

The Influence of PGR Technique toward Students' Ability to Distinguish between Gerund and Present Participle

Siti Niah¹, Wandi Syahfutra², Prih Febtiningsih³

^{1,2,3}Program Studi Pendidikan Bahasa Inggris FKIP Universitas Muhammadiyah Riau
(Jl. Tuanku Tambusai, Pekanbaru, 28294 Riau, Indonesia)

e-mail: ¹sitiniah@umri.ac.id, ²wandisyahfutra@umri.ac.id, ³prihfebtiningsih@umri.ac.id

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh teknik PGR (Practice, Generalization, Reinforcement) terhadap kemampuan siswa untuk membedakan antara Gerund dan Present Participle dan untuk mengetahui kemampuan siswa dalam membedakan keduanya. Peneliti menerapkan metode eksperimen semu dan desain eksperimen semu (time series) O1, O2, O3, O4, O5, O6 untuk menemukan nilai "t" dari skor dan persentase untuk menghitung data dari tes. Penelitian ini dilakukan pada mahasiswa semester tiga Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Bogor. Peneliti memilih purposive sampling untuk mengambil satu kelas dari 5 (lima) kelas dan 21 (dua puluh satu) mahasiswa sebagai sampel. Hasil penelitian menunjukkan bahwa ada pengaruh positif teknik PGR dan dibuktikan dengan tabel "t" pada penelitian 4.47 yang lebih tinggi dari nilai kritis "t" dengan tingkat signifikansi 0,01 (2,845) dan tingkat 0,05 (2,086) untuk dua jenis tes. Hasil tes juga menunjukkan bahwa mahasiswa akan lebih mudah untuk memahami perbedaan antara gerund dan present participle dengan teknik PGR.

Kata kunci: Grammar, Gerund, Present participle, PGR Technique.

Abstract

The objectives of the research were to investigate the influence of PGR technique toward student's ability to distinguish between Gerund and Present Participle and to know the students' ability to distinguish both of them. The researcher applied quasi experimental method and quasi experimental design (time series) O1, O2, O3, O4, O5, O6 to find the "t" value of the scores and percentage to calculate the data from the tests. The research was conducted at the third semester students of English Education Department Faculty of Teachers Training and Educational Science Pakuan University Bogor. The researcher choose purposive sampling to take one class from 5 (five) classes and 21 (twenty one) students as the sample. The result of the research shows that there is a positive influence of PGR technique and it is proved by the "t" table of the research 4.47 which is higher than the critical value of "t" with 0.01 level of significance (2.845) and the level of 0.05 (2.086) for two tailed test. The result of the tests also shown that the students will be easier understand the difference between gerund and present participle by PGR technique.

Keywords: Grammar, Gerund, Present participle, PGR Technique.

1. INTRODUCTION

The difficulties in learning English for Indonesian students are among others the difference in operating grammar. Learning grammar and doing ample practice on it will help the students master English not only in speaking but also in writing. Grammar is importance for the students not only to produce grammatical structure but also to apply them meaningfully and appropriately. Halliday (1994) states about functional grammar: grammar is a resource for making and exchanging meaning.

Diane Larsen Freeman (1997) states that, "grammar is best conceived as encompassing three dimensions: form, meaning, and use. The research comes from firstly, the researcher and friend's experience that there is a difficulty in distinguishing between gerund and present participle while they were learning because both of that form are constructed with "ing" form. Second, the researcher wants to prove the assumption that PGR technique is one of techniques which can help the students understand English grammar, especially gerund and present participle.

In order the students are able to use gerund and present participle correctly in speaking and writing through explanation and sufficient practice PGR technique is needed. Widdowson (1990) states that "communicative ends are best served through a bottom-top process: through practicing grammatical structures and lexical patterns until they are internalized.

Discussing gerund and present participle are important to indicate that by understanding both of them gerund and present participle the students will easier in identifying while in speaking or writing. The definition of gerund based on (Swan: 1988) gerund is "ing" form of verb used as a noun. While gerund based on (Blumenthal: 1997) gerund is a verb that acts as both a verb and a noun. Gerund also has some functions, it can be used in many ways those are: as a subject, object, compliment, verb, and preposition. While the definition of Present participle based on (Blumenthal: 1977) present participle is formed by adding "ing" to a verb. The use of present participle is to form the continuous tense, as adjective, to replace a relatives pronoun + verb, to replace a since/because + subject + verb. Both are will distinguish by PGR (practice, generalization, and reinforcement) technique.

The aims of this research is to know students' ability and to find out the influence of PGR technique to distinguish between gerund and present participle. So that the problem of this research is focused on its.

2. RESEARCH METHODOLOGY

2.1 Research Design

In several research journals that discuss about the use of gerund and present participle by students found that most of the problems encountered are the difficulty of students understanding and using everything in sentences both speaking and writing. Among them is the first study conducted by (Ira, 2018, p. 301) on an analysis of student ability in identifying Gerunds and present participle which showed that "there were 78.26% of students who were able to identify gerunds and present participle, there were 21.74% students who cannot identify gerund and present participle and out of 23 students there are 12 students following the Murcia theory, 3 students following the Solahudin theory and 8 students not following one of the theories that have already been explained ".

Review this research to discuss gerund and present students must be given a theory and according to the theory.

The second study conducted by (Muhaiminah, 2018. P. 45) concerning the Investigation of Students 'Ability to Use Gerunds and Present Particles shows that "factors that influence students' ability to use gerunds and present participle because of the same form of gerunds and present participle, students do not know about the use of gerunds and present participle and students lack the ability to memorize ". This research shows that in order to be able to use gerund and attend participants, students must have good memories in memorizing all.

The third research conducted by (Rafika, 2016, p. 30) on the Ability of Fourth Semester Students of the Tri Jaya Krama Polytechnic Medan in Using the Difference of Gerunds and Present Participle showed that "The difficulty of students in using Gerund and Present Participle is, students find it difficult to understand about Gerund and Present Participle. They think that the use of Gerund and Present Participle are the same. Their English lecturers rarely improve it, in class and don't explain the words followed by Gerund and Present Participle. Research shows the difficulty of participants being questioned is why they think patterns of reality similar to those taught must provide for participants who are present and present.

In writing this paper, the researcher used quasi-experimental design that is the time series to conduct the research. It used only one class and there are pretest, treatment and posttest. The pretest will be given before treatment is to check how far their understanding about the difference between gerund and present participle is. There are three kinds of pretest and posttest. The design is as follow:

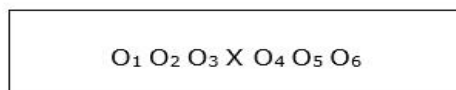


Figure 1. The quasi-experimental design.

O1,O2,O3	= Pre-test
X	=Treatment
O4, O5, O6	= Post-test

O1, O2, O3 refer to three kinds of pretest on gerund and present participle and O4, O5, O6 refer to three kinds of posttest on gerund and present participle and X refers to treatment or explanation about the difference between gerund and present participle by using PGR (Practice, Generalization, Reinforcement) technique. The level of difficulty of pretest and posttest are the same but the questions items are different. The result of pretest and posttest are compared to know the influence of the treatment.

2.2 Population and Sample

This study is conducted at Faculty of Teachers Training and Educational Science of Pakuan University. The population is the third semester of English department while the sample taken from one class and there are 21 students or 20% out of all of the third semester students of English education department. This number based on the students who never absent since conducting the research.

2.3 The instrument and Measurement

The data collection for the instrument through test. The test are given to the students on gerund and present participle and each test consist of 25 questions and all the value of each number is one, if the respondent do all the tests without mistake, their score will be 25. The test given six times with the different questions and the treatment using PGR (Practice, Generalization, Reinforcement) technique to know whether they can differentiate gerund or present participle. To measure the influence of PGR technique toward students' ability used t-test.

2.4 Variables

This research identified into two variables. They are independent and dependent variable. "The influence of PGR technique" as dependent variable and "students' ability to distinguish between gerund and present participle" as independent variable. Both dependent and independent variables will be measured by interval scale.

2.5 The Research Procedure

Firstly, the researcher gives test to all of the third semester students of the English Education Department, after that the class which has the lowest average scores will be taken as the sample of the research based on the design the researcher needs only one class. The researcher gives pretest to the students three times on gerund and present participle. After that the researcher gives treatment or explanation to them about gerund and present participle just once time, especially on how to differentiate gerund from present participle using PGR technique. Finally, the researcher gives the second test as posttest three times with the same kinds of the test that have been given as the ones in the pretest.

3. RESEACH FINDING AND DATA ANALYSIS

3.1 Data collection

The data of the students' ability to distinguish between gerund and present participle by using PGR technique, the researcher gave tests. The test given to the students before treatment consisted of pretest, while posttest was given later after treatment. The researcher discussed and analyzed the data from the research that has been conducted. The data analysis is intended to find out whether the researcher hypothesis is accepted or not. The researcher stated and alternative hypothesis (H_a) that is "there is a positive influence using PGR technique toward students' ability to distinguish between gerund and present participle". To analyze the hypothesis above, the researcher used t-test formula to calculate the data which has been found. The formula as follows:

$$\frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Md = Mean of difference pretest & posttest (posttest – pretest)

$\sum x^2 d$ = Sum of deviation

N = Subject

d = $N-1$

3.2 Data analysis

Before the data was analyzed and calculated, the researcher had given codes in order to simplify the computation. (t) Represent tests, while (1 to 21) represent respondents whereas (X1) for pretest, (X2) for posttest and (d) as the difference between posttest and pretest. The data puts in the table as follows:

Table 1. Pre-test and Post-test score.

Subject	O1	O2	O3	O4	O5	O6	X1	X2
1	15	17	18	21	23	24	50	68
2	19	19	20	22	22	23	58	67
3	14	12	14	23	24	24	40	71
4	18	21	18	23	24	25	57	72
5	18	20	19	25	24	25	57	74
6	16	17	20	24	24	25	53	73
7	17	19	21	24	25	25	57	74
8	19	18	20	25	24	25	57	74
9	16	18	19	24	23	25	53	72
10	16	18	20	23	23	24	54	70
11	20	19	22	25	25	25	61	75
12	19	20	22	24	24	25	61	73
13	16	18	20	25	25	25	54	75
14	17	19	21	24	24	24	57	72
15	16	16	18	23	22	23	50	68
16	18	19	23	25	25	25	60	75
17	19	19	19	25	24	25	57	74
18	17	20	18	24	22	24	55	70
19	18	19	17	25	23	25	54	73
20	20	18	21	23	23	24	59	70
21	20	21	21	24	24	24	61	72
Total=21	368	386	428	501	497	514	1165	1512

Table 2. The result of Pre-test and Post-test (t –table).

Subject	Pre-test	Post-test	d	d ²
			X2-X1	
1	50	68	18	324
2	58	67	9	81
3	40	71	31	961
4	57	72	15	225
5	57	74	17	289
6	53	73	16	256
7	57	74	17	225
8	57	74	15	225
9	53	72	19	361
10	54	70	16	256
11	61	75	14	196
12	61	73	12	144
13	54	75	21	576
14	57	72	15	225
15	50	68	18	324
16	60	75	15	225
17	57	74	17	289
18	55	70	15	225
19	54	73	19	361
20	59	70	11	121
21	61	72	11	121
Total	=1165	=1512	d = 341	d ² = 6010

Based on the computation from table 1 and 2 the results are applied on t-test formula, but before that the writer counts X, df, and SD. The calculation is:

- a. Calculating the mean.

$$\begin{aligned}
 X1 &= \frac{\sum X1}{N} \\
 &= \frac{1165}{21} \\
 &= 55.47
 \end{aligned}$$

$$\begin{aligned}
 X2 &= \frac{\sum X2}{N} \\
 &= \frac{1512}{21} \\
 &= 72
 \end{aligned}$$

- b. Calculating Standard Deviation

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum X^2}{N-1}} \\
 &= \sqrt{\frac{6010}{21-1}} \\
 &= \sqrt{300.5} \\
 &= 17.33
 \end{aligned}$$

c. Calculating the degrees of freedom.

$$\begin{aligned}
 df &= N-1 \\
 &= 21-1 \\
 &= 20
 \end{aligned}$$

After getting the “t” tale then the writer put the result of the data into the formula:

$$\begin{aligned}
 Md &= \frac{\sum d}{N} & Md &= \text{The difference of pre-test and post-test} \\
 & & N &= \text{Number of the subject.} \\
 Md &= \frac{341}{21} = 16.23 \\
 \frac{(\sum d)^2}{N} &= 6010 - \frac{341^2}{21} \\
 &= 6010 - \frac{116281}{21} \\
 &= 6010 - 5537.19 \\
 &= 472.81 \\
 \sum X^2 d &= \sum d^2 = \frac{(\sum d)^2}{N} \\
 &= 6010 - 472.81 \\
 &= 5537.19
 \end{aligned}$$

$$\begin{aligned}
 t &= \frac{Md}{\sqrt{\frac{\sum X^2}{N(N-1)}}} \\
 &= \frac{16.23}{\sqrt{\frac{5537.19}{21(21-1)}}} \\
 &= \frac{16.23}{\sqrt{\frac{5537.19}{420}}} \\
 &= \frac{16.23}{\sqrt{13.18}}
 \end{aligned}$$

$$= \frac{16.23}{3.36}$$

$$= 4.47$$

The researcher gets the result of the “t” table as much as 4.47 to know whether the “t” table is significant or not, the researcher used the critical value of the significance “t” value. After checking the value of “t” table with “df” 20 from the level of 0.01/1% is 2.845 and the level of 0.05/5% is 2.086 for 2 tailed test. It is proved that $2.845 < 4.7 > 2.86$ (2.845 is smaller than 4.7 and it is higher than 2.86) it means that hypothesis for this research is accepted and there is an influence of PGR technique toward students’ ability to distinguish between gerund and present participle. Therefore PGR technique can be one of the alternatives in distinguishing between gerund and present participle.

3.3 Interpretation

From the computation, the writer gets the result of the “t” table as much as 4.47 to know whether the t” table is significant or not, she used the critical value of the significance “t” value.

After checking the value of “t” table with df 20 from 0.01/1% is 2.845 and level of 0.5/5% is 2.086 for two tailed test. It is proved that $2.845 < 4.47 > 2.086$ (2.845 is smaller than 4.47 and it is higher than 2.086). it means that hypotesis for this research is accepted and there is an influence of PGR technique toward students’ ability to distinguish between gerund and present participle. Therefore PGR technique can be one of the alternatives in distinguishing between gerund and present participle.

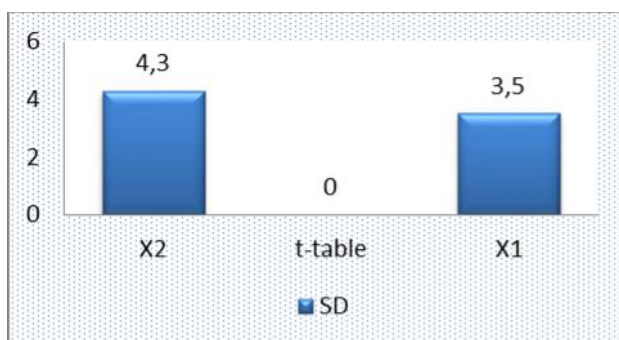


Figure 2. The result of Post-test and Pre-test

X2 = Post-test
X1 = Pre-test
t-table = t-value

4 CONCLUSION

After conducting the research on investigating the influence of PGR technique toward students' ability to distinguish between gerund and present participle, the result of posttest is higher than pretest. It means that PGR technique can help the students understand grammar especially in distinguishing between gerund and present participle. It also proves that the hypothesis in doing the research is true, with the data calculation from level 1% and 5% is $2.845 < 4.47 > 2.086$ it shows that hypothesis for this research is accepted.

In addition, in order to make the students easy to understand grammar the researcher comes to the conclusion that teaching grammar using various techniques is needed, and besides, it does not waste too much time.

REFERENCES

- [1] Arikunto, Suharsimi. (1989). *Proedur Penelitian, Suatu pendekatan praktik*. Jakarta: PT Bina Aksara
- [2] Blumenthal, C. Joseph. (1997) *English workshop*. New York: Harcour Brace Jovanovich, Inc.
- [3] Cyssco, R Danny. (2000). *English Grammar Practice For TOEFL*. Jakarta: Puspa Swara.
- [4] Diane Larsen, F. (1997). *Chaos/Complexity Science and Second Language Acquisition*. Hongkong: Oxford Univerity Press.
- [5] Swan, Michael. (1988). *Practical English Usage*. Hongkong: Oxford University Press.
- [6] Thomson, A. J and Martinet, A.V. (1986). *A Practical English Grammar*. Hongkong: Oxford University Press.
- [7] Ira, MFL. *An Analysis Of Students' Ability In Identifying Gerund And Present Participle At Politeknik Mandiri Bina Prestasi Medan*. Jurnal Ilmiah Skylandsea. 2018. Vol. 2. No. 2. P. 301.
- [8] Muhaiminah Akib. *Investigating Students' Ability To Use Gerund And Present Participle At English Education Department Of Sorong Muhammadiyah University*. E-journal Qalam: Jurnal Ilmu Kependidikan. 2018. Vol. 7. No. 1. P. 45.
- [9] Rafika Purba. *The Ability Of The Fourth Semester Students Of Politeknik Tri Jaya Krama Medan In Using The Difference Gerund And Present Participle*. Jurnal Matik Penusa. 2016. Vol. 19. No. 1. P. 30.