DIFFERENTIATING GERUND AND PRESENT PARTICIPLE THROUGH GRAMMAR TRANSLATION METHOD AT THE THIRD YEAR OF STAIN PALOPO
(A CLASSROOM ACTION RESEARCH)

A THESIS

Submitted to the English Study Program of S1 Tarbiyah Department of State Collage for Islamic Studies of Palopo in Partial fulfillment of Requirement for S.Pd Degree in English Education Study Program

By,

H A S N I D I A H
NIM 08.16.3.0124

Supervised By:

1. **Prof. Dr. H. M. Said Mahmud, Lc., MA**
2. **Wisran, S.S., M.Pd**

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2012 / 2013

PRONOUNCEMENT

I have been signature below:

Name : Hasnidiah

Reg.Number : 08.16.3.0124

Study Program : Tadris English

Department : Tarbiyah

With all awareness and consciousness, the researcher who sign below, pronounces that this thesis is literatur work her self. If somebody it is proven that this thesis is duplicated, copied or made by other people as whole or partially, so this thesis and the title reaches caused use this thesis invalid for law.
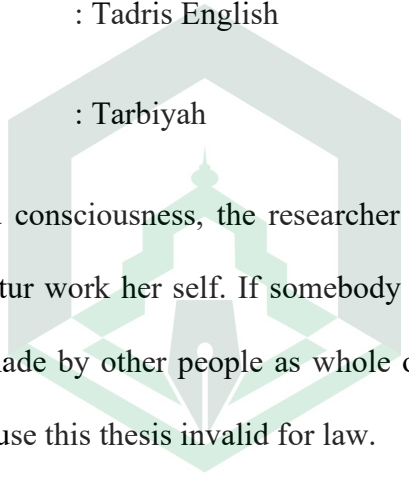
Palopo, February 5th 2013

Reseacher

H A S N I D I A H
Reg. Number 08.16.3.0124

ACKNOWLEDGEMENT

All praise is due to Allah, the researcher express her gratitude to the almighty God, Allah SWT., That has given his guidance, inspiration, blessing and good health so that the researcher could finish this thesis, peace and salutation be upon to our prophet of Islam, Muhammad Saw., along with his family, his intimate and his follows.

The researcher realizes that this thesis cannot be accomplished without help, guidance, suggestion and motivation from the other. Therefore in this chance the researcher would like to express respect and thankful to:

1. Prof. Dr.H.Nihayah M., M.Hum as chief of STAIN Palopo

2. Drs. Hasri, MA., the chief of Tarbiyah Departement of STAIN Palopo

3. Dr. Masruddin Asmid, S.S., M.Hum., the head of English Study Program, and all of the lectures and staff of STAIN Palopo.

4. Prof. Dr. H. M. Said Mahmud, Lc., MA, as my first consultant and Wisran, S.S., M.Pd, as my second consultant, who have given the researcher guidance, explanation, advises, time, suggestion and correction to the improvement of this thesis until finish.

5. All of the staff of ENDEPT library STAIN Palopo who always provided good service during writing this thesis.

6. Special thanks for my beloved parents; Sari' (Alm) and Jamisa who has always given the researcher help, supporting, blessing, provide countless material

support and always pray for her success so the researcher can finish her thesis and her study at STAIN Palopo. Then, for all my beloved brother and sister; Hasrianto, Iding, Cacong, Imma and Harija who have given the researcher help, support, motivation, advice, material and suggestion.

7. All of the researcher's sisters in dormitory (ASPURI STAIN Palopo) that have given the researcher change to learn many thing, specially for Darna, Jumasri and Elpi, (for your helped for me in), that the researcher cannot mention their name one by one.

8. All of the Tadris BIG '10 as the object of this research, who have helped and given their time and participation in finishing in this thesis, especially Tawakkal and that the researcher cannot mention their name one by one.

9. Special thanks for my beloved husband, M. Kosim, S.HI, who has given researcher motivation, suggestion, advice, material and love.

Finally, the researcher prays to the God, and may Allah give reward to all of the people, who have helped the researcher. The researcher hopes this thesis can be useful for the other.

May God always bless us, amin. ***Billahi Fii Sabilil Haq, Fastabiqu khairat***

Palopo , February 5th 2013

The Researcher

TABLE OF CONTENT

vii

LIST OF TABLE

IAIN PALOPO

ABSTRACT

Hasnidiah, 2013. "Differentiating Gerund and Present Participle through Grammar Translation Method at The Third Year of STAIN Palopo. (I) Prof. Dr. H. M. Said Mahmud, Lc., MA. (II) Wisran, S.S., M.Pd.

Key Words   : Differentiating, gerund and present participle, Grammar, Translation Method.

This thesis deals differentiating gerund and present participle through grammar translation method (GTM) at the third year of STAIN Palopo. The aims of this thesis there are two questions, namely: How to apply GTM to differentiate gerund and present participle and how is the students' perception toward grammar translation method.

This research was done through classroom action research, it was held for two cycles which include four steps for each namely planning, acting, observing, and reflecting. The research took place in the fifth semester students of English Department STAIN Palopo in 2012/2013 academic year. The populations were 30 students in one class, tadris A. The instruments of this research were test and questionnaire. Test was given to know how far students can differentiate gerund and present participle. Questionnaire gave data about students' perception toward grammar translation method that applied in the class.

To apply the method, GTM, researcher gave hand out of material. The students were asked to change their seat position, giving motivation, and always giving chance to students to give question, and explaining the material. Researcher did it in cycle 1. In the cycle 2, researcher did repetition 1-3 times and made joking but still on focus. The final score in the cycle two proved that 86. 67% students were very excellent and excellent, and the result of the students' perception through questionnaire indicated that the respondents showed positive perception toward the application of grammar translation method in grammar class.

CAPTER I

INTRODUCTION

A. Background

Development of language especially English as foreign and international language can be known by media. We can browse and upload subjects from internet or find out them in books. There are many advertisements and texts that use English. It means, English is connector among people in the world.

English can be found everywhere. The words in English can be seen on the road as pamphlet or name of place like restaurant, café and hotel. Of course we can not know their meaning without learning English. Sometimes we are confused and just try to guess the meaning.

In English, for making clear what the words or sentence meaning, need grammar understanding skill. Grammar is an important key in translating sentence, paragraph or a text. Grammar is "mystery" of language [1]but English learners do not have sense to find it.

Many students especially studying in collage are still confused when they have to translate a words, phrase and text that is because their understanding about grammar is still low which needs study hard to know methods in translating. For understanding grammar, we have to know it first. Grammar has many lists that every students and teacher or lecturer have to investigate it. In grammar list of this kind are

---

[1] Andrea DeCapua, *Grammar for Teacher* (New Rochelle 2008), p.1

called 'classes'; a classes is the grouping together of words and phrases which all behave in the same way. Hence this grammar is very much a grammar of classes because it features so many lists of words and phrases.(John Sinclair, 1990 : vii)[2]

Based on statements above, grammar is not only talking about tenses but also kind of list words that classified. Words and phrases are grammar of classes which used in sentences for example gerund and present participle. They have the same forms that make learners misunderstanding. In English, words consist of some kinds like, verb and adjective.

Verb is word or phrase that expresses an action, an event or a state.[3] A word of gerund and present participle are important word which must be understand in use. They are easy to know and memorize but the fact, students still can not know how to use them. English learners' confused influence them when they want to write or speak in English, especially gerund and present participle. English learners who want to master distinguishing of gerund and present participle must learn structure and grammar well. Yet, many English learners' for many years still can not differentiate them especially students in a college or university. Some of them are complain about the English subject because it is not explained clearly. Commonly, we realize that teaching process at the past and the present is different. Furthermore, in a college or university, students are demanded to find "something" by themselves. So, the

---

[2] Collins, *English Grammar* (Collins Publisher, 1990), p. vii

[3] Manser Martin H, *Oxford Learner's Pocket Dictionary,* (Fourth Edition: Oxford University Press, 2008), p. 492

students who indifferent to learn English can not get the point of the result of discuss in classroom or what lecturer explained. Furthermore, students are divided into groups and each group research one subject. Sometimes, there are more than 10 students in a group. Some of them hope one or two student to finish their assignment before discussing in classroom. This way is not enough for students to understand clearly about the subject. According to Syamsudarni, S.Pd.I., M.Pd as English lecturer at STAIN Palopo, teacher or lecturer can not control students when the learning process run because accumulate of students are too many. Beside that, students do not have reference to support them in learning English and do not master basic English skill. Many students think that English is speaking. It makes students less of interest in learning grammar. But the fact, for making our speaking can be understood, we must master grammar also. It indicates that, in teaching gerund and present participle needs specific way to distinguish them although teacher or lecturer back to *teacher centre method* again. The success of teaching grammar like gerund and present participle is supported by some factors as qualified teacher, material, media, and method.

We know that English consist of many forms which are sometimes similar but the using and the meaning is different. Gerund and present participle are two kinds of verb which have addition, -ing, that confusing. This case needs a solving. In other words, it needs suitable method to solve it where a teacher has to be active in

explaining subject. The using of a suitable method in teaching gerund and present participle can help students in distinguishing them.

Those factors above must have function in teaching learning process. The function of using method is for helping teacher to make students understand about subject which explained.

But however, in fact there are still cases that can be found among students. They are still difficult to distinguish gerund and present participle although they have learnt English for a long time. They think that English is not important for studying. In addition, teachers that taught English were focused on curriculum and indicator without explain material clearly. Here English teacher must have other method to solve the problem.

This is also suffered by the third year students of STAIN Palopo they still can not distinguish between gerund and present participle, even though they have learnt about structure and grammar subject for three semesters but they still difficult to distinguish them in a text.

According to the problem above, researcher thinks that it is necessary to know leaner's ability to distinguish and the urgency of teaching gerund and present participle which make them easy in translating sentence or text. Hence the researcher decides to present a thesis entitled "Differentiating Gerund and Present Principle through Grammar Translation Method at The third Year of STAIN Palopo".

B. Problem Statement

Based on the background above, the researcher formulates the researcher question as follows:

1. How to apply GTM to differentiate between gerund and present participle?
2. How is the students' perception toward grammar translation method?

C. Objective of Research

In relation to the problem statement above, research aims at finding out;

1. To know the way how to differentiate between gerund and present participle through Grammar translation method.
2. To know students' perception about GTM as a method to differentiate gerund and present participle.
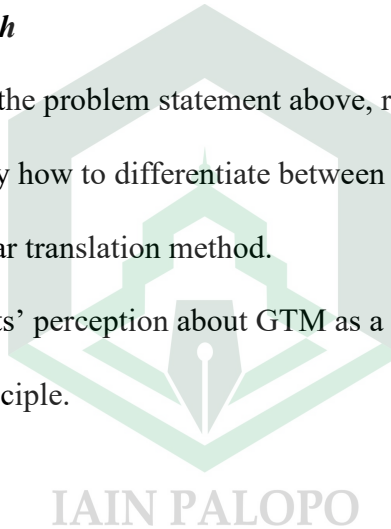
D. Significance of the Research

1. Practically

The result of this study is expected to give information to all teachers, lecturer, and learners of English as foreign language in general and especially for those who want to upgrade their English grammar by using method.

2. Theoretically

The purpose of this research is to know how to differentiate between gerund and present participle through GTM. Furthermore, the writer hopes that this work will be useful for the English teachers in developing their teaching method.

E. Scope of the Research

This research is focused on the use of method to differentiate between gerund and present at the third year students of English study program STAIN Palopo. And the kind of method to be used is grammar translation method.

F. Definition of Term

Differentiating is show the difference between two or more things; distinguish one thing from others.[4] There two things are considered difference.

GTM (Grammar Translation Method) is one of method in teaching English. The grammar-translation method of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries. It was originally used to teach 'dead' languages (and literatures) such as Latin and Greek, and this may account for its heavy bias towards written work to the virtual exclusion of oral production. As Omaggio comments, this approach reflected "the view of faculty psychologists that mental discipline was essential for strengthening

---

[4] Manser Martin H, *Oxford learner's pocket Dictionary*, (Fourth Edition; Oxford University Press), p. 124.

the powers of the mind." (Omaggio 89) Indeed, the emphasis on achieving 'correct' grammar with little regard for the free application and production of speech is at once the greatest asset and greatest drawback to this approach.[5]

Grammar translation method is called old method of teaching. To use of this method is very easy for teacher. This method is very famous in average teacher because it is very easy for them to use this method. In English words, phrases and sentence are taught with the help of this method. It tells that everything in English should be taught by translating into mother tongue. It is believed that vocabulary and phraseology of a foreign language can be learnt through translating its meaning into the mother tongue and the teacher points out the grammatical point and rules.[6]

---
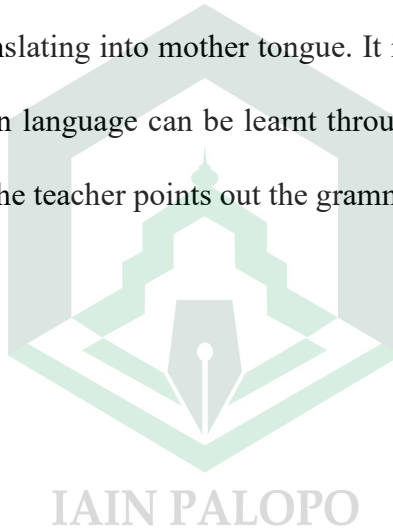
[5] Nancy Thuleen, *Grammar Translation Method, http://www.nthuleen.com/papers/720report.html,* 1996. Accessed on June, 12nd 2012.

[6] Dr. M. F. Patel and Praveen M. Jain, *English Language Teaching,* (Methods, Tool, and Techniques), (First Published: Jaipur : Sunrise, 2008), p. 74

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous study

In writing this thesis, the researcher found some researches closely related to this research as follows:

1. The researcher, Lisdianti 2010 in her thesis which written under the title " analysis students difficulties in distinguishing gerund and present participle: an evaluative at XI grade student of SMA PGRI 56 Ciputat" based on the result, she found, (1) students' difficulties in distinguishing gerund and present participle, in question about gerund about 20,14 % students do mistake and most of them 34,22 % that do mistake in present participle .[1]

2. The researcher, Widianto 2011 in his Thesis which written under the title "The Use of Grammar Translation Method to Improve Students' Mastery of Causative Form. (A Case of the Year Eleven Students of SMAN 1 Tunjungan, Blora in the Academic Year of 2010/2011)", the topic of this final project is The Use of Grammar Translation Method to improve students' mastery of causative form. The objectives of the final project were to find out how grammar translation method used

---

[1] Lisdianti, *Analysis Students Difficulties in Distinguishing Gerund and Presents Participle : an Evaluative at XI Grade Students of SMA PGRI 56 Ciputat,* http://tulis.uinjkt.ac.id/opac/themes/katalog/detail.jsp?id=93735&lokasi=lokal, 2010. Accessed on May, 1st 2012

to improve the mastery of Causative Form for the eleventh year students of SMA N 1 in the academic year of 2010/2011 and whether the grammar translation method can be used as a method in improving the students' achievement of Causative form.[2]

3. The researcher, Pahira 2010 in her thesis which written under the title "Developing students' writing skill through grammar translation method at the tenth class of MAN palopo". Base on the result, she found that after conducting the treatments by applying grammar translation method was found that grammar translation method effective in developing the students' writing skill at the tenth class of MAN Palopo.[3]

4. According to Diane Larsen-Freeman in her result of reviewing the principle of GTM (Grammar Translation Method) that according to the teacher who used the Grammar-Translation Method, a fundamental purpose of learning a foreign language is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language. In addition, it is believed that studying a foreign language provides students with good mental exercise which help develop their minds.[4]

---

[2]Widianto, *The Use of Grammar Translation Method to Improve Students' Mastery of Causative Form,* http://lib.unnes.ac.id/3843/, 2011. Accessed on 8th may 2012.

[3]Pahira *Developing Students' Writing Skill through Grammar Translation Method at The Tenth Class of MAN Palopo,* (Palopo: STAIN Palopo, 2010), p.70

[4]Diane Larsen, *Technique and Principles In Language Teaching,* (New York: Oxford University Press, 1985), p.11

5. Yesica Harmita say that theoretically, the successful of students in a process in learning is determined by the teacher in giving a good explanation by using good teaching method namely grammar translation method (GTM).[5]

Based on the previous research above, the researcher wants to conduct a classroom action research in grammar, especially to differentiate gerund and present participle by using grammar translation method and to know students' perception toward GTM.

B. *Gerund*

1. Definition of Gerund

According to Oxford dictionary, gerund is the *–ing* form of a verb when use as noun.[6] Noun is a thing that can be seen or felt but sometimes do not. Many students consider that noun just like table, pen, floor, door and fruit. Furthermore, gerund is a verb-ing from a verb that used as noun (verb to noun). Gerund has the same form with present participle but different functions and no meaning continuous.[7]

According to statement above, gerund is a form of a verb + *-ing* that no mean as continuous.

---

[5] Yesica Hermita, *Grammar Translation Method and Direct Method in Teaching Reading at LPIA Margonda Depok (A Comparative Study)*, (Gunadarma University Faculty of Letter Jakarta, 2009), p. 2

[6] Manser Martin H, *op.cit.,* p. 178

[7]Agus Daman Huri, *Modern Concept*, (Surabaya: The first Edition; 2009), p. 118

So, the researcher can conclude the form of gerund:

| Verb infinitive + ing |

Example:

Cleaning

Collecting

Swimming

Climbing

Traveling

Singing

Fishing

Smoking

Form of a sentence

| S + V + O |

Example in a sentence

a. Climbing is my hobby.

b. Teaching is his job.

2. Function of Gerund

a. As Subject

Example: smoking is his hobby

b. Object

As object gerund has two possible. They are object of verb (used after verb) and object of preposition (used after preposition)

Example: - object of verb

I finish working at five o'clock p.m.

I like fishing on Sunday.

-object of preposition

She always eat without drinking

They are always careful in working.

c. As compound noun (place or thing)

Writing paper

Dinning table

Racing car

Shopping bag

Swimming pool

Waiting room

Living room

d. To make a brief warning

No spitting

No parking

No walking

No smoking
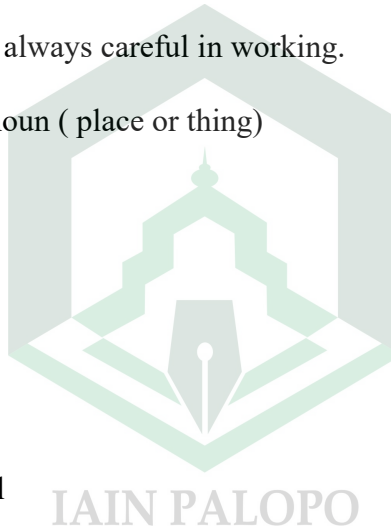
No swimming

e. Used with definite phrase

It is no use

It is no good

It is worth

Busy

Fancy

Cannot help

Cannot stand

Cannot stop

Cannot bear

Let us go

Example in sentence

It is no use working without paid.

Let us go walking again.[8]

f. Keys of the gerund

1. Gerund after adjective

Example: That is dangerous playing.

You must make good doing.

2. Gerund after possessive adjective

---

[8]Dony Hariyanto dan Drs. RudyHariyono, *English Grammar for General Application,* (Surabaya: Gitamedia Press, 2003), p. 220

Possessive adjective: my, your, our, their, her, his, its.

Genitive: Nizar's, Rani's and Tomi's

Example :   I like her swimming

His painting is beautiful

Nizar's painting is beautiful

3. Gerund after idiomatic expressions

It is no use

It is no good

It is worth

Would you mind

Subject + cannot help

Subject + cannot stand

4. Go + ving

Example: Go dancing

Go swimming

5. Gerund after time like: morning, afternoon, tonight, winter, nightly, monthly, July, annual, and daily.

Example: Morning running can make our body health.

I like to attend weekly meeting.
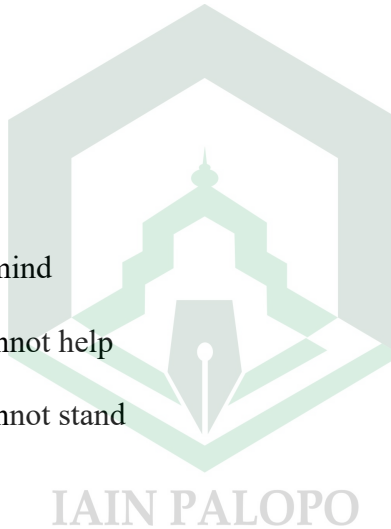
6. Gerund after demonstrative words and question words like: the, a/an, this, that, those, these, what, which, whose, or how many.

Example: which painting do you want to buy?

Those paintings are not mine.

7. Gerund after preposition[9]

C. *Present Participle*

Present participles and gerunds look similar as words, and they also look similar as phrases. Again, it is the *-ing* verbal form that causes this problem. To clearly distinguish these, we need to consider their grammatical functions. A present participle functions as a non-finite form of a verb phrase, after verbs of motion and position; it can be an adverb complement after these verbs; it can qualify/modify as an adjective does. In contrast, gerunds like nouns have naming roles and can occupy the place of nouns in many of their grammatical functions. Unlike nouns, they do not name persons, places, things, or events; they name actions, states, and behaviors.[10]

Present active participle is form by addition of the suffix '-ing' to the main form of a verb. It is the same with gerund that has addition suffix '-ing'. Both of them make English learners confused to distinguish them that is why sometimes they can not write and speak by using the words.

---

[9]Agus Daman Huri*, Op. cit.,* p. 220

[10]Richard Nordquist, *Definition and Example of Present Participle*, http://grammar.about.com/od/fh/g/gerundterm.htm, 2012. Accessed on May 6th 2012

According to the definition above, present participle is a verb that has suffix '-ing' and used as adjective.

```
V + ing
```

Example: boring

Interesting

A present participle is used:

1. Immediately after a subject to which it refers.

   Example: People driving in the rain have to drive carefully.

2. After a verb.

   Example: He went fishing with his friends.

3. After a noun. It tells us what a person or thing is doing.

   Example: She heard them talking about her.

   I saw a rock rolling down the hill.

4. As an adjective.

   Example: That twinkling star is much brighter than the rest.

5. To show that a person is doing two things at the same time.

   Example: He is sitting outside the house, watching people pass by.

6. When one action is followed by another.

Example: Walking on the beach, he threw a ball to his friend. [11]

Based on the function of gerund and present participle above, it is very clear that they have difference. They are confusing learner or teacher if learners or teachers do not learn grammar. In addition, English teacher or lecturers have to know how to teach especially English as foreign language.

D. *Concept of Teaching*

1. Definition of Teaching

Teaching is giving lesson to somebody; give somebody knowledge, skill etc.[12] it knows us that teach is a process which suppose to make somebody or students have skill and capability.

According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.[13] For this, teachers or lecturers are demanded to be servicer for students and also they have to make the class comfortable for studying. That is for making teaching process can be run well.

Teaching is for giving lessons to knowledge skill, and work of teacher ideas of a particular person or group[14]. And the other expert's assumption that

---

[11]Daman Huri, *op. cit.,* p.133

[12] Manser Martin H., *Oxford Leaner's Pocket Dictionary,* (New edition; Oxford University Press), p. 443

[13]H. Douglas Brown, *Principle of Language Learning Teaching,* (USA: Harcoul Brace Javano Vinch Inc, 1980), p. 8

[14]Manser Martin H, *op. cit.,* p. 443

teaching learning process is decisive for the learner's evaluation of objectives. It is only in this process that he has the opportunity of experiencing the relationship between syllabuses.[15]

Teaching needs modification. Many method and technique have been done to make how teaching English language can be better for learner. It based on one of verse in holy Quran and we can find it in Q.S. An-Nisa: 63 as below.
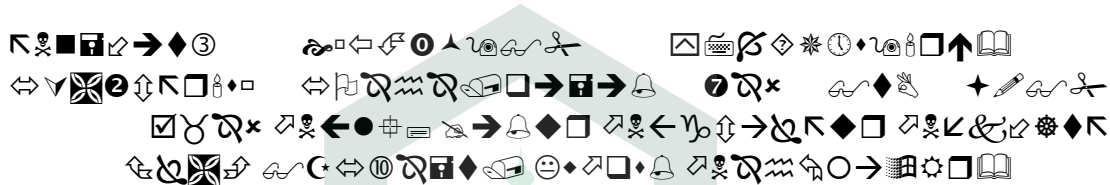
Meaning :
"Those men- Allah knows what is in their hearts; so keep clear of them, but admonish them, and speak to them a word to reach their very souls".[16]

So, teaching is a process that use facilitating and also syllabus for purpose that students can be skillful one. Teachers or lecturer have to have guidance in teaching and give full attention for students' progress. Of course, it is also supported by strategy that used and master grammar as syllabus in teaching English.

---

[15]Christopher and Candlin, *The Communicative Teaching of English,* (Ed. I: Longman Group Limited, 1983), p. 8

[16]Abdullah Yusuf Ali, *The Holy Qur'an Text and Translation,* (First Published: Kuala Lumpur: Islamic Book Trust, 2005), p. 97

2.   Effective Teaching-Learning Concepts

According to Bill Page, there are some concept underlie teacher as below.

Concepts underlie teacher

Guided by the desire for mutual respect, teachers create opportunities to show their respect. They use respectful language, develop a pleasant, friendly relationship and are conscious of their non-verbal communication. Following are some concepts that I personally believe in and use. They underlie many teacher behaviors that are crucial to the expectations and relationships that contribute to and enhance teacher effectiveness:

1.   We get what we get

Teachers should begin by accepting that students are captives not volunteers. Students, compelled to attend class, do not choose the teacher, the subject, or the teaching conditions. Furthermore, the students are grouped by age, not by ability and do have a wide range of differences in their characteristics. Neither school districts nor schoolteachers get to select their students. Teachers "get what they get" and their responsibility is to take kids as they are and teach them.   As professionals, teachers chose the job with its specifications. It is they who get paid to accept students and to accommodate the differences in abilities, personalities, attitudes, interests, emotions, skills, knowledge, and beliefs. Students do not choose the learning objectives, the content, the teacher, or the teaching procedures; they are at the behest and mercy of those in authority. Students rely on teacher understanding, compassion, and judgment, which begins with acceptance of the students as they "are". Humans can't be different than they *are*; they can *become* different. By accepting students, teachers can help them to *become* better.

2.   The teaching learning process is a relationship

Teaching cannot be separated. Teaching must be applied to people-after all, you can't teach a tree or an empty desk. I cannot say, "I taught it, but s/he didn't learn it." That would be like saying, "I sold it to him/her but s/he didn't buy it." Teachers are in charge of the teaching-learning relationship. Whether the kids learn, what they learn, and whether *all* the kids learn depends on what and how the teacher teaches. If teachers taught more, kids would learn more; if teachers taught it individually, kids would learn individually. Teachers have the primary responsibility for the relationship.

3. Beliefs determine our actions

Behavior is a manifestation of our beliefs. If I believe it's the kids' fault when they fail, I expect them to change. But, if I believe failure to be my fault, then I change what I do. If I believe no kid should fail, I defy the bureaucratically imposed "concept of failure"– I take measures to insure their learning. If I believe kids need encouragement, I find ways to encourage and to reduce negativism. Whatever I believe, whether it is true for others or not, determines what I do.

4. The brain learns only meaningful information

Students do not learn information, or remember facts they study or memorize for tests, unless they find it personally meaningful and can relate new information to existing knowledge. Learning how to learn should be a part of each subject. . Independent facts and isolated information are difficult to learn and recall and require memory devices and procedures to make memorizing easier and make rote learning possible. Concepts are much easier to learn, remember, and use. Classroom procedures and rules must be chosen or designed to help kids learn and remember what they learn. The brain remembers only things that are meaningful; thus any information the teacher cannot make meaningful will not be remembered.

5. Assessment should be used for learning

Testing, marking, and grading should be used to help kids learn; and to help the teacher answer the question, "How am I, the teacher, doing?" "Whom have I taught and whom have I not taught?" "What should *I* do now to ensure the kids' are learning and retaining what they learn?" Tests are for the teacher, not for grading kids. Whether kids learn or fail to learn depends first and foremost on how the teacher teaches. Kids learn from success, not failure—they do not profit from being told they are dumb.

6. Motivation is only half a word

The other half of motivation is, "To what?" Do we want to motivate kids to eat spinach or ice cream? Motivation is about spinach or ice cream, not some internal drive. Motivation means having a reason. If a kid has a reason to work, learn or study, s/he will do it. When they don't work, learn, or study, it is feedback that they don't have sufficient reason, or that there are conflicting reasons. Kids are already motivated to learn; they have been all their lives. The teacher's job is to give kids reasons to learn in terms that make it meaningful to the kids; the trick to teaching is not to kill the existing motivation.

7. Groups do not learn

Teachers do not teach classes; they teach individuals. It is not possible for classes to learn anything. Only individuals (in a class, perhaps) learn. All learning is individual. No one can learn for someone else. Learning is personal, individual experience. Each student must learn for him/herself. The teac her's job is to facilitate each student's individual learning by helping them integrate and make sense out of their classroom experiences. Teacher presentations should be designed to motivate kids to learn for *themselves* –in their own way. With some help, kids can make sense out of information and learn for themselves.

8. Interaction is the key to long-term memory

Anything teachers expect kids to learn, retain, and recall must go from the kids' working memory into their long-term memory. If kids are to retain information for tests and future use, they must associate new information with existing knowledge. Student participation, involvement, and meaningfulness are essential to storage and recall of information and knowledge. Anything worth learning is worth remembering. Lack of dialogue is the number one failing in most classrooms. Interaction, discussions, debates, and exchanges are essential to effective learning.

9. Authentic learning can allow for diverse learners

A singular lesson is rarely appropriate for all students unless it is sufficiently broad and has variable depth that permits individual students to associate their existing knowledge with the new information. Thematic units, the project approach, hands-on learning, role playing, guest speakers, pairing, and small group interaction are some ways for each learner to personalize lesson information. Differentiation, variety, choice, and discussion among students are important.

10. Responsibility equals participation

Kids cannot be responsible unless they have a voice or involvement in the procedures. If the teacher makes all the decisions, the teacher is fully responsible. Students need to participate actively and assume a part of the responsibility for the learning, the procedures, and the decisions. Since students must internalize new learning and integrate it with previous knowledge, they must help make decisions regarding the strategies and their involvement.

11. "Good classes" or "bad classes" depend on teachers, not kids

As long as I am in charge and *charged* with leadership, I am responsible for the behavior of the classes. They are my classes and I determine what happens–for better or for worse. I have a choice of coming in with a smile or a scowl. I can complain that they "wiggle" or get them up moving. I choose the lesson and the involvement. Whether kids pay attention and participate depends on the decisions I make as I teach. Whether kids are interested and learning, or bored and disruptive depends on me, my lessons, my responses, and the class activities. The decisions I make *and don't make* determine the class climate.

12. A summative statement

Teachers don't choose school policies, their teaching conditions, or class schedules. But, teachers certainly do choose how they relate and interact with all students who show up in their classes. What kids do or don't do affects the teacher, and what the teacher does or doesn't do affects the students. The teacher is a paid, trained, professional adult with certification, and voluntary contractual responsibility for teaching. Students are compelled to attend. They are expected to have minimal civility, but they do not usually sign an agreement to follow rules, work hard or learn—they just show up as required for whatever the teacher offers.[17]

E. Grammar Translation Method

1. Definition of Grammar

David Chrystal, author of *The Cambridge Encyclopedia of the English Language*, wrote, 'In the popular mind, grammar has become difficult and distant, removed from real life, and practiced chiefly by a race of shadowy people (grammarians) whose technical apparatus and technology require a lengthy novitiate

---

[17]Bill Page, *Effective teaching-Learning process*, http://teachers.net/gazette/wordpress/bill-page/effective-teaching-learning//. 2012. Accessed on 11st October 2012

before it can be mastered…. It is a shame because the fundamental point about grammar is so very important and so very simple.[18]

Grammar is the total mechanism which a language possesses and through which its users are able to communicate each other. In addition, grammar refers to the formal analysis and description of the rules of the language.

2. Teaching Grammar

Grammar is important to establish the fact that 'grammar teaching' can mean different things to different people. It may mean simply teaching to a grammar to syllabus but otherwise not making any reference to grammar in the classroom at all.[19]

The important subject that we have to master is grammar, especially gerund and present participle.

3. Principles of Teaching Grammar

a. To let the pupils absorb grammatical items in the initial stages.

b. Grammar should not begin on abstract and lines and principles.

c. Try to teach grammar and usage simultaneously.

d. Attention should be paid to the meaning of the structure.

e. Grammar should not be taught as intellectual exercise.

---

[18] Barbara Dykes, *Grammar for Everyone,* (Australian Council for Educational Research Ltd: ACER Press, 2007), p. 4

[19] Scott Thornbury, *How to teach Grammar* (Bluestone Press: 2000), p. 23

4. Objective of Teaching Grammar

a. It helps to use the language effectively

b. Knowledge of underlying 'rules' of grammar is provided.

c. To develop students insight into the structure of English Language.

d. To enable the students to assimilate the correct patterns of the language.

e. To teach grammar as a rule governed behavior.

f. To develop the mental abilities of reasoning and correct observation.

g. To develop a scientific attitude in pupils.

5. The Concept of Grammar Translation Method`

a. History of Grammar Translation Method

A historical sketch of the last of the last hundred years of language – teaching must be set in the context of a prevailing, customary language-teaching "tradition". For centuries, there were few any theoretical foundation of language learning upon which to base teaching methodology. In the western world, "foreign" language learning in school was synonymous with the learning of the Latin or Greek. Latin, thought to promote intellectuality through "mental gymnastic", was until relatively recently held indispensable to adequate higher education. Latin was taught by means of what has been called the Classical Method: focus on grammar rules, memorization of vocabulary and of various declensions and conjugations, translations of texts, doing written exercises.[20]

---

[20] Douglas Brown, *Teaching by Principles* (New York; Addison Wesley Longman, Inc., 2001), p. 18

In the nineteenth century the Classical Method came to be known as the Grammar Translation Method. There was little to distinguish Grammar Translation from what had gone on foreign language classroom for centuries beyond a focus on grammatical rules as the basis for translating from the second to the native language.[21]

So, Grammar Translation Method is traditional method that used at the late nineteenth century. It was known by Classical method and that became Grammar Translation Method. This method is an old method that applied in teaching English.

b. Definition of Grammar Translation Method

Grammar is rules for forming words and making sentence.[22] It indicates that in writing need rules of English same with translating.

Grammar-Translation, as its name suggest, took grammar as the starting point for instruction. It courses followed a grammar syllabus and lesson typically began with an explicit statement of the rule, followed by exercise involving translation into and out of the mother tongue.[23]

A method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus

---

[21]*Ibid.*

[22] Manser Martin, *op. cit.* p.187

[23] Scout Thornbury, *op. cit.* p. 21

organization. Methods include various procedures and technique as part of their standard fare.[24]

Method is a generalized set of classroom specification for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behavior and secondarily with such features as linguistic and subject- matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of context.[25]

Based on definition above research conclude that method is a set of classroom, materials, subjects a that we used in teaching and sequencing.

The grammar-translation method of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries. It was originally used to teach 'dead' languages (and literatures) such as Latin and Greek.[26]

Grammar translation method is a foreign language teaching method derived from the classical as fundamental purpose learning of foreign language.[27]

---

[24] Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), p.78

[25] Douglas Brown, *op. cit.,* p. 16

[26]Samsul Hadi, *Grammar Translation Method* (http://hadirukiyah2.blogspot.com/2009/12/grammar-translation-methodgtm.html. accessed on February 4th 2012).

[27]Pahira, *Developing Students' Writing Skill Through Grammar Translation Method at The Tenth Class of MAN Palopo,* (SaSarjana Pendidikan Jurusan Tarbiyah STAIN Palopo, 2010), p. 17

Grammar translation method is method that well-known at nineteenth century as GTM after changing of classical method that used teacher or lecturer to understand student about rule in making words or sentence by using translation.

c. Rationale of Grammar Translation Method (GTM)

1. A fundamental purpose of learning foreign language is to able to read literature written in the target language.

2. Students need to learn about the grammar rules and vocabulary of the target language.

3. It is believed that studying foreign language provides students with good mental exercises which helps develops their mind.

d. Characteristic of GTM

1. Classes are taught in the mother tongue, which little active use of the target language.

2. Much vocabulary is taught in the form of lists of isolated words.

3. Long, elaborated explanation of the intricacies of grammar are given.

4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

5. Reading of difficult classical text is begun early.

6. Little attention is paid to the content of text, which are treated as exercise in grammatical analysis.

7. Often the only drills are exercises in translating disconnected sentence from the target language into the mother tongue.

8. Little or no attention is given to pronunciation.[28]

e. The advantages of GTM

There are some advantages of GTM as follows:

1. The large classes can teach

2. We can use the influent teacher

3. Agree with all linguistic level students.[29]

4. Translation is the easiest and shortest way of explaining meaning of words and phrases.

5. Learners have no difficulties to understand the lesson as it is carried out in the mother tongue.

6. It is a labor-saving method as the teacher carries out everything in the mother tongue.[30]

f. Disadvantages of GTM

Beside of advantages of GTM, there are also some disadvantages as follow:

---

[28]H. Douglas Brown, *Op. Cit.,* p. 19

[29]Pahira, Developing Students' Writing Skill trough Grammar Translation Method at The Tenth Class of MAN Palopo, (unpublished thesis: STAIN Palopo), p.24

[30] Mohammed, *Grammar Translation Method,* http://myenglishpages.com/blog/grammar-translation-method/, 2009. Accessed on October,11th 2012.

1. It is unnatural method. The natural order of learning a language is listening, speaking, reading and writing.

2. Speech is neglected. The Grammar Translation Method lays emphasis on reading and writing.

3. Exact translation is not possible

4. It does not give pattern practice.[31]

5. The Grammar Translation Method may make the language learning experience uninspiring and boring.

6. The Grammar Translation Method may also left the students with a sense of frustration when they travel to countries where the studied language is used (they can't understand what people say and have to struggle mightily to express themselves at the most basic level.[32]

7. This method neither approaches nor encourages the students' communicative competence.

g. Differentiating

Some differentiating definition from WordNet, are as follows:

Variant of differentiate

transitive verb differentiated, differentiating

1. to constitute a difference in or between

---

[31] Pahira, *op.cit.,* p. 25

[32] Michael Martine*, Grammar Translation Method,* http://oswaldoipc.wordpress.com/2007/06/22/the-grammar-translation-method/, 2007. Accessed on October 11st 2012.

2. to make unlike; develop specialized differences in
3. to perceive or express the difference in; distinguish between; discriminate
4. Math. to work out the differential or derivative of (a function)

intransitive verb

1. to become different or differentiated; develop new characteristics
2. to perceive or express a difference
3. Biol. to undergo differentiation[33]

Based on the explanation of literature about gerund and present participle, it is conclude the difference between gerund and present participle as below:

1. Gerunds just have function as noun than present participle as verb and adjective.

2. If you find verb + ing after to be, it is present participle that function as verb. If you find verb + ing after to be and as subjective complement, that is gerund. If you find verb-ing before noun example: a drawing book, it is present participle that as adjective, not gerunds.

3. If you find verb-ing in the beginning of sentence which function as subject subject: Cooking is her hobby. Swimming is better than running. It means verb + ing is gerund.

4. If you find verb + ing after prepositions, like: I will watch TV before **eating**. It means the verb + ing is gerund as object of preposition not present participle.

5. If you find verb + ing after possessive adjective, it is gerund

---

[33]John Willey & Sons , *Differentiating, http://www.yourdictionary.com/differentiating*, 2010. Accessed on October, 1ˢᵗ 2012

F. *Classroom Action Research*

1. Definition of classroom action research

Classroom action research (CAR) is an action research which does for mend quality of education practice in classroom. Classroom action research focus in classroom or teaching learning process which happen in classroom not yet in input classroom or output. Classroom action research concerns everything in classroom.[34]

Kemmis (1992): Action research as form of self inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of (a) there on social on educational practices, (b) their understanding of these practices, and (c) the situation in which practices carried out.

CAR is a process which each teacher or students need improvement, enhancement, and transformation learning to be better so that the purpose of teaching can be reached optimally.[35] It means classroom action research is done for getting more information and giving solution for problems that found in classroom.

2. Objective of classroom Action Research

a. Increase content quality, input, process, result of education and learning in school.

b. Helping teacher and other staff for solving learning problem and education inside or outside classroom.

c. Increase professional attitude educator and other staff.

---

[34] Suhardjono,*penelitian tindakan kelas.*Jakarta .p.58

[35] Wahyu, S.E., M.Si, *Metodologi Penelitian Tindakan Kelas,* (Makassar: Workshop Pendidikan Tingkat Regional Sulawesi), p. 1

d. Growing to develop academic culture in school environment so create attitude proactive in mend education quality and learning sustainable manner.

   3. Characteristic of CAR (Classroom Action Research)

According to Cohen and manion (1980), characteristics of classroom action research, among others:

a. Situational, practical, and relevant

Research is based on practical situation which directly or relevant with real situation in world work.

b. Giving regular frame in problem solving

Classroom Action Research is empiric and rely real observation. Implementation of research still stands with following principle of research, systematic, regular, and objective.

c. Flexible and adaptive.

Flexible and adaptive may be giving a change for experiment and ignore controlling because it is focused on perceptive and research with renewal in a place.

d. Participator

It means that participator is role with research or other member directly on indirectly in conducting research. Teacher and students factually are the main participant although teacher can collaborate with other side, like other teacher, headmaster, or other collaborator.

e. Self evaluative

Modification which done regularly must be evaluated in the same situation with the last purpose. Research have purpose to repair practice in field research.

f.   Honesty and fairly

Classroom Action Research which done in classroom by teacher is very determined by honesty for him/herself. In true fact, teacher is hard to ask for help to headmaster or other teacher to be observer because they have a job that can not be left.

g. Systematic effort for weak data. [36]

4. Lack of CAR (Classroom Action Research)

According to Suwarsih Madya, there are some lack f CAR as follows:

a.   Lack of knowledge and skill in basic research for researcher. Research is habitually done by practitioners like teacher, headmaster, manager, supervisor that always care toward imbalance or shortage in his work situation and act to fix it. Because practitioners is always familiar by practical situation, they are not equipped by knowledge and basic technical research skill. It is more weak because the teachers' assumption who consider that research done by campus community who wrestle in scientific activity so that practitioners, in generally, less in interest to do research.

b.   Limited time when did research. CAR is needed researcher commitment to involve in the process. This factor can be big constraints. The teacher who want to do

---

[36] Muhadi, *Penelitian Tindakan Kelas,* (Jogyakarta: Sira Media, 2011), p. 54

classroom action research must divide the time effectively for doing daily routine and than do research.

c.   The weak about conception group process. The success of group process is very depend on democratic leader in a group.

d. Difficulty to invite people to hold a change.[37]

5. Advantages of CAR

According to Shumsky, advantages Classroom Action Research as follows:

a. Cooperating in CAR appears own feel

b. Cooperating in CAR support your creativity and critical thinking

c. Cooperating upgrades possibilities for changing

d. Cooperating increase agreement.[38]

6.   Procedure Action

In this research the researcher will use Classroom Action Research (CAR). It has four stages, those are: planning, action, observation, evaluation or reflection. This research is held around two cycles. They are first and second cycle and each cycle is the series of activity which has close relation. Where, the realization of the second will be continued and repaired from the first cycle.

CAR consists of indefinite cycle. It is depend on how success it is. Other words, we can do as many as cycle we want if the result of cycle before unsuccessful. But in other case, sometimes researcher just did one until two cycles for getting

---

[37]*Ibid,* p. 65
[38]*Ibid*, p. 63

success research. We can conclude that for research who can not get in the first cycle,

he must continue to the next cycle.
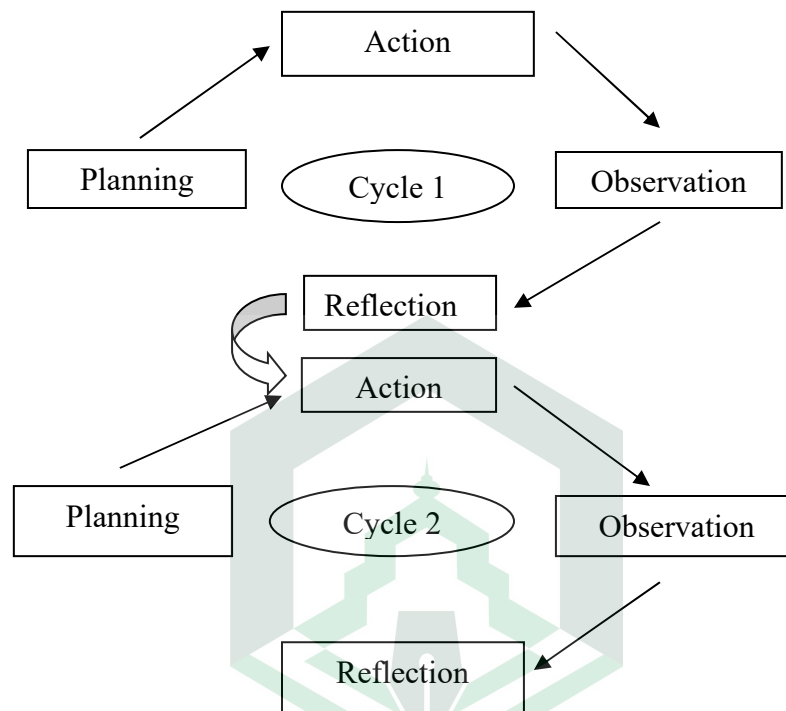
Picture 1: John Elliot[39]

G. *Semantics*

Semantics is the technical term used to refer to the study of meaning, and ,

since meaning is part of language, semantics is a part of linguistics.[40]

---

[39] Drs. Tatang Sunendar, M.Si., *Penelitian Tindakan Kelas (Part II),* http://akhmadsudrajat.wordpress.com/2008/03/21/penelitian-tindakan-kelas-part-ii/, 2008. Accessed on 8th October 2012

[40]F. R. Palmer, *Semantics*, (Second Edition: New York: Cambridge University Press: 1981), p. 1

So, semantics is the study of meaning which focus on the relation between signifier like words, phrases, signs, and symbol.

Talking about gerund and present participle where gerund as a noun and present participle as adjective, they are formed by phrase.

a. Phrase

A phrase is a group of related words (within a sentence) without both subject and verb. For example, He is laughing at the joker**.**

A phrase functions as a noun, verb, adverb, adjective or preposition in a sentence. The function of a phrase depends on its construction (words it contains). On the basis of their functions and constructions, phrases are divided into various types *i.e. noun phrase, verb phrase, adverb phrase, adjective phrase, appositive phrase, infinite phrase, participle phrase and gerund phrase.*

b. Types of Phrases

   1. Noun Phrase

A noun phrase consists of a noun and other related words (usually modifiers and determiners) which modify the noun. It functions like a noun in a sentence. A noun phrase consists of a noun as the head word and other words (usually modifiers and determiners) which come after or before the noun. The whole phrase works as a noun in a sentence. Noun Phrase = noun + modifiers   (the modifiers can be after or before noun).

Examples.

    He is wearing <u>a nice red shirt</u>.   (as noun/object)

    She brought a <u>glass full of water</u>.   (as noun/object)

    <u>The boy with brown hair</u> is laughing.   (as noun/subject)

    <u>A man on the roof</u> was shouting.   (as noun/subject)

    A sentence can also contain more noun phrases. For example. <u>The girl with blue eyes</u> bought <u>a beautiful chair</u>.

    In describing complex noun phrase, we distinguish three components:

    1. The head, around which the other components cluster and which dictates concord and other kinds of congruence with the rest of the sentence outside the noun phrase. Thus, we can have (1), (2), and (3), but not (4):

    The pretty girl standing in the corner … is …   (1)

    The pretty girls standing in the corner … are …   (2)

    He frightened the pretty girl standing in the corner   (3)

    He frightened the pretty lampshade standing in the corner (4)

    2. The pre modification, which comprises all the items placed before the head – notably adjectives and nouns. Thus:

    The pretty girl in the corner

    Some pretty college girls

    3. The post modification, comprising all the items placed after the head- notably prepositional phrase, non finite clauses, and relative clauses:

The girl in the corner

The girl standing in the corner

The girl who stood in the corner[41]

2. Prepositional phrase.

A prepositional phrase consists of a preposition, object of preposition (noun or pronoun) and may also consist of other modifiers. *e.g. on a table, near a wall, in the room, at the door, under a tree.*

A prepositional phrase starts with a preposition and mostly ends with a noun or pronoun. Whatever prepositional phrase ends with is called object of preposition. A prepositional phrase functions as an adjective or adverb in a sentence. Examples.

A boy on the roof is singing a song.   (As adjective)

The man in the room is our teacher.   (As adjective)

She is shouting in a loud voice.   (As adverb)

He always behaves in a good manner.   (As adverb)

3. Adjective Phrase.

An adjective phrase is a group of words that functions like an adjective in a sentence. It consists of adjectives, modifier and any word that modifies a noun or pronoun.

---

[41]Randolph Quirk and Sidney Greenbaum, *A University Grammar of English,* (England: Longman Group Limited, 1973), p. 375

An adjective phrase function like an adjective to modify (or tell about) a noun or pronoun in a sentence.

For example:

He is wearing a nice red shirt.   (modifies shirt)

The girl with brown hair is singing a song. (modifies girl)

He gave me a glass full of water.   (modifies glass)

A boy from America won the race.   (modifies boy)

Prepositional phrases and participle phrases also function as adjectives so we can also call them adjective phrases when they function as adjective. In the above sentence "The girl with brown hair is singing a song", the phrase "with brown hair" is a prepositional phrase but it functions as an adjective.

4. Adverb Phrase

An adverb phrase is a group of words that functions as an adverb in a sentence. It consists of adverbs or other words (preposition, noun, verb, modifiers) that make a group with works like an adverb in a sentence. An adverb phrase functions like an adverb to modify a verb, an adjective or another adverb.

For example

He always behaves in a good manner.   (modifies verb behave)

They were shouting in a loud voice.   (modifies verb shout)

She always drives with care.   (modifies verb drive)

He sat <u>in a corner of the room.</u>   (modifies verb <u>sit</u>)

He returned <u>in a short while.</u>   (modifies verb <u>return</u>)

A prepositional phrase can also act as an adverb phrase. For example in above sentence "He always behaves <u>in a good manner</u>", the phrase "in a good manner" is a prepositional phrase but it acts as adverb phrase here.

5. Verb Phrase

A verb phrase is a combination of main verb and its auxiliaries (helping verbs) in a sentence.

For example

He <u>is eating</u> an apple.

She <u>has finished</u> her work.

You <u>should study</u> for the exam.

She <u>has been sleeping</u> for two hours.

According to *generative grammar*, a verb phrase can consist of main verb, its auxiliaries, its complements and other modifiers.

Example : You <u>should study for the exam</u>.

6. Infinitive Phrase

An infinitive phrase consist of an infinitive (to + simple form of verb) and modifiers or other words associated to the infinitive. An infinitive phrase always functions as an adjective, adverb or a noun in a sentence.

Examples.

He likes <u>to read books</u>.   (As noun/object)

<u>To earn money</u> is a desire of everyone.   (As noun/subject)

He shouted <u>to inform people about fire</u>. (As adverb, modifies verb <u>shout</u>)

He made a plan <u>to buy a car</u>.   (As adjective, modifies noun <u>plan</u>)

7. Gerund Phrase

A gerund phrase consists of a gerund(verb + ing) and modifiers or other words associated with the gerund. A gerund phrase acts as a noun in a sentence.

Examples

I like <u>writing good essays</u>.   (As noun/object)

She started <u>thinking about the problem</u>.   (As noun/object)

<u>Sleeping late in night</u> is not a good habit.   (As noun/subject)

<u>Weeping of a baby</u> woke him up.   (As noun/subject)

8. Participle Phrase

A participle phrase consists of a present participle (verb + **ing**), a past participle (verb ending in **-ed** or other form in case of irregular verbs) and modifiers or other associate words. A participle phrase is separated by commas. It always acts as an adjective in a sentence.

Examples

The kids, <u>making a noise</u>, need food.   (modifies <u>kids</u>)

I received a letter, <u>mentioning about my exam</u>.   (modifies <u>letter</u>)

The table, <u>made of steel</u>, is too expensive.　　　(modifies <u>table</u>)

We saw a car, <u>damaged in an accident</u>.　　　(modifies <u>car</u>)

9. Absolute Phrase

Absolute phrase (also called nominative phrase) is a group of words including a noun or pronoun and a participle as well as any associated modifiers. Absolute phrase modifies (give information about) the entire sentence. It resembles a clause but it lack a <u>true finite verb</u>. It is separated by a comma or pairs of commas from the rest sentence.

Example

He looks sad, <u>his face expressing worry.</u>

She was waiting for her friend, <u>her eyes on the clock</u>**.**

John is painting a wall, <u>his shirt dirty with paint</u>**.**[42]

H. *The Correlation Between Grammar (Gerund And Present Participle) And Grammar Translation Method*

Grammar Translation Method is so popular method. Long time ago have been known and applied in language-teaching.

One of characteristic grammar translation method is grammar provides the rules for putting words together, and instruction often focuses on the form and

---

[42] Abdul Majid Khan, *Types of Phrase, http://www.studyandexam.com/types-of-phrase.htm,* 2010. Accessed on February, 20th 2013

inflection of word.[43] By using it, students will be taught detail about structure and grammar. The difficult points are explained by using mother tongue. Mother tongue is a language that understood by student. In addition, Teacher explains each form and inflection of word to make students understand a change in them.

The approach to instruction was similar in many respects to the grammar-translation method still used today in some schools to teach foreign languages.[44] Grammar is the formal study of the structure of a language and describes how words fit together in meaningful construction.[45] Meaningful construction is difficult and important point. By understanding grammar, students will identify and translate English word or text easily. Grammar is unsaparate with tense. Tense is verb form that shows the time of the action or state.[46] Gerund and present participle are a class of word which end –ing. If we discuss or teach them, we will talk about tense.

Mastering tense can help teacher or lecturer to teach gerund and present participle. So, grammar translation method can give easiness to the student. Beside that, teacher can create good modification in teaching English language by mother tongue. Mother tongue is a person's native language -that is, a language learn from

---

[43] H. Douglas Brown, *op., cit.* p.19

[44] James D. William, "*The Teacher's Grammar Book"*, (Second Edition; New Jersey: Laurence Erlbaum Associates, 2005), p. 8

[45] Ibid , p. 2

[46]Manser, *Op. Cit.,* p. 445

birth.[47] It can understand easily than foreign language where most of English learner said that differentiating gerund and present participle are difficult. By using mother, It makes student more comfortable and easy in translating meaning of gerund and present participle.

I. Conceptual Framework

---
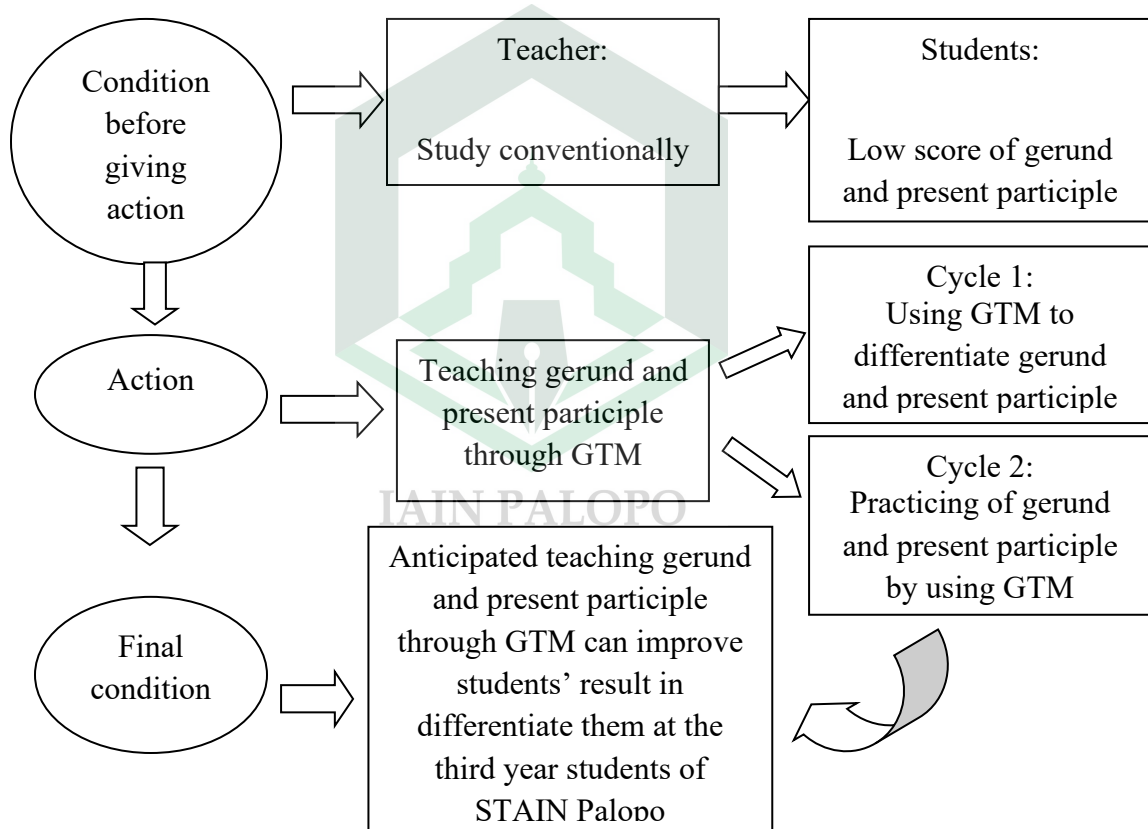
[47]Richard Nordquist, *Mother Tongue*, www.grammar.about.com/od/mo/g/mother tongueterm,htm, 2011. Accessed on 24th December 2012

J. Hypothesis

Based on the some theories and some problems that explained in the background, researcher can arrange hypothesis as follows:

a.   The students' activity in learning process increase by applying Grammar Translation Method.

b.   Application of GTM makes students understand in differentiating gerund and present participle.

CHAPTER III

RESEARCH METHOD

A. Research Type

This research followed the principal working of Classroom Action Research (CAR) that contains of four stages, they are: Planning, Implementation of Action, Observation and Reflection.[1]

This research was held around two cycles. They are first and second cycle and each cycle is the series of activities which have close relation. Where, the realization of the second cycle was continued and repaired from the first cycle.

B. Research Setting

This research was done in the third year English study program STAIN Palopo, in academic year 2012/2013. There were three classes, namely classroom tadris A, classroom tadris B, classroom tadris C. in this research, researcher used subject in classroom tadris A. The students in the classroom were from different school. Most of them graduated from senior high school in their village that never took English course or English activity before.

---

[1]Prof. Suharsini Arikunto, Prof. Suhardjono, Prof. Supardi, *Penelitian Tindak Kelas,*(Jakarta: 2011), p. 104.

C. Data Sources

1. lecturer

2. Students

3. Partner/ collaborator

D. Action Procedure

The method that was used in this research was classroom action research (CAR). It has four stages they are: Planning, Action, Observation, Evaluation or Reflection. This research was held around three cycles. They were first, second and third cycle and each cycle was the series of activity which had close relation. Where, the realization of the second was continued and repaired from the first cycle.

Cycle 1

The first cycle of this classroom consist of planning, acting, and observation and reflecting.

1) Planning

a) Before teaching, researcher (lecturer) prepares material that were given to the students.

b) Researcher made lesson plan, student activity sheet, observation sheet, questionnaire sheet responds student, guidance interview which would consult to consultant lecture.

c) Prepare facilities which used at learning process in classroom action research.

2) Acting

a) Opening

(1) Teacher opened teaching learning process and then explain what would we did for the meeting.

(2) Teacher explained gerund and present participle and students pay attention to teacher's explanation.

(3) Teacher give example from gerund and present participle and how to distinguish them.

b) Practice

(1) Teacher gave each students worksheet that consist of gerund and present participle about 3-5 minutes.

(2) Teachers gave vocabulary about gerund and present participle and asked to translate them and decided them into gerund or present participle.

(3) Teacher assists students to translate difficult words.

c) Closing

(1) Teacher asked students to return their grammar worksheet about gerund and present participle.

(2) Teacher close meeting.

3) Observing

This is implementing since in learning process and used observation sheet which have prepared and wrote everything in learning process from the teacher

performance in opening until closing learning process, and the students' activity in learning process. The result of this observation then collected and analyzed to be a matter of reflection.

4) Reflecting

In this stage the researcher and lecturer do evaluation for to know strength and weakness which had been given from implement action in the first cycle which used as a consideration learning plan in the next cycle. The second cycle was done because the result of the first cycle show that students still did not understand about what was explained.

Cycle 2

a. The second cycle and the third cycle

Action plan in the second cycle is intended as a result of reflection and mend toward implement learning in the first cycle. And in the third cycle is intended as a result of reflection and mend toward implement learning in the second cycle. Stage action in the second and third cycle following stage action in the first cycle.

E. Technique and Instrument of collecting data

The technique and instrument of the data collection in this research will provide observation, interview, discussion, questionnaire and camera.

1) Observation: it was used to collect and take data about students' participation in learning and teaching.

2) Interview: it was used to get data about the level of teaching implementation success.

3) Discussion among lecturer, collaborator or partner to reflect the result of each cycle in CAR.

4) Questionnaire technique is method that were used with make a list of questions than were given to the respondents by letter and also answer by letter too. Here researcher used five alternative choices as follows :

a. Strongly agree (5)

b. Agree (4)

c. Uncertain (3)

b. Disagree (2)

c. Strongly disagree (1).[2]

F. Method of Collecting Data

To collect the data the writer uses:

a. Library research

Library research is a method for collecting data by reading literatures that have connection with the problem in this thesis.

b. Field research

Field research is a method for collecting data with observation at the field.

---

[2] Tawakkal, *Encouraging students to speak English by using picture at the second level students of ECS Family Palopo*, (Unpublished thesis: STAIN Palopo, 2011), p. 41

Furthermore, the sources of the data in this research consist of few sources. They are as follows:

a. Student

To get data about the result of learning and the students' active participation in the learning and teaching process.

b. Teacher or lecturer

To know the level of teaching implementation success.

c. Partner and collaborator

Partner and collaborator were intended to be the source of data to see the implementation of CAR comprehensively, either from the students or teacher.[3]

G. *Method of Analyzing Data*

To give score or get nominal percent which analyze the students' active participation and the questionnaire to know the students' perception, the researcher uses the following formula:

$$P = \frac{F}{N} X\ 100\%$$

Explained:

F = Cumulative frequency

N = Total number of respondent

---

[3]Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta; Rajagrafindo Persada, 2008), p. 279.

$$P = \text{Percentage.}[4]$$

H. *Working Indicators*

The using of GTM (Grammar Translation Method) succeeded if students' average score is ≥ 75 %. It means that:

a. Most of student have a good score in evaluation (70)

b. Most students have average percentage $\geq 75\%$

The quality of learning and teaching process increased from first cycle to second cycle and second cycle to the third cycle. This quality can be seen from the students' behavior emerge during learning and teaching process.

---
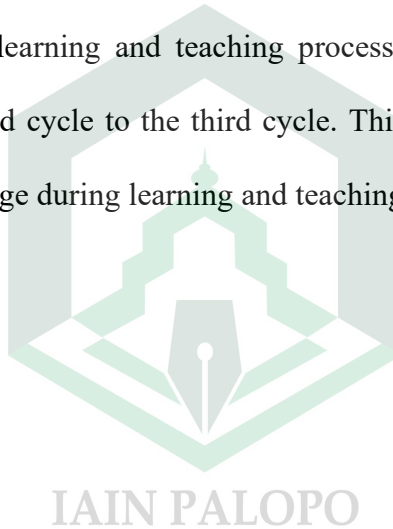
[4]Ibid, p. 26.

CHAPTER IV

FINDINGS AND DISCUSSION

A. *Findings*

Based on the cycle 1 and 2, in this research the data collected by questionnaire, observation, interview and discussion among the lecturer, partner and collaborator. The data were presented which covered two fields, namely the findings about result of students' tasks to prove that they had understand about gerund and present participle where researcher applied grammar translation method and the next one is to know the students' perceptions which were explained by the result of questionnaire. Here are the findings for each cycle as follows:

1. Findings in cycle 1

Before getting the result in cycle 1, researcher did steps. It is important to explain the cycle of the research.

a. Planning

In this section, the researcher prepared to carry out the action research class that required different tools which had been created and developed previously, namely: learning implementation plan (LIP/RPP), the supported instrument: guidelines for questionnaires, observation note, and camera. In this section, the researcher prepared what had to do in the action steps.

b. Action

It was on December, 24th, 2012. The cycle 1 was done. The researcher started the class by telling the importance of grammar in English by using mother, namely Indonesia language. Beside that researcher also explained about the characteristic of a teacher especially English teacher and aware them as a student in collage that had to be better than student in senior high school. Then, gave chance to student to ask about researcher especially method that researcher applied in the classroom.

Before starting teaching, researcher asked them to change their seat position especially gave space among chairs and made sure that they were ready to start studying.

To make students can differentiate between gerund and present participle, students needed reference about them. It could help teaching process. But before, researcher asked them how far their understanding about gerund and present participle by using some questions.

1. Who knows gerund and present participle?

2. What is gerund and present participle?

3. Could you give me example of gerund?

4. Could you give me example of present participle?

I asked almost all the students. The result was about 15 % of students could answer the question that were given.

In many cases, student can not study well because of unavailable material. So, researcher gave handout material about gerund and present participle to each student. I asked to the students to learn it. When students had gotten the handout, researcher started teaching. At the first, researcher explained definition of gerund and the using. Once in a while researcher pointed out student to give their opinion. After that, present participle also was explained and stimulated students by giving tasks as below.

Put in the verbs in brackets as **Present Participle** into the gaps.

Example: _____ birds *(fly)*

Answer: *flying* birds

1) [_____] dogs *(bark)*

2) [_____] children *(play)*

3) [_____] girls *(scream)*

4) [_____] cowboys *(dance)*

5) [_____] ducks *(swim)*

6) [_____] babies *(cry)*

7) [_____] water *(run)*

8) [_____] teachers *(sing)*
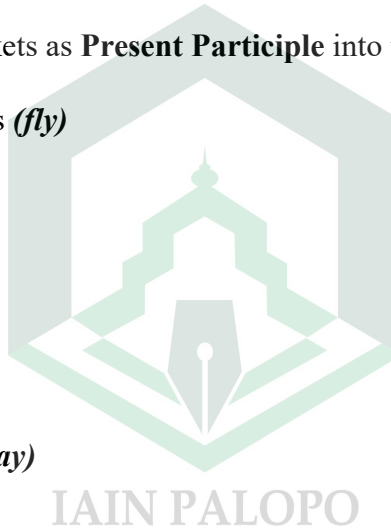
9) ☐ leaves *(fall)*

10) ☐ people *(lie)*

Researcher also gave example of gerund and present participle to make students can differentiate gerund and present participle. At last, I allowed students to ask if they were still confused before giving worksheets.

c. Observation

Based on observation activity made by partner or collaborator (observer) and in the cycle 1, researcher and partner observed that grammar translation method that applied made students understand what lecturer (researcher) explained. The understanding of students was proved by some of students gave questions. Teaching process was running well and there were good interaction with students. In other side, researcher found that there were some students could accustom to speak up his/her mind, especially girls. Observer also found that students who sat behind always talked to her/his friend in her/his beside. It made a crowded in the classroom. It was because they felt that asked to friend was easy. Beside that once in a while they go out for a reason friends called them outside. But they still entered the class again.

Two (2) interviews were done by researcher towards students who wanted to go out as below:
R   : " excuse me"
ST   : "yes"
R   : "where are you going?"
ST   : " I want to go outside first"
R   : "may I know where will you go?"

ST   : "I want to meet my friend. She has called me and I need permission"
R   : "do you still want to join this class until the end?
ST   : "yes"
R   : "all right, you may go. "

The next, researcher also moved to another student called Ms who already entered the class as below.

R   : "hi"
Ms   : "hi"
R   : "where have you been just now?"
Ms   : "I met my friend. I returned his pen"
R   : "thanks"

To make teaching process more comfortable, researcher did jock and approach student to his/her seat. Furthermore I pointed out one by one to speak their mind towards my question about gerund and present participle or method that I used.

the interviews were done by researcher towards some students:

R   : "Hi"
Ti   : "Hi"
R   : "How about learning process today?"
Ti   : "It is good"
R   : "Do you understand what I explained just now?"
Ti   : "Yes"
R   : "Could you explain and give example of gerund and present participle?"
Ti   : "Ok, gerund and present participle are two similar forms but different meaning. Both of them are verb-ing form. Gerund is as a noun and present participle is an adjective. Example of gerund is as an object, swimming is my hobby and present participle is "parking area".
R   : "Good. What about my method in teaching"
Ti   : "It is very good and clear. But I do not know another. I see some of my friends are still confused.
R   : "What is your suggestion?"
Ti   : "I suggest, ask student to come forward to answer question in front of the class or ask them one by one in their seat."
R   : "Ok, thank you. It is good suggestion. I will do it for the better result.

The next, the researcher was with another student called (Mi). This was the interview:

R   : "Good afternoon"
Mi   : "Good afternoon"
R   : "You look passive and silent during the class. Why?
Mi   : "Actually I like this class. I just can not concentrate because I have another business today. Addition, I am still confused.
R   : "According to you, what should I be done?"
Mi   : "Make sure that we do not have another business outside before deciding to enter teaching in the class. You may repeat the explanation 1-3 times.

R   : "Ok. Thanks for good suggestions. I am going to give solution for the problem".

c. Reflection

The reflection was done by the researcher and partner caused by there were still weakness in implementing or using grammar translation method (GTM) and this was needed to be repaired. The students need repetition 1-3 times explanation and make sure that they were ready to start learning.

Based on the principal working of classroom action research that was done by researcher, researcher had described the result in table as below.

Table 1
The result of students' task

Respondent	Very excellent	Excellent	Enough	Poor	Very poor
1		⬛			
2					⬛
3			⬛		
4		⬛			
5					⬛
6			⬛		
7					⬛
8			⬛		
9		⬛			
10	⬛				
11			⬛		
12				⬛	
13		⬛			
14		⬛			
15				⬛	

No.					
16				�\	
17				▊	
18		▊			
19			▊		
20					▊
21		▊			
22				▊	
23		▊			
24			▊		
25				▊	
26			▊		
27					▊
28	▊				
29					▊
30		▊			

Where :

1. Very excellent is score 12-15

2. Excellent is score 9-11

3. Enough is score 6-8

4. Poor is score 3-5

5. Very poor is score 0-2

Table 2
The percentage of students' result task in cycle 1

Classification	Frequency	Percentage (%)
Very excellent	2	6.66 %
Excellent	9	30 %
Enough	7	23.33 %
Poor	6	20 %
Very poor	6	20 %

Based on research data in the cycle 1 which is shown by the description above that included 30 respondents, there were 2 students were very   excellent score in differentiate gerund and present participle that applying grammar translation method (GTM) and the percentage reached 6.66 %. The excellent students were 9, and the percentage reached 30 %. The enough score were 7 and the percentage reached 23.33 %. And there were 6 students who were poor score and the percentage 20 %. There were also 6 students got very poor score and the percentage 20 %. To reach the requirement criteria of success which is determined 75 %, the three very excellent, excellent and enough classifications were accumulated but only reached 59.99 %. It was not the expected nominal percentage.

Referred to the result of cycle 1, the researcher and partner intended to continue the research to the cycle 2 by repairing and making planning and doing the action to reach the criteria of success in the learning process. The both researcher and partner found that actually the students in the cycle 1 were very excellent but there were still some who were poor and even very poor because students did not concentrate and dominated discussing with his/her friend than asked to the lecturer in joining learning process. And the thing to be repaired or rearranged were the student' seat position and giving detail explanation and more examples. Furthermore, many students that got poor score in grammar especially in differentiating gerund and present participle because students were still confused where the form of them are same (v-ing).

2. Findings in cycle 2

As in the cycle 1, researcher did the same steps. But there were some reparation of cycle 1.

a. Planning/ revised plan

In the cycle 2, researcher hope students would be enthusiasm to pay attention than before. The plan in the cycle 2 was closely same with cycle 1. In the cycle 2 the researcher made the students to be more enthusiasm in learning grammar by using Grammar translation method (GTM). In the cycle 2 the researcher and partner had a little different plan as it had been done in cycle 1. Teaching process started at free day for students. Researcher asked student to change their seat position to be "U" form. The explanation was just the same with cycle 1 but researcher repeat 2-3 times each explanation about gerund and present participle. That researcher also motivated students to concentrate in learning process and finished their business before starting teaching.

b. Action

The actions in this cycle were based on the revised plan. The material in the cycle 2 was same with cycle 1. At the beginning of the meeting of this cycle, researcher asked student to change their seat position to be "U" form. Researcher did apperception such as asking some questions related to the previous material then gave the students some motivational statements. Researcher told to them about education study program oriented especially as English teacher. English teacher had to have basic English understanding that needed in the future. When student were ready to

study, I explained the same material in the cycle 1. Researcher started to explain definition of gerund and present participle and the using. In addition, writer explained detail how identify gerund and present participle in sentence by translating each item. At last, researcher gave worksheet to evaluate learning process.

c. Observation

As at the cycle 1, researcher and observer still did observation in the cycle 2. In the cycle 2, researcher and observer found improvement than at the cycle 1. Researcher and observer observed the situation and condition in learning process where researcher applied grammar translation method in teaching gerund and present participle, especially how differentiate them. In the cycle 2, students were focus in learning process. Researcher did not find student who always took permission to go out. All students were present and enthusiasm to join the class. The students also could answer my question in deciding that whether the words include in gerund or present participle. It could be seen at their enthusiasm to answer the question. Students were also more active to ask if needed more explanation. This condition was nice. Researcher was sure that students could do the task that would be given. Furthermore, here were some results of partner's observation.

1. The students focus on lecturer explanation in learning process.

2. The form of class made students more comfortable and easy to ask lecturer.

3. By using grammar translation method (GTM), students could understand what lecture spoke.

Then, the researcher (R) made interview with some students to prove the success of the learning and teaching activity. Here was one of the interviews:

R : "Hi"

Ri : "Hi"

R : "Do you understand about gerund and present participle that I explained by using grammar translation method?

Ri : " Yes I can"

R : "according to you, what makes you understand?"

Ri : "I can understand because I can receive the material clearly by using mother tongue and explained detail.

To prove and get the valid data, the researcher also prepared an interview through video and recording.

d. Reflection

Researcher believes that grammar translation method would be an effective method in teaching grammar especially gerund and present participle. But it is also supported by strategies and manner in teaching.

The process of evaluation that used observation checklist and note book done by researcher and partner proved that at the last cycle (cycle 2), the students could differentiate gerund and present participle. The result can be seen as below.

Table 3
The result of students' task

Respondent	Very excellent	Excellent	Enough	Poor	Very poor
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		▓			

Where :

1. Very excellent is score 12-14

2. Excellent is score 9-11

3. Enough is score 6-8

4. Poor is score 3-5

5. Very poor is score 0-2

Table 4
The percentage of students' result task in cycle 2

Classification	Frequency	Percentage (%)
Very excellent	9	30 %
Excellent	17	56.66 %
Enough	4	13.33 %
Poor	-	-
Very poor	-	-

Based on research of data analysis can be known that from 30 respondents, there were 9 students got very excellent score in differentiating gerund and present participle by applying grammar translation method and the percentage reached 30%. There were 17 students got excellent score and the percentage reached 56.66%. And there were still 4 students who got enough score with the percentage reached 13.33% and surprisingly, no *poor* and *very poor* students' score in the cycle 2 was found.

Based on the result of data analysis above, the researcher found that in the cycle 2 the students' score was better than the result in the cycle 1. Because students were more comfortable with "U" form in the classroom and could see and hear lecturer's explanation totally. Researcher also made good interaction with students that made students focus and concentrate. Here students could differentiate gerund and present participle because the explanation of material was clearly and repeated 1-3 times. And furthermore, the findings in this cycle proves the previous study by Yesica Harmita say that theoretically, the successful of students in a process in learning is determined by the teacher in giving a good explanation by using good teaching method namely grammar translation method (GTM). In addition, the translation of words or sentence support in understanding task that were given.

3. Finding in The Questionnaire Result of the Students' Perception

To get more valid data to know the students' perception, the researcher used questionnaire to know whether the students understood about gerund and present participle by using grammar translation method GTM). The results are as follows:

Table 5
The result of students' perception through questionnaire

Questionnaire	Strongly Agree (SA)	Agree (R)	Uncertain (U)	Disagree (D)	Strongly Disagree (SD)
1	14	14	2		
2	6	18	6		
3	6	21	3		
4	14	16			
5	7	21	2		
6	9	19	2		
7	6	19	5		
8	12	11	7		
9	8	22			
10	22	8			
11	9	21			
12	3	19	8		
13	14	16			

Based on the table 5 above, all of the respondents show positive perception towards the every item which gives or display positive statements. The positive statements are from number 1 to 15. And just some of statement got uncertain perception.

The following tables are the detail description or explanation of the data that were used to know the students' perception about grammar translation method (GTM) as a method that applied to differentiate gerund and present participle.

Table 6
By applying GTM, the students can understand explanation that was taught

Classification	Frequency	Percentage
Strongly agree	14	46.66 %
Agree	14	46.66 %
Uncertain	2	6.66 %
Disagree	-	-
Strongly disagree	-	-

The table 6 above indicates that most of the respondents said strongly agree that by applying grammar translation method, they can understand explanation that was taught by lecturer in learning gerund and present participle. There were fourteen (46.66%) respondents said strongly agree, fourteen (46.66%) respondents said agree, and two (6.66%) respondents said uncertain. None of the respondents said disagree, and strongly disagree. It means that by applying GTM in grammar class, it can improve the students' understanding explanation that was taught by lecturer.

Table 7
By applying Grammar Translation method (GTM), students can understand in translating gerund and present participle in sentence.

Classification	Frequency	Percentage
Strongly agree	6	20 %
Agree	18	60 %
Uncertain	6	20 %
Disagree	-	-
Strongly disagree	-	-

The table 18 above shows there were six (20%) respondents said strongly agree, eighteen (60%) said agree and six (20%) respondents said uncertain. None of respondents said disagree and strongly disagree. It means, most of respondents said agree and strongly agree that by applying grammar translation method (GTM), students can understand in translating gerund and present participle in sentence.

Table 8
The method how to increase students' analyze toward sentence that use gerund and present participle is Grammar Translation method (GTM)

Classification	Frequency	Percentage
Strongly agree	6	20 %
Agree	21	70 %
Uncertain	3	10 %
Disagree	-	-
Strongly disagree	-	-

The table 8 above shows, there were six (20%) respondents said strongly agree, twenty one (70%) respondents said agree and three (10%) respondents said uncertain. None of respondents said disagree and strongly disagree. It indicates that most of respondents agree and strongly agree that   grammar translation method (GTM) is a method to increase students' analyze toward sentence which use gerund and present participle.

Table 9
By applying Grammar Translation method (GTM) makes students can
understand grammar easily the main gerund and present participle

Classification	Frequency	Percentage
Strongly agree	16	53.33 %
Agree	14	46.67 %
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

Table 9 above indicates that most of respondents said strongly agree that by applying GTM, students can understand grammar easily the main gerund and present participle. There were sixteen (53.33%) respondents said strongly agree and fourteen (46.67%) respondents said agree. No one of respondents said disagree, uncertain and strongly disagree. It can be concluded that by applying GTM , students can understand grammar easily the main gerund and present participle.

Table 10
By applying Grammar Translation method (GTM), materials are taught detail
and systematically

Classification	Frequency	Percentage
Strongly agree	7	23.33 %
Agree	21	70 %
Uncertain	2	6.67 %
Disagree	-	-
Strongly disagree	-	-

The table 10 above indicates most of respondents agree that by applying GTM, materials are taught detail and systematically. There were seven (23.33%) respondents said strongly agree. Twenty two (70%) respondents said agree and two (6.67%) respondents said uncertain. No one of respondents said disagree and strongly disagree. It means that teaching trough GTM, materials are taught detail and systematically.

Table 11
By applying Grammar Translation method (GTM), learning process is controlled

Classification	Frequency	Percentage
Strongly agree	9	30 %
Agree	19	63.33 %
Uncertain	2	6.67 %
Disagree	-	-
Strongly disagree	-	-

The table 11 above indicates that most of respondents agree by applying GTM, learning process is controlled. There were nine (30%) respondents said strongly agree, nineteen (63.33 %) respondents said agree and two respondents said uncertain. No one of respondent said disagree and strongly disagree. It means that most of respondents agree and strongly agree of the applying grammar translation method (GTM) as method that makes learning process controlled.

Table 12
Students' vocabulary can increase by applying Grammar Translation method
(GTM)

Classification	Frequency	Percentage
Strongly agree	6	20 %
Agree	19	63.33 %
Uncertain	5	16.67 %
Disagree	-	-
Strongly disagree	-	-

Table 12 shows that most of respondents said agree that applying grammar translation method can increase students' vocabulary. As the table above shows that there were six (20%) of respondents said strongly agree. There were nineteen (63.33%) of respondents said agree, five (16.67%) respondents said uncertain and none of respondents said disagree and strongly disagree. It is concluded that applying grammar translation method can increase the students' vocabulary.

Table 13
Applying Grammar Translation method (GTM) makes students enjoy but still
on focus joining learning process

Classification	Frequency	Percentage
Strongly agree	12	40 %
Agree	11	36.67 %
Uncertain	7	23.33 %
Disagree	-	-
Strongly disagree	-	-

Table 13 shows that most of respondents said strongly agree that applying grammar translation method (GTM) makes students enjoy but still on focus joining learning process. There were twelve (40%) respondents said strongly agree, eleven (36.67%) respondents said agree and seven (23.33%) respondents said uncertain. No one of respondents said disagree and strongly disagree. It proves that GTM makes students enjoy learning process but still on focus.

Table 14
The main thing in English is mastering grammar

Classification	Frequency	Percentage
Strongly agree	8	28.67 %
Agree	22	73.33 %
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The Table 14 above shows there were eight (28.67%) respondents said strongly agree, twenty two (73.33%) respondents said agree. No one of respondents said uncertain, disagree and strongly disagree. It means, all of respondents said agree and strongly agree that the main thing in English is mastering grammar.

Table 15
Application of Grammar Translation method (GTM) should create students
who understanding grammar

Classification	Frequency	Percentage
Strongly agree	22	73.33 %
Agree	8	26.67 %
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

Table 15 shows that most of respondents said strongly agree that application of grammar translation method (GTM) should create students who understanding grammar. As the table above shows that there were twenty two (73.33) respondents strongly agree and eight (26.67%) respondents agree. None of respondents said uncertain, disagree, and strongly disagree. It is concluded that application of GTM should create students who understanding grammar.

Table 16
Lecturer should use more interesting method in teaching grammar

Classification	Frequency	Percentage
Strongly agree	9	40 %
Agree	21	36.67 %
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

Table 16 above indicates that there were nine (40%) of respondents said strongly agree, twenty one (36.67%) of respondents said agree and none of the respondents said uncertain, disagree, and strongly disagree. Based on the description, the researcher concluded that lecturer should use more interesting method in teaching grammar.

Table 17
By applying Grammar Translation method (GTM), students can analyze between gerund and present participle

Classification	Frequency	Percentage
Strongly agree	3	10 %
Agree	19	36.67 %
Uncertain	8	23.33 %
Disagree	-	-
Strongly disagree	-	-

Table 17 shows that most of respondents said agree that by applying grammar translation method (GTM), students can analyze between gerund and present participle. As the table above shows that there were three (10%) respondents strongly agree, nineteen (36.67%) respondents agree and eight (23.33%) respondents uncertain. None of respondents said disagree and strongly disagree. It is concluded that most of respondents said agree and strongly agree that students can analyze between gerund and present participle by applying grammar translation method (GTM).

Table 18
By applying Grammar Translation method (GTM) students can understand
gerund and present participle

Classification	Frequency	Percentage
Strongly agree	14	46.67 %
Agree	16	53.33 %
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table 7 above shows, most of the respondents said agree that by applying grammar translation method (GTM), students can understand gerund and present participle. There were fourteen (46.67%) respondents said strongly agree and sixteen (53.33%) respondents said agree. No one of respondents said uncertain, disagree and strongly disagree. It means that most of respondents said strongly agree and agree by applying GTM, students can understand gerund and present participle than before.

At the fact, the third year students of STAIN Palopo in the tadris A shows positive perception which is indicated by the positive inputs and attitude toward the application of grammar translation method (GTM) to differentiate gerund and present participle. It was detail described in every item of questionnaire through tables.

B.   Discussions

1. Based on the result of the previous findings, it can be discussed that in the relation to students' result of task that was given to know how far they can understand gerund and participle by applying grammar translation method in the cycle 1, it was found that there were two students got very excellent score and the percentage reached 6.66%. There were 9 students got excellent score and the percentage reached 30%. There were 7 students got enough score and the percentage reached 23.33%. There were   6 students got poor score and the percentage reached 20%. There were 6 students got very poor score and reached 20%. To reach the criteria of success which is determined 75%, the three *very excellent, excellent* and *enough* classifications were accumulated but only reached 59.66%. It was not the expected nominal percentage. In the cycle 1, researcher asked students to make space among their chairs. Then researcher gave hand out of material about gerund and present participle before starting teaching. Researcher explained the material about 120 minutes for three meetings by using mother tongue. Mother tongue that researcher used was Indonesia.   Lecturer explained gerund and then present participle. In learning process, researcher asked students whether they have understood or not. If the students have understood, researcher started to teach again. It was done all learning process when each item of materials has been explained. Researcher also gave 2 kinds of sentence that used phrase of gerund and present participle and differentiated them. At last, researcher gave chance to the students to ask question and review the material.   After that, researcher gave worksheet and

translated it before allowing them to finish it. Some of students active in paying attention to researcher's explanation but there were also not active. They were shy to ask directly to the lecturer. So, they have just asked to their friends in his/her beside. In addition, student did not understand about the explanation because they always went out the class. The students also wanted repetition 1-3 times. The result of the students' score showed that the criteria of success had not been achieved which was determined 75% as the total accumulation of *Very excellent, excellent* and *enough* classifications were accumulated but it reached 59.99%. it means that researcher had to continue to the cycle 2 and did reparation.

In this cycle, it was based on the plan and action that to make student can identify and differentiate gerund and present participle, researcher asked students to make space among their seat position, giving hand out about gerund and present participle, and giving motivation. Than, Researcher explained definition, the using and examples of gerund and continued explain definition, the using, and examples of present participle. At last researcher (lecturer) gave two kinds of sentence and identified which one sentence used gerund and present participle. It stimulated some students to ask about gerund and present participle. Researcher gave few minutes for students to give questions before giving task. Then, researcher divided work sheet and explained how to do it. The results have explained above. Some of student could not reach enough score because based on observation in the class some of them shy to ask question and they said that the explanation is not enough. They still need more examples and explained 1-3 times.

The cycle 1, researcher found problems that attracted the researcher and partner to continue to the next cycle and repaired the cycle 1. In the cycle 2, based on the previous cycle 1 the researcher (lecturer) did revised plan. Researcher asked students to finish their business out side before starting teaching. Researcher asked the students to rearranged seat position to be "U" form and repeated the explanation 1-3 times each item. Before continuing to the next item, researcher asked them to give question if there is unclear. Furthermore, researcher explained the difference of gerund and present participle by using form of phrase. Researcher also point out students to review what researcher had explained. There was one student that did not answer my question. To make her know it, researcher asked other students to give explanation about the material and than asked her to repeat it. In learning process, researcher also made joking and motivation so that students enjoy studying and enthusiasm. In this cycle students focus on lecturer explanation. After teaching, researcher gave different test with in cycle 1 and translated vocabularies which were not understood by students. In this cycle, the researcher and partner got the better result. It was proven through the students' score that criteria of success had been achieved in the cycle 2. It reached 86.67 %. The success can be reached just for two cycles.

It was closely related to the previous study done by Yesica Harmita say that theoretically, the successful of students in a process in learning is determined by the teacher in giving a good explanation by using good teaching method namely grammar translation method (GTM). It means, GTM that had been applied give

improvement in teaching process especially teaching gerund and present participle. Furthermore, in relation to the students' perception which is indicated through the result of questionnaire, most of the students gave positive perception toward the application of grammar translation method in differentiating gerund and present participle. It is showed by the high percentage of positive statements of the each item in the questionnaire.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of data analysis and findings in the previous chapter, the conclusion that could be drawn from this study are as follows:

1. The way how to differentiate gerund and present participle can be done by giving students hand out of material or book that can support learning process, giving motivation, making joking, explaining material clearly 1-3 times, still on focus, and modifying the classroom as long as it helps learning process.

2. Students' perception which was shown by questionnaire indicated that most of respondents had positive perception that applying grammar translation method (GTM) made students able to differentiate gerund and present participle.

B. Suggestions

Based on the conclusions above the researcher put some suggestions as follows:

1. To make students can understand and mastering grammar, the lecturer can apply an effective English teaching methodology for example grammar translation method (GTM).

2. It is suggested to English teacher or lecturer, or everyone to continue this research so that this research can be better.

BIBLIOGRAFY

Arikunto, Suharsimi. *"Prosedur penelitian, Suatu Pendekatan Praktis"*. Jakarta: PT. Rineka Cipta, 2002.

Arikunto, Suharsini, Prof. Suhardjono, Prof. Supardi, "*Penelitian Tindak Kelas",* Jakarta: Bumi Aksara, 2009.

Brown, Douglas, "*Teaching by Principle: An Interactive Approach to Language Pedagogy"*. New York: Addison Wesley Longman, 2001.

Collins, "*English Grammar"*. London: Collins Publisher, 1990.

Daman Huri, Agus, "*Modern Concept",* Kediri: Pare Kediri East Java, 2009.

DeCapua, Andrea, "*Grammar for Teacher"*, New York: Springer Science + business Media, 2008.

Dykes, Barbara, "*Grammar for Everyone",* Australia: ACER Press, 2007.

Hadi, Samsul. *Grammar Translation Method*. 2009. Online *http://hadirukiyah2.blogspot.com/2009/12/grammar-translation-methodgtm.html* accessed on February 4th 2012

Hariyanto, Dony dan Drs. Rudy Hariyono, "*English Grammar for General Application",* Surabaya: Gitamedia Press, 2008.

Hermita, Yesica, "*Grammar Translation Method and Direct Method in Teaching Reading at LPIAMargonda Depok (A Comparative Study)"*, Jakarta : 2009.

Kunandar, *"Langkah Mudah Penelitian Tindakan Kelas sebagai Pengembangan Profesi Guru"*, Jakarta: Raja Grafindo Persada, 2008.

Lisdianti, *Analysis Students Difficulties in Distinguishing Gerund and Present Participle : an Evaluative at XI Grade Students of SMA PGRI 56 Ciputat.* 2010. Online *http://tulis.uinjkt.ac.id/opac/themes/katalog/detail.jsp?id=93735&lokasi=lok al*. Accessed on May, 1st 2012

Martin, H, *"Oxford Learners Pocket Dictionary",* New Edition: Oxford University Press, 1995.

M.F, Dr. Patel and Praveen M. Jain, *"English Language Teaching (Methods, Tools and Techniques)",* Jaipur: Sunrise 2008.

⸻ , *"Oxford Leaner's Pocket Dictionary".* fourth impression. New York: Oxford University Press, 2005.

⸻ , *"Oxford Leaner's Pocket Dictionary",* New edition; New York: Oxford University Press, 2008.

Martine*,* Michael, *Grammar Translation Method,* 2007. Online *http://oswaldoipc.wordpress.com/2007/06/22/the-grammar-translation-method/*. Accessed on October 11st 2012.

Mohammed, *Grammar Translation Method,* 2009. Online, *http://myenglishpages.com/blog/grammar-translation-method/*. Accessed on October,11th 2012.

Muhadi, *"Penelitian Tindakan Kelas",* Jogyakarta: Sira Media, 2011.

Nordquist,Richard, *Definition and Example of Present Participle,*2012. Online. *http://grammar.about.com/od/fh/g/gerundterm.htm*. Accessed on May, 6th 2012.

Pahira. *"Developing Students' Writing Skill Through Grammar Translation Method at The Tenth Class of MAN Palopo",* (unpublished Thesis, STAIN Palopo), 2010.

Page, Bill *Effective teaching-Learning process*, 2012. Online, *http://teachers.net/gazette/wordpress/bill-page/effective-teaching-learning//*. Accessed on October, 11st 2012.

Quirk, Randolph and Sidney Greenbaum, *A University Grammar of English,* England: Longman Group Limited, 1973.

Rajani, *Definition of Teaching,* 2011. Online, *http://www.indiastudychannel.com/forum/79268-What-definition-Teaching.aspx*. Accessed on June, 12nd 2012.

Thornbury, "Scott, *How to Teach Grammar".* U.K: Bluestone Press, 2000.

Thuleen, Nancy. *Grammar Translation Method,* 1996. Online, *http://www.nthuleen.com/papers/720report.html,.* Accessed on June, 12nd 2012

Wahyu, , "*Metodologi Penelitian Tindakan Kelas",* (Makassar: Workshop Pendidikan Tingkat Regional Sulawesi), 2012.

Widianto, *The Use of Grammar Translation Method to Improve Students' Mastery of Causative Form. (A Case of the Year Eleven Students of SMAN 1 Tunjungan, Blora in the Academic Year of 2010/2011.* 2011. Online, *http://tulis.uinjkt.ac.id/opac/themes/katalog/detail.jsp?id=93735&lokasi=lok al*. Accessed on May, 1st 2012.

Wiley, John & Sons, *Differentiating,* 2010. Online, *http://www.yourdictionary.com/differentiating*. Accessed on October, 1st 2012

Yusuf Ali, Abdullah, *The Holy Qur'an Text and Translation,* Kuala Lumpur: Islamic Book Trust, 2005.

IAIN PALOPO