiyah 1 Palangka Raya pada gerund and present participle? Penelitian ini menggunakan metode deskriptif quantitative. Ada dua teknik yang digunakan untuk mengumpulkan data, yaitu tes dan dokumentasi. Penelitian ini dilakukan pada kelas II SMA Muhammadiyah 1 Palangka Raya pada tahun ajaran 2008/2009. Jumlah populasi adalah 103 siswa, yang terdiri dari 3 kelas yaitu XI IPA A-1, XI IPA A-2, XI IPA A-3. Dari jumlah populasi diambil 52 siswa sebagai sampel penelitian.

Berdasarkan analisis data, hasil menunjukkan bahwa tingkat penguasaan siswa kelas II SMA Muhammadiyah 1 Palangka Raya pada gerund adalah 57, 95 yang terletak antara 50-<60. Berdasarkan hasil penghitungan ada 49,08% siswa yang diklasifikasikan memiliki tingkat penguasaan kurang. Tingkat penguasaan siswa kelas II SMA Muhammadiyah 1 Palangka Raya pada present participle adalah 60,13 yang terletak antara 60-<70. Berdasarkan hasil penghitungan ada 50,92% siswa yang diklasifikasikan memiliki tingkat penguasaan sedang. Ada perbedaan perbandingan hasil antara tingkat penguasaan siswa kelas II SMA Muhammadiyah 1 Palangka Raya pada gerund and present participle. Nilai rata-rata siswa pada present participle lebih tinggi dibandingkan dengan gerund dan perbedaan hasil perbandingan adalah 2,18.

ACKNOWLEDGEMENT

Thanks to Allah who has given the guidance to the writer to accomplish the thesis entitled: *The Level of Students' Mastery on Gerund and Present Participle of the Second Year Students of SMA Muhammadiyah 1 of Palangka Raya*.

This thesis is written to fulfill one of the requirements to get title of Sarjana Pendidikan Islam (S.Pd.I) in the English Education, the Department of Education, the Islamic State College (STAIN) of Palangka Raya. Many people have contributed encouragement and assistances during the accomplishment of the thesis. Without their helps, it could not have been completed. Therefore I would like to express my gratitude to:

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Finally, love and respect are addressed to my family and friends to whom I owe for every strengthening support. My Allah shows his blessing and mercy in every moment of our live.

Palangka Raya, July 15th 2009

The Writer
Noor Rahimah
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DECLARATION OF AUTHENTICATION

In the name of God,

I myself make declaration that this thesis entitles: **THE LEVEL OF STUDENTS' MASTERY ON GERUND AND PRESENT PARTICIPLE OF THE SECOND YEAR STUDENTS OF SMA MUHAMMADIYAH 1 OF PALANGKA RAYA** is truly my own writing. If it is not my own writing so, it given a citation and shown in the list references.

If my own declaration is not right in this thesis in one day so, I am ready to be given the academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, July 15th 2009
My Own Declaration

A handwritten signature in black ink is written over a rectangular stamp. The stamp features the number '600' in large digits, with 'RUPIAH' written vertically on the left and 'Tgl.' followed by a date on the right. The signature is a cursive script that flows across the stamp.

NOOR RAHIMAH
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

... يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ...

"... God will raise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) knowledge. And God is well-acquainted with all ye do".

(Q. S. Al Mujadalah : 11)



DEDICATION

This Thesis is dedicated for:

- *My beloved parent Ahmad Syarwani and Salhah, who always wish me all the best in every night prayer, give me loves, Affection and everything, advise that I will always remember.*
- *My beloved old brother M. Mahzani with His Wife Camay, my young brothers M. Raihani with his wife Ely, M. Ispanuddin and Yaman Sasmita, Amd. My sweet sisters Noor Mawaddah and Metty Mustika Sari. My niece, Khusnul Khatimah, my nephews Rafliza Aditya Pradita and M. Haikal Rizki Aditya, Thanks for your advise, pray, spirit and support, and also for someone who always support, pray, spirit, and advise me" M. Herianto, S.Pd.I" Thanks for your understanding.
Hopefully we could be the best such as our parent wish us become.*
- *My beloved aunt Siti Fatimah with her Husband Amin Suhaimi, S.Sos, My uncle H. Sardani with his wife Hj. Rosita, Thanks for your advice, prays, spirit and support till this thesis ended.*
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CHAPTER I

CAPTER I

INTRODUCTION

A. Background of the Study

Language constitutes a communication which necessary by the human being in the world, so to make easy in communication we need a universal language. One of the universal languages is English. It is a tool for public communication among the nation. It is spoken as the first or second language, and also as a foreign language in many countries, many people study English where it is not as the mother tongue or native speaker.

It is for the reason above, in Indonesia that English as the first foreign language is taught from the elementary school up to the university. In relation to the statement above, English teaching needs further improvement. More systematic, comprehensive, and integrated teaching is badly needed.

The material of English teaching is stipulated in curriculum which serves as guideline for national education system in Indonesia. According to competence based curriculum which serve as guideline for national education system in Indonesia. According to competence based curriculum 2004 which has been established firmly by the department national education, it says that “developing the ability of

communication in spoken and written. Ability in communication consists of listening, speaking, reading, and writing skills".¹

From the statement above, the ability of communication consist of four components. From these fourth components structure is not mentioned here. It implied in every component of English teaching. In order words, structure still has a place to help the students understand the use and the form of structure, so that they are able to use structure productively and receptively. This is supported by Littlewood's point of view as follows: "The most characteristic features of the communication language teaching is to pay systematic attention to function as well as structural aspects of the language, by combining into a more fully communicative view."²

Based on the theory above, it becomes clear that structure in other component are intimately interrelated in a sense that one component depends upon another. In public senior high school, structure is integrated and systematically taught to the students based on what is stipulated in the curriculum.

In the exertion of learning English structure, the senior high school students especially the second students still face many problems in mastering English structure itself. There were 53.84% students still faced problems in mastering English structure of gerund and present participle. One of the complications of understanding English

¹ Depdiknas, *Kurikulum 2004 Standar Kompetensi Untuk SMA dan MA* Jakarta: Depdiknas. 2003. p.6.

² William Littlewood, *Communicative Approach Teaching*. Cambrtge: University Press. 1986.p.18.

structure is the use gerund and present participle. It is difficult for students to understand them because they have same form with different function. It is supported by Mas'ud that states "Gerund has the same form with present participle, but it has the different function and meaning".³

From the theory above, it can be explained that, both have the same form in-ing ending but gerund is as the noun and present participle is an adjective. However, these problems were arisen based on the writer's experience when she was a student of Islamic senior high school and more specially, also felt by the second year students of SMA Muhammadiyah 1 of Palangkaraya.

Based on four skills that are stipulated in competence based curriculum 2004, they are listening, speaking, reading, and writing. So, gerund and present participle is included in writing skills because they are part of written grammar that expresses meaning in short functional text. This is supported by syllabus of senior high school: "Writing is expression of meaning in short functional text by using written grammar accurately, fluently in context of daily life."⁴

Gerund and present participle are important to be learnt in senior high school because they are part of English. Moreover, English is one of the subjects that are examined in national examination.

³ Fuad Mas'ud, *Essential of English Grammar: A Practical Guided, Second Edition*, Yogyakarta: BPFE. 1992. P.2.

⁴ Depdiknas, *Petunjuk Teknis Pengembangan Silabus dan Contoh/Model Silabus SMA/MA (Mata Pelajaran Bahasa Inggris)* Jakarta: Depdiknas, 2006, P.17.

Based on some reasons above, the writer tries to study about gerund and present participle. This case intended to get an optimum result and especially to broaden the students' knowledge or researcher herself of how to use the forms of gerund and present participle in the sentence. The consideration in taking this matter is also based on the curriculum that are taught for the second year students of senior high school and also from the other supporting books. At the end, the writer is interested in conducting a study with the title: **The Level of Students' Mastery on Gerund and Present Participle of the Second Year Students of SMA Muhammadiyah 1 of Palangka Raya.**

B. Problems of the Study

1. What is the level of students' mastery on gerund of the second year students of SMA Muhammadiyah 1 of Palangka Raya?
2. What is the level of students' mastery on present participle of the second year students of SMA Muhammadiyah 1 of Palangka Raya?
3. What is the comparison result between the level of students' mastery on gerund and present participle of the second year students of SMA Muhammadiyah 1 of Palangka Raya?

C. Objectives of the Study

1. To identify the level of students' mastery on gerund of the second year students of SMA Muhammadiyah 1 of Palangka Raya.
2. To identify the level of students' mastery on present participle of the second year students of SMA Muhammadiyah 1 of Palangka Raya.

3. To compare the level of students' mastery on gerund and present participle of the second year students of SMA Muhammadiyah 1 of Palangka Raya.

D. Significances of the study

1. Giving contribution of the fact of the students' attainments in learning English, especially, in using gerund and present participle in the sentences.
2. Giving a description of the students' mastery level in using gerund and present participle in the sentences.
3. Giving information of the students' mastery level in using gerund and present participle in the sentences.

E. Research Methodology

1. Method of the Study

To find the data of the study, the writer uses quantitative descriptive method. Based on Nawawi stated that quantitative descriptive is the research that tries to give facts from research subject with facts shaped numerals systematically, and then conclusion is taken after the numerals measured.⁵ According to Arikunto, descriptive study is not meant to test a hypothesis; it only describes the variable, phenomenon or situation naturally.⁶ Through this study the writers want to know the students' mastery on the use of gerund and present participle. In this case, for collecting the data needed, it is through the students' answer sheet..

⁵ Hadari Nawawi, *Metode Penelitian Bidang Sosia*. Yogyakarta: Gajah Mada University Press. 1995.

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta. 2002. p.310.

2. Population and Sample

a. Population

According to Arikunto, population is the whole of study subject. If someone wants to study are, so it study is called population study.⁷ The population of this study is XI Science A-I, XI Science A-2 and XI Science A-3 classes of SMA Muhammadiyah 1 of Palangka Raya. The number of population can be seen clearly in the table bellow:

Table 1.1
The Number of Population

SMA Muhammadiyah 1 of Palangka Raya		Number of Students		
		Male	Female	Sum
Class	XI Science A-I	13	25	38
	XI Science A-2	10	24	34
	XI Science A-3	6	25	31
Total		29	74	103

b. Sample

In this study, the writer used random sampling is that, all of the population has equal chance to be sample but not all of the population will be sample. According to Arikunto, if the amount of subject is large, it can be taken from 10-15% or 20-25% or more.⁸ In this case the writer randomly chooses the population to be sample. The following way will be taken in collecting the sample.

After the writer gives the test to the tester and collects the students' answer sheet, then the writer puts the students' answer sheet in a box and takes it one as the sample

⁷ *Ibid.* p.107.

⁸ *Ibid.* p.112

as much as needed. In this case, the writer needs 50% of the students to be sample. Based on Surakhmad stated that if the population is less than one hundred, it is used as total sample but if it is more than one hundred will be used 50%.⁹ The number of sample can be seen clearly in the table bellow:

Table 1.2
The Number of Sample

SMA Muhammadiyah 1 of Palangka Raya		Number of Students
Class	XI Science A-1	19
	XI Science A-2	17
	XI Science A-3	16
Total		52

3. Techniques of Data Collection

In collecting the data, the writer uses two techniques. They are the test and documentation. They are explained in the following way.

a. Test

Related to definition of test, Arikunto states that test is a set of question and exercise or other instrument that is used to measure the knowledge, intelligence, ability or talent owner by individual or group.¹⁰

In this study, the technique uses the achievement test in written test. It is to know the students' mastery in using gerund and present participle. Before the instrument is applied to the real sample, the writer will do try out of the instrument. It is important to know whether or not the instrument can be used to measure the students' mastery

⁹ Surakhmad, *Pengantar Penelitian Ilmiah Dasar, Metode Teknik*. Bandung: CV Tarsito, 1980. p.19.

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian*.p.139.

in using gerund and present participle. Beside that, the subject of try out is the second year students of MA Hidayatul Insan Fii'talimiddin of Palangka Raya.

1. Preparing the instrument.
2. Giving the instrument.
3. Determining the time allocation.
4. Collecting and scoring the student' answer.
5. Analyzing the result of the test and putting the students' final score into the table.

b. Documentation

Documentation technique is used to collect the data related to the study. The data collected are:

1. The data of the students (name, class, and amount).
2. The students' score based on the result of test.
3. The curriculum of English subject.
4. The syllabus of teaching gerund and present participle.

4. Validity of the Data

In collecting the data, the instrumen of the research must be valid and reliable. The result of validity and reliability test can be obtained after validity and reliability test have been done.

a. Instrument Validity

Validity is closely related to the accuracy of the instrument of the students' mastery being measured. All of the test items should be based on what is needed to be measured. The validity means that content of the test given to measure the students'

mastery in using gerund and present participle. In this case, the writer would like to describe the students' mastery in using gerund and present participle of SMA Muhammadiyah 1 of Palangka Raya. To measure the validity of the test measurement, the writer uses the formula as follow:

$$r_{pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

Explanations:

r_{pbi} = coefficient validity of each item

Mp = mean of the right answer

Mt = mean of the total score

SDt = standard deviation from the total score

p = proportion of the students' correct answer for each item

q = proportion of the students' wrong answer for each item.¹¹

The result of the calculation above is connected to the follow criteria:

0,800-1,000 = very high validity

0,600-0,799 = high validity

0,400-0,599 = fair validity

0,200-0,399 = poor validity

0,000-0,199 = very poor validity¹²

¹¹ Anas Sudijono, *Pengantar Evaluasi Pendidikan*. Jakarta: Raja Grafindo Persada. 2005. p.190.

There was an example of calculating item validity for number 1, it was known:

$$\begin{aligned} M_p &= 49.6 & M_t &= 43.8 \\ SD_t &= 16.7 & p &= 0.69 & q &= 0.31 \end{aligned}$$

Using the formula:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Yields:

$$\begin{aligned} r_{pbi} &= \frac{49.6 - 43.8}{16.7} \sqrt{\frac{0.69}{0.31}} \\ &= \frac{5.8}{16.7} \sqrt{2.23} \\ &= 0.35 \times 1.5 \\ &= \mathbf{0.52} \end{aligned}$$

Based on the criteria that have been established above, the coefficient correlation of r_{pbi} was 0.52. Therefore, the first item was fair and valid. It means that this item was feasible to be used for research instrument.

According to Heaton stated that there are four kinds of validity. Those are Face validity, Content Validity, Construct Validity and Empirical Validity.¹³ However, the validity being used to test the students learning achievement is content and constructs validity. Consequently, the writer used content and construct validity. They are explained in the following way:

¹² Suharto, *Metodologi Penelitian Dalam Pendidikan Bahasa: Suatu Pengantar*, Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jendral Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan. 1988. p.126.

¹³ Heaton, *Writing Language Test*. England: Longman. 1979. p.152-153.

1. Content Validity

According to Leady stated that the content validity measures the factor of situation under study, namely the content being studied.¹⁴ This implies clearly that the test items were constructed in which their having relation between the test items and to the course which have been already learned in the class of the second year students of SMA Muhammadiyah 1 of Palangka Raya. That case, the writer established the material very carefully and quite representative. Also a test should provide all area to be aided in proper measure and should describe a regular sample. The evidences that support the content validity were curriculum or literatures which contain the using of gerund as a noun and present participle as adjectives and more important it has been taught to SMA Muhammadiyah 1 of Palangka Raya.

Table 1.3
Content Specification of Test Items

No	Test Material	Item Numbers	Kinds of Test
1.	Differentiating Positions		
	Gerund Used as Noun		
	▪ As a subject	3 items	
	▪ As direct object	3 items	
	▪ As object of preposition	3 items	
	▪ As predicate noun after linking verb	3 items	
	▪ As appositive	3 items	
	▪ After the verb go	3 items	
	▪ Gerund to show short prohibition	2 items	
	Present Participle Used as Adjective		
	▪ Before a noun	7 items	
	▪ After a noun	7 items	
	▪ After a linking verb	6 items	
			Multiple Choice test
			Multiple Choice test

¹⁴ Leady, *Practical Research Planning and Design*. New York: Macmillan Publishing Company. 1981.p.20.

2.	Identifying Gerund Used as Noun Present Participle Used as Adjective	10 items 10 items	Matching Item
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2. Construct Validity

Construct validity means that the instrument should be capable to measure certain specific characteristic in accordance with a theory of language learning. It means that the research instrument is arranged based on each indicator which has been tested, namely in identifying gerund as a noun and present participle as adjective, differentiation positions gerund as a noun and present participle as adjective, this whole indicators has been represented in the students' mastery in using gerund as a noun and present participle as adjectives. To fulfill the construct validity, so arranging the instrument based on the material taught which rest on consultation result.

b. Instrument Reliability

The reliability is performed to know the stability of the result. Reliability means that instrument is stable. In this case, the reliability of a test is indicated by its consistent measurement. To measurement the reliability of the test instrument, the writer uses the formula of KR-21. The formula is as follow:

$$r_{pbi} = \frac{k}{k-1} \times \left(1 - \frac{\sum pq}{s^2}\right)$$

Explanations:

k = Number of test item

p = mean of the correct answer

q = mean of the wrong answer

S^2 = variants

The result of the calculation above is connected to the follow criteria:

0,800-1,000 = very high reliability

0,600-0,799 = high reliability

0,400-0,599 = fair reliability

0,200-0,399 = poor reliability

0,000-0,199 = very poor reliability¹⁵

The following was the calculation of the item reliability from the data appendix. It was known:

$$k = 80 \sum pq = 18.77$$

$$S^2 = 3561.69$$

Using the formula:

$$r_{pbi} = \frac{k}{k-1} \times (1 - \frac{\sum pq}{s^2})$$

Yields:

$$r_{pbi} = \frac{80}{80-1} \times (1 - \frac{18.77}{3561.69})$$

¹⁵ Suharto, *Metodologi Penelitian*. p.125-6.

$$\begin{aligned}
 &= \frac{80}{79} \times (1 - 0.0053) \\
 &= 1.01 \times 0.99 \\
 &= 0.9999
 \end{aligned}$$

Based on the calculating above, it was know that the coefficient consistency of the score was 0.9999. It showed that the test score of this study was reliable.

c. Index of Difficulty

Index of difficulty is used to know how difficulty or easy of the test items are. The best test is the tests which consist of the difficult, fair and easy items. To know the level of difficulty of the test, the formula used is:

$$F.V. = \frac{R}{N}$$

Explanations:

F.V : Index of difficulties

R : The number of the correct answer

N : The total of the students¹⁶

The result of formula above is connected to the F.V value bellow:

F.V = 0.00-0.30 = difficult

0.30-0.70 = fair

0.70-1.00 = easy¹⁷

¹⁶ Heaton, *Writing Language Test. England*: Longman. 1979.p.172.

¹⁷ Suharsimi Arikunto, *Prosedur Penelitian*. p.210.

The following was the example of calculation for item number 2. It was known:

$$R = 7 \qquad N = 13$$

Using the formula:

$$F.V. = \frac{R}{N}$$

Yields:

$$\begin{aligned} F.V. &= \frac{7}{13} \\ &= 0.54 \end{aligned}$$

Based on the calculating above, it was know that the level of difficulty for the item number two was fair.

5. Data Processing Procedures

Before the writer analysis the data, there are four technique used in data processing procedures. They consist of editing, coding, scoring and tabulating.

- a. Editing, it is done to check the number of the students who follow the test and their answer sheet.
- b. Coding, it is used to give codes for each data included in the same categories. For example: the real names of the students are replaced by using codes such as A1, A2, A3, A4, and so forth. This is done to facilitate the writer to administer the test result.
- c. Scoring, it was done to give the score.
- d. Tabulating, in this step the writer arranges the students' score in the table from per indicator.

6. Data Analysis

To analysis the data, the writer will use the analysis procedures as follow:

- a. The writer scores the students' answer sheet.
- b. To find out the average scores of a group of the students' mastery in using gerund and present participle, the sum of students' score divided by the number of the subject. The formula is:

$$M = \frac{\sum x}{N}$$

Explanations:

M = Mean Score

$\sum x$ = The sum of score

N = Number of tester¹⁸

- c. To see the qualification of the students' mastery level here score obtained are compounded to the criteria of qualification of the students' mastery based on the valuation of cognitive value as below:¹⁹

¹⁸ Heaton, *Writing Language*. p.169.

¹⁹ Depag RI, *Pedoman Pelaksanaan Kurikulum Berbasis Kompetensi*, Jakarta: Departmen Agama, 2004, p. 20.

Table 1.4
The Valuation of Cognitive Value

Interval	Interpretation
80 -100	Excellent
70 - < 80	Good
60 - < 70	Fair
50 - < 60	Poor
0 - < 50	Fail



CHAPTER II

CAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the review of literature which consists of definition, level, mastery, position and comparison of gerund and present participle. The writer explains them in the following ways.

A. Level on English Grammar

Based on Webster's Revised Unabridged Dictionary, level defined as a position on a scale of intensity or amount or quality, a moderate degree of intelligence.²⁰ Another said that level is relative position stage, standard or degree of authority.²¹ It also defined as the same height or standard, or having the same score or position.

B. Mastery of English Grammar

Mastery is a power of something or the attainment of superior power or skill.²² Mastery is great skillfulness and knowledge of some subject or activity.²³ Based on Bloom, the goal of mastery learning approaches is to have all students learn instructional material at roughly equivalent, high levels. Instructors who use mastery learning break down course material into manageable units and create formative tests for students to take on each of the units.²⁴

²⁰ Webster's Revised Unabridged Dictionary, 1913.

²¹ Hornboy, *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press. 1995.

²² BBC. *English Dictionary*, 1991.

²³ Webster's Revised Unabridged Dictionary, 1913.

²⁴ Bloom, *Human Characteristics and School Learning*. New York: Mcbiaw-Hill via Website.

To evaluate the description above, the writer prefers to use cognitive domain promoted by Bloom which conclude about:

1. Knowledge include:
 - a. The lowest grade of study
 - b. Ability to remember facts
 - c. Ability to memorize formulation, definition, principle, procedure
 - d. Ability to describe
2. Comprehension include:
 - a. Ability to translate
 - b. Ability to do verbal description
 - c. Extrapolation understanding
 - d. Ability to estimate

C. Gerund

1. Definition of Gerund

Wishon and Burks said that the gerund is the -ing form of the verb used as a noun. The gerund has the same form as the present participle.

Its functions differently in the sentences. It is always a noun and can function in a noun position.²⁵

Here are some examples:

Swimming is a good exercise. (Subject)

²⁵ George E Wishon and Burks, *Kompetensi Komunikatif Bahasa Inggris Untuk SMA Kelas 2*. Klaten: PT. Intan Pariwara. 1990. p.268.

My favorite sport is *swimming*. (Subjective complement)

Joel and Patrice enjoy *dancing*. (Direct object)

I am tired of *camping*. (Object of preposition)

Joel's favorite sport, *fishing*, is becoming expensive. (Appositive)

2. Position of Gerund

It has been mentioned previously that the gerund has the function of a noun. So, since a gerund functions as a noun, the gerund occupies same position as a noun does. As an addition, Thomson and Martinet also said that the gerund has exactly the same form as the present participle and it can be used in any positions.²⁶

a. As subject

For examples:

Traveling might satisfy your desire for new experiences.

Jogging is a health activity.

Listening requires patience.

b. As direct object

For examples:

Joel and Patrice enjoy *dancing*.

John loves *teaching*.

Patrice enjoys *camping*.

²⁶ Thomson and A.V Martinet, *A Practical English Grammar*. Oxford: Oxford University Press. 1980. p.158.

c. As object of preposition

For examples:

Tommy went to jail *for stealing*.

I am interested *in learning* more about your work.

I am tired *of arguing*.

d. As predicate noun after a linking verb

For examples:

My favorite sport *is swimming*.

Seeing *is believing*.

Joel's favorite sport *is fishing*.

e. As appositive

For examples:

My main duty, *programming*, takes up more than 80% of my day.

His hobby, *swimming*, has helped to keep him healthy.

My hobby, *juggling*, is not expensive.

f. Gerund after the verb go

For examples:

We usually *go fishing* on Saturday afternoon.

My mother and sister usually *go shopping* once a month.

g. Gerund to show short prohibition

For examples:

No smoking!

No spitting!

No trespassing!

3. Certain Verbs May Followed by Gerund

admit	Advise	Anticipate	Appreciate
avoid	complete	consider	discuss
dislike	delay	deny	enjoy
finish	can't help	keep	mention
mind	miss	postpone	practice
quit	recall	recollect	recommend
regret	resent	resist	tolerate

For examples:

My mother *dislikes keeping* pet animals.

We *enjoy living* in this city very much.

4. The Difficulties in Learning Gerund

In the previous research for stratum 1 thesis which was entitled: **Teaching of English Participle and Gerund of the Second Year Students of the Junior High School Students of Nahdatul Ulama Palangka Raya**. Written by: JAM'AN MAGFURA, SRN. 010110061 in 2006 and discussed about gerund (verb+ -ing) form in junior high school, it was found that there were some difficulties in teaching learning of gerund such as:

- a. The students almost never made the verb+ -ing form as subject and object into sentence.
- b. The students couldn't comprehend the sentence of verb+ -ing form in structure or grammar.
- c. The students couldn't recognize regular and irregular verb which was followed by -ing form.

Another research which was entitled: **A Comparative Study on Students' Mastery on Gerund by the Second Year Students of Language Program at Man Model Palangka Raya**. Written by: NORDINAH, SRN. 0301120094 in 2008 and discussed about comparative mastery of students on gerund written that the difficulties found by the students are:

- a. They are difficult to differ gerund as object and complement.
- b. They are difficult in understanding gerund after preposition in sentence.
- c. They are difficult to differ which one the verb+ -ing form as gerund or participle.
- d. They are difficult to make their own sentences by using gerund.

These studies above focused on teaching of gerund (teacher's rule) only and students' mastery on gerund which was compared into two grades. While the study will be done by the writer will be focused on an issue of students' mastery in using gerund and present participle in sentence.

D. Present Participle

1. Definition of present participle

Participle *-ing* are verb forms can function as adjectives (Dorman and Dawe).²⁷

While according to Wisnubroto et.al., participle *-ing* served as an which tell the characteristic of the noun it modifies and it take place in any position in the sentence.²⁸

Participial adjective functioning as adjective is a participle in *-ing* form. A part of the pure adjective, the *-ing* participle can be used as modifier noun or pronoun. While according to Meade et al., participial adjective functioning as adjective is formed by adding the suffix *-ing* to present infinitive of the verb.²⁹ For examples: *an interesting* book, a *disappointing* experience, a *charming* view, and a *trifling* gift. All these verbs ending in *-ing* forms are adjective in function, because their occurrence modify the noun following them.

The use of present participle as adjective can be seen in the sentences below:

- The *singing* bird is Glatik.
- The bread is *filling*.
- The man *talking* to me is my teacher.

And to identify the use of present participle as adjective can be seen by comparing the two group of sentences bellow:

²⁷ Edward A Dorman and Charles A Dawe, *The Brief English Handbook*. London: Scott, Foresman and Company. 1987. p.21.

²⁸ Wisnubroto et al, *Complete English Grammar*. Yogyakarta: Karnisius. 1995.p.29.

²⁹ Richard Meade et al, *Effective English. Work Book 4*. Boston: Allyn and Bacon. Inc. 1961.p.337.

1. – The work is tiring.
2. – The man was working.
- The play was boring.
- She is writing.

At first glance the sentences above are equal in the form, that are, to be + V-*ing*, but actually, both of sentence have difference, before verb + *ing* or present participle on the first sentence group can be added by word 'very'. On the contrary, before verb + *ing* or present participle on the second sentence group cannot be added with word 'very' because they are incompatible with rule. The sentences on the second group consist of affirmative sentences present and past progressive tense.

2. Position of present participle

According to Wishon and Burks, the present participle may be used in the sentences as adjective modifier, it may modify noun in any position in the sentence.³⁰

Its positions can be seen as below:

a. Before a noun (Attributive Adjective)

Present participle is used as adjective. According to Meade et al., adjective that is placed a noun called as the attributive adjectives.³¹

For example:

This is *a tiring* work.

It is *an amazing* performance.

In the two sentences above, the adjective 'tiring' and 'amazing' have the same position and simple form of the verb but they have same meaning. In the first

³⁰ George E Wishon and Julia M. Burks, *Kompetensi Komunikatif Bahasa Inggris*. p.261.

³¹ Richard Meade A at al, *Effective English*. Work Book 4. Boston: Allyn and Bacon. Inc. 1961. p 43.

sentence means '*the work is tiring*', while in the second sentence means '*the performance is amazing*'. Attributive adjective is used to give certain characteristic to noun or pronoun directly.

b. Follow a noun (Appositional Adjectives)

Hayden et. al., said that when the present participle adjectives follow the noun they modifier, they carry with their idea of the activity that would be expressed if the participle were expended into a clause.³²

For example:

The man *speaking* is my uncle.

'Speaking' as the present participle of the intransitive verb 'speak' is used as an adjective to modify 'man'. If it was expanded into a clause it would be 'the man *who is speaking is my uncle*'.

Another example:

The boy *studying* is he teacher's son.

The boy, *studying*, did not notice that bell had rung.

The adjective '*studying*' in two sentences above are the same, stands after the noun. But in the second sentence, present participle adjective is set of by comma or commas according to its position in the sentence because it was not essential to the identification of noun it modifiers. While in the first sentence, present participle adjective is not punctuated because it is necessary to identify the noun it modifies.

³² Rebecca E. Pilgrim Hayden et. Al, *Mastering American English. A Handbook of Essential*. 1978. p.193.

Basically, present participle is used as adjectives and stand after the noun or pronoun they modify with the set of by comma (commas) or not punctuated then it can be called as appositional use of adjectives.

c. After a linking verb (predicative adjective)

Present participle as adjectives can be placed after linking verb. In this pattern, the function of linking verb is to connect a subject to a complement while tells something about the subject. An example of the linking verb that is stressed in this study is 'be' (is, am, are, was, and were).

According to Hartanto et. al., said that an adjective used as predicative if the adjective is as a part of predicate of a sentence and has a function, that is, to give certain characteristic to noun or pronoun indirectly through its verb (linking verb).³³

For examples:

Her behavior is *disgusting*.

The man is *frowning*.

In these kinds needed carefulness in their identifying because present participle as predicative adjectives is has similarity to progressive tense and passive sentence, especially on present tense form.

Another example:

It was quite *surprising* that he passed the examination.

³³ Surjadi John Hartanto et. al, *English Grammar*. Surabaya: Indah. 1986 p.16.

3. List of infinitives to be present participle

Infinitive	Present participle	Meaning
cook	cooking	memasak
play	playing	bermain
speak	speaking	berbicara
help	helping	menolong
smile	smiling	tersenyum
carry	carrying	membawa
frighten	frightening	menakutkan

Infinitive where the end syllable is -e is omitted and changed into -ing.

Infinitive	Present participle	Meaning
give	giving	memberi
joke	joking	bergurau
leave	leaving	meninggalkan
smile	smiling	tersenyum
smoke	smoking	merokok
use	using	menggunakan
write	writing	menulis
shine	shining	bercahaya

Infinitive where the end syllable is consonant is made into double consonant then add -ing.

Infinitive	Present participle	Meaning
admit	admitting	mengakui
begin	beginning	memulai
dig	digging	menggali
hit	hitting	memukul
permit	permitting	mengizinkan
run	running	berlari
sit	sitting	duduk
tap	tapping	menepuk
swim	swimming	berenang

Here are the infinitives excepted.

Infinitive	Present participle	Meaning
die	dying	mati
flee	fleeing	melarikan diri
foresee	foreseeing	meramalkan
come	coming	datang
lie	lying	berbaring
see	seeing	melihat
picnic	picnicking	berpiknik

E. Comparison between Gerund and Present Participle

1. Comparison the sentences that contain gerunds that function as noun and present participles as adjective and they stand before a noun.

Gerund : A *diving* board
(a board for diving)
Knowing English
(Knowing about English)

Present participle : an *interesting* story
(The story is interesting)
The *screaming* child
(The child that screams)

2. Gerund and present participle stand after a noun.

Gerund : Father's hobby, *jogging*, is not expensive.
(Name a activity for father's hobby)

Present participle : I found the students *reading* their text book
(Students that were reading)

3. Gerund and present participle stand after a linking verb

Gerund : My hobby is *swimming*.

(Name an activity for my hobby)

Present participle : His dog is *bouncing*.

(Condition his dog)

From description above can be concluded between gerund and present participle are different in function although their forms and positions are similar in the sentence. Gerund is more refer to noun meaning. While present participle in this study is functioned as adjective that indicate characteristic or condition of noun and has active meaning.



CHAPTER III

CAPTER III

RESULTS OF THE STUDY

A. Description of the Data of the Level of Students' Mastery on Gerund and Present Participle of the Second Year Students of SMA Muhammadiyah 1 of Palangka Raya

In this study, the writer shows the process of the test in collecting data which was held on April 4th, 7th and 11th 2009 from the second year students of SMA Muhammadiyah 1 of Palangka Raya in academic year 2008/2009. Number of population was 103 students. It was consisted of three classes, they are XI Science A-1, XI Science A-2, and XI Science A-3, from the amount of the population was taken 52 students as sample of this study. The number of test item consisted of 60 items.

The brief description of the data from the score of students' mastery level on gerund and present participle of the second year students of SMA Muhammadiyah 1 of Palangka Raya were arranged into table form, and the writer classified the students' score into four main parts, namely the level of students' mastery in differentiating positions of gerund used as noun, identifying gerund used as noun, differentiating positions of present participle used as adjective and identifying present participle used as adjective, and then the writer calculated and completed mean with graph. Beside that the writer includes the table of general conclusion of students' mastery level in using gerund and present participle, and then the writer compared the result between gerund and present participle from

the result of students' total scores based on students' mastery level in using gerund and present participle.

From the explanation above, they were explained in the following way:

B. The Level of Students' Mastery on Gerund of the Second Year Students of SMA Muhammadiyah 1 of Palangka Raya

1. The Level of Students' Mastery in Differentiating Positions of Gerund Used as Noun

In this section, the writer presented the general result of the score of students' mastery level in differentiating positions of gerund used as noun which consisted of 20 items, than the writer will arrange into table form.

In order to be clear, the general result of students' score could be seen in the table below:

Table 3.1
The Scores of the Level of Students' Mastery in
Differentiating Positions of Gerund Used as Noun

No	Code of Subjects	Right Answers	Total Items	Scores
1	2	3	4	5
1	A	11	20	55
2	B	18	20	90
3	C	18	20	90
4	D	12	20	60
5	E	12	20	60
6	F	13	20	65
7	G	11	20	55
8	H	11	20	55
9	I	10	20	50
10	J	11	20	55
11	K	10	20	50
12	L	18	20	90
13	M	12	20	60
14	N	16	20	80

1	2	3	4	5
15	O	14	20	70
16	P	15	20	75
17	Q	9	20	45
18	R	8	20	40
19	S	14	20	70
20	T	15	20	75
21	U	15	20	75
22	V	7	20	35
23	W	13	20	65
24	X	13	20	65
25	Y	12	20	60
26	Z	12	20	60
27	A1	11	20	55
28	B1	13	20	65
29	C1	16	20	80
30	D1	14	20	70
31	E1	14	20	70
32	F1	11	20	55
33	G1	11	20	55
34	H1	11	20	55
35	I1	12	20	60
36	J1	13	20	65
37	K1	14	20	70
38	L1	12	20	60
39	M1	13	20	65
40	N1	12	20	60
41	O1	10	20	50
42	P1	16	20	80
43	Q1	12	20	60
44	R1	14	20	70
45	S1	11	20	55
46	T1	13	20	65
47	U1	13	20	65
48	V1	9	20	45
49	W1	13	20	65
50	X1	10	20	50
51	Y1	10	20	50
52	Z1	13	20	65
Total				3255

From the table above showed that there were three students got 90, three students got 80, three students got 75, six students got 70, ten students got 65, nine students got 60, nine students got 55, five students got 50, two students got 45, one student got 40, and one student got 35.

Based on test item in differentiating positions of gerund used as noun which consisted of 20 items, the result of students' scores showed that the students' score ranges from 90 as the highest score to 35 as the lowest score. It was obtained by 3 (three) or 5.77% students while, the lowest score obtained by 1 (one) or 1.92% student.

2. The Level of Students' Mastery in Identifying Gerund Used as Noun

In this section, the writer presented the general result of the score of students' mastery level in identifying gerund used as noun which consisted of 10 items, than the writer will arrange into table form.

In order to be clear, the general result of students' score could be seen in the table below:

Table 3.2
The Scores of the Level of Students' Mastery in
Identifying Gerund Used as Noun

No	Code of Subjects	Right Answers	Total Items	Scores
1	2	3	4	5
1	A	6	10	60
2	B	7	10	70
3	C	10	10	100
4	D	2	10	20
5	E	5	10	50

1	2	3	4	5
6	F	6	10	60
7	G	8	10	80
8	H	2	10	20
9	I	3	10	30
10	J	3	10	30
11	K	2	10	20
12	L	7	10	70
13	M	8	10	80
14	N	3	10	30
15	O	6	10	60
16	P	7	10	70
17	Q	4	10	40
18	R	8	10	80
19	S	2	10	20
20	T	7	10	70
21	U	8	10	80
22	V	3	10	30
23	W	2	10	20
24	X	8	10	80
25	Y	7	10	70
26	Z	3	10	30
27	A1	7	10	70
28	B1	2	10	20
29	C1	7	10	70
30	D1	6	10	60
31	E1	4	10	40
32	F1	6	10	60
33	G1	4	10	40
34	H1	2	10	20
35	I1	6	10	60
36	J1	5	10	50
37	K1	4	10	40
38	L1	2	10	20
39	M1	6	10	60
40	N1	2	10	20
41	O1	4	10	40
42	P1	1	10	10
43	Q1	6	10	60
44	R1	4	10	40
45	S1	5	10	50
46	T1	4	10	40
47	U1	2	10	20
48	V1	2	10	20

1	2	3	4	5
49	W1	7	10	70
50	X1	7	10	70
51	Y1	5	10	50
52	Z1	6	10	60
Total				2530

From the table above showed that there were one student got 100, five students got 80, nine students got 70, nine students got 60, four students got 50, seven students got 40, five students got 30, eleven students got 20, and one student got 10.

Based on test item in identifying gerund used as noun which consisted of 10 items, the result of students' scores showed that the students' score ranges from 100 as the highest score to 10 as the lowest score. It was obtained by 1 (one) or 1.92% student while, the lowest score obtained by 1 (one) or 1.92% student.

3. The Level of Students' Mastery on Gerund of the Second Year Students of SMA Muhammadiyah 1 of Palangka Raya

In this section, the writer presented the general result of the score of students' mastery level on gerund of the second year of SMA Muhammadiyah 1 Palangka Raya which consisted of 30 items, than the writer will arrange into table form.

In order to be clear, the general result of students' score could be seen in the table below:

Table 3.3
The Scores of the Level of Students' Mastery on
Gerund of the Second Year Students of SMA
Muhammadiyah 1 of Palangka Raya

No	Code of Subjects	Right Answers	Total Items	Scores
1	2	3	4	5
1	A	17	30	56.67
2	B	25	30	83.33
3	C	28	30	93.33
4	D	14	30	46.67
5	E	17	30	56.67
6	F	19	30	63.33
7	G	19	30	63.33
8	H	13	30	43.33
9	I	13	30	43.33
10	J	14	30	46.67
11	K	12	30	40
12	L	25	30	83.33
13	M	20	30	66.67
14	N	19	30	63.33
15	O	20	30	66.67
16	P	22	30	73.33
17	Q	13	30	43.33
18	R	16	30	53.33
19	S	16	30	53.33
20	T	22	30	73.33
21	U	23	30	76.67
22	V	10	30	33.33
23	W	15	30	50
24	X	21	30	70
25	Y	19	30	63.33
26	Z	15	30	50
27	A1	18	30	60
28	B1	15	30	50
29	C1	23	30	76.67
30	D1	20	30	66.67
31	E1	18	30	60
32	F1	17	30	56.67
33	G1	15	30	50
34	H1	13	30	43.33
35	I1	18	30	60

1	2	3	4	5
36	J1	18	30	60
37	K1	18	30	60
38	L1	14	30	46.67
39	M1	19	30	63.33
40	N1	14	30	46.67
41	O1	14	30	46.67
42	P1	17	30	56.67
43	Q1	18	30	60
44	R1	18	30	60
45	S1	16	30	53.33
46	T1	17	30	56.67
47	U1	15	30	50
48	V1	11	30	36.67
49	W1	20	30	66.67
50	X1	17	30	56.67
51	Y1	15	30	50
52	Z1	19	30	63.33
Total				3013.33

From the table above showed that there were one student got 93.33, two students got 83.33, two students got 76.67, two students got 73.33, one student got 70, four students got 66.67, six students got 63.33, seven students got 60, six students got 56.67, three students got 53.33, six students got 50, five students got 46.67, four students got 43.33, one student got 40, one student got 36.67 and one student got 33.33.

Based on test item on gerund which consisted of 30 items, the result of students' scores showed that the students' score ranges from 93.33 as the highest score to 33.33 as the lowest score. It was obtained by 1 (one) or 1.92% student while, the lowest score obtained by 1 (one) or 1.92% student.

C. The Level of Students' Mastery on Present Participle of the Second Year Students of SMA Muhammadiyah 1 of Palangka Raya

1. The Level of Students' Mastery in Differentiating Positions of Present Participle Used as Adjective

In this section, the writer presented the general result of the score of students' mastery level in differentiating positions of present participle used as adjective which consisted of 20 items, than the writer will arrange into table form.

In order to be clear, the general result of students' score could be seen in the table below:

Table 3.4
The Scores of the Level of Students' Mastery in
Differentiating Positions of Present
Participle Used as Adjective

No	Code of Subjects	Right Answers	Total Items	Scores
1	2	3	4	5
1	A	9	20	45
2	B	16	20	80
3	C	16	20	80
4	D	11	20	55
5	E	15	20	75
6	F	11	20	55
7	G	11	20	55
8	H	12	20	60
9	I	10	20	50
10	J	10	20	50
11	K	13	20	65
12	L	14	20	70
13	M	11	20	55
14	N	11	20	55
15	O	11	20	55
16	P	14	20	70
17	Q	10	20	50

1	2	3	4	5
18	R	8	20	40
19	S	11	20	55
20	T	13	20	65
21	U	11	20	55
22	V	7	20	35
23	W	5	20	25
24	X	11	20	55
25	Y	11	20	55
26	Z	11	20	55
27	A1	8	20	40
28	B1	13	20	65
29	C1	12	20	60
30	D1	12	20	60
31	E1	12	20	60
32	F1	12	20	60
33	G1	9	20	45
34	H1	13	20	65
35	I1	12	20	60
36	J1	13	20	65
37	K1	12	20	60
38	L1	12	20	60
39	M1	12	20	60
40	N1	10	20	50
41	O1	10	20	50
42	P1	3	20	15
43	Q1	12	20	60
44	R1	8	20	40
45	S1	11	20	55
46	T1	10	20	50
47	U1	11	20	55
48	V1	12	20	60
49	W1	10	20	50
50	X1	11	20	55
51	Y1	13	20	65
52	Z1	10	20	50
Total				2880

From the table above showed that there were two students got 80, one student got 75, two students got 70, six students got 65, eleven students got 60, fourteen students got 55, eight students got 50, two students got 45, three

students got 40, one student got 35, one student got 25, and one student got 15.

Based on test item in differentiating positions of present participle used as adjective which consisted of 20 items, the result of students' scores showed that the students' score ranges from 80 as the highest score to 15 as the lowest score. It was obtained by 2 (two) or 3.85% students while, the lowest score obtained by 1 (one) or 1.92% student.

2. The Level of Students' Mastery in Identifying Present Participle Used as Adjective

In this section, the writer presented the general result of the score of students' mastery level in identifying present participle used as adjective which consisted of 10 items, than the writer will arrange into table form.

In order to be clear, the general result of students' score could be seen in the table below:

Table 3.5
The Scores of the Level of Students' Mastery in
Identifying Present Participle Used as Adjective

No	Code of Subjects	Right Answers	Total Items	Scores
1	2	3	4	5
1	A	6	10	60
2	B	10	10	100
3	C	10	10	100
4	D	7	10	70
5	E	10	10	100
6	F	10	10	100
7	G	10	10	100
8	H	3	10	30

1	2	3	4	5
9	I	6	10	60
10	J	3	10	30
11	K	2	10	20
12	L	9	10	90
13	M	10	10	100
14	N	7	10	70
15	O	10	10	100
16	P	9	10	90
17	Q	7	10	70
18	R	8	10	80
19	S	3	10	30
20	T	10	10	100
21	U	10	10	100
22	V	7	10	70
23	W	4	10	40
24	X	9	10	90
25	Y	10	10	100
26	Z	7	10	70
27	A1	7	10	70
28	B1	2	10	20
29	C1	9	10	90
30	D1	8	10	80
31	E1	2	10	20
32	F1	8	10	80
33	G1	6	10	60
34	H1	2	10	20
35	I1	9	10	90
36	J1	10	10	100
37	K1	8	10	80
38	L1	2	10	20
39	M1	10	10	100
40	N1	5	10	50
41	O1	6	10	60
42	P1	3	10	30
43	Q1	9	10	90
44	R1	6	10	60
45	S1	8	10	80
46	T1	4	10	40
47	U1	7	10	70
48	V1	4	10	40
49	W1	7	10	70
50	X1	10	10	100
51	Y1	7	10	70

1	2	3	4	5
52	21	6	10	60
Total				3620

From the table above showed that there were thirteen students got 100, six students got 90, five students got 80, nine students got 70, six students got 60, one student got 50, three students got 40, four students got 30, and five students got 20.

Based on test item in identifying present participle used as adjective which consisted of 10 items, the result of students' scores showed that the students' score ranges from 100 as the highest score to 20 as the lowest score. It was obtained by 13 (thirteen) or 25% students while, the lowest score obtained by 5 (five) or 9.62% students.

3. The Level of Students' Mastery on Present Participle of the Second Year Students of SMA Muhammadiyah 1 of Palangka Raya

In this section, the writer presented the general result of the score of students' mastery level on present participle of the second year students of SMA Muhammadiyah 1 of Palangka Raya which consisted of 30 items, than the writer will arrange into table form.

In order to be clear, the general result of students' score could be seen in the table below:

Table 3.6
The Scores of the Level of Students' Mastery on Present Participle
of the Second Year of SMA Muhammadiyah 1 of Palangka Raya

No	Code of Subjects	Right Answers	Total Items	Scores
1	2	3	4	5
1	A	15	30	50
2	B	26	30	86.67
3	C	26	30	86.67
4	D	18	30	60
5	E	25	30	83.33
6	F	21	30	70
7	G	21	30	70
8	H	15	30	50
9	I	16	30	53.33
10	J	13	30	43.33
11	K	15	30	50
12	L	23	30	76.67
13	M	21	30	70
14	N	18	30	60
15	O	21	30	70
16	P	23	30	76.67
17	Q	17	30	56.67
18	R	16	30	53.33
19	S	14	30	46.67
20	T	23	30	76.67
21	U	21	30	70
22	V	14	30	46.67
23	W	9	30	30
24	X	20	30	66.67
25	Y	21	30	70
26	Z	18	30	60
27	A1	15	30	50.00
28	B1	15	30	50
29	C1	21	30	70
30	D1	20	30	66.67
31	E1	14	30	46.67
32	F1	20	30	66.67
33	G1	15	30	50
34	H1	15	30	50
35	I1	21	30	70
36	J1	23	30	76.67

1	2	3	4	5
37	K1	20	30	66.67
38	L1	14	30	46.67
39	M1	22	30	73.33
40	N1	15	30	50
41	O1	16	30	53.33
42	P1	6	30	20
43	Q1	21	30	70
44	R1	14	30	46.67
45	S1	19	30	63.33
46	T1	14	30	46.67
47	U1	18	30	60
48	V1	16	30	53.33
49	W1	17	30	56.67
50	X1	21	30	70
51	Y1	20	30	66.67
52	Z1	16	30	53.33
Total				3126.67

From the table above showed that there were two students got 86.67, one student got 83.3, four students got 76.67, one student got 73.33, ten students got 70, five students got 66.67, one student got 63.33, four students got 60, two students got 56.67, five students got 53.33, eight students got 50, six students got 46.67, one student got 43.33, one student got 30, and one student got 20.

Based on test item on present participle which consisted of 30 items, the result of students' scores showed that the students' score ranges from 86.67 as the highest score to 20 as the lowest score. It was obtained by 2 (two) or 3.85% students while, the lowest score obtained by 1 (one) or 1.92% student.

D. The Level of Students' Mastery in Using Gerund as Noun and Present Participle as Adjective of the Second Year Students of SMA Muhammadiyah 1 of Palangka Raya

In this section, the writer presented the general result of the score of students' mastery level in using gerund as noun and present participle as adjective which consisted of 60 items, than the writer will arrange into table form.

In order to be clear, the general result of students' score could be seen in the table below:

Table 3.7
The Scores of the Level of Students' Mastery in Using Gerund as Noun and Present Participle as Adjective of the Second Year Students of SMA Muhammadiyah 1 of Palangka Raya

No	Code of Subjects	Right Answers	Total Items	Scores
1	2	3	4	5
1	A	32	60	53.33
2	B	51	60	85
3	C	54	60	90
4	D	32	60	53.33
5	E	42	60	70
6	F	40	60	66.67
7	G	40	60	66.67
8	H	28	60	46.67
9	I	29	60	48.33
10	J	27	60	45
11	K	27	60	45
12	L	48	60	80
13	M	41	60	68.33
14	N	37	60	61.67
15	O	41	60	68.33
16	P	45	60	75
17	Q	30	60	50
18	R	32	60	53.33

1	2	3	4	5
19	S	30	60	50
20	T	45	60	75
21	U	44	60	73.33
22	V	24	60	40
23	W	24	60	40
24	X	41	60	68.33
25	Y	40	60	66.67
26	Z	33	60	55
27	A1	33	60	55
28	B1	30	60	50
29	C1	44	60	73.33
30	D1	40	60	66.67
31	E1	32	60	53.33
32	F1	37	60	61.67
33	G1	30	60	50
34	H1	28	60	46.67
35	I1	39	60	65
36	J1	41	60	68.33
37	K1	38	60	63.33
38	L1	28	60	46.67
39	M1	41	60	68.33
40	N1	29	60	48.33
41	O1	30	60	50
42	P1	23	60	38.33
43	Q1	39	60	65
44	R1	32	60	53.33
45	S1	35	60	58.33
46	T1	31	60	51.67
47	U1	33	60	55
48	V1	27	60	45
49	W1	37	60	61.67
50	X1	38	60	63.33
51	Y1	35	60	58.33
52	Z1	35	60	58.33
Total				3070

From the table above showed that there were one student got 90, one student got 85, one student got 80, two students got 75, two students got 73.33, five students got 68.33, four students got 66.67, two students got 65, two students got 63.33, three students got 61.67, one student got 60, three students got 58.33, three students got 55, five students got 53.33, one student got 51.67, five students got 50, two students got 48.33, three students got 46.67, three students got 45, two students got 40, and one student got 38.33.

Based on test item in using gerund as noun and present participle as adjective which consisted of 60 items, the result of students' scores showed that the students' score ranges from 90 as the highest score to 38.33 as the lowest score. It was obtained by 1 (one) or 1.92% student while, the lowest score obtained by 1 (one) or 1.92% student.

E. Result of the Data Analysis

In this section, the writer presented the result of data analysis based on the all students' scores that had been tabulated before. It is important to know the value of mean score. In this calculation was used Heaton's formula.

Here, the writer showed the total scores of students' mastery level in differentiating position of gerund used as noun could be seen on the frequency distribution and the percentage into table as follow:

Table 3.8
The Frequency Distribution and the Percentage of the Total
Scores of the Level of Students' Mastery in Differentiating
Positions of Gerund Used as Noun

No	Level	Qualification	Frequency	Percentage
1.	85-100	Excellent	6	11.54%
2.	70-84	Good	9	17.31%
3.	55-69	Fair	19	36.54%
4.	40-54	Poor	14	26.92%
5.	0-39	Fail	4	7.69%
			52	100%

Based on the table above showed that there were 6 (six) or 11.54% students classified in excellent level, 9 (nine) or 17.31% students classified in good level, 19 (thirteen) or 36.54% students classified in fair level, 14 (fourteen) or 26.92% students classified in poor level, and 4 (four) or 7.69% students classified in fail level.

The mean score was analyzed through formula as bellow:

$$M = \frac{\sum x}{N}$$

Explanations:

M = the means

$\sum x$ = the sum of the x scores

N = the number of subject

$$M = \frac{3255}{52} = 62.60$$

The result of averages score of all the second year students of SMA Muhammadiyah 1 of Palangka Raya in differentiating positions of gerund used as noun was 62.60 which laid between 60-<70 of the criteria of mastery level based on the valuation of cognitive value, so the students' mastery level in differentiating positions of gerund used as noun based on the calculating result categorized was fair level.

In order to be clear, the level of students' mastery in differentiating positions of gerund used as noun could be seen in the following figure:

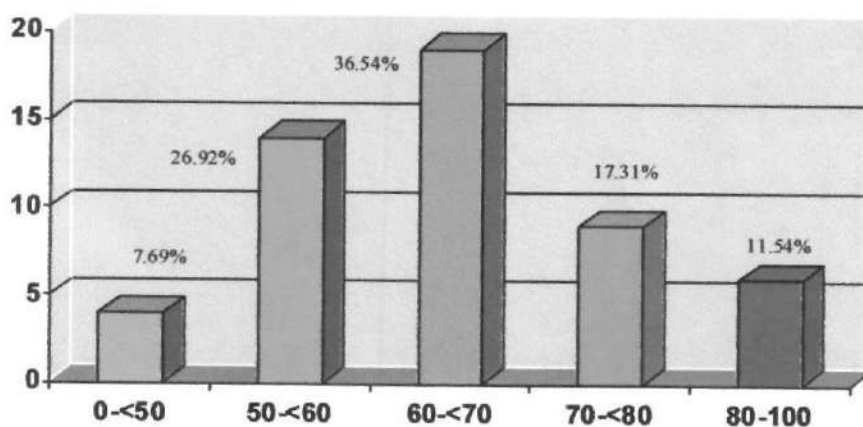


Figure 3.1
Histogram of Frequency Distribution of the Level
of Students' Mastery in Differentiating
Positions of Gerund Used as noun

Notes:

- A ■ : Excellent
- B ■ : Good
- C ■ : Fair
- D ■ : Poor
- E ■ : Fail

Based on the figure above, there were 11.54% classified in excellent level, 17.31% classified in good level, 36.54% classified in fair level, 26.92% classified in poor level, and 7.69% classified in fail level. It was analyzed that the students were 34 or 65.39% students of the total percentage who obtained the acceptable score, while 18 or 34.61% students of the total percentage who obtained the low score. It implies that the majority of students' were able in differentiating positions of gerund used as noun based on the expected goal.

Here, the writer showed the total scores of students' mastery level in identifying gerund used as noun could be seen on the frequency distribution and the percentage into table as follow:

Table 3.9
The Frequency Distribution and the Percentage of the Total
Scores of the Level of Students' Mastery in Identifying
Gerund Used as Noun

No	Level	Qualification	Frequency	Percentage
1.	85-100	Excellent	6	11.54%
2.	70-84	Good	9	17.31%
3.	55-69	Fair	9	17.31%
4.	40-54	Poor	4	7.69%
5.	0-39	Fail	24	46.15%
			52	100%

Based on the table above showed that there were 6 (six) or 11.54% students classified in excellent level, 9 (nine) or 17.31% students classified in good level, 9 (nine) or 17.31% students classified in fair level, 4 (four) or 7.69% students classified in poor level, and 24 (twenty-four) or 46.15% students classified in fail level.

The mean score was analyzed through formula as bellow:

$$M = \frac{\sum x}{N}$$

Explanations:

M = the means

$\sum x$ = the sum of the x scores

N = the number of subject

$$M = \frac{2530}{52} = 48.65$$

The result of averages score of all the second year students of SMA Muhammadiyah 1 of Palangka Raya in identifying gerund used as noun was 48.65 which laid between 0-<50 of the criteria of mastery level based on the valuation of cognitive value, so the students' mastery level in identifying gerund used as noun based on the calculating result categorized was Fail level.

In order to be clear, the level of students' mastery in identifying gerund used as noun could be seen in the following figure:

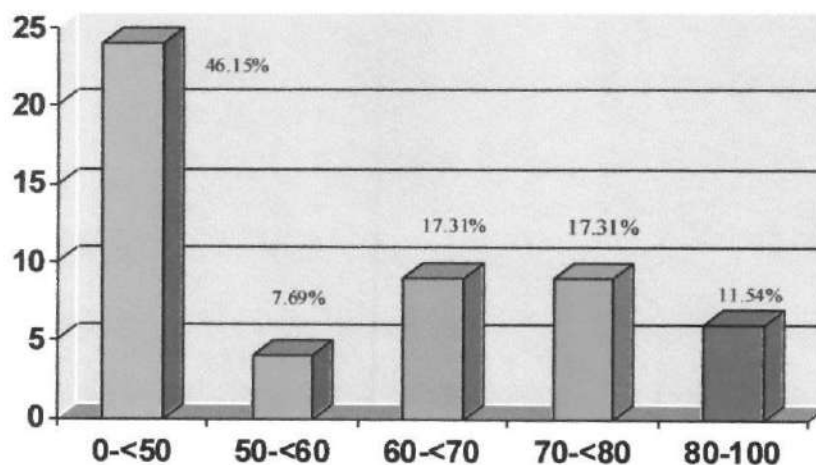


Figure 3.2
Histogram of Frequency Distribution of the
Level of Students' Mastery in Identifying
Gerund Used as Noun

Notes:

- A ■ : Excellent
- B ■ : Good
- C ■ : Fair
- D ■ : Poor
- E ■ : Fail

Based on the figure above, there were 11.54% classified in excellent level, 17.31% classified in good level, 17.31% classified in fair level, 7.69% classified in poor level, and 46.15% classified in fail level. It was analyzed that the students were 24 or 46.16% students of the total percentage who obtained the acceptable score, while 28 or 53.84% students of the total percentage who obtained the low score. It implies that the majority of students' were still unable in identifying gerund used as noun based on the expected goal.

Here, the writer showed the total scores of students' mastery level on gerund of the second year students of SMA Muhammadiyah 1 of Palangka Raya could be seen on the frequency distribution and the percentage into table as follow:

Table 3.10
The Frequency Distribution and the Percentage of the Total
Scores of the Level of Students' Mastery on Gerund of the Second
Year Students of SMA Muhammadiyah 1 of Palangka Raya

No	Level	Qualification	Frequency	Percentage
1.	85-100	Excellent	3	5.77%
2.	70-84	Good	5	9.62%
3.	55-69	Fair	17	32.69%
4.	40-54	Poor	15	28.85%
5.	0-39	Fail	12	23.08%
			52	100%

Based on the table above showed that there were 3 (three) or 5.77% students classified in excellent level, 5 (five) or 9.62% students classified in good level, 17 (seventeen) or 32.69% students classified in fair level, 15 (fifteen) or 28.85% students classified in poor level, and 12 (twelve) or 23.08% students classified in fail level.

The mean score was analyzed through formula as bellow:

$$M = \frac{\sum x}{N}$$

Explanations:

M = the means

$\sum x$ = the sum of the x scores

N = the number of subject

$$M = \frac{3013,33}{52} = 57.95$$

The result of averages score of all the second year students of SMA Muhammadiyah 1 of Palangka Raya on gerund was 57.95 which laid between 50- >60 of the criteria of mastery level based on the valuation of cognitive value, so the level of students' mastery on gerund based on the calculating result categorized was poor level.

In order to be clear, the level of students' mastery on gerund of the second year students of SMA Muhammadiyah 1 of Palangka Raya could be seen in the following figure:

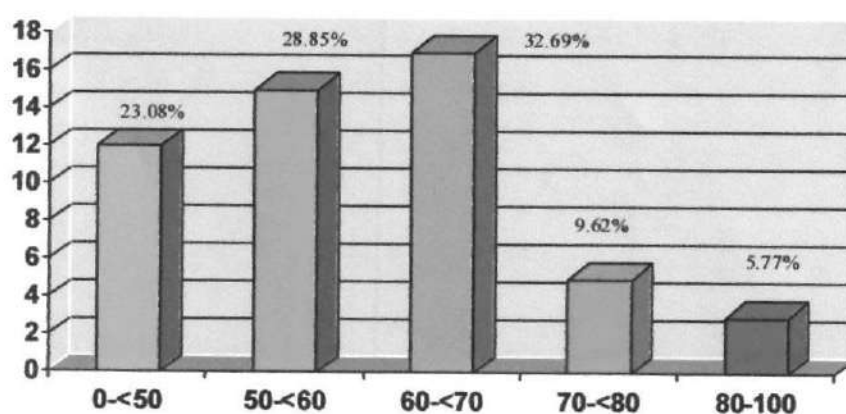


Figure 3.3
Histogram of Frequency Distribution of the Level of Students' Mastery on Gerund of the second year Students of SMA Muhammadiyah 1 of Palangka Raya

Notes:

- A ■ : Excellent
- B ■ : Good
- C ■ : Fair
- D ■ : Poor
- E ■ : Fail

Based on the figure above, there were 5.77% classified in excellent level, 9.62% classified in good level, 32.69% classified in fair level, 28.85% classified in poor level, and 23.08% classified in fail level. It was analyzed that the students were 25 or 48.08% students of the total percentage who obtained the acceptable score, while 27 or 51.93% students of the total percentage who obtained the low score. It implies that the majority of students' were still unable on gerund based on the expected goal.

Here, the writer showed the total scores of students' mastery level in differentiating position of present participle used as adjective could be seen on the frequency distribution and the percentage into table as follow:

Table 3.11
The Frequency Distribution and the Percentage of the Total
Scores of the Level of Students' Mastery in Differentiating
Positions of Present Participle Used as Adjective

No	Level	Qualification	Frequency	Percentage
1.	80 - 100	Excellent	2	3.85%
2.	70 - < 80	Good	3	5.77%
3.	60 - < 70	Fair	17	32.69%
4.	50 - < 60	Poor	22	42.31%
5.	0 - < 50	Fail	8	15.38%
			52	100%

Based on the table above showed that there were 2 (two) or 3.85% students classified in excellent level, 3 (three) or 5.77% students classified in good level, 17 (seventeen) or 32.69% students classified in fair level, 22 (twenty-two) or 42.31% students classified in poor level, and 8 (eight) or 5.77% students classified in fail level.

The mean score was analyzed through formula as bellow:

$$M = \frac{\sum x}{N}$$

Explanations:

M = the means

$\sum x$ = the sum of the x scores

N = the number of subject

$$M = \frac{2880}{52} = 55.38$$

The result of averages score of all the second year students of SMA Muhammadiyah 1 of Palangka Raya in differentiating positions of present participle used as adjective was 55.38 which laid between 50-<60 of the criteria of mastery level based on the valuation of cognitive value, so the students' mastery level in differentiating positions of present participle used as adjective based on the calculating result categorized was poor level.

In order to be clear, the level of students' mastery in differentiating positions of present participle used as adjective could be seen in the following figure:

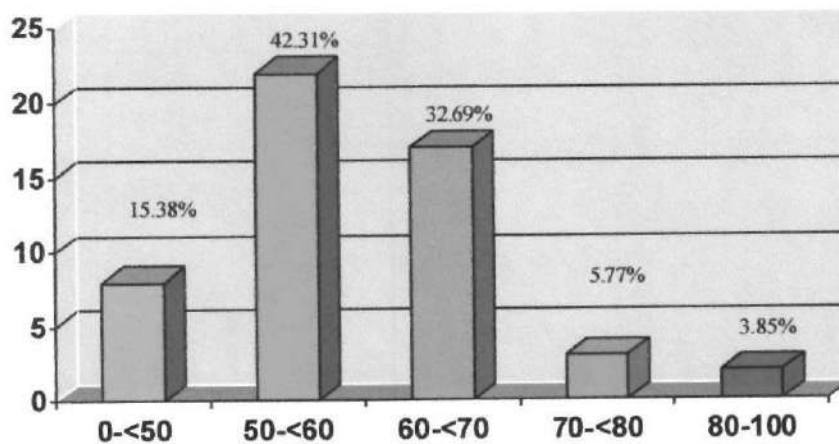


Figure 3.4
Histogram of Frequency Distribution of the Level of
Students' Mastery in Differentiating Positions of
Present Participle Used as Adjective

Notes:

- A ■ : Excellent
- B ■ : Good
- C ■ : Fair
- D ■ : Poor
- E ■ : Fail

Based on the figure above, there were 3.85% classified in excellent level, 5.77% classified in good level, 32.69% classified in fair level, 42.31% classified in poor level, and 5.77% classified in fail level. It was analyzed that the students were 22 or 42.31% students of the total percentage who obtained the acceptable score, while 30 or 57.69% students of the total percentage who obtained the low score. It implies that the majority of students' were still unable in differentiating positions of present participle used as adjective based on the expected goal.

Here, the writer showed the total scores of students' mastery level in identifying present participle used as adjective could be seen on the frequency distribution and the percentage into table as follow:

Table 3.12
The Frequency Distribution and the Percentage of the Total
Scores of the Level of Students' Mastery in Identifying
Present Participle Used as Adjective

No	Level	Qualification	Frequency	Percentage
1.	80 - 100	Excellent	24	46.15%
2.	70 - < 80	Good	9	17.31%
3.	60 - < 70	Fair	6	11.54%
4.	50 - < 60	Poor	1	1.92%
5.	0 - < 50	Fail	12	23.08%
			52	100%

Based on the table above showed that there were 24 (twenty-four) or 46.15% students classified in excellent level, 9 (nine) or 17.31% students classified in good level, 6 (six) or 11.54% students classified in fair level, 1 (one) or 1.92% student classified in poor level, and 12 (twelve) or 23.08% students classified in fail level.

The mean score was analyzed through formula as bellow:

$$M = \frac{\sum x}{N}$$

Explanations:

M = the means

$\sum x$ = the sum of the x scores

N = the number of subject

$$M = \frac{3620}{52} = 69.62$$

The result of averages score of all the second year students of SMA Muhammadiyah 1 of Palangka Raya in identifying present participle used as adjective was 69.62 which laid between 60-<70 of the criteria of mastery level based on the valuation of cognitive value, so the students' mastery level in identifying present participle used as adjective based on the calculating result categorized was fair level.

In order to be clear, the level of students' mastery in identifying gerund used as noun could be seen in the following figure:

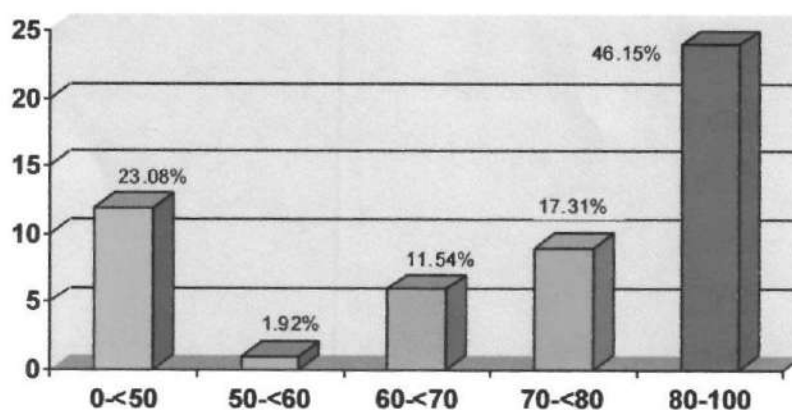


Figure 3.5
Histogram of Frequency Distribution of Level
of Students' Mastery in Identifying Present
Participle Used as Adjective

Notes:

- A ■ : Excellent
- B ■ : Good
- C ■ : Fair
- D ■ : Poor
- E ■ : Fail

Based on the figure above, there were 46.15% classified in excellent level, 17.31% classified in good level, 11.54% classified in fair level, 1.92% classified in poor level, and 23.08% classified in fail level. It was analyzed that the students were 39 or 75% students of the total percentage who obtained the acceptable score, while 13 or 25% students of the total percentage who obtained the low score. It implies that the majority of students' were able in identifying present participle used as adjective based on the expected goal.

Here, the writer showed the total scores of students' mastery level on Present Participle of the second year students of SMA Muhammadiyah 1 of Palangka Raya could be seen on the frequency distribution and the percentage into table as follow:

Table 3.13
The Frequency Distribution and the Percentage of the Total
Scores of the Level of Students' Mastery on Present
Participle of the Second Year Students of SMA
Muhammadiyah 1 of Palangka Raya

No	Level	Qualification	Frequency	Percentage
1.	80 - 100	Excellent	3	5.77%
2.	70 - < 80	Good	15	28.85%
3.	60 - < 70	Fair	10	19.23%
4.	50 - < 60	Poor	15	28.85%
5.	0 - < 50	Fail	9	17.31%
			52	100%

Based on the table above showed that there were 3 (three) or 5.77% students classified in excellent level, 15 (fifteen) or 28.85% students classified in good level, 10 (ten) or 19.23% students classified in fair level, 15 (fifteen) or 28.85%

students classified in poor level, and 9 (nine) or 17.31% students classified in fail level.

The mean score was analyzed through formula as bellow:

$$M = \frac{\sum x}{N}$$

Explanations:

M = the means

$\sum x$ = the sum of the x scores

N = the number of subject

$$M = \frac{3126,67}{52} = 60.13$$

The result of averages score of all the second year students of SMA Muhammadiyah 1 of Palangka Raya on present participle was 60.13 which laid between 60-<70 of the criteria of mastery level based on the valuation of cognitive value, so the level of the students' mastery on present participle of the second year of SMA Muhammadiyah 1 Palangka Raya based on the calculating result categorized was fair level.

In order to be clear, the level of students' mastery on present participle of the second year students of SMA Muhammadiyah 1 of Palangka Raya could be seen in the following figure:

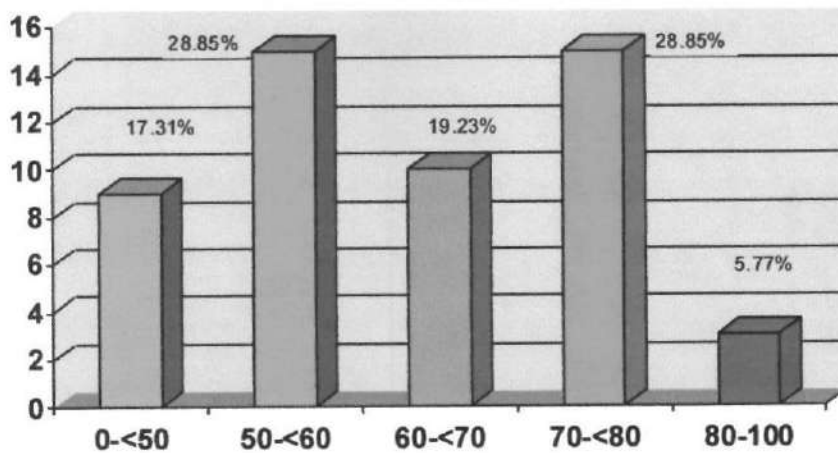


Figure 3.6
Histogram of Frequency Distribution of the Level of Students'
Mastery on Present Participle of the Second Year Students
of SMA Muhammadiyah 1 of Palangka Raya

Notes:

- A ■ : Excellent
- B ■ : Good
- C ■ : Fair
- D ■ : Poor
- E ■ : Fail

Based on the figure above, there were 5.77% classified in excellent level, 28.85% classified in good level, 19.23% classified in fair level, 28.85% classified in poor level, and 17.31% classified in fail level. It was analyzed that the students were 28 or 53.85% students of the total percentage who obtained the acceptable score, while 24 or 46.16% students of the total percentage who obtained the low score. It implies that the majority of students' were able on present participle based on the expected goal.

Here, the writer showed the total scores of students' mastery level in using gerund as noun and present participle as adjective could be seen on the frequency distribution and the percentage into table as follow:

Table 3.14
The Frequency Distribution and the Percentage of the Total
Scores of the Level of Students' Mastery in Using Gerund as
Noun and Present Participle as Adjective

No	Level	Qualification	Frequency	Percentage
1.	80 - 100	Excellent	3	5.77%
2.	70 - < 80	Good	5	9.62%
3.	60 - < 70	Fair	16	30.77%
4.	50 - < 60	Poor	17	32.69%
5.	0 - < 50	Fail	11	21.15%
			52	100%

Based on the table above showed that there were 3 (three) or 5.77% students classified in excellent level, 5 (five) or 9.62% students classified in good level, 16 (sixteen) or 30.77% students classified in fair level, 17 (seventeen) or 32.69% students classified in poor level, and 11 (eleven) or 21.15% students classified in fail level.

The mean score was analyzed through formula as bellow:

$$M = \frac{\sum x}{N}$$

Explanations:

M = the means

$\sum x$ = the sum of the x scores

N = the number of subject

$$M = \frac{3070}{52} = 59.04$$

The results of averages score of all the second year students of SMA Muhammadiyah 1 of Palangka Raya in using Gerund as Noun and Present Participle as adjective were 59.04 which laid between 50-<60 of the criteria of mastery level based on the valuation of cognitive value, so the students' mastery level in using Gerund as Noun and Present Participle as adjective were categorized was poor level.

In order to be clear, the level of students' mastery in using gerund used as noun and present participle used as adjective could be seen in the following figure:

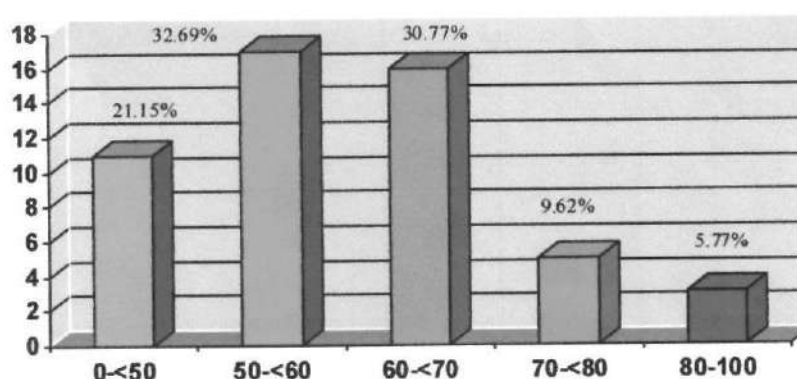


Figure 3.7
Histogram of Frequency Distribution of the Level of Students' Mastery in Using Gerund as Noun and Present Participle as Adjective

Notes:

- A ■ : Excellent
- B ■ : Good
- C ■ : Fair
- D ■ : Poor
- E ■ : Fail

Based on the figure above, there were 5.77% classified in excellent level, 9.62% classified in good level, 30.77% classified in fair level, 32.69% classified in poor level, and 21.15% classified in fail level. It was analyzed that the students were 24 or 46.16% students of the total percentage who obtained the acceptable score, while 28 or 53.84% students of the total percentage who obtained the low score. It implies that the majority of students' were still unable in using gerund as noun and present participle as adjective based on the expected goal.

Here, the writer showed the general conclusion of students' mastery level in using gerund as noun and present participle as adjective could be seen on the qualification and the percentage into table as follow:

Table 3.15
General Conclusion of the Level of Students' Mastery in Using
Gerund as Noun and Present Participle as Adjective

No	Indicator	Level of Students' Mastery	Percentage	Qualification of Students' Mastery Level
1.	Gerund:			
	a. Differentiating Positions of Gerund Used as Noun.	62.60	26.50%	Fair
	b. Identifying Gerund Used as Noun.	48.65	20.59%	Fail
2.	Present Participle:			
	a. Differentiating Positions of Present Participle Used as Adjective.	55.38	23.44%	Poor
	b. Identifying Present Participle Used as Adjective.	69.62	29.47%	Fair
Total		236.25	100%	

Based on the table above showed that The result of the students' average score in Differentiating Positions of Gerund Used as Noun was 62.60 which laid between 60-<70 of the criteria of mastery level based on the valuation of cognitive value. There were 26.50% students based on the calculating result classified was fair level. The result of students' average score in Identifying Gerund Used as Noun was 48.65 which laid between 0-<50 of the criteria of mastery level based on the valuation of cognitive value. There were 20.59% students based on the calculating result classified was Fail level. The result of students' average score in differentiating Positions of Present Participle Used as Adjective was 55.38 which laid between 50-<60 of the criteria of mastery level based on the valuation of cognitive value. There were 23.44% students based on the calculating result classified was poor level. And the result of students' average score in Identifying Present Participle Used as Adjective was 69.62 which laid between 60-<70 of the criteria of mastery level based on the valuation of cognitive value. There were 29.47% students based on the calculating result classified was fair level.

Here, the writer showed the general conclusion of students' mastery level on gerund and present participle could be seen on the qualification and the percentage into table as follow:

Table 3.16
General Conclusion of the Level of Students' Mastery on Gerund
and Present Participle of the Second Year Students of SMA
Muhammadiyah 1 of Palangka Raya

No	Indicator	Level of Students' Mastery	Percentage	Qualification of Students' Mastery Level
1.	Gerund	57.95	49.08%	Poor
2.	Present Participle	60.13	50.92%	Fair
Total		118.08	100%	

Based on the table above showed that the result of the students' average score on Gerund was 57.95 which laid between 50-<60 of the criteria of mastery level based on the valuation of cognitive value. There were 49.08% students based on the calculating result classified was poor level. And the result of students' average score on Present Participle was 60.13 which laid between 60-<70 of the criteria of mastery level based on the valuation of cognitive value. There were 23.44% students based on the calculating result classified was fair level.

Based on the explanation above The result of the students' averages score of all the second year students of SMA Muhammadiyah 1 of Palangka Raya on Gerund and Present Participle were 59.04 which laid between 50-<60 of the criteria of mastery level based on the valuation of cognitive value. So the level of students' mastery on Gerund and Present Participle were categorized was poor level.

F. The Comparison Result between the Level of Students' Mastery on Gerund and Present Participle of the Second Year Students of SMA Muhammadiyah 1 of Palangka Raya

In the following discussion, the writer will describe the comparison result between students' mastery level in using gerund and present participle of the second year students of SMA Muhammadiyah I of Palangka Raya. In order to be clear, it could be seen in the table below:

Table 3.17
The Distribution of Comparison Result between
the Level of Students' Mastery in Using
Gerund and Present Participle

No	Indicator	Average Score of Gerund Used as Noun	Average Score of Present Participle used as Adjective	The Difference of comparison result
1	Differentiating Positions of Gerund and Present Participle	62.60	55.38	7.22
2	Identifying Gerund and Present Participle	48.65	69.62	20.97

Based on the table above, it can be seen that the students' average score in differentiating positions of gerund used as noun was 62.60. While the students' average score in differentiating positions of present participle used as adjective was 55.38. It means that the students' average score in differentiating positions of gerund used as noun was higher than present participle used as adjective. The difference of comparison result was 7.22.

In identifying gerund used as noun, the students' average score was 48.65. While the students' average score in identifying present participle used as

adjective was 69.62. It means that the students' average score in identifying present participle used as adjective was higher than the students' average score in identifying gerund used as noun. The difference of comparison result was 20.97.

Table 3.18
The Conclusion of Comparison Result between
the Level of Students' Mastery in Using
Gerund and Present Participle

No	Indicator	Average Score	The Difference of comparison result
1	Differentiating Positions and identifying Gerund used as Noun	57.95	2.18
2	Differentiating Positions and identifying present participle used as adjective	60.13	

Based on the table above, it can be seen that the students' average score in differentiating positions and identifying gerund used as noun was 57.95. While the students' average score in differentiating positions and identifying present participle used as adjective was 60.13. It means that the students' average score in differentiating positions and identifying present participle used as adjective was higher than the students' average score in differentiating positions and identifying gerund used as noun. The difference of comparison result was 2.18.

Relating to the result of test, it was found that the level of students' mastery on present participle was higher than gerund. It means that the number of students who were fail in mastering gerund is higher than the number of students who were fail in mastering present participle. Based on the result of analysis, most of

the students were still unable in identifying gerund as noun. It can be seen from the result of students' answer sheet.



CHAPTER IV

CAPTER IV

CLOSURE

A. Conclusion

Based on the result of the data analysis and test, for the second year students of SMA Muhammadiyah 1 of Palangka Raya in academic year 2008/2009, It was consisted of three classes, they are XI Science A-1, XI Science A-2, and XI Science A-3 which numbered 52 students still obtained low score or poor mastery level. It was proved by the result of the study as follow:

1. The level of students' mastery on gerund of the second year students of SMA Muhammadiyah 1 of Palangka Raya was 57.95 which laid between 50-<60. There were 49.08% students based on the calculating result classified was poor level. It implies that the majority of the second year students of SMA Muhammadiyah 1 of Palangka Raya still unable on gerund according to the expected goal.
2. The level of students' mastery on present participle of the second year students of SMA Muhammadiyah 1 of Palangka Raya was 60.13 which laid between 60-<70. There were 50.92% students based on the calculating result classified was fair level. It implies that the majority of the second year students of SMA Muhammadiyah 1 of Palangka Raya able on present participle according to the expected goal.

3. The comparison result between the level of students' mastery on gerund and present participle of the second year students of SMA Muhammadiyah 1 of Palangka Raya.

The result showed that the students' average score on gerund was 57.95 which laid between 50-<60. There were 49.08% students based on the calculating result classified was poor level and present participle was 60.13 which laid between 60-<70 There were 50.92% students based on the calculating result classified was fair level. It means that the students' average score on present participle was higher than gerund. The difference of comparison result was 2.18.

B. Suggestions

It is recommended that:

1. The students should improve their mastery on grammar, especially on gerund and present participle so that their achievement will be better.
2. The teacher should give more attention in teaching grammar especially on gerund and present participle so that the students' result can be improved.
3. The institution should give attention to English subject in using grammar especially on gerund and present participle in order that the result of the students' attainment in learning increased and suitable with expected goal.

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APPENDICES



APPENDICES

Appendix 1

THE DISTRIBUTION OF TRY OUT RESULT

Code	Number of Items																													
	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	27	28	29	30
A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B	1	0	0	1	0	1	1	0	1	0	0	1	0	1	0	1	1	0	0	0	1	0	1	0	0	0	0	1	0	0
C	1	0	1	1	1	1	1	0	0	0	0	1	1	1	0	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1
D	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	1
E	1	1	0	0	1	1	0	1	1	0	0	1	0	0	0	0	1	0	0	0	1	1	1	1	1	0	1	0	1	1
F	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1
G	1	0	0	0	0	0	1	1	0	0	1	0	1	1	1	0	0	1	1	0	0	0	1	1	1	0	1	1	1	1
H	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0
I	0	0	1	0	1	0	0	0	0	0	1	0	1	0	1	0	1	0	0	0	1	0	0	1	1	1	0	0	1	0
J	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	0	0	1	0	0	1	0	1	1	1	1
K	1	0	0	1	0	1	1	0	1	0	0	1	0	1	0	1	1	0	0	0	1	0	1	0	0	0	0	1	0	0
L	1	0	1	1	1	1	1	0	0	0	0	1	1	1	0	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1
M	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1
N=13	9	7	9	8	7	9	9	5	7	5	6	7	8	8	6	7	11	8	4	6	9	5	9	8	7	6	7	8	7	9
p	0.69	0.54	0.69	0.62	0.54	0.69	0.69	0.38	0.54	0.38	0.46	0.54	0.62	0.62	0.46	0.54	0.85	0.62	0.31	0.46	0.69	0.38	0.69	0.62	0.54	0.46	0.54	0.62	0.54	0.69
q	0.31	0.46	0.31	0.38	0.46	0.31	0.31	0.62	0.46	0.62	0.54	0.46	0.38	0.38	0.54	0.46	0.15	0.38	0.69	0.54	0.31	0.62	0.31	0.38	0.46	0.54	0.46	0.38	0.46	0.31
pq	0.21	0.25	0.21	0.24	0.25	0.21	0.21	0.24	0.25	0.24	0.25	0.25	0.24	0.24	0.25	0.25	0.13	0.24	0.21	0.25	0.21	0.24	0.21	0.24	0.25	0.25	0.25	0.24	0.25	0.21

Number of Items																															
31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	
1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	
0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	1	0	1		
0	1	1	1	1	0	0	1	1	1	0	0	1	1	1	0	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	
0	1	0	0	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0		
1	0	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	1	0	1	0	1	0	1	0	1	1	1	
1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	
0	0	0	0	0	1	1	0	0	1	0	1	0	1	0	0	0	1	1	0	0	0	1	0	0	1	1	1	0	1	0	
1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
1	1	0	1	0	1	1	0	0	1	0	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	0	0	0	0	
1	0	0	0	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	1	0	0	
0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	1	1	0	0	1	1	0	
0	1	1	0	1	0	0	1	1	1	0	0	1	1	1	0	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	
0	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	1	0	0	
6	7	7	7	6	7	10	7	7	9	5	8	8	7	7	6	8	7	6	7	8	5	8	7	6	7	9	6	8	8	7	
0.46	0.54	0.54	0.54	0.46	0.54	0.77	0.54	0.54	0.69	0.38	0.62	0.62	0.54	0.54	0.46	0.62	0.54	0.46	0.54	0.62	0.38	0.62	0.54	0.46	0.54	0.69	0.46	0.62	0.62	0.54	
0.54	0.46	0.46	0.46	0.54	0.46	0.23	0.46	0.46	0.31	0.62	0.38	0.38	0.46	0.46	0.54	0.38	0.46	0.54	0.46	0.38	0.62	0.38	0.46	0.54	0.46	0.31	0.54	0.38	0.38	0.46	
0.25	0.25	0.25	0.25	0.25	0.25	0.18	0.25	0.25	0.21	0.24	0.24	0.24	0.25	0.25	0.25	0.24	0.25	0.25	0.25	0.24	0.24	0.24	0.25	0.25	0.25	0.21	0.25	0.24	0.24	0.25	

Number of Items																			X	X ²
62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80		
1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	1	1	1	72	5184
1	1	0	0	0	1	0	1	1	0	0	0	1	1	1	0	0	0	1	29	841
0	0	0	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	52	2704
0	0	1	1	1	0	0	0	0	0	1	1	0	0	1	1	0	1	0	22	484
0	1	0	0	0	0	1	0	1	0	1	1	0	1	0	0	1	1	0	44	1936
0	1	1	0	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	60	3600
0	1	0	0	0	1	1	0	0	1	1	1	1	1	1	0	0	0	1	37	1369
1	0	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	72	5184
0	1	0	0	1	0	0	0	1	0	1	1	0	0	0	1	1	0	1	35	1225
0	1	1	0	0	1	0	1	0	1	0	1	1	1	0	1	0	1	1	48	2304
0	1	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	1	1	31	961
1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	1	1	1	1	49	2401
0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	19	361
4	9	7	4	7	7	6	7	8	5	7	6	6	6	3	9	8	9	10	570	28554
0.31	0.69	0.54	0.31	0.54	0.54	0.46	0.54	0.62	0.38	0.54	0.46	0.46	0.46	0.23	0.69	0.62	0.69	0.77		
0.69	0.31	0.46	0.69	0.46	0.46	0.54	0.46	0.38	0.62	0.46	0.54	0.54	0.54	0.77	0.31	0.38	0.31	0.23		
0.21	0.21	0.25	0.21	0.25	0.25	0.25	0.25	0.24	0.24	0.25	0.25	0.25	0.25	0.18	0.21	0.24	0.21	0.18	18.77	

Appendix II

The Distribution of Instrument Try Out Result

Items	Mp	Mt	SDt	$\sqrt{\frac{P}{q}}$	$r_{pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$	Interpretation
1	2	3	4	5	6	7
1	49.6	43.8	16.7	1.5	0.52	Valid
2	52.86	43.8	16.7	1.1	0.60	Valid
3	47.7	43.8	16.7	1.5	0.35	Invalid
4	51.6	43.8	16.7	1.28	0.60	Valid
5	53.14	43.8	16.7	1.1	0.62	Valid
6	47.6	43.8	16.7	1.5	0.34	Invalid
7	50	43.8	16.7	1.5	0.56	Valid
8	54.6	43.8	16.7	0.78	0.50	Valid
9	50.9	43.8	16.7	1.1	0.47	Valid
10	54.8	43.8	16.7	0.78	0.51	Valid
11	54	43.8	16.7	0.92	0.56	Valid
12	49.9	43.8	16.7	1.1	0.40	Valid
13	53.13	43.8	16.7	1.28	0.72	Valid
14	50.25	43.8	16.7	1.28	0.49	Valid
15	54	43.8	16.7	0.92	0.56	Valid
16	52.14	43.8	16.7	1.1	0.55	Valid
17	41.73	43.8	16.7	2.4	-0.30	Invalid
18	51.5	43.8	16.7	1.28	0.59	Valid
19	57.25	43.8	16.7	0.67	0.54	Valid
20	47.7	43.8	16.7	0.92	0.21	Invalid
21	49.3	43.8	16.7	1.5	0.49	Valid
22	59.2	43.8	16.7	0.78	0.72	Valid
23	42.9	43.8	16.7	1.5	-0.08	Invalid
24	52.63	43.8	16.7	1.28	0.68	Valid
25	52.57	43.8	16.7	1.1	0.58	Valid
26	56.7	43.8	16.7	0.92	0.71	Valid
27	53.43	43.8	16.7	1.1	0.63	Valid
28	47.25	43.8	16.7	1.28	0.26	Invalid
29	52.57	43.8	16.7	1.1	0.58	Valid
30	44.48	43.8	16.7	1.5	0.06	Invalid

1	2	3	4	5	6	7
31	55.17	43.8	16.7	0.92	0.63	Valid
32	51.71	43.8	16.7	1.1	0.52	Valid
33	52.57	43.8	16.7	1.1	0.58	Valid
34	47.86	43.8	16.7	1.1	0.27	Invalid
35	56.17	43.8	16.7	0.92	0.68	Valid
36	52.57	43.8	16.7	1.1	0.58	Valid
37	39.7	43.8	16.7	1.83	-0.45	Invalid
38	50.86	43.8	16.7	1.1	0.47	Valid
39	52	43.8	16.7	1.1	0.54	Valid
40	50.1	43.8	16.7	1.5	0.57	Valid
41	54	43.8	16.7	0.78	0.48	Valid
42	49.88	43.8	16.7	1.28	0.47	Valid
43	51.63	43.8	16.7	1.28	0.60	Valid
44	50.43	43.8	16.7	1.1	0.44	Valid
45	51.71	43.8	16.7	1.1	0.52	Valid
46	55.17	43.8	16.7	0.92	0.63	Valid
47	50.63	43.8	16.7	1.28	0.52	Valid
48	53.14	43.8	16.7	1.1	0.62	Valid
49	54	43.8	16.7	0.92	0.56	Valid
50	51.29	43.8	16.7	1.1	0.49	Valid
51	52	43.8	16.7	1.28	0.63	Valid
52	50.6	43.8	16.7	0.78	0.32	Invalid
53	49.63	43.8	16.7	1.28	0.45	Valid
54	50.57	43.8	16.7	1.1	0.45	Valid
55	53.3	43.8	16.7	0.92	0.52	Valid
56	49.14	43.8	16.7	1.1	0.35	Invalid
57	48.67	43.8	16.7	1.5	0.44	Valid
58	54.33	43.8	16.7	0.92	0.58	Valid
59	50.13	43.8	16.7	1.28	0.49	Valid
60	49.13	43.8	16.7	1.28	0.41	Valid
61	54	43.8	16.7	1.1	0.67	Valid
62	55.5	43.8	16.7	0.67	0.47	Valid
63	45	43.8	16.7	1.5	0.11	Invalid
64	48.86	43.8	16.7	1.1	0.33	Invalid
65	54.5	43.8	16.7	0.67	0.43	Valid
66	51.71	43.8	16.7	1.1	0.52	Valid
67	52.86	43.8	16.7	1.1	0.60	Valid

1	2	3	4	5	6	7
68	49.33	43.8	16.7	0.92	0.30	Invalid
69	52	43.8	16.7	1.1	0.54	Valid
70	51.63	43.8	16.7	1.28	0.60	Valid
71	41.4	43.8	16.7	0.78	-0.11	Invalid
72	43	43.8	16.7	1.1	-0.05	Invalid
73	36.17	43.8	16.7	0.92	-0.42	Invalid
74	36	43.8	16.7	0.92	-0.43	Invalid
75	47	43.8	16.7	0.92	0.18	Invalid
76	29.33	43.8	16.7	0.55	-0.48	Invalid
77	49	43.8	16.7	1.5	0.47	Valid
78	51.88	43.8	16.7	1.28	0.62	Valid
79	50	43.8	16.7	1.5	0.56	Valid
80	48.5	43.8	16.7	1.83	0.52	Valid

Appendix III

The Distribution of Index Difficulty

No	R	N	$FV = \frac{R}{N}$	Criteria
1	2	3	4	5
1	9	13	0.69	Fair
2	7	13	0.54	Fair
3	9	13	0.69	Fair
4	8	13	0.62	Fair
5	7	13	0.54	Fair
6	9	13	0.69	Fair
7	9	13	0.69	Fair
8	5	13	0.38	Fair
9	7	13	0.54	Fair
10	5	13	0.38	Fair
11	6	13	0.46	Fair
12	7	13	0.54	Fair
13	8	13	0.62	Fair
14	8	13	0.62	Fair
15	6	13	0.46	Fair
16	7	13	0.54	Fair
17	11	13	0.85	Easy
18	8	13	0.62	Fair
19	4	13	0.31	Fair
20	6	13	0.46	Fair
21	9	13	0.69	Fair
22	5	13	0.38	Fair
23	9	13	0.69	Fair
24	8	13	0.62	Fair
25	7	13	0.54	Fair
26	6	13	0.46	Fair
27	7	13	0.54	Fair
28	8	13	0.62	Fair
29	7	13	0.54	Fair
30	9	13	0.69	Fair
31	6	13	0.46	Fair
32	7	13	0.54	Fair
33	7	13	0.54	Fair
34	7	13	0.54	Fair
35	6	13	0.46	Fair

1	2	3	4	5
36	7	13	0.54	Fair
37	10	13	0.77	Fair
38	7	13	0.54	Fair
39	7	13	0.54	Fair
40	9	13	0.69	Fair
41	5	13	0.38	Fair
42	8	13	0.62	Fair
43	8	13	0.62	Fair
44	7	13	0.54	Fair
45	7	13	0.54	Fair
46	6	13	0.46	Fair
47	8	13	0.62	Fair
48	7	13	0.54	Fair
49	6	13	0.46	Fair
50	7	13	0.54	Fair
51	8	13	0.62	Fair
52	5	13	0.38	Fair
53	8	13	0.62	Fair
54	7	13	0.54	Fair
55	6	13	0.46	Fair
56	7	13	0.54	Fair
57	9	13	0.69	Fair
58	6	13	0.46	Fair
59	8	13	0.62	Fair
60	8	13	0.62	Fair
61	7	13	0.54	Fair
62	4	13	0.31	Fair
63	9	13	0.69	Fair
64	7	13	0.54	Fair
65	4	13	0.31	Fair
66	7	13	0.54	Fair
67	7	13	0.54	Fair
68	6	13	0.46	Fair
69	7	13	0.54	Fair
70	8	13	0.62	Fair
71	5	13	0.38	Fair
72	7	13	0.54	Fair
73	6	13	0.46	Fair
74	6	13	0.46	Fair
75	6	13	0.46	Fair
76	3	13	0.23	Difficult
77	9	13	0.69	Fair
78	8	13	0.62	Fair

1	2	3	4	5
79	9	13	0.69	Fair
80	10	13	0.77	Easy

Appendix IV

Instrument of Test

Nama :
NIS :
Kelas :
Hari/Tgl :
Mata Pelajaran : B. Inggris

A. Choose the right answer for each item!

1. tennis is fun.
 - a. Played
 - b. To be played
 - c. Playing
 - d. To playing
2. are my sister's hobbies.
 - a. Listening music and reading novel
 - b. Listening radio and read novel
 - c. Jogging and dance
 - d. Traveling and sing a song
3. in the morning is good for health.
 - a. Joking
 - b. Smoking
 - c. Running
 - d. Sleeping
4. Bobby finishes at midnight.
 - a. watch TV
 - b. studying
 - c. sleeping
 - d. study
5. Jerry's father stops
 - a. smoking
 - b. to smoke
 - c. smiling
 - d. to smile
6. Marina enjoys in the mountain.
 - a. go to camp
 - b. to dancing
 - c. camping
 - d. going to
7. My boss permitted me a free day.
 - a. for making
 - b. for doing
 - c. for leaving
 - d. for getting

8. He is excited about TV.
 - a. is watching
 - b. to watch
 - c. watched
 - d. watching
9. You are capable better work.
 - a. for doing
 - b. to doing
 - c. to done
 - d. doing
10. My favorite sport is
 - a. playing football
 - b. swimming
 - c. playing volleyball
 - d. to swim
11. Mr. Abdul's profession is English.
 - a. speaking
 - b. teaching
 - c. going to
 - d. reading
12. One of her hobbies foreign stamp.
 - a. are collecting
 - b. is collection
 - c. is collecting
 - d. collecting
13. My main duty,, take up more than 80% of my day.
 - a. playing
 - b. watching TV
 - c. programming
 - d. joking
14. His hobby,, has helped to keep him healthy.
 - a. shopping
 - b. smiling
 - c. swimming
 - d. smoking
15. My hobby,, is not expensive.
 - a. bowling
 - b. playing golf
 - c. playing tennis
 - d. jogging
16. My mother goes to Palma.
 - a. to shop
 - b. shopping
 - c. shop
 - d. to shopping
17. We usually go on Saturday afternoon.
 - a. to dance
 - b. fishing
 - c. buying
 - d. to fishing
18. My mother and sister usually go once a month.
 - a. to camping
 - b. hiking
 - c. to dancing
 - d. shopping

19. No!
- | | |
|---------------|----------------|
| a. to sailing | c. for skating |
| b. go hunting | d. spitting |
20. No on these premises will be permitted.
- | | |
|----------------|-----------------|
| a. to dancing | c. go jogging |
| b. trespassing | d. for canoeing |
21. The baby needs attention.
- | | |
|-------------|-----------|
| a. carrying | c. caring |
| b. crying | d. coming |
22. It is a lamp.
- | | |
|-------------|------------|
| a. burning | c. beauty |
| b. lighting | d. turning |
23. The machine is out of order.
- | | |
|------------|------------|
| a. sew | c. cut |
| b. washing | d. burning |
24. This is work.
- | | |
|--------------|----------------|
| a. enjoying | c. a tiring |
| b. an tiring | d. a very busy |
25. The man a book is my lecturer.
- | | |
|------------|---------------|
| a. writing | c. is writing |
| b. meeting | d. is meeting |
26. A is cost as Rp.500.000.
- | | |
|--------------------|--------------------|
| a. singing bird | c. bird singing |
| b. bird is singing | d. singing is bird |
27. The girl is my daughter.
- | | |
|------------|---------------|
| a. smiling | c. is smiling |
| b. smile | d. smiled |
28. My heart too fast.
- | | |
|-------------|------------|
| a. breaking | c. beating |
| b. singing | d. running |
29. The baby on the bed now.
- | | |
|----------------|-------------|
| a. is sleeping | c. is slept |
| b. sleeping | d. slept |

30. He's always my clothes without permission.
a. borrowing c. borrows
b. borrowed d. borrow
31. The students in the laboratory.
a. is studying c. were studying
b. was studying d. are studying
32. The man down the street was not raffi.
a. who walking c. walk
b. walks d. walking
33. All students in this classroom since 8 o'clock this morning.
a. are sitting c. is sitting
b. sitting d. have been sitting
34. The girl is my daughter.
a. smile c. who smiling
b. that speaking d. speaking
35. Sally is her dirty socks on the floor.
a. leaving c. always leaving
b. left d. leaved
36. Right now I around the classroom.
a. was looking c. am looking
b. is looking d. are looking
37. The secretary finish her work tomorrow.
a. was going to c. is go to
b. going to d. is going to
38. Marry and Anna four courses next semester.
a. are taking c. take
b. have been taking d. are taken
39. Her behavior is
a. disgusting c. not disgusting
b. being disgust d. going to disgust
40. Mr. Ananda Mikola a car in the sentul circuit right now.
a. drives c. is driving
b. was driving d. driving

B. Match the correct answer to fill the blank!

- | | |
|---|------------------|
| 1. is good exercise. | a. is waiting |
| 2. Alicia is interested in a new job. | b. are studying |
| 3. Some students avoid the teacher's question. | c. am trying |
| 4. I promise to stop too much meal. | d. looking |
| 5. English literature improves my vocabulary. | e. am giving |
| 6. His is nice. | f. is raining |
| 7. Children usually enjoy with animals. | g. reading |
| 8. No! | h. is watching |
| 9. They have to quite while the instructor explaining. | i. is washing |
| 10. tiger in the forest is forbidden. | j. isn't playing |
| 11. When I arrive at the airport, my family for me. | k. is writing |
| 12. He TV now. | l. smoking |
| 13. My best friend's birthday is next week. I her a novel. | m. walking |
| 14. Please be quite. I to concentrate. | n. playing |
| 15. The teacher about grammar in the class right now. | o. answering |
| 16. She needs an umbrella because it | p. cooking |
| 17. Fahri and Aisha English right now. | q. eating |
| 18. Diana can't ask the phone because she the clothes. | r. hunting |
| 19. Dewi Lestari a new novel this year. | s. talking |
| 20. John is playing volleyball. He football now. | t. explaining |

Appendix V

The Answers Key of Test

A. Multiple Choice Test

1. C	11. B	21. B	31. D
2. A	12. C	22. B	32. D
3. C	13. C	23. D	33. A
4. B	14. C	24. C	34. D
5. A	15. D	25. A	35. A
6. C	16. B	26. A	36. C
7. D	17. B	27. A	37. D
8. D	18. D	28. C	38. A
9. D	19. D	29. A	39. A
10. B	20. D	30. A	40. C

B. Matching Item

1. M	11. A
2. D	12. H
3. O	13. E
4. Q	14. C
5. G	15. T
6. P	16. F
7. N	17. B
8. L	18. I
9. S	19. K
10. R	20. J

Appendix VI

List of Students' Sample for Test Item of SMA Muhammadiyah 1 of Palangka Raya

No	Name of Students	Grade
1	2	3
1	AHMAD KHAIRUL	XI Science A-3
2	ANDRY G.	XI Science A-2
3	AULIA NIZMAH	XI Science A-2
4	BERLIANI	XI Science A-3
5	BIO PUTRI R.	XI Science A-1
6	DEWI YULIANINGSIH	XI Science A-1
7	DITA APRILIANA	XI Science A-1
8	EKA SURYANI	XI Science A-2
9	EKO DARYANTO	XI Science A-1
10	ERVIN PURWASIH	XI Science A-3
11	EVIE PUSPITA NUGRAHA	XI Science A-2
12	FAJAR ADI PUTRA	XI Science A-2
13	HADI MUCHTAR	XI Science A-1
14	HARIANI	XI Science A-2
15	HENI OKTAVIASARI	XI Science A-1
16	HIDAYATULLAH	XI Science A-2
17	INDAH FEBRIATI N.	XI Science A-3
18	ITA ARDILA	XI Science A-3
19	JARIAH	XI Science A-2
20	LELY KHAIRANI	XI Science A-1
21	LUCKY NOVIANTORO	XI Science A-1
22	M. ARMANSYAH LUBIS	XI Science A-3
23	M. FIRDAUS	XI Science A-3
24	M. ZAILANI	XI Science A-1
25	MADYA PUTRA	XI Science A-1
26	MAISARAH HASANAH	XI Science A-3
27	MITAR SUSANTO	XI Science A-2
28	NIKI ASTUTI	XI Science A-2

1	2	3
29	NINA ARIYANTI	XI Science A-1
30	NORHIDAYATI	XI Science A-2
31	NUR'AINI	XI Science A-2
32	NURHIDAYAH	XI Science A-1
33	NURSELA DAMAYANTI	XI Science A-3
34	NURSUMIATI	XI Science A-2
35	NURUL HIDAYATUN NISA	XI Science A-1
36	OKTARINA WULANDARI Y. GARIB	XI Science A-1
37	PURWATI	XI Science A-2
38	RAHMAD TAUFIK	XI Science A-3
39	RIRIN HARTATIK	XI Science A-1
40	RUSMIYATI	XI Science A-3
41	SALASIAH (A)	XI Science A-3
42	SALASIAH B (X-4)	XI Science A-3
43	SETYA NARINDA	XI Science A-2
44	SIDIK RAHARJO	XI Science A-3
45	SITI NUR ADAWIYAH	XI Science A-1
46	SITI NURROHMAH	XI Science A-2
47	SRI NORMI	XI Science A-3
48	TIARA AGUSTINI	XI Science A-3
49	WAHYUDI	XI Science A-2
50	WINDARSIH	XI Science A-1
51	YUDI ARIWIBOWO	XI Science A-1
52	YUDI PRASETYO	XI Science A-1

Appendix VII

List of Students' Try out for Test Item of MA Hidayatul Insan Fii'talimiddin of Palangka Raya

No	Name of Students	Grade
1	2	3
1	AHMAD RIDANI	XI Science
2	ANNISA	XI Science
3	AYU DWITA SARI	XI Science
4	GUSTI ANISA	XI Science
5	NAHDIAH	XI Science
6	NUR UMAMAH	XI Science
7	MAHMUDAH	XI Science
8	MEGAWATI	XI Science
9	MUNAWARAH	XI Science
10	M. SHOLEH ARIFIN	XI Science
11	PAISAL AMRULLAH	XI Science
12	SABRIANSYAH	XI Science
13	TINA ANGELINA	XI Science



DOCUMENTATION

Appendix VIII

Documentation



Picture 1

The situations within the class XI Science A-3 when the English teacher gave the chance to the researcher doing the test which was held on April 4th 2009



Picture 2

The situations within the class XI Science A-3 in the process of the test which was held on April 4th 2009



Picture 3

The situations within the class XI Science A-1 in the process of the test which was held on April 7th 2009



Picture 4

The situations within the class XI Science A-2 in the process of the test when one of the student ask about the instruction of doing the test on April 7th 2009



Picture 5

The situations within the class XI Science A-3 in the process of the test
which was held on April 11th 2009



Picture 6

The situations within the class XI Science of MA Hidayatul Insan
Fi'italimiddin Palangka Raya in the process of try out
which was held on March 25th 2009

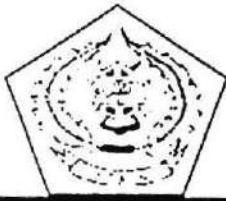
CURRICULUM VITAE

A. The writer's Identity

1. Name : Noor Rahimah
2. Date and Place of Birth : July, 19th, 1983 Sahabu
3. Address : Bukit keminting X street No.29
4. Education Background
 - a. SDN Pembuang Hulu II-3 (graduated in 1995)
 - b. SLTPN 2 Seruyan Hilir (graduated in 1999)
 - c. MAN Sampit (graduated in 2002)
5. Hobbies : Volley Ball and Reading

B. Family's Identity

1. Father
 - a. Name : Akhmad Syarwani
 - b. Date and Place of Birth : July, 15th 1961
2. Mother
 - a. Name : Salhah
 - b. Date and Place of Birth : October, 29th, 1964
3. Brother
 - a. Name : M. Mahzani
 - b. Date and Place of Birth : December, 4th, 1981 Sahabu
4. Young Brother
 - a. Name : M. Raihani
 - b. Date and Place of Birth : Juni, 2nd, 1985 Sahabu
5. Young Sister
 - a. Name : Noor Mawaddah
 - b. Date and Place of Birth : March, 7th, 1991 Sahabu
6. Young Brother
 - a. Name : M. Ispan Nudin
 - b. Date and Place of Birth : December, 17th, 1998 Pembuang Hulu



**DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA**

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain_pry@yahoo.com

Nomor : Sti.18.1/PP.00.9/528/2007

Palangka Raya, 24 April 2007

Hal : Persetujuan Judul dan
Penetapan Pembimbing

Kepada
Yth. Sdr. **Noor Rahimah**
NIM. 0201120065

Assalamu'alaikum Wr, Wb.

Setelah membaca, menelaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

"The Mastery of Gerund and Present Participle by The Second Year Students of MAN Model Palangka Raya in academic Year 2007/2008"


selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Drs. H. Abdul Qodir, M.Pd sebagai Pembimbing I
2. Dakir, MA sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,


Dra. HAMDANAH. HM, M. Ag
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Drs. H. Abdul Qodir, M.Pd sebagai Pembimbing I
3. Yth. Dakir, MA sebagai Pembimbing II

AGREEMENT OF DESAIN PROPOSAL

Title of the Thesis : THE LEVEL OF STUDENTS' MASTERY ON GERUND
AND PRESENT PARTICIPLE OF THE SECOND YEAR
STUDENTS OF SMA MUHAMMADIYAH 1 OF
PALANGKA RAYA

Name : NOOR RAHIMAH

NIM : 020 112 0065

Department : Education

Study Program : English Education

Level : S-I

Palangka Raya, March, 18th 2009

Approved by:


Advisor I,

Advisor II,


Drs. H. ABDUL QODIR, M.Pd
ORN. 19560203 199003 1 001


Dakir, MA
ORN. 19690323 200312 1 002

Known By:
The Department of Education Chair,


Hj. Hamidah, M.A
ORN. 19700425 199703 2 003

SURAT PERNYATAAN

Assalam 'alaikum, wr.wb

Yang bertanda tangan di bawah ini:

Nama : NOOR RAHIMAH
Nim : 0201120065
Jurusan/Program : Tarbiyah Tadris Bahasa Inggris (TBI)

Telah selesai berkonsultasi dengan pembimbing I dan II tentang judul skripsi yang telah ditetapkan oleh Tim seleksi Judul Skripsi Jurusan Tarbiyah STAIN Palangka raya.

Demikian surat pernyataan ini dibuat untuk diketahui sebagaimana mestinya.

Wassalamu'alaikum, Wr. Wb.

Palangka Raya, 31 Desember 2009
Mahasiswa yang bersangkutan,



NOOR RAHIMAH
NIM 0201120065

Mengetahui,

Pembimbing I,

Pembimbing II,



Drs. H. ABDUL OODIR, M.Pd
ORN. 19560203 199003 1 001



Dakir, MA
ORN. 19690323 200312 1 002

Hal: Mohon diseminarkan
Seminar Proposal Skripsi

Palangka Raya, 31 Desember 2008

Kepada:
Yth. Ketua Panitia Seminar
Di-
Palangka Raya

Assalamu 'alaikum Wr. Wb

Yang bertanda tangan di bawah ini:

Nama : NOOR RAHIMAH
NIM : 0201120065
Jurusan/Program : Tarbiyah Tadris Bahasa Inggris (TBI)
Judul Skripsi : **THE LEVEL OF STUDENT'S MASTERY ON
GERUND AND PRESENT PARTICIPLE OF THE
SECOND YEAR OF SMA MUHAMMADIYAH 1
PALANGKA RAYA**

Pembimbing : 1. Drs. H. Abdul Qodir, M.Pd
2. Dakir, MA

Dengan ini mengajukan kepada ketua panitia seminar proposal untuk dapat diperkenankan mengikuti seminar proposal skripsi.


Bersama ini saya lampirkan 7 (tujuh) eksemplar proposal skripsi saya.
Demikian, atas perkenaan dan kesediaan bapak/ibu diucapkan terima kasih.

Wassalamu'alaikum, Wr. Wb

Mengetahui

Pembimbing I,

Pembimbing II,


Drs. H. ABDUL QODIR, M.Pd
NIP. 150 244 629


DAKIR, MA
NIP. 150 327 384



**PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
STAIN PALANGKA RAYA**

Jl.G.Obos Komplek Islamic Center Tlp. (0536) 3239447/3226356 Fax. 3222105 Palangka Raya 73112

SURAT KETERANGAN

No: 34/PAN-SPSM/SG/III/2009

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :


N a m a : NOOR RAHIMAH
NIM : 020 112 0065
Jurusan / Prodi : TARBIYAH /TBI
Judul Proposal : THE LEVEL OF STUDENTS' MASTERY ON GERUND AND PRESENT PARTICIPLE OF THE SECOND YEAR OF SMA MUHAMMADIYAH 1 PALANGKA RAYA

Telah melaksanakan Seminar Proposal Skripsi pada tanggal 11 Maret 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggap Utama : **SIMINTO,M.Hum** Moderator : **SYAIRIL FADLI,M.Hum** dan dinyatakan **lulus** dapat diterima sebagai syarat penyelesaian skripsi.

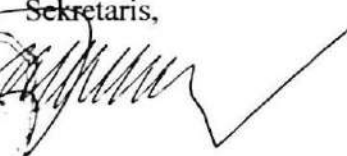
Palangka Raya, 13 Maret 2009

PANITIA

Ketua,


ASMAWATI,M.Pd
NIP. 150 311 460

Sekretaris,


HARLES ANWAR,M.Si
NIP.150 292 523



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya, 20 Maret 2009

Nomor : Sti.15.8/TL.00/ 812 /2009.
Lampiran : 1 (Satu) Proposal.
Perihal : Mohon Ijin Observasi /Penelitian.

Kepada

Yth. Kepala Kantor Dinas Pendidikan Pemuda Dan Olahraga
Palangka Raya

di -

Palangka Raya

Sehubungan dengan salah satu tugas mahasiswa untuk mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya adalah membuat Skripsi, maka dengan ini kami mohon kiranya Bapak berkenan memberikan Izin Penelitian Lapangan kepada :

Nama : Noor Rahimah
NIM : 0201120065
Jurusan/Prodi : Tarbiyah / TBI.
Jenjang : Strata 1 (S.1)
Lokasi Penelitian : SMA Muhammadiyah I Palangka Raya

Judul Skripsi : "THE LEVEL OF STUDENTS' MASTERY ON
GERUND AND PRESENT PARTICIPLE OF THE
SECOND YEAR OF SMA MUHAMMADIYAH I
PALANGKA RAYA"
Metode : Tes dan Dokumentasi

Waktu Pelaksanaan : 2 (Dua) bulan, terhitung sejak tanggal 23 Maret s/d
23 Mei 2009.

Sebagai bahan pertimbangan terlampir Proposal Penelitian, demikian atas perhatian dan pertimbangan Bapak disampaikan terima kasih.

An. Ketua
Wakil Ketua

H. M. Ag. H. M. Ag.
NIP. 150 213 517.

Tembusan :

1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)
2. Yth. Kepala SMA Muhammadiyah I Palangka Raya
3. Arsip.



PEMERINTAH KOTA PALANGKA RAYA
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA

Jalan R.A. Kartini Telp. (0536) - 3222372 Fax. (0536) - 3221654

PALANGKA RAYA 73111

Palangka Raya, 21 Maret 2009

K e p a d a

Nomor : 420// 1057 /870.Um-Peg/III / 2009.
Lampiran : -
Perihal : Ijin Observasi/Penelitian
a.n. NOOR RAHIMAH

Yth. Ketua Sekolah Tinggi Agama Islam Negeri
Palangka Raya
di-

Palangka Raya.

Menindak lanjuti surat saudara Nomor : Sti.15.8/TL.00/812/2009 TANGGAL 20 Maret 2009 perihal Mohon Ijin mengadakan Observasi/Penelitian bagi mahasiswa untuk menempuh tugas akhir melaksanakan penelitian, diberikan kepada :

N a m a : NOOR RAHIMAH
NIM : 0201120065
Jenjang : Strata (S1).
Jurusan /Prodi : Tarbiyah /TBI
Judul Skripsi : THE LEVEL OF STUDENTS MASTERY ON GERUND AND PRESENT PARTICIPLE OF THE SECOND YEAR OF SMA MUHAMMADIYAH 1 PALANGKA RAYA

Pada prinsipnya dapat kami ijinakan pada lokasi SMA MUHAMMADIYAH Palangka Raya dengan memperhatikan hal-hal sebagai berikut :

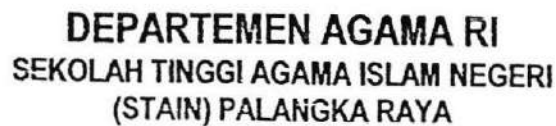
1. Pelaksanaan diatur dengan Kepala Sekolah yang bersangkutan agar tidak mengganggu pelaksanaan kegiatan kursus.
2. Apabila setelah selesai mengadakan Obsevasi/Penelitian agar membuat laporan tertulis kepada Kepala Dinas Pendidikan, Pemuda dan Olah Raga Kota Palangka Raya dengan tembusan Kepala Sekolah yang bersangkutan.
3. Surat ijin Observasi/Penelitian ini berlaku sejak tanggal 23 Maret s/d 23 Mei 2009 (selama 2 bulan).
4. Surat ijin Observasi/Penelitian ini tidak dapat dipergunakan untuk kegiatan lain, sebagaimana perihal diatas.

Demikian Surat Ijin Observasi/Penelitian ini diberikan, atas perhatian dan kerja sama yang baik diucapkan terima kasih.


KEPALA DINAS,
GUNTER TALAJAN SH.,M.Pd
PEMBINA Tk. I
NIP. 050 059 026

Tembusan kepada Yth :

1. Walikota Palangka Raya di Palangka Raya.
2. Kepala SMA Muhammadiyah 1 Palangka Raya di Palangka Raya
3. Sdri. Noor Rahimah
4. Arsip.



BERITA ACARA
CATATAN HASIL MUNAQSAH
NO. /Tar-STAIN/ /20...

Catatan Hasil Munagrasah:

Unggah :

Sekretaris Sidang,

AKIR, MA
NIP.



**ORIENTASI STUDI DAN PENGENALAN KAMPUS DAN
KEMAH KERJA MAHASISWA SEKOLAH TINGGI AGAMA ISLAM
NEGERI PALANGKARAYA
BADAN EKSEKUTIF MAHASISWA STAIN PALANGKARAYA PERIODE 2002-2003**



SERTIFIKAT

Nomor : 25 /Pan-OSPEK-KKM/VII/2002

Yang bertanda tangan di bawah ini menyatakan bahwa :

Nama : Nor Rahmah


Tempat / Tanggal Lahir : Sahabu , 19 Juli 1983

Jurusan / Program : Bahasa Inggris

Telah mengikuti Orientasi Studi dan Pengenalan Kampus (OSPEK) dan Kemah Kerja Mahasiswa (KKM) Sekolah Tinggi Agama Islam Negeri (STAIN) Palangkaraya dari tanggal 12 s/d 22 Agustus 2002 dan lulus dengan Predikat ~~Cukup~~ / Baik / ~~Sangat Baik~~.

Palangkaraya, Agustus 2002

**PANITIA PELAKSANA OSPEK DAN KKM
STAIN PALANGKARAYA**


HARTEMAN R.
Ketua


PANITIA
OSPEK DAN KKM **SYARIF HADIANI**
STAIN PALANGKARAYA SEKRETARIS

**MENGETAHUI
BEM STAIN PALANGKARAYA**


SAALUDIN MA'RIF
PRESMA

MATERI

- 1. STAIN MASA LALU, SEKARANG DAN MENDATANG**
- 2. MENGENAL KURIKULUM STAIN PALANGKARAYA (S-1, D2, SKS) DAN KEPENASEHATAN**
- 3. TEKNIK PEMBUATAN MAKALAH/KARYA ILMIAH**
- 4. TATIB PERGAULAN DI DALAM DAN DI LUAR KAMPUS**
- 5. CARA BELAJAR EFEKTIF/EFISIEN DI PERGURUAN TINGGI STAIN PALANGKARAYA**
- 6. ORIENTASI KEPUSTAKAAN**
- 7. ETIKA BERPAKAIAN DAN BERGAUL DI DALAM DAN DI LUAR KAMPUS**
- 8. MAHASISWA SEBAGAI INTI KEKUATAN PEMUDA (STUDI TENTANG PARADIGMA GERAKAN MAHASISWA DI ERA REFORMASI)**
- 9. TEKNIK RAPAT DAN DISKUSI**
- 10. SOSIALISASI PDHO LEMBAGA KEMAHASISWAAN STAIN PALANGKARAYA**
- 11. PRESENTASI MAKALAH**



**THE STATE COLLEGE OF ISLAMIC STUDIES
PALANGKA RAYA
LANGUAGE SERVICE UNIT**

Address: G. Obos Street, Islamic Centre, Phone (0536) 21438 Palangka Raya 73112

ENGLISH PROFICIENCY TEST SCORE RECORDED

To whom it may concern,
This letter certifies that:

Name/SRN : Noor Rahimah/0201120065
Study Program : English Education
Institution : The State College of Islamic Studies Palangka Raya

Has achieved a score of **500** on a simulation TOEFL test conducted by Language Service Unit, Palangka Raya State College of Islamic Studies on October 5, 2007. The detail scores are as follows:

LISTENING COMPREHENSION			STRUCTURE & WRITTEN EXP.			READING COMPREHENSION		
Max. Score	Raw Score	Conv. Score	Max. Score	Raw Score	Conv. Score	Max. Score	Raw Score	Conv. Score
68	16	41	67	34	58	67	36	51

Level of Proficiency:

> 550	: Special Advance	351 – 425	: Intermediate
501 – 550	: Advance	200 – 350	: Pre-Intermediate
426 – 500	: Pre-advanced	< 200	: Elementary

Palangka Raya, October 22, 2007



Drs. M. Abdul Qodir, M.Pd
NIP 150 244 629



**BADAN PELAKSANA KULIAH KERJA NYATA
SEKOLAH TINGGI AGAMA ISLAM NEGERI PALANGKA RAYA
ANGKATAN XIX TAHUN AKADEMIK 2006/2007**

Alamat Jl. G. Obos Komplek Islamic Centre Palangka Raya – Kalimantan Tengah 73112
Telp. (0536) 3239447, 3226356, 3221438 Fax 3222105 Email: ppm-stain@plasa.com

SERTIFIKAT

Nomor : 03/BP-KKN/XIX/2006

Dengan ini diterangkan bahwa:

Nama : Noor Rahimah
NIM : 020 112 0065
Jurusan/Prodi : Tarbiyah/ TBI

telah mengikuti dan melaksanakan kegiatan Kuliah Kerja Nyata (KKN)
Sekolah Tinggi Agama Islam Negeri Palangka Raya Angkatan XIX Tahun
Akademik 2006/2007 di Kab. Seruyan dengan predikat : **B (Baik)**

Demikian sertifikat ini diberikan untuk dapat dipergunakan
sebagaimana mestinya.

Palangka Raya, Nopember 2006

BP-KKN XIX

Ketua,

Drs. Surya Sukti, MA
NIP 150 265 104

Sekretaris,



Rahmadi Nirwanto, S.Pd
NIP 150 321 414

Mengetahui:

A.n. Ketua

Rebantuan Ketua I,



Drs. Sardimi, M.Ag
NIP 150265103