

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

Based on the data analysis, errors on the use of gerund were produced, which can be grouped into four types of errors, those were gerund as subject 40,87%, gerund as direct object 49,86%, gerund as object of preposition 51,17% and gerund used in the negative adjective 'no' 38,26%. Average of total whole error was 45,32%. Gerund as an object of preposition was the main error made by fourth semesters students' of English department at Jambi University. Occupying the second rank was gerund as a direct object, the third one was gerund as subject, and lowest one was gerund as a negative adjective 'no'.

The researcher concluded that the fourth semester's student of English department at Jambi University still less understanding and has weaknesses in the use of gerund. Moreover, there was some factor influenced the students' weaknesses. Those were the factor in teaching condition, knowledge of the student in gerund and kinds of gerund and student difficulties to distinguished when using the gerund in the sentences.

## 5.2 Suggestions

In order to reduce error on the use of gerund or to improve students' ability in mastering in gerund, the researcher proposes some suggestions based on the researcher perspectives and the writer acknowledgments.

The first one is subject-matter dealing with gerund should be arranged logically and systematically in order that it is simpler for the students to learn. By that way comprehending the use of gerund is easier.

The second one, The learners of English of the fourth semester of the English Department at Jambi University should be more careful in using gerund and regard their errors as a device in order to learn.

The last one is English pedagogues should realize the errors made by their students in order to be able to arrange learning strategy effectively by giving more explanation and written exercises.