SOME PROBLEMS IN THE TEACHING OF VERBAL CONSTRUCTIONS AT THE SMA UJUNG PANKEP

THESIS

A Project Submitted to the Faculty of Letters
Linguistics Department Hasanuddin University
In Partial Fulfilment of Requirements for
the Degree of Sarjana Sastra

BY

PAKKAI
Reg. Number : 8607119

FAKULTAS SASTRA UNIVERSITAS HASANUDDIN
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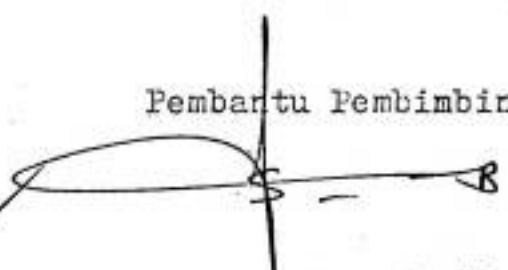UJUNGPANDANG

1994

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FAKULTAS SASTRA

Sesuai dengan Surat Tugas Dekan Fakultas Sastra Universitas
Hasanuddin, nomor : 387/PTO4.H5.FS/C/1993, tanggal 1 Maret
1993, dengan konsultasi secukupnya dan pemeriksaan cermat,
kami menyatakan menerima dan menyetujui tesis ini.

                                    Ujung Pandang,   Maret 1994.

        Pembimbing Utama,   Pembantu Pembimbing,

        Hamzah A. Machmoed, M.A.   Drs. H. Basrah Gising
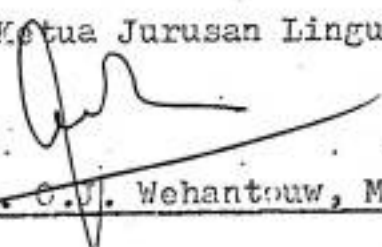

                    Disetujui untuk diteruskan kepada

                        Panitia Ujian Skripsi

                            D e k a n

                U.b. Ketua Jurusan Linguistik,
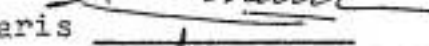

                    Drs. C.J. Wehantouw, M.S.

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FAKULTAS SASTRA
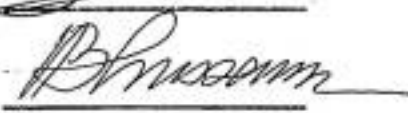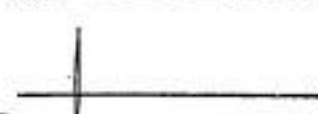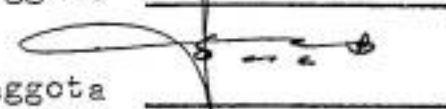
Pada hari ini, _____ tanggal _____ 1994

Panitia Ujian Tesis menerima dengan baik tesis yang ber-
judul :

SOME PROBLEMS ON THE TEACHING OF VERBAL CONS-
TRUCTION AT THE SMA IMMIM PANGKEP

yang diajukan dalam rangka memenuhi salah satu syarat
ujian akhir guna memperoleh gelar Sarjana Sastra pada
Jurusan Linguistik Fakultas Sastra Universitas Hasanuddin,
Ujung Pandang.

Ujung Pandang, _____ 1994.

Tim Penguji :

1. Drs. O.J. Wehentouw, M.S.   Ketua _____

2. Drs. Nurdin Langgole, M.S.   Sekretaris _____

3. Prof. DR. R. Soewondo, M.A.   Anggota _____

4. Dra. Badrah Hussein, M.S.   Anggota _____

5. Hamzah A. Machmoed, M.A.   Anggota _____

6. Drs. H. Basrah Gissing   Anggota _____

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Waqul lahum fi anfusihim

qoulan baligha

Dan ujarkanlah kepada mereka

tutur kata (linguistik) yang komunikatif

Al Qur'an: An Nisa' (4) : 63

Bahasa adalah

himpunan kosakata yang tiada terhingga

sebagai nikmat Allah tiada terhingga

Kupersembahkan kepada tercinta:

Lapalu Bani, ayahku

Manirah, ibuku

saudara - saudaraku

dan

kenangan - kenangan pada

Nuraeni Maddukku

ACKNOWLEDGMENT

Grateful acknowledgments are adressed to may beloved parents, Mr. and Mrs. Manirah Lapalu, brothers and sisters, aunts and other families who have been supported during the year of his study.

The writer realizes that this thesis is far from being complete, but nonetheless he has enjoyed his study.

My God, Allah Subahanhu Wata'alah bless them.

ABSTRAK

Penelitian ini memberikan beberapa hal penting untuk diperhitungkan dalam mengajarkan konstruksi verbal (verbal constructions). Hasil analisis data menunjukkan bahwa jumlah buku-buku sumber tidak cukup tersedia. Para guru tidak mempunyai cukup banyak buku untuk digunakan mengajar konstruksi-konstruksi verbal. Hal ini diduga keras menyebabkan kegagalan siswa dalam mencapai pemahaman yang baik tentang konstruksi-konstruksi verbal.

Hal lain yang penting dari penelitian ini ialah bahwa pada umumnya para guru berpendapat bahwa pengajaran konstruksi verbal adalah lebih baik jika dilakukan secara terpisah dari kosakata.

Mengenai penggunaan alat bantu pandang (visual aids) hal ini tidak sering dilakukan oleh guru dalam mengajarkan konstruksi verbal, bahkan sebagian guru tidak pernah menggunakan alat bantu pengajaran semacam ini.

Dengan demikian tujuan utama dari penulisan ini adalah untuk membuat analisis terhadap hal yang mencakup verbal constructions dan bagaimana mengajarkannya. Tujuan lainnya adalah untuk meningkatkan pengetahuan pembaca terhadap minatnya dalam mempelajari bahasa asing khususnya para siswa.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

1.1 Problem Statement

Teaching English as a foreign language is not an easy job. Some of the teachers of English often face on difficulties in teaching English. So, in this thesis would like to provide some informations, if the writer can say methods for the teachers of English to solve their own problems in verbal construction teaching.

The writer believe that someone whose not enough mastering of verbal structure, they have can not speak or teach English properly, eventhough they have a lot of vocabularies. By the way, every teacher should try to teach English structure well and attractively.

One of the common difficulties faced by the teacher in teaching English is verbal constructions. So, this will be deeply discussed in this thesis. Verbal constructions are verb forms a function as a noun, an adjective or adverb in sentences. On the other hand the words are derived from verb, but still used as other parts of speech are called verbals. So that, a verbals can be categorized as an infinitive, gerund, and participle.

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Based on the problems above, the writer formulates some statements as follows:

1.1.1   What kinds of material that should be taught by the teachers of English in teaching verbal constructions ?

1.1.2   What kinds of problems will be faced by the teachers of English in teaching it ?

1.1.3   How should the teachers of English teach the verbal constructions ?

1.2   Hypothesis

Based on the problems above, the writer tries to put tentative answers as follows:

The material should be taught by the teachers of English in the teaching verbal constructions are these based on the curriculum. The next problems often focused on some teachers are the used of infinitive, gerund, and participle within sentences.

The teachers of English should use certain methods and techniques in teaching verbal constructions. Because good methods and techniques can motivate the students in learning English.

1.3 Topic Defined

The topic of this thesis is "Some Problems On The Teaching Of Verbal Constructions At The SMA IMMIM Pangkep". To make the concept clear the topic above, the writer will explains the some concept of words, as follows:

C. Ralph Taylor, M.A., says that "problems is a question for solution. (1965 : 778).

In Webster says that "teaching is the art of teaching that which taught". (1965 : 1025).

The last definition verbal is in Webster says that "a word combines the meaning of noun ar adjective" (1965 : 1106).

Having presented the important word above, hoped that the students of SMA IMMIM Putri Pangkep could understand "what verbal constructions is ?".

1.4 The Reasons for Choosing the Topic

There are some reasons motivate the writer for choosing the topic, as follows:

1.4.1 To find the difficulties which is faced by the teachers of English.

1.4.2 To help the teachers of English to overcome these difficulties.

1.5 Methodology

In writing this thesis, the writer uses some methods, as follows:

1.5.1 Method of the data collection

1.5.1.1 Library research, the data is collected by reading some books which deal with the topic.

1.5.1.2 Field research, the writer gave the test to the students of SMA IMMIM Putri Pangkep.

!.5.2 Method of the data analysis

In the analysing the data, the writer applies:

1.5.2.1 Inductive, the writer discusses the fact from particular to general ones.

1.5.2.2 Deductive, in this case the writer discusses the fact from general data to particular ones.

1.5.2.3 Comparative, the writer compare several facts of the problems with another affect before making conclusion.

1.6 The Sequence of Presentation

To get a simple description of this thesis, the writer likes to present a sequence of presentation.

The first chapter of this thesis concern with problems can statement which has the relationship with the topic.

The second chapter, the writer presents a short description of the SMA IMMIM Putri Pangkep, the condition of the school where the writer conducted the research and the last on the curriculum used.

The third chapter, the writer showed some problems in teaching the verbal constructions which consist of the verbal constructions as infinitive, gerund, and participle within sentences faced by the students. Then, the ways to overcome the difficulties faced by the teachers of English in teaching it by using TRP (Testing Revision Practice), AVA (Audio Visual Aids), Community Activities, Pattern Practice, and then, Strip Story Method.

At the end of this thesis, the writer concludes from the whole contens and some suggestions on the fourth chapter.

CHAPTER II

A SHORT DESCRIPTION SMA IMMIM PUTRI
MINASA TE'NE PANGKEP

2.1 Background

As a senior high school, SMA IMMIM Putri Pangkep directed and controlled under the Department of Education and Culture. As well as an organization, it does not only focuses its activities in education, but also to development of welfare of mosque and Islamic educational institution; especially in South Sulawesi. So that, the foundation called IMMIM is an abbreviation of "Ikatan Masjid Mushallah Indonesia Mujtahidah or The Aliance of Indonesia Mosque and Mushallah and Mujtahidah". Now IMMIM is under the supervision and management of Hajjah Rahmah Fadeli Luran.

SMA IMMIM Putri (abbreviated SIP) is located at Kelurahan Minasa Te'ne Pangkajene Pangkep regency. It lies about 54 kilometres northern of Ujung Pandang city. This school was officially founded on 17 th February 1975 by the governor of South Sulawesi Province. On 7 th November 1978 was confirmed with signed the inscription by the Minister of Religion Affairs of the Republic of Indonesia, namely H. Alamsyah Ratuprawiranegara.

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Hence, SMA IMMIM Putri has run well for about fif-
ten years with the good progress, especially the campus
development under the guidence and supervision of the
Directure and the Board.

Historical background SIP can not be separated
from "Pesantren Modern Putri IMMIM", because the name
of the SIP is derived from "Aliyah", the name for reli-
gious senior high school. Aliyah has the same level of
other general senior high school.

In 1976 during the preliminary of its exictence
SIP received heterogenious students (both male and fe-
male or santris and santriwaties). But 1979 they were
separated and then situated them in Pesantren Putri
for female students in Pesantren Putra Tamalanrea,
10 kilometres from Ujung Pandang.

In the academic year 1975 - 1985 the Pesantren
Putri IMMIM was under the control of the Department
of Religious Affairs, so the name for Senior High
School became "Aliyah". At that time the students must
follow Aliyah examination. But the student's parents
which its examination be hold by the Department of
Education and Culture, with the reason that it could
be used to continue their study at university.

In 1986 Pesantren Modern Putri IMMIM began to attend SMA final examination. So that the students of SIP do not only get Aliyah certificates.

The students of the SIP has a lot of characteristics: they are obliged to speak both foreign languages, i.e. Arabic and English besides that they must obey the campus regulations. This school, in addition does not teach religious subject only but also general ones, as stated in Pesantren Guidence Book:

> "Pesantren ini tidak mempunyai pandangan yang deskriminatif. Ilmu umum dan ilmu agama hanya mempunyai satu kutub yaitu Allah Rabbul Alamin" (Buku Pedoman Pesantren, 1992 : 3).

Based on the statement above, the writer concludes that this school instils not only of religious, but also the general sciences.

SIP, actually, is a non-government institute, however, it is directed and supervised under the control and co-operation with the Department of Religious Affairs and the Department of Education and Culture. It is not affiliated into any political party and also not adhere to any mazhab or certain doctrines, but its open for all groups or mazhabs, as has been stated by Drs.H. Fachrul Islam (the chairman of YASDIC = Yayasan

Dana Islamic Centre) and H. Fadeli Luran, the leader of
DPP IMMIM that "Pesantren IMMIM terbuka untuk semua go-
longan, dan tidak terikat kepada salah satu mazhab".
(Buku Pedoman Pesantren, 1992 : 3).

It is also stated:

> "Dalam pesantren ini tidak dibenarkan perbedaan
> mazhab dan pendapat, melainkan kepada santriwati
> diajarkan atau dididik memiliki jiwa besar, jiwa
> yang akomodatif, mampu menerima adanya perbedaan
> pendapat dan menghormati pendapat orang lain".
> (Buku Pedoman Pesantren, 1992 : 4).

Based on the statement above, the writer concludes
this school does not make any among differenciates any
mazhabs. Thus, one of the important goals educate and
guide the students to be a good moslem. That is a mos-
lem who faithfully performs the teaching of Islam.

2.2 The Teachers and The Students

2.2.1 The teachers

In this chapter, the writer would like to describe
the teachers situation at the SIP Minasa Te'ne Pangkep.
Some teachers live in the campus, by the reason that,
besides teaching in the classroom also taking part to
supervise the activities of the students. They teach

the students sincerely and particularly. They have the sense of responsibility of their duties.

The teachers of the SIP consist of 36 persons, two of them are teachers of English. They are graduated from difference universities either in Indonesia and abroad. Most of them live in the campus, they live in the teacher's lodging house and the students live in different boarding houses.

To implemen the education program of the SIP, the school has arranged and pointed a number of teaching staff who are consider to be capable of holding and conducting their tasks.

2.2.2 The students

SIP since its existence (establishment) until now has built some building and has made it improvements in the different field of nowadays, such as the quality of the education. The mumber of the students has become increasingly from year to year.

The number of the students of the SIP now are 165 persons as shown in the following table.

TABLE I

THE NUMBER OF STUDENTS OF THE SMA IMMIM PUTRI IN 1992/1993

No.	Class	Department/Program	
		Biology	Social
1.	Class I	31	30
2.	Class II	18	28
3.	Class III	30	28
	Total	79	86

Total: 79 + 86 = 165 persons

(Adapted from: Kantor SMA IMMIM Putri Pangkep, 1993).

SIP has produced 394 persons during eleven periods as show in the table below:

TABLE II

THE GRADUATES OF SMA IMMIM PUTRI IN PERIOD 1980-1992

No.	Period Year	Total
1.	1980 - 1981	12
2.	1981 - 1982	4
3.	1982 - 1983	8

1	2	3
4.	1983 – 1984	17
5.	1984 – 1985	33
6.	1985 – 1986	36
7.	1986 – 1987	45
8.	1987 – 1988	49
9.	1988 – 1989	60
10.	1989 – 1990	40
11.	1990 – 1991	40
12.	1991 – 1992	50
	T o t a l :	394

(Adapted from: Kantor SMA IMMIM Putri
Minasa Te'ne Pangkep). 1993).

The graduates of the SIP may continue their study at the different universities and instituties.

The graduates of SIP have an assosiation called IAPIM (Ikatan Alumni Pesantren IMMIM) has the duty to organize the alummi. The objectives of the organization is to strengthen Islamic brotherhood, friendship, and fraternity among the members. The main purpose of the IAPIM is to make the members progress in several activities, efforts,

and their dedication in order to support their alma-
mater and environment.

2.3 Curriculum

The curriculum is the special plan for every
lesson, time allotments, and varying of teaching pro-
cedures to achieve the goal of education and instruc-
tions. As a matter of fact, the SIP has an especial
curriculum. The writer presents the curriculum deal-
ing with the topic only, as follows :

GARIS-GARIS BESAR PROGRAM PENGAJARAN

MATA PELAJARAN   : BAHASA INGGRIS
SEKOLAH   : SMA IMMIM PUTRI
KELAS   : II A.2 (BIOLOGI)
                   II A.3 (SOSIAL/BUDAYA)
SEMESTER   : 3 DAN 4

D	T I U	BAHAN PENGAJARAN		PROGRAM			METODE
		POKOK BAHASAN	U R A I A N	KLS	SEM	WKT	
1	2	3	4	5	6	7	8
1	Siswa dapat menerapkan pola kalimat dengan gerund dan menggolongkan kata kerja yang dapat diikuti oleh gerund	1.1 STRUKTUR Gerund 1.1.1 Sebagai subjek 1.1.2 Sebagai komplemen 1.1.3 Sebagai obyek 1.1.4 Daftar kata kerja 1.1.5 S+V+to+ Verb I vs S+V+V+ ing	Mengubah bentuk kata ke dalam bentuk verb+ing dalam kalimat dengan fungsi sebagai subjek, komplemen atau obyek, misalnya: (Read) history books is interesting. They like (read) detective books. They have learned new ways of (flight) Mensubtitusikan kata kerja yang bisa dan tidak bisa diikuti oleh gerund. -Bakri enjoyed dancing. -Bakri practised dancing. -Bakri tried to dance. -Bakri wanted to dance. Membedakan S+V+to+ V I & S+V+V ing. 1.He forgot to go the police - He forgot going to the police. 2.He remembered to post the letter - He remembered posting the letter 3.They stopped to eat - They stopped eating. 4.She tried using her fingers.	II	3	3	Ceramah Latihan lisan tulisan

1	2	3	4	5	6	7	8
2.	Siswa dapat menerapkan pola kalimat dengan present Participle sebagai adjective dan adverb.	2.1 STRUKTUR Present Participle 2.1.1 Sebagai Adjective -They dying leaves fall to the ground. -I found him stealing. 2.1.2 Sebagai Adverb -He sat there waiting. -Being a very big city. -London is very noisy.	Mengubah bentuk kata kerja menjadi bentuk V.ing yang berfungsi sebagai adjective. -(Sing) birds fly happily in the fresh air of spring -People see many children (play). Menggabungkan dua kalimat menjadi satu kalimat baru dengan Present Participle yang berfungsi seba- gai adverb. -A man is talking to Mrs.Yusuf is from the hospital. Mengubah bentuk kata kerja menjadi bentuk V.ing yang berfungsi sebagai adverb dalam kalimat. -(Be) a very big city London is a very noisy. Mensubtitusikan kata kerja dalam bentuk Present Participle. -He sat there wait- ing thinking eating Membuat kalimat de- ngan Present Parti- ciple sebagai adjec- tive dan adverb ber- dasarkan situasi yang dibuat oleh guru	II	3	3	Cera- mah. Ber- cerita dengan gambar Lati- han lisan dan tulisa
5.	Siswa dapat menerapkan dalam menggu- nakan pola passive verb- als dlm kali- mat.	4.1 STRUKTUR 4.1.1 Gerunds -We like be- ing sent to England. 4.1.2 Senten- Modifier	Mensubtitusikan kata kerja dalam bentuk passive verbals se- bagai gerund, sen- tence modifier dan noun modifier.	II	4	3	Cera- mah Lati- han lisan tulis- an.

2	3	4	5	6	7	8
	-Being sent to England.	-Being appointed the new leader made him happy.				Pemberi-an tugas
	-He was able to see Buckingham Palace.	-We dislike being sent to the headmaster.				
		-Do you recognise the man being interrogated by the police.				
	4.1.3 The man being sent to England was our new Director.	Membedakan bentuk passive verbals dengan passive voice				
		-The story being told by grandmother is very beautiful.				
		-The story is told by grandmother.				
		Menggabungkan kalimat dengan passive verbals.				
		-The house is in bad condition. It needs to be repaired.				
		-The problem is very complex. It is discussed in class				
Siswa dapat menerapkan dalam menggunakan pola Passive Verbal dalam kalimat.	5.1 STRUKTUR Passive Verbal Bentuk Infinitive	Mensubtitusikan kata kerja dalam bentuk Passive Verbal Infinitive.	II	4	3	Ceramah Latihan lisan & tulisan Pemberi-an tugas
	5.1.1 Sebagai Subyek: to be obeyed was natural for her.	-The lesson (review) next week must be repared.				
	5.1.2 Sebagai Obyek: I do not want to be disturbed	-(Elect) captain of the class has made him happy.				

2	3	4	5	6	7	8
	5.1.3 Sebagai Komplemen. -Is this house to be let ?	Menggunakan bentuk adverb clause menjadi passive verbals to infinitive -There are many things to be seen. -The man to be talked to has come				
Siswa dapat menafsirkan arti dan menerapkan penggunaan Present Participle dan Past Participle sebagai adjective dalam kalimat.	15.1 STRUKTUR Present Participle dan Past Participle sebagai adjective dalam kalimat. 15.1.1 S+be+V.ing : -The film is interesting. 15.1.2 S+be+V.III : -We are surprised.	Mengubah kata kerja ke dalam bentuk V.ing atau V.III sesuai dengan situasi yang diberikan : -The lesson bored the students. The lesson was (bore). -The students were (bore). Memilih bentuk V.ing atau V.III dalam bacaan pendek. Membuat kalimat sederhana dengan present participle atau past participle sebagai adjective dalam kalimat dengan cara menerjemahkan kalimat yang diberikan oleh guru.	II	4	4 ---- 48	Ceramah, tanya jawab Latihan lisan & tertulis terjemahan

CHAPTER III

SOME WAYS TO OVERCOME THE PROBLEMS ON LEARNING AND TEACHING OF VERBAL CONSTRUCTION IN ENGLISH

The teaching and learning has some close relationship, they can not be separated in teach of each other, because teaching is concerned with the teachers and learning with the students. Therefore, it can be said that the teachers are successful in teaching whenever the students understand "what they have teach", and contrary, the students have learned.

3.1 The Ways to Overcome The Problems

It was explained that the students of SIP do not mastery structure yet, especially the use of verbal constructions. Therefore, the writer would like to present one of research at SIP by giving the written test to the students consisting of 20 students who are from the second class Social Department, and 10 students are from the third class Biology Department.

Here, the writer devide onto four kinds of materials in the test, namely: 11 consisting of infinitive with to, 15 numbers of gerund, 10 of present participle, and 9 numbers of past participle. In the test, the writer combine the items. See at the appendix!.

In this analysis, it is very important to find out rate presentage of the number of the students and the score of the data.

before coming the rate presentage, it is useful to give the classification of the score. The score used here are 0 up to 10, it consist of four classification, namely :

        0 - 5 is classified as bad

        6 - 7 is classified as fair

        8 - 9 is classified as good

        10 is classified as very good

3.1.1 The infinitive with to

As Hyden said (1956 : 143) that "the infinitive may be a noun equivalent or modifier depending on its function in the sentence".

Based on the definition above, the writer can concludes that the infinitive in the verb can be a noun or modifier. For instance:

(1) I want ... English.

(2) We hope ... you soon.

If we show sentence (1) and (2) above, the verbs are followed direct by the infinitive. In sentence (1) only a few students choose to speaks, the correct one is to speak without "s". To become I want to speak English.

Sentence (2) only few students choose <u>to sees</u>, may be they do not pay attention all the answers. The correct one is <u>to see</u>. Its noun equivalent direct object. Here, there are some verbs which it habitually use in the sentences, they are: care, decide, deserve, endeavor, forget, hope, hear, mean, plan. For examples: They have <u>decided</u> <u>to go</u> to Jakarta, I have <u>forgotten</u> <u>to telephone</u> you, We <u>hope</u> <u>to see</u> you soon, etc.

    (3) He gave me a book to read.

    (4) Ahmad is learning to drive a car.

On the sentence (3) a few students choose <u>Past Participle</u>, may be they think that the word "gave" is the past participle. The correct one is <u>Infinitive</u>. And sentence (4) they choose <u>Present participle</u>, the writer said that they think the word "learning" is present participle, but we know "is learning" is continous. So, the correct one is <u>Infinitive</u>, to point infinitive is "to drive".

The structure of the sentence (3) and (4) are the verb + (pro) noun + infinitive. For instance: I <u>advise</u> you <u>to see</u> a lawyer, The commitee <u>forced</u> Mr.Syarif <u>to resign</u>. Here are some verbs about this structure, they are: advise, cause, command, encourage, force, get, invite, remind, etc.

3.1.1.2 The infinitive after a verb

For examples:

- Remember not to lock the door.
- Don't forget to give him a present, etc.

3.1.1.3 The infinitive after how, when, where, which, what

For examples:

- Show me how to do it.
- Please tell me when to come.
- I don't know where to put it.
- I will find what to do.
- They will ask her which to throw away, etc.

3.1.1.4 The infinitive to show purpose

For examples:

- I locked the door to stop anybody from getting in.
- I want to see Mr. Ahmad to ask him about the picnic.

3.1.1.5 Has to = Must

We can use an infinitive after have to/has to, to show an obligation. In the sence have to means must.

For examples:

- She has to go the railway station soon.
- Next week I shall have to cut the grass.
- Last night I had to look after my baby sister.

3.1.1.6 The infinitive is used after "able" and "unable"

For examples:

- I don't think he is <u>able to lift</u> that box.

- Ani says that she is <u>unable to come</u> tonight, etc.

3.1.1.7 The infinitive after "only"

For examples:

- I want to the post office <u>only to discover</u> that.

- I had forgotten <u>only to take</u> the letter, etc.

3.1.1.8 The infinitive after "about"

This expression to show that something is going to happen very soon, for example:

- I was just <u>about to phone</u> you when you phoned me.

3.1.1.9 The infinitive after too + adjective/an adverb

We can use the pattern too + an adjective/an adverb + infinitive. For examples:

- This stone is <u>too heavy to lift</u>.

- This water is <u>too hot to drink</u>.

- He drives <u>too carefully to have</u> an accident, etc.

3.1.1.10 The infinitive after so + an adjective + as

We can use an infinitive in these expression below, for examples:

- Would you be <u>so kind as</u> to tell Mr. Ahmad that I shall be late tomorrow morning.

- If you are <u>so stupid as</u> to do that, you must expect trouble.

3.1.1.11 The infinitive after an adjective/an adverb followed by enough.

For examples:

- She is <u>old enough</u> to apply for the job.
- Is the coffee cool enough to drink yet.?
- Does he play well enough to justify his place in the first team ?, etc.

3.1.1.12 The infinitive after the following expression, which are sometimes used in formal letter.

For examples:

- <u>I am requested</u> to inform you that your letter is receiving attention.

- <u>I am forced</u> to remind you that your third install-ment is now overdue, etc.

3.1.2 G e r u n d

The gerund is a word formed "ing" from a verb func-tion as a noun. It can be used as follows :

3.1.2.1 As subject of sentence

The mistakes made by the students of SIP as follows:

(7) ... is not good for your health.

(8) ... stamps is an interesting hobby.

Only a few students choose <u>to smoking</u> (sentence 1) is wrong. The correct one is <u>smoking</u>. This is gerund as subject. "Smoking is not good for your health".

In the sentence (2) some of the students choose
<u>by collecting</u>, it is wrong. The correct one is <u>collecting</u>,
in sentence "Collecting stamps is an interesting hobby".
Both of these sentences are gerund as subject. As we
know that the gerund as subject in put in the beginning
sentence, for examples:

   - Teaching is a good profession.

   - Driving a car is easy, etc.

3.1.2.2   As object complement

   Gerund as object complement is placed after to be.
But the students faced by this problems do not understand.
For examples:

    (9) Ida loves ......

   Most of the students on sentence (9) choose <u>to travel</u>,
actually it is right in the structure as infinitive with
to, for instance: "Ida loves to travel", but it is not
gerund. The correct one is <u>travelling</u>. Remember that the
verb like "love" joined by verb. The verb must be <u>ing form</u>.
Such as "Ida loves travelling". Here are some examples
like above:

    - My hobby is <u>playing badminton</u>.

    - His favorite sport is <u>climbing mountain</u>.

    - Rudi's hobby is <u>fishing in the sea</u>, etc.

3.1.2.3 After preposition

For examples:

(10) Before ... to bed we must pray to God.

Some of the students choose <u>goes</u>, it is wrong. As we know after preposition the verb must be <u>ing form</u> or gerund. "Before going to bed we must pray to God".

(11) Would you mind waiting for me.

Some of the students choose <u>Present participle</u>, it is wrong, because after the word "mind" joined by the verb, it must be ing form or gerund. The correct one is <u>gerund</u>.

When a verb is placed immediately a preposition the gerund form must be used. Before the writer show the examples in sentences, here are prepositions sistimatically, namely: on, to, without, after, about, at, fond of, with, for, in against, by. The function of these preposition i.e.

- He instead <u>on</u> <u>seeing</u> her.
- <u>After</u> <u>taking</u> to Jakarta the children were happy.
- <u>By watching</u> TV, we can increase our knowledge.
- The composer can't write anything <u>without</u> <u>reading</u> a lot books, etc.

3.1.2.4　After the certain verbs

For examples:

(12) We are planning ... tomorrow.

On the sentence (12) some of the students choose to leave, it is wrong. The correct one is leaving. After the word "planning" the verb must be ing form. "We are planning leaving tomorrow".

The certain verbs must be followed by the gerund are: admit, appreciate, avoid, enjoy, etc.

For examples:

- I enjoy studying English with Mr. John.

- Why do you always avoid meeting her?

- She has admitted taking the key, etc.

The word underline above are prepositions and the verbs after those must be followed by ing form or gerund. However, there are also some verbs can be followed with gerund or infinitive, namely: advise, agree, begin, continue, hate, intend, like, love, prefer, regret, start, try.

For examples:

- He advises making a new program, or

  He advises to make a new program.

- They agree coming on time, or

  They agree to come on time.

- The students prefer not having a final exam, or

  The students prefer not to have a final exam.

The differences meaning of "gerund form" and
"to infinitive", i.e.

- Ali stopped smoking   'Ali berhenti merokok' (Gerund)
- Ali stopped to smoke   'Ali berhenti untuk merokok!
                         (Infinitive)

3.1.2.5 After possessive

For examples:

(13) I have finished doing my homework tonight.

Most of the students choose Past participle. It is
right that after auxiliary have the verb must be past
participle, such as "finished" derives from "finish".
But it is not gerund form. The correct one is Gerund.
After the word "finis" the verb must be ing form or ge-
rund form, exemple: "I have finished doing my homework
tonight".

(14) My mother's hobby is cooking.

Only a few students choose Present participle,
it is wrong. The correct one is Gerund after possessive.
Here, the gerund is placed after possessive pronoun,
such as: my, your, our, her, his, their, teacher's,
Ida's, etc. For examples:

- The teacher excused my being late.
- I don't know Ida's coming late, etc.

3.1.2.6 After compound noun

Gerund is used as compound noun, its nearly the same with present participle. Therefore, for making clear, the writer will explain the differences between gerund and present participle.

Gerund	Present participle
- Running shoes 'sepatu lari' (sepatu dipakai untuk ber- lari)	Running water (air yang sedang mengalir)
- Walking stick 'tongkat jalan' (tongkat dipakai untuk ber- jalan)	Walking man (orang yang sedang ber- jalan)

Both gerund and present participle consist of verb + ing, but they have difference function. The gerund function as a noun, while the present participle function as an adjective. Here are some examples:

(15) This is a tiring work.

On the sentence (15) above, some of the students choose Gerund, it is wrong. The correct one is Present participle. "Tiring work" it means 'the work is very difficult to do". Here are given some gerund after compound noun, i.e.

- driving-license   'surat izin mengemudi'
- dining-table   'meja makan'
- racing-car   'mobil balap'
- reading-book   'buku bacaan'
- shopping-bag   'tas belanja'
- swimming-pool   'kolam renang'
- teaching-strategy 'strategi mengajar'
- waiting-list   'daftar tunggu'
- washing-machine   'mesin cuci'
- writing-desk   'meja tulis'

According to Azhar (1987 : 55) that:

"Terdapat gerun yang digunakan setelah <u>do + a lot of</u> atau <u>a little</u>. Konstruksi semacam ini gunanya adalah untuk memberikan tekanan terhadap seringnya, banyak- nya, atau kurangnya sesuatu yang biasa dikerjakan. Arti yang terkandung dalam pola ini adalah "....... banyak (me/ber) .... kalau dipakai do + a lot of, dan sedikit-sedikit kalau memakai a little.

For examples:

- I have to <u>do a lot of</u> <u>writing</u>.

- Ali <u>did a lot of</u> <u>gardening</u> when he was young.

- I still <u>do a little</u> <u>reading</u>.

- They <u>did a little</u> <u>speaking</u> last night.

However, the gerund can also used in the passive voice, sometimes called passive verbal with the gerund as subject and as object.

3.1.2.6.1 As subject

The pattern is: Being + past participle.
For examples:

- <u>Being asked</u> to do his homework annoys Arif.
- <u>Being taken</u> to London the children feel glad.

3.1.2.6.2 As object

For examples:
- I don't like <u>being told</u> what to do.
- The children don't like <u>being waken up</u> early in the morning.

3.1.3 Participle

The participle consist of present participle, and the past participle. It is formed by "ing" and "-ed", it function ad an adjective in a sentence that it means is active.

3.1.3.1 Present participle

According to Azhar (1987 : 12) that: "Present participle phrase adalah kata kerja (verb) yang berakhiran <u>ing</u>, dan berfungsi sebagai kata sifat (adjective)".

Based on the definition above, the writer concludes that present participle is the verb + ing form, it function as an adjective which is as modifier of noun.

The common errors made by the students of present participle, i.e.

(16) The man ... to Ida has just left.

(17) The ... bird is mine.

On the sentence (16) most of the students choose talks, may be they know that "the man" is pronoun, it is wrong. The correct one is talking. And sentence (17) only a few students choose to singing , it is wrong. The correct one is singing. So, sentence (16) "The man talking to Ida has just left", it derives from "the man who is talking to Ida has just left", and sentence (17) "The singing bird is mine", it derives from "the bird which is singing. We called present participle is used as attributively.

For examples:

- The crying boy is my son.

(it derives from the child who is crying).

- The speaking man is my uncle.

(it derives from the man who is speakimg).

- The singing bird is yours.

(it derives from the bird which is singing).

(18) Being lonely, he asked Ida to accompany her.

On the sentence (18) above, most of the students choose Infinitive, may be they see "to accompany" in

the last sentence, it is wrong. The correct one is
Present participle. We have to pay attention the first
sentence "being lonely".

(19) The play was boring.

On sentence (19) above, we see the present parti-
ciple used as predicatevely. In Indonesian language,
the meaning of this sentence are "me - kan". "The play
was boring", it means 'Permainan itu membosankan'.

(20) The books were very interesting.

Some of the students choose Gerund, it is wrong.
The correct one is Present participle.

Here are some examples the present participle used
as predicatively:

- The result was disappointing.
- The smell is disgusting.

(21) The girl speaking to Iwan has left.

This sentence (21) is present participle (phrase)
after moun. The meaning of word "speaking" 'yang sedang'.
This sentence derives from "the girl who has speaking
to Iwan" it means 'Gadis yang sedang berbicara kepada
Iwan baru saja berangkat'.

This sentence derives from the girl who has speaking to Iwan .....

    (22) I saw him ... the road.

Most of the students choose <u>to cross</u>, it is right, but it is not present participle. The correct one is <u>crossing</u>, "I saw him crossing the road", it means, when he crosses the road, I saw him from side road to the other side of the road.

    (23) We caught them ... mangoes.

On the sentence (23) above, most of the students Choose <u>to steal</u>, it is wrong, because it is not present participle, the correct one is <u>stealing</u>. "We caught them stealing mangoes". Both of sentence (22) and (23) are present participle after the certain verbs.

According to Azhar (1987 : 18) that:

"Arti yang terkandung dalam pola ini adalah " ... dalam keadaan sedang .... meskipun tidak diter- jemahkan ke dalam bahasa Indonesia. "... dalam keadaan sedang ....", namun dalam otak dan benak kita tersimpan kata-kata tersebut".

Here, the present participle after the certain verbs, they are:

can't have	can't had	can't had	'tidak dapat meng-izinkan'
catch	caught	caught	'menangkap'
feel	felt	felt	'merasa (kan)'
find	found	found	'menemukan'
hear	heard	heard	'mendengar'
keep	kept	kept	'membiarkan terus'
listen to	listened to	listened to	'mendengar'
look at	looked at	looked at	'melihat dengan mem-perhatikan'
notice	noticed	noticed	'mengamati'
observe	observed	observed	'mengamati'
smell	smelt	smelt	'mencium (bau)'
watch	watched	watched	'menonton'
won't have	won't had	won't had	'tidak akan meng-izinkan'

For examples:

- She hears me speaking English.
- He didn't notice me taking the book.
- Look at the raim pouring down.
- Let's listen to him lecturing.
- She kept us working.
- I won't have him using this dictionary.

The present participle using comma has three forms,
they are:

3.1.3.1.1 The present participle before a comma + (pro)
noun.

For examples:

(24) Being tired, I went to bed early.

(25) Being lonely, he asked Ida to accompany her.

On the sentence (24) above, most of the students
choose present participle, it is wrong. May be they see
only "being", but the important is "tired" is the past
participle. "Tiring" is present participle, the correct
one is past participle.

Whereas on the sentence (25) above, most of the students
choose Infinitive, may be they see to company,
to accompany, im the last sentence, it is wrong.
The correct one is Present participle. We have to pay
attention the first sentence, "being lonely".

(26) Having failed twice to Bantimurung, I did
not want to there again.

On the sentence (26) above, most of the students
choose Past participle, may be they see "failed", it
is wrong. The correct one is Present Participle, the
word of "having failed". The pattern of the present par-

ticiple before a comma :

Present participle + comma + (pro) noun + predicative.

    For examples:

       - <u>Being</u> a student, he has to study hard.

       - <u>Having</u> failed twice, she has disappointed.

3.1.3.1.2 The present participle (phrase after a comma.

    The pattern:

(pro) noun + verb (phrase) + comma + present participle.

    For examples:

       - He studied hard, <u>hoping</u> to get a good mark.

       - Maya borrows my book, <u>hoping</u> to copy it, etc.

3.1.3.1.3 The present participle (phrase) between commas.

    The pattern:

Noun + comma + present participle (phrase) + comma + ...

    For examples:

       - Husni, <u>coming to my home yesterday</u>, gave me a book.

       - Ali, <u>getting a good mark</u>, was glad.

According to Azhar (1987 : 20) say that:

"Arti yang terkandung dalam pola ini adalah:
karena .... because/since/as ....
setelah .... after ....;
ketika/begitu .... when/as ....
sambil/selagi .... while/as ....
dengan cara .... by ...."

3.1.3.2 Past participle

The past participle phrase has a passive meaning, it functions as adjective.

In this part, the past participle divided into five kinds.

3.1.3.2.1 The past participle before a noun

Azhar (1987 : 16) say that:

"Arti yang terkandung dalam pola ini adalah "yang di/ter ..." atau ".... yang telah ...". Pada contoh: the written report berarti surat yang tertulis, tekanan prima jatuh pada kata bendanya".

Based on the definition above, the writer try to explain some mistakes made by the students of past participle, as follows:

(27) The letter by your uncle must be sent.

(28) A ... rose.

Some of the students choose writing. "The letter writing by your uncle" it means 'your uncle is writing the letter', it is wrong wether structure or meaning, on the sentence (27). The correct one is written, it is past participle after noun (the letter). "The letter written by your uncle must be sent".

On the sentence (28) above, most of the students choose _fading_. "A fading rose", it means "a rose is not growing up", it is wrong. The correct one is _faded_, such as "A faded rose". It means in Indonesian language is 'sekuntum bunga yang telah layu'.

The pattern: past participle + noun, for examples: The written report. "Written" which is past participle modifies a noun "report" it function as adjective.

For examples:

- _The stolen_ money has been found.
- _The written_ report has been given to the secretary.
- _The fallen_ trees blocking the road.

All of the examples above are the past participle before a noun. "Stolen" is past participle modifies the money, "the money" is a noun. "Written" is past participle modifies the report, "the report" is a noun, etc.

3.1.3.2.2 The past participle phrase after a noun.

Some mistakes made by the students, as follows:

(29) Waty enters ... by her husband.

On the sentence (29) above, most of the students choose _to accompany_, it is wrong, because not infinitive with to. The correct one is _accompanied_. "Wati enters accompanied by her husband".

The pattern: Noun + past participle phrase + ...

    For examples:

      - The letter <u>written</u> by your uncle will be torn.

This sentence derives from "The letter which was written by your uncle will be torn", it means 'surat yang ditulis oleh pamannya akan dirobek'.

      - The sing <u>song</u> by Hadijah was beautiful.

      - The language <u>spoken</u> in Wajo is different in

        Pangkep, etc.

3.1.3.2.3 The past participle as a complement of the
           certain verb.

    For examples:

      (30) I hear my name ....

On the sentence (30) above, most of the students choose <u>calling</u>, but it is right as present participle, but here is past participle. The correct one is <u>called</u>. Remember that the pattern: Subject + certain verb + (pro) noun + past participle. "I hear my name called".

    The certain verbs, as follows:

feel	felt	felt	'merasa (kan)'
find	found	found	'menemukan'
get	got	got	'minta/menyuruh'
hear	heard	heard	'mendengar'
like	liked	liked	'suka'

make	made	made	'membuat'
see	saw	seen	'melihat'
want	wanted	wanted	'mau; menghendaki'

The other examples:

- They have <u>found</u> the book <u>stolen</u>.
- My father <u>had</u> the car <u>cleaned</u>.

3.1.3.2.4 The past participle as an adjective complement.

The pattern:

(pro) noun + auxiliary or linking verb + past part.

Ahmad	is	bored
Rusdi	seens	tired

For examples:

- My sister is <u>disappointed with</u> the bad weather.
- I am quite <u>satisfied</u> with the result of my examination.

To distinguish between the present and the past participle, with the examples as follows:

Present Participle	Meaning	Past Participle	Meaning
amazing	'menakjubkan'	amazed	'takjub'
amusing	'menghibur'	amused	'terhibur'
astonishing	'mengherankan'	astonished	'heran'
bewildering	'membingunkan'	bewildered	'bingung'
boring	'membosankan'	bored	'bosan'
charming	'mempesonakan'	charmed	'terpesona'

disappointing	'mengecewakan'	disappointed	'kecewa'
disgusting	'menjijikkan'	disgusted	'jijik'
exciting	'menggairahkan'	excited	'tergugah'
frightening	'menakutkan'	frightened	'takut'
horrifying	'menakutkan'	horrified	'ngeri'
interesting	'menarik'	interested	'tertarik'

3.1.3.2.5 The past participle using commas.

The past participle phrase using commas. There are two kinds, i.e.: it before a noun, and between commas.

For examples:

- Hit by the car, she had to be in the hospital.
- Permitted by her mother, she was very glad.

Some mistakes made by the students as follows:

(31) Left alone in the house, I watched TV all night.

All the students are right on the sentence (31) above. They choose past participle. The comma in this construction separates the past participle phrase with its subject of this construction is placed directly after the comma, and the present participle phrase between commas. The pattern:

Noun + comma + past participle + comma + complement

Ali   ,   bibiten by the dog   ,   could do nothing

For examples:

- The examination, <u>estimated of ten days</u>, actually took only a week.
- The book, <u>torn by the children</u>, can not be used.
- Ida, <u>left alone in the house</u>, slept all day.

After anlysing the mistakes made by the students of SIP Minasa Te'ne Pangkep of infinitive with to, gerund, present participle, and past participle, the writer concludes that the students there still do not understand it well. Therefôre the teachers of English there, have some problem teach them, because the teachers of it have explain so far or detail about verbal constructions, but why do the student not understand?

The score shows that they got mark 4 - 7 only, it means "fair". There is not any student get 8 up to 10 ("good" and "very good).

The result of the data is tabulated as follows:

Table III

THE DATA OF SOCIAL DEPARTMENT THE SECOND YEAR STUDENTS

No.	STUDENTS	SCORE	AVERAGE
1	Sutriyah	56	6
2	Ulfiani Rahman	60	6
3	Nurmatiah	56	6
4	Murdiana	62	6
5	Nurhayana	71	7
6	Gita Indira	60	6
7	Yusniar Y.	64	6
8	Surya	62	6
9	Haerani	62	6
10	Munarty	47	5
11	Hasniar R.	58	6
12	Ida Taris	56	6
13	Enceng	53	5
14	Nurbaeti	44	4
15	Nurmila	53	5
16	Mawaddah	71	7
17	Erpa Pramukawati	71	7
18	Juli Rahayu	62	6
19	Rukmini	60	6
20	Haerani	64	6

Table IV

THE DATA OF BIOLOGY DEPARTMENT THE THIRD YEAR STUDENTS

No.	STUDENTS	SCORE	AVERAGE
1	Nurhikmah	62	6
2	Sukmawati	62	6
3	Haerani	64	6
4	Udat Madina	60	6
5	Upayani Parakkasi	66	7
6	Zainab	66	7
7	Selvia	64	6
8	Fivi Amaliah	60	6
9	Mardiana M.	64	6
10	Masturiyana	64	6

In this analysis, it is very important to find out the rate of the number of the students and the score of the data.

Before coming it is useful to give the classification of the score. The score used here are 0 up to 10, consist of four classifications, i.e.

0 - 5 is classified as bad

6 - 7 is as fair

8 - 9 is as good

10 is as very good

Table V

THE RATE PRESENTAGE OF THE NUMBER OF THE STUDENTS AND THE
SCORE OF THE VERBAL CONSTRUCTIONS OF THE SECOND YEAR
STUDENTS OF THE SOCIAL DEPARTMENT

No.	CLASSIFICATION	SCORE	STUDENTS	PRESENTAGE
1	Bad	0 - 5	3	15 %
2	Fair	6 - 7	17	85 %
3	Good	8 - 9	-	0 %
4	Very good	10	-	0 %
		Total	20	100 %

Table VI

THE RATE PRESENTAGE OF THE NUMBER OF STUDENTS AND THE
SCORE OF THE VERBAL CONSTRUCTIONS OF THE THIRD
YEAR STUDENTS OF THE BIOLOGY DEPARTMENT

No.	CLASSIFICATION	SCORE	STUDENTS	PRESENTAGE
1	Bad	0 - 5	-	0 %
2	Fair	6 - 7	10	100 %
3	Good	8 - 9	-	0 %
4	Very good	10	-	0 %
		Total	10	100 %

Paying attention to the rate presentage of the second and the third year students above, it can say that the SIP Pangkep do not mastery the use of the verbal constructions in making sentences.

3.2 Teacher's Problem

As we know that teaching is not an easy job, especiall teaching English subject. Therefore as a teacher of English has to master some methods and techniques in presenting English subject in the classroom, because good methods and techniques can help the teacher to overcome his or her problems faced in teaching. Particularly teaching verbal constructions in English.

In this part, the writer presents one technique and some methods can be used in teaching. They are follows:

3.2.1 TRP (Testing Revision Practise)

3.2.1.1 Testing

Teacher tell the students that he wants them to do exercises (ten minutes) individually in a limited time. It is sure that the students understand how to do the task (task one), and it distributes the task to the students. Teacher asks the students to swap their answers, then he writes the key on the blackboard (or give the key to the students). Teacher asks/checks how many mistakes each students have made. Before the students return the answers to the ownwer.

For example:

Task One : <u>Change the following sentences into gerund phrase</u>.

1. To swim is a good sport.

2. They like to swim everyday.

3. To drive a car is not difficult.

4. My hobby is cook rice.

5. To smoke is not good for health.

6. My sister is interested in read novel.

7. Before go to bed we must pray to God.

8. Without mastery grammar impossible for us to speak well.

9. Why do you avoid to meet her ?

10. I will finish to do this homework tomorrow.

3.2.1.2 Revision

After the teacher has checked how many mistakes each students made, he would think of: if more than half the class answers less than 6 out of 10 questions correctly, the teacher should go on with the lesson. If more than 6 out of 10 questions correctly, the teacher does not do any further work on the gerund phrase. Teacher tells the students answers less than 6 questions correctly to read the reference book on gerund.

If the lesson should be proceed, the teacher tells the students to work in group to find out in the reference book what they do not know about the gerund or teacher help them. And then, teacher asks the class to discuss the main point of the gerund in front of the class, meaning, using, form, and teacher confirms.

3.2.1.3 Practice

Teacher tell the students that he wants to give them another exercises and tells them to work individually. Teacher is sure that the students understand how to do task two, than he distributes the task. Asks the students to write the answers on the blackboard. Teacher lets other the students to give comment then he/she confirms.

Task Two : Change the following sentence into the gerund phrase.

1. Ahmad loves to travel.
2. My brother's hobby is playing badminton.
3. I enjoy study English with Mr. John.
4. Do you mind to wait here a moment ?
5. It is not use to regret something has happened.
6. My sister is busy to clean the room.
7. To be taken to the zoo, the children were glad.

3.2.2 COMMACT (Community Activities)

Teacher tell the students that he/she wants to work in pairs (student A - student B). The student A ask the student B. The student B answers by using gerund, they do this is turn. The teacher is sure that how to do the task. Then distributes the task and monitor them.

Task Three : Student A

1. What is your hobby ?

2. What sport do you like ?

3. Why do you like the sport ?

Task Three : Student B

1. Where do you go everyday ?

2. What do you like eating ?

3. What programs in the TV do you enjoy to watch ?

3.2.3 Audio Visual Aids (AVA)

Audio Visual Aids is a teaching aids used by teacher for getting success in teaching and learning process. In order that the teacher's planning can be achieved well.

In this explanation, the writer would like to describe the way of teaching verbal constructions by using Audio Visual Aids (AVA). However,,it is necessary to know

the definition of it before presenting the way to use it. According to Worgam (1977 : 132) that "An audio visual aids is any instruction device that can be used and heard as well as".

Based on the definition above, the writer concludes that audio visual aids is a tool which can be used by the teacher in teaching subject or it can be used for helping the students in a learning process. An audio visual aids is one the most important part of the language teaching, especially teaching English. Because most of the students know the meaning of the words then they see the object.

Audio visual aids can be divided into three parts. According to Rustam (1986 : 149) that "Audio Visual Aids adalah alat yang diterima oleh indera pengelihatan, pendengaran, yaitu:

Audiotip   : alat bantu pelajaran yang didengar, seperti radio, televisi, dan lain-lain.

Visual   : alat bantu pelajaran yang diterima oleh siswa melalui pengelihatan.

Audio visual   : alat pelajaran (alat bantu) yang dilihat dan didengar.

In the following, the writer presents some examples audio visual aids and their usage.

3.2.3.1 Pictures

Picture is one of audio visual aids can be used in teaching and learning process. By picture the teacher are easy to describe the subject matter and the students will have impression in their maid. The teacher can make the picture by him/himself as a piece of paper and bring them in the classroom. So, it is not necessary to draw on the blackboard. He/she must draw it the best one for making the students are interested in studying it. For examples:

I CAUGHT HIM STEALING A MANGOE   SWIMMING IS A GOOD SPORT

The pictures are drown one by one by the teacher while the students put into the word. The teacher draws the first picture and says: what is this ?. The students answer it: that is a man. And the next he/she says: what does the man do ?. The students answer that: The man is caught stealing a mangoe, and so on.

3.2.3.2 Flash Card

A flash card is also an audio visual aids that one be made of the colourful to describe the object, thing that will be taught.

The way of teaching this aids is the teacher write one sentence on the card like: the first card gerund (running shoes) and the second card present participle (walking man). So, the teacher asks that: what is the difference between gerund and present participle ?, and the students answer it. If the students do not under-stand, the teacher must explain it.

3.2.4 Pattern Practice Method

The pattern practice method can be used in the teaching structure. Therefore the witer present in this part and to show the procedure of implementation as follows:

3.2.4.1 The grammar frame

The frame is a box enclosing examples and comments. Put examples sentence from the frame on the blackboard. Using the comments as a guide discuss briefly the grammar point being illustrated or ask the students to supply the comments. At the conclusion of this brief introduction, begin the exercises.

3.2.4.2 The oral classroom exercises

Ask the class to respond in unison. After doing an exercises with the entire class, do it again, calling on students individually. Students usually do not need their books during the exercises. The book can remind closed. However, with older student, in more advanced classes or when the sentences being practiced are rather long. Open books may be appropriate. Vary the procedure to determine which techniques are best for a particular class.

3.2.4.3 The teacher's explanation

In general, any remarks about structure preceding the exercise should be kept as short as possible. It is not necessary to explain everything in detail. Some potensial questions will be answered by the exercises material.

Some questions can be answered after an exercise, when
the class had an opportunity to go through a number of
example. Answer to the students question should be simple
and confined to the point. As a general rule, keep dis-
cussions about structure brief, and interperse them
with appropriate examples and exercises. Examples are
very important in the learning process.

3.2.5 Strip Story Method

The strip story method can be used in teaching
English. This is one techniques to make the students be-
lieve theirselves in studying English. So, the students
can communicate in the class. The implementation this
techniques as follows:

- Preparation : A story with as many sentences as
there are students. Each sentence
is written on a separate strip of
paper.

- Time : 15 - 30 minutes.

- Procedures : Step 1:
Each student receive a strip of paper
with one sentence on it. He is asked
not to show his sentence to anybody
else, but to memorize it within two
minutes all the strips of paper are
collected in again.

Step 2:

The teacher briefly explains the
task, all the sentences you have
learn make up a story. Work out
the correct sequence.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

4.1 Conclusion

After considering the preceding explanations, especially the data analysis and to prove of hypothesis, the writer comes to the conclusion as follows:

Most of the students of the SIP Pangkep do not mastery verbal constractions in English. Most of them are still confused to distinguish between whether gerund or present participle in the sentences.

The common problems faced by the students in learning verbal constructions are: infinitive with to, gerund, present participle, and past participle within sentences.

The teachers of English at the SIP Pangkep face some problems in teaching verbal constructions, because they do not have some suitable method and technique in presenting English subject.

Teaching is a teacher's activities to apply subject matter to his/her students. Therefore, the teacher should have some ways in teaching, in order that the students can understand material well.

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4.2 Suggestions

In order to get a good result on studying the verbal constructions, the writer should like to put forward the following suggestions.

As the teachers of English should apply various techniques in teaching the English lessons.

The teacher of English at the SIP Pangkep have to give the students exercises as many as possible apply to trained them and practiced what knowledge they have received.

And finally, it is hoped to the teachers of English at the SIP Pangkep to use methods in teaching verbal constructions that have been suggested in this thesis.

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