AN ANALYSIS ON THE STUDENTS' ERRORS IN USING GERUND BY THE FOURTH SEMESTER OF ENGLISH DEPARTMENT

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Abstract

The purpose of the study is to find out what kinds and the causes of errors are made by the students of the Fourth semester of the English department of university in using gerund. The method used in this research is descriptive qualitative method. The writer used optional test about gerund (gerund as subject, direct object, and after preposition) as the instrument. The sampling technique that was used in this research was random. The writer took thirty students as sample. The data was analyzed by description about the error each item. The findings of this research are by analyzing the students' test about using gerund. And the second is this research covered three main categories of gerund are: gerund as subject, gerund as direct object and gerund after preposition. After the researcher had done the research, the researcher got the conclusion that the result of all test showed the comprehensible of the gerund in the fourth semester is very poor. Second, the result of errors in using gerund as subject is 25.7 %. Third, the result of errors of using gerund as direct object is 36.7 %. Fourth, The result of errors of using gerund after preposition is 38.3%. Then, based on percentage, errors of using of gerunds after preposition occupy the highest rank. Occupying the second rank is errors of using gerund as object. The lowest rank is errors of using gerund as subject. Almost the errors occurred It is because they still do not understand how to use and put gerund.

Keywords: *error analysis, Gerund, and the students 'ability.*

INTRODUCTION

This research was conducted to find out what kinds and the causes of errors are made by the students of the Fourth semester of the English department in using gerund. Basically, learning a language is may be something which is scared by students because they felt difficult to learn it. That is caused each language has its own system which is different from that in the students' native language. The differences in the system of the language may bring about learning problems for the foreign language learners. So, the teacher is expected to pay attention to the difficulties which may be found by the students. Therefore, the writer wants to know how far the students have mastered the language, particularly the grammar dealing with gerund. She chooses the problems of gerund because one of the language forms that the English Department students have to be learned is gerund. Since there are various uses of gerund, the writer assumes that many errors may be made by the students.

Then, by analyzing the students' learning problems, the writer tries to help the students to minimize their errors in using gerund either in speaking or writing skill, or in those dealing with grammatical matters. Also, Teaching is a job or profession which is useful for Indonesian education. With regard to that statement, the writer as a prospective teacher wants to make a contribution to the student.

The reason why this topic is interesting to be discussed because It is inevitable that in learning English as a foreign language the students usually get problems due to the differences between Indonesian and the target language. Because of this the students will probably make errors during the process of learning. In learning a language, we often get some words that have the same meaning but different functions. In the English and Indonesian grammar we also find verbs that occupy the function of nouns. A verb may function as a noun, and in English it can be formed by adding the suffix *-ing* to the verb that is called gerund ((Azar ,2003:368). In Indonesian, there is no change in Zandvoort (2000:17) mentioned the *-ing* form may be used as verbal noun that is as nouns

with verbal meaning and it is called gerund. While, Kurniady (2004:49) gerund is that form the verb which ends in -ing, and has the force of a Noun and a Verb. Similarly, Pyle (2001:72) says that a gerund is a verb + *ing* that is used as a noun or a part of noun phrase. Then, Azar (2003:368) also states that a gerund is the -ing form of a verb. It is used as a noun. A Gerund is a verb from which ends in -ing, but which is used in a sentence like a noun (Richards, 2002:225). Meanwhile, gerund phrase is composed of the Gerund and any words organized with it.

From the definitions gerund above, the gerund is a verb which has a function as a noun or gerund is a verb that is used as a noun. Gerund is formed by: verb + ing (noun). Then, in learning gerund, there are classified the types of gerunds. The classification the types of gerund according the experts are different. Based on Izzan and Mahfuaddin (2011:116), the types of gerund divided into eleven parts, those are; 1) gerund as a subject, 2) after prepositions, 3) after possession words, 4) after certain adjectives, 5) as apposition, 6) as complement, 7) after certain phrases, 8) after the certain verbs, 9) after the passive verbs, 10) after the certain verbs with possession words, 11) after the certain words but it should together with the object.

In addition, Thomson and Martinet (2000:228) explained the gerund has exactly the same form as the present participle: *running, speaking, working* etc. It can be used in the following ways; 1) as subject of a sentence: Dancing bored him ; 2) as a complement of a verb: Her hobby is painting ; 3) after preposition: he was accused of smuggling ; 4) after certain verbs ; 5) in noun compounds: a driving board (a board for driving off). The gerund here carries the main stress. But most of all, those are have the same explanation about that, but the differences on how and the way them explaining the gerund.

Making erroneous when learning process is naturally. Many students often rather silence than making some wrong thing to say. Based on Fitikides (2002:14), he revealed the common mistake in using gerund divided in five different parts,

those are: (a). After prepositions or preposition phrases. (b). After words which regularly take prepositions. (c) After certain verbs. (d). After certain Adjectives. (e). After certain Phrases.

Based on the previous explanations above, there are many errors when using gerund. Students who learn language can avoid the error when learning process. The error that students made it is one of implications from the creativity. The writer hopes that this research will reveal the other of errors in using gerund beside the examples that have mention above Ellis (2002:296) states that errors analysis is a procedure used by both researcher and teacher. It involves collecting samples of learner's language. Identifying the error in sample, describing these errors, classifying them according to their hypothesized causes and evaluating their seriousness. Similarly, Corder (2001:45) says that error analysis has two functions. The first is a theoretical one and the second is a partial one. The theoretical aspect of error analysis is part of the methodology of investigating the language learning process. The partial aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher. It is with this second function of error analysis that I am concerned in this chapter. Corder also states why error analysis is useful. He mentions error significant in the different ways: (1). To the teacher; they show a student's progress, (2). To the researcher: they show how a language is acquired and what strategies the learner uses, and (3). To the learner himself; he can learn from these errors.

The good language use should be correct in grammar and spelling which give emphasis and ease to the reader. That is why the error analysis is needed to assure whether writing is good or not. Writers should understand what is meant by an error when they are going to identify the error.

According to Dulay, Burt, and Krashen in James'' book (2002:106) errors can be classified into four types, such as: (a) Errors of Omision (b) Error of

Addition. (c). Misformation. (d). Misordering. Brown (2000:224) says that the cause of errors can be divided into 2 categories, such as: (a.) Interlingua errors that are error caused by interference of the learner's mother tongue. A different class of error is presented by sentences. (b). Intralingua errors that is cause of errors resulting from complicated system of the target language itself.

Richard (2005:47) says that the intralingua errors are divided into 4 terms, they are: over – generalization, ignore of rule restriction, incomplete application of rules and False Concepts Hypothesized.

RESEARCH METHODOLOGY

In this research, the writer uses qualitative method. To get the data, she prepares all the steps that relate about the research. There are three steps in this research as follows: planning, implementation, and reporting.

In conducting the research, the writer needs the source of data for observing, those are; population and sample. In this research study, the population that the writer uses in this study is the English students of fourth semester. And here, the researcher took 30 students as sample and by using random sample.

After the writer got the sample for this research, she used the test as instrument. The type of data is the errors of the students in using gerund. The writer makes the work sheets for measuring the knowledge of the respondents in grammatical structure at the level of gerund. The form of the test is multiple choices. That form is chosen by writer because they are suitable and easier to analyze the errors of the students in using gerund. Based on the test, the writer will identify, classify and analysis the numeral scores of the results of the test.

After the students did the test, the researcher has gotten the instrument of students' answer sheets. The researcher begins to find out the errors of using gerund made by the students. Based on the study of error analysis, the writer will analyze the data, as follows: first, the writer Collect and Identify the Answer

Sheet. Here, the researcher will collect the answer sheets of the students, after that the researcher is going to identify the data and starting analyzes an *-ing* form in gerund. Second, classifying and analyzing the Data. The researcher will classify the students answer sheets which are the error of gerund a subject, gerund as a direct object and gerund after preposition. After that, the researcher will analyze and recapitalize how many the errors of each level of gerund as a subject, gerund as a direct object and gerund after preposition. The third, this last step the researcher finally finds out the errors of using gerund made by the English students of fourth semester. The researcher makes the result of the study in this final research paper.

RESEARCH RESULT AND FINDINGS

In this research result and finding, contains of the tabulation and the analysis of error analysis on the use of Gerund made by the fourth semester students of English department which consists of 30 students. The writer gives a multiple choice test, which are focused on Gerund. This test consists of 30 items, each of Gerund type have certain items. The number of items gerund as subject are 10 items; gerunds as object or complement are 12 items; and there are 8 items for gerund after preposition.

After doing the test, the result of the test was analyzed. The test has been made by the writer in the three different levels of gerunds. The first is gerund as a subject, the second is gerund as a direct object, and the third is gerund after preposition. The writer analyzes the error by checking every item of using gerund made by the students. As the writer has mentioned before, there are 30 items that writer gave to the respondents. The distribution to measure of every level in using gerund, the test is divided into gerund as a subject consisted of 10 items, gerund as direct object consisted of 10 items, and gerund after preposition consisted of 10 items.

To know many errors of each level of gerunds, the writer analyzed the result of the test of respondent one by one in using gerund.

Based on data, the result research of error of each level in using gerund is: (1) Gerund as subject: 77. (2). Gerund as Direct Object: 110. (3). Gerund After Preposition: 115. Then, highest common errors that appear in respondents is gerund after preposition, the second position the gerund as direct object and the lowest error is gerund as a subject. There are so many errors not only gerund after preposition and gerund as direct object, but also gerund as subject. In the result of the research, no one of respondents can answer the question perfectly. There are a lot errors made by the respondents. Moreover, there are the respondent who answer incorrectly 9 of 10 in using gerund after preposition and answer incorrectly 8 of 10 in gerund as direct object and subject. So, it can be seen, the students cannot answer almost half of all questions in using gerund of level as direct object and gerund after preposition. It has proved the students totally do not understand how to use and apply the gerund in a sentence.

Then based on the analysis, the percentage of the errors of each level of using gerund is: (1) Gerund as Subject = 25.7 %. (2). Gerund as Direct Object = 36.7 %. (3). Gerund after Preposition = 38.3 %. So, the total errors made by the students were 302; 77 errors or 25.7 % were errors in using gerund functioning as subject, 110 errors or 36.7 % were errors in using gerund functioning as direct object, 115 errors or 38.3 % were errors in using gerund functioning after preposition.

The position of that percentage shows that 38.3 % errors in using gerund after preposition is being number one position; it means, almost 50 % the students have made errors in this level, this percentage is very surprising result. About 36.7 % error in using gerund as direct object being number two position; it means, almost 50 % the students also have made errors in this level. The last position is gerund as subject about 25.7 % errors have been made by this level; the writer

cannot say this is a safe, but this percentage also proves that the use of using gerund is still poor.

If the comprehensible the students are good, the result of percentage will be not very big. If the comprehensible in using gerund is good it must be the errors less of 50 %, but the reality the percentage that the research got is big percentage. If the students certainly understand about how to use and apply the gerund, the percentage will not be high.

The writer has analyzed each option of multiple choice of the respondents answer. She has counted how many respondents who choose the answer with the option a, b, c or d. By checking each answer of respondents, she has found out the most error answer that respondent chosen in every question. The following discussion is the error and the explanation of the causes of the errors.

After analyzing every item of 30 questions above, it shows that the students' tendency chooses the answer to –infinitive and verb-1 than gerund. Answering the blank sentence with to –infinitive is easier than gerund. That makes a lot of students chose to –infinitive being the answer than the gerund. Besides that, many students chose the verb 1 to answer the question.

In the other hand, some students also choose the past tense to answer the blank sentence, but not so many. In this case, the students have understood how to use and apply the past that is why not so many students got the distraction in the option past tense.

From previous explanations above, the most errors percentage in the level of gerund that appears in fourth semester of English students is gerund after preposition. In this case, the students haven't understood the use of verb after preposition. Most of the students also do not memorize and they do not recognize many kinds of prepositions. They looked still confused about choosing the correct answer in the test of gerund. The result of using of direct object is being the second

most error that appears in students' work sheet. In this case, the students haven't memorized the certain words used by gerund. The students think, there is no rule to in every word in English. The differences of Indonesia language and English make the students do not notice the certain words used by gerund.

The lowest percentage in the level of gerund is using gerunds as a subject. In this case the students have known how to apply the subject properly. Verb +ing in the beginning of the sentence called gerund, almost every student know how to use it. But there are still the students that make an error. The errors occur because the students are still confusing about the differences of language in using Indonesia language and English. Also the students do not know the form the gerund as a subject in a sentence.

Many mistakes that occur made by the students generally because their understanding to learn the second language is very difficult, limitedness of remembering the certain word used by gerund is so hard, they have a problem to recognize many kind of preposition. Sometimes students know the tenses but do not know the grammar, so the students just focus to look the tenses, but they neglect the others grammar that have should they know.

Knowing this result is not satisfied, also seeing there are so many errors of using gerund made by the students proved that learning gerund in fourth semester students of English department is still failed. So, the lecturer who teaches this subject must be so careful to convey to the students. Learning language as the second language sometimes easy and sometimes is not. There are still English lecturers who teach the students without knowing the students have understood or not. In many case, the teacher in this university neglect the comprehensible knowledge of gerund to the students.

This final result is so surprising and not satisfied. The writer found out this research with the result surprisingly. This case can be fixed with the both lecturer and student. The balance of two sides can make good communication to transfer

the knowledge. Not only from the lecturer who teach well to the students, but also the students have to be good in understanding the subject. The gerund subject sometimes considered still hard to teach in the fourth semester students, but it is wrong. Gerund is easy, if the students understand. To make gerund easy is the way the lecturer convey and transfer the knowledge in the easiest way to the students. That solution can make the students easier understand and easier to make knowledge being an input in their brain. Beside that, the students must be drilled by many exercises and then, the lecturer with students discuss them together.

CONCLUSION

Based on the data analysis, the writer has concluded that: first, almost all of the students the fourth semester of English department made errors in using “gerund”. Most of the students do not understand how to use and apply the gerund in a sentence. The result of all test showed that the comprehensible of the gerund in the fourth semester is very poor. Second, the result of errors in using gerund as subject is 25.7 %. Third, the result of errors of using gerund as direct object is 36.7 %. Fourth, the result of errors of using gerund after preposition is 38.3%.

Then, based on percentage, errors of using of gerunds after preposition occupy the highest rank. It means errors of using gerund after preposition is the main error most often made by the students of the fourth semester. Occupying the second rank is errors of using gerund as object. The lowest rank is errors of using gerund as subject.

Almost the errors occurred in using all the work sheets the students answered the questions of using gerund with to –infinitive. It is because they still do not understand how to use and put gerund. For many students using to –infinitive is easier to fulfill the blank sentence. But the students are wrong. Gerund and to –infinitive is different, in the other words the students got distraction questions in the test.

The weakness of this research is that the sentences which analyzed only about gerund not include to –infinitive. Even though, to infinitive should be tested for distracter. But, the strength of this research is that by analyzed the sentences in using gerund, the students will be focus about that material, Gerund.

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