AN ERROR ANALYSIS OF USING GERUND MADE BY THE STUDENTS

(A study toward the Third Grade of Senior High School 4, Cimahi
Academic Year of 2014/2015)

A Research Paper

Submitted to the English Department Faculty of Arts and
Letters Pasundan University
as a Partial Fulfillment of the Requirement for Taking the
Sarjana Degree

By:

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ENGLISH DEPARTMENT
FACULTY OF ARTS AND LETTERS
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Declaration

I hereby to certify that, this paper is completely my own work. I have quoted some statement and ideas from other sources, and they are properly acknowledge in the text.

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Abstract

This final paper aims to know and find out what kind of errors of using gerunds made by the students of third grade at Senior High School 4 Cimahi in the academic year of 2014/2015. The title of the paper is "An Error Analysis of Using Gerund Made by the Students". This paper conducts because the types of gerund are various, so that it is possible that the students will get the difficult in learning the grammatical structure.

In this study uses qualitative method in analyzing data. The technique of collecting data in this study uses is a test of 30 multiple choices of gerund questions. The writer has 30 respondents to gather the data. All of the data of the study were then identified, classified and analyzed by the writer. The result of the data showed in percentage to determine the error of using gerund made by the students. The writer got the result of the errors of test, those are; 40.6 % error of using gerund as subject, 63 % error of using gerund as direct object and 48.6 % error of using gerund after preposition. The writer was computing the dominant error most often made by the students of third grade at Senior High School 4, Cimahi in the academic year of 2014/2015 is the use of gerund in using direct object which occurred 189 times (63%) caused the students limitedness in memorizing the certain words follow by gerund. It means that the mastery of using gerund of using direct object is still low and poor because the errors were still high.

In conclusion, errors of using gerunds were still made by the students of third grade at Senior High School 4, Cimahi in the academic year of 2014/2015. In relation to this, it is suggested that the students should be more careful in using grammar especially gerund.

Preface

Alhamdulillahhirobialamin, praise is to Allah SWT the Almighty that has given the easiness in completing this research paper. The tittle of this paper is "The Error Analysis of Using Gerund Made by the Students" (A Study toward the third grade of Senior High School 4 Cimahi in the Academic Year of 2014/2015). This paper is submitted to the English Department Faculty of Arts and Letters Pasundan University as a partial fulfillment of the requirement for taking Sarjana Degree.

During the process of writing this research paper, the writer found some difficulties. However, through the guidances from the advisors and support from family and friends, finally the writer has succeeded in overcoming the various problems.

The writer has realized this research paper is far from the perfection, because the writer has a limited knowledge and ability. The writer apologizes, if her making mistakes in this research paper. She hopes this paper can be useful generally for all readers and especially for who have the similar subject of the research. The writer also hopes the constructive comment and suggestions from all readers for making this report better.

Bandung, September 2014

The Writer

Acknowledgment

Alhamdulillahhirobialamin, by blessing of Allah SWT, the God of Glory and Honor, finally, the writer has finished this research paper. The writer realizes, during making this paper, there are many people that involved of it.

In this opportunity, the writer would like to express her gratitude for all people who always help and support her in writing this paper. The writer would like to express deeply appreciation to:

1. **Agus Setiawan, Drs., M.Sn.**, as the Dean of faculty of Arts and Letters of Pasundan University.

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Chapter I
Introduction

The first chapter contains of research background, research problem, identification of the problem, limitation of the problem, objectives of the study and significances of the study.

1.1   Research Background

English as the one of languages in this world which is has obvious crucial position. As the international language, English has become a tool of interaction and communication for people in the word. Otherwise, English is applied in many aspects such as; technology, business, tourism and education. In the other hand, English is a language that has a high importance role in the international relationship.

As the one of developing countries, Indonesia keeps trying to be a part between others country in this world. Indonesian realizes that learning English is one way to be a part of this world. By learning English, it will help Indonesian to face the globalization era and develop social quality of life. In addition, English has a power to make Indonesian through the better future, covered with find a job, career, business (inside or outside country) or education abroad.

As a foreign language in Indonesia, English has been taught since elementary school and it keeps on studying until the level of university. In elementary school the students focus on vocabulary but it is different when the students take a step in higher

level of junior high school. The students in junior high school are already familiarized in grammar lesson. But when the students have been learned about grammar, they precisely got the difficulties.

To become a master in English, learning grammar is very essential part. According to Brown (2001:362), "Grammar tell us how to construct a sentence (word order, verb and noun systems, modifiers, phrases, clauses, etc), and discourse rules tells us how to string those sentence together". By learning grammar the students know how to make a good sentence and arrange the words well. Unfortunately, the comprehensible the students about how to arrange of words in a sentence still poor, whereas the students have learned English grammar in many years, including of using a gerund in grammar.

There are many kind of research about grammars by other researcher, such as; An Error Analysis of "To Be" in Students' Composition by Jaidan (2004), An Error Analysis of Modal Auxiliaries by Ridwan Arifin (2005) and An Error Analysis of Past Tense in Student's Composition by Hamide Demirci (2008). This paper is different from the last others papers, the writer picks and chooses the different title, this paper will conduct about gerund as the study research for this paper.

Gerund is one of components of a grammar, gerund is a thing that which have learned by the students. The fact is even the students know that grammar is important in learning English, but there are still many errors by using gerund. Without learning gerund in grammar, the students will be misunderstood in using both English spoken and written.

The general errors of many students are because they cannot distinguish of an –*ing* form in gerund usage. There are many kind of an –*ing* form in English. This condition is making confusion for students in learning about an –*ing* form, especially for gerund. The students have tendency to think about –*ing* form in gerund is a tense usage of present continuous tense. According to Wishon and Burks (1980:268), "Notice that gerund has the same form as the present participle. However, it functions differently in the same sentence. Therefore, the students always get deceiving of –*ing* form in English."

The assumptions of gerund are complicated and difficult, until most of students avoid using gerund. The students probably think that will be easier not to use gerund rather than they have to think hard about how and where the gerund should be used correctly. Until gerund is rare used in among of the students. The students probably think that they do not have to use gerund, they still can make a good conversation and communicate with the others.

In this case, most of the students have not realized yet of the importance of gerund function in English language. Their awareness for using gerund is less. The students should known if their comprehension in gerund can be mastered, it means that students have succeed on following the rule of language in English and there would not occur a chaotic in using English language. In addition, gerund is very important aspects in speaking and writing English skill.

Most of gerund is taught inaccurate, that is still considered hard to be taught. There are many problems in teaching it. Some teachers have a problem to get the improving acceptable method to make students easy on learning process at classroom. The teachers try to get the best method in teaching gerund subject. Teachers are still using the old method such as speech method make impeding success in learning gerund. Otherwise the monotones while delivering the gerund subject by teacher often make incomprehensible for students.

By analyzing of the students' error of gerund, the writer wants to know how far the comprehensible of students in senior high school about gerund. Based on the problem, in this study would like to conduct the study entitled "An Errors Analysis of Using Gerund Made by the Students".

1.2   Identification of the Problems

As the writer has mentioned before, becoming one of components in grammar, gerund should be taught and should be understood by the student. Due to in Indonesian as a source language, do not organize verb as a noun called gerund. That is because the form and function of language between Indonesia and English are different.

There are many kind of an –*ing* form in English, not only a gerund but also present participle or others. These are, the example of many kind –*ing* form:

- Present Continuous   : She is *reading* a magazine.

- Present Participle : The *reading* girl in the next door is my friend.

- Gerund : *Reading* magazines the one of my favorites.

Otherwise, the students have disposed to think about using –*ing* form is *be* + V-*ing* in tense usage. That is the problems of the students who always get the difficulties on learning gerund. They get deceiving in –*ing* form in English usage.

Most of students prefer using to infinitive than gerund in their sentences and conversation, but the function of gerund and to infinitive are different, however the gerund cannot become to infinitive or instead. This is become an errors in students in their writing and speaking activities, because their understanding about gerund still less.

The students are not aware yet about the use of gerund in English language is important. The students think even they do not use the gerund in their daily conversation and sentences, they still can communicate in English by the others. The students' environment to be as one of factors that the students the tendencies think of using is still considering unimportant. That is the reasons, the use of gerund is still rare in among of students.

A method such as speech in the classroom is considered make the students are bored in learning process, it makes the subject of gerund did not deliver by well. Also in some problem, the teacher who teaches gerund neglect the students comprehensible without knowing they have understood or not about the material, until the goal of learning process does not work out.

Teaching gerund in the classroom is very important, but there are many educational do not care about the students comprehensible in using gerund. By analyzing errors of using gerund made by students, it will increase the students understanding about the use of gerund.

1.3   Research Problems

Based on the problems that appeared on the identification of the problem, then the crucial problems that will be researched about analyzing an error of using gerund as a subject, errors of gerund as an object and errors of gerund after preposition. Based on the discussion, then the writer formulates the problem in the form of questions:

1. What kinds of errors are made by senior high school students?

1.4   Limitation of the Problems

In this study, the writer will limit the problem of the research just focus on the use of gerund as a subject, gerund as an object and gerund after preposition. This study cases of students of thrid grade in Senior High School 4 Cimahi.

1.5   Objectives of the Study

Consider to the study questions that have mentioned earlier, this study is aimed at:

1. To find out kind of errors of using gerund made by the students.

1.6   Significances of the Study

This research has some significance of the study, those are:

1. The Writer

    a. The writer hopes this study can expand her theory of learning English, especially on learning grammar of gerund.

2. The Students

    b. The writer hopes this study will benefit by the students to know and learn from their errors and also the students can improve their ability in English.

3. Reader

    a. The writer hopes, the teacher will get information from error by made students' and improve the learning process.

    b. This study will reveal useful information and knowledge for the readers.

4. Institution

    a. This study gives contribution to education research, especially for English Department of Pasundan University.

5. The Others Researcher

   a. The writer hopes, this study to be reference for next researcher who has
      the same study.

Chapter II
Theoretical Foundation

In this second chapter presents the theories underlying of the study discussed. Firstly, gerund itself, gerund as a subject, gerund as direct object, gerund after preposition, the gerund and present continuous tense, the gerund and the infinitive, the comparison between gerund and present participle. The second, common mistake in using gerund and the third error analysis, types of error, the last one the error and mistake.

2.   Gerund

There are the differences between Indonesia and English contexts, because in Indonesia context do not recognize a form in making a noun from a verb, but in English it must add –ing on that certain word. That form called the gerund. Zandvoort (1972) mentioned the –ing form may be used as verbal noun that is as nouns with verbal meaningand it is called gerund.

According to Hornby (1975:150), gerund are used as attribute adjuncts to noun. The primary stress occurs on the gerund, not on the noun (as is the case when a present participle precedes a noun). The same explanation from Kurniady (1999:49) gerund is that form the verb which ends in –ing, and has the force of a Noun and a Verb.

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)**

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), the types of gerund divided intoelevenparts, 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 (1986:228) 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.

Related to explanation above, gerund and its distributions will be described below:

2.1.1   The Gerund as a Subject

Gerund can be as a subject or the beginning of the sentences. Thomson and Martinet (1986:228) clarified gerund can be the subject of a sentence when an action is being considered in a general sense. In addition, Payle and Page

(1995:74) described if a sentence begins V+ing (gerund), the verb must also be singular. Example: <u>Knowing</u> her <u>has made</u> him what he is.

Gerund as the subject of the sentence, as in the following examples:

a) *Playing* tennis is fun.

Playing is a gerund. It is used as the subject of the sentence. (Azar, 1999:297)

b) *Hunting* tigers is favorite sport in this country.

The gerund, like a noun, is the subject of a verb, but, like a verb, it also takes an object, thus clearly showing that it has also the force of a verb. (Kurniady, 1999:49)

Gerund can be a subject in sentences, the position of the gerund as a subject is in the beginning of the sentence. Thus, gerund appears as a noun with form verb plus –ing in the beginning of the sentence. Furthermore, every gerund that begins in sentence it must be a singular.

2.1.2   The Gerund as Direct Object

Gerund are used in another way, gerund can be serve as direct object of transitive verbs. Azar described (1999:298) gerunds are used as the objects of certain verbs. Meanwhile, Muhammad (2006:46) explained gerund as an object gerund is always being the object of a transitive verb. As the object, gerund takes

the position after the verbs. For gerund as the object, we can check by using question what.

The common verbs that followed by gerund are:

• enjoy	• quit (give up)	• avoid
• appreciate	• finish (get through)	• postpone (put off)
• mind	• stop	• delay
• keep (keep on)	• consider	• discuss
• mention	• suggest	

Example of gerund as direct object, as in the following examples:

a) We enjoy *playing* tennis.

Playing is a gerund used as the object of the verb enjoy. (Azar, 1999:297)

b) Joe quit smoking.

c) Joe gave up smoking

→ (b) and (c) have the same meaning. Some verbs followed by gerunds.

From previous explanation above, we know that gerund as direct object takes position after a verb. In the other hand, gerund as an object is

followed by the certain verbs. However, the students should memorize the common words are followed by gerund.

2.1.3 The Gerunds after Preposition

Preposition is words which connected between one noun with another noun. Allen (1987:190) mentioned all preposition are followed by a gerund, *except* to. After to we sometimes find the infinitive, as if the to were the infinitive particle.There are many kinds of preposition, those are: *in, at, on, with, without, about, for, from, by, after, before*, *behind, under, above* and so on.

According to Azar (1985:381) a preposition is followed by a gerund, not an infinitive. Example in sentence: Kate insisted *on coming* with us. The preposition (*on*) is followed by a gerund (*coming*).Also, common expression with preposition follows by gerunds:

- be afraid *of*
- apologize *for*
- believe *in*
- dream *about*
- be excited *about*
- feel like

- forgive (someone) *for*
- be good *at*
- insist *on*
- be interested *in*
- look forward to
- be nervous *about*

- plan *on*
- thank (someone) *for*
- be responsible *for*
- be tired *of*
- stop (someone) *from*

From the explanations above, so when the students meet the preposition before a verb, then the verb is a gerund, the verb must be V+ing. The students have to recognize many kind of preposition in English. Thus, the gerund after preposition.

2. 2   The Gerund and The Present Continuous

According to Thomson and Martinet (1986:153) The Present Continuous tense is formed with the present tense of the auxiliary verb **be** + the present participle. Constructions: the verb **be** can be contracted, so the present continuous of any verb can be constructed:

a) I am working   b) I am not working   c) Are not I working?

Uses of the Present Continuous Tense:

a. For an action happening now:

- It is raining
- Why are you sitting at my desk?

b. For an action happening about this time but not necessarily at the moment of speaking:

- I am reading a play by Shaw. (This may mean at the moment of speaking but may also mean 'now' in a more general sense.)

c. For a definite arrangement in a near future (the most usual way of expressing one's immediate plans):

- I am meeting Peter tonight. He is taking me the theater. (The time of the action must always be mentioned, as otherwise there might be confusion between present and future meanings.)

The differences sentences between the present continuous tense and the gerund:

- Gerund →*Eating* fried rice is my favorite food.

- Gerund → She likes *cooking* soup.

- Present continuous tense → I **am**ction*eating* fried rice.

- Present continuous tense →She **is**cooking* soup.

2. 3   The Gerund and The Infinitive

In some verbs there are able to use gerund or infinitive without changing the meaning, but sometimes it can make difference in meaning. There are many students still using to infinitive in their sentence even that sentence need a gerund.

Infinitive is a verb by following **to**, for examples:

a) He stopped to smoke. (to smoke is to infinitive)

b) She likes to write a letter. (to write is to infinitive)

In the same sentence by using gerund will change the meaning:

a) He stopped *smoking*.

b) She like *writing* a letter.

The sentence (a) infinitive has a meaning he stopped because he will smoke and sentence (b) infinitivehas a meaning she likes write a letter at that time. The both of that sentence have different meaning if the sentence are used the gerund form. The meaning would be changed in gerund sentence (a) become he stopped smoking forever, (b) she has a hobby writing a letter.

According to Azar (2003:327), there are common verb follows by infinitive:

- want
- promise
- offer
- agree
- refuse
- seem
- appear
- pretend

- forget
- learn
- (can't) wait
- (can't) afford
- need
- would like
- would love
- hope

- expect
- plan
- intend
- plan
- intend
- mean
- decide
- promise

There are verbs taking infinitive or gerund without change of meaning, those are:

a. begin, start, continue, cease

   She never ceased complaining/to complains about price.

b. cannot bear

   I couldn't bear telling/to tell him.

c. intend

She intends selling/to sell it.

d. advise, allow, permit, recommend

He advised applying/to apply at once.

e. it needs/requires/wants

The grass needs cutting/to be cut.

Base on explanations above, between gerund and infinitive are different. There are common verb follows by infinitive, but, some verb can take infinitive or gerund without changing the meaning. It means that students who learn second language cannot use infinitive in every sentence. It will change the meaning and break the rules if infinitive always use in speaking and writing.

2.4   The Comparison between Gerund and Present Participle

The form between gerund and present participle are alike. The both of them are verb by using suffix *–ing*. But the differences between gerund and presentparticiple are the function of their each. Gerund is a verb as a noun and present participle is a verb form used as an adjective.

According to Thomson and Martinet (1986:239):

a. Form

The infinitive + ***ing***

e.g. working, sitting, loving

b. Use

As adjective: - running water   - floating wreckage

                    - dripping taps   - leaking pipes

The sentences below are the differences sentences between the gerund and the presentparticiple:

- Gerund   →*Talking* in the classroom make students happy.

- Gerund   →The *running* shoes are his.

- Presentparticiple →The student *talking* in the classroom looks happy.

- Presentparticiple →The*running* man is Jeremy.

In the first sentence talking is adjective because it did not follow **be**. The subject is student and a verb is looks. The second sentence running is adjectives because the subject in that sentence is a man.

The form of presentparticiple and gerund seem the same, but that are totally different even in the same sentence. Present participle (verb + ing) which has a function as an adjective also is able to put before a noun, the examples: a *boring* man, a *drawing* book and *etc.*

2. 5   Common Mistake in Using Gerund

Make erroneous when learning process is naturally. Many studentsoften 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

> Without + -ing

- ▪ *Don't say* → Do your work without to speaking.

- ▪ *Say*   → He went away instead of waiting.

> Instead of + -ing

- ▪ *Don't say* → He went away instead to wait.

- ▪ *Say*   → He went away instead of waiting.

b. After words which regularly take prepositions

> Capable of + -ing

- *Don't say* → They are quite capable to do that.

- *Say* → They are quite capable of doing that

> Insist on + -ing

- Don't say → Simon insisted to go to London.

- Say → Simon insisted on going to London.

> Succeed in + -ing

- *Don't say* → Paula succeed to win the prize.

- *Say* → Paula succeed in winnig the prize.

> Think of + -ing

- *Don't say* → I often think to go to England.

- *Say* → I often think of going to England.

> Tired of + -ing

- *Don't say* → The costumer got tired to wait.

- *Say* → The costumer got tired of waiting

> Used to + -ing

- *Don't say* → She is used to get up early.

- *Say* → She is used to getting up early

c. After certain verbs

> Avoid + -ing

- *Don't say* → You cannot avoid to make mistakes.

- *Say* → You cannot avoid making mistakes

> Enjoy + -ing

- *Don't say* → I enjoy to play football.

- *Say* → I enjoy playing football.

> Excuse + -ing

- *Don't say* → Please excuse me to be so late.

- *Say* → Please excuse me for being so late.

> Finish + -ing

- *Don't say* → Have you finished to speak?

- *Say* → Have you finished speaking?

Mind + -ing

- *Don't say* → Would you mind to open the door?

- *Say* → Would you mind opening the door

Practice + -ing

- *Don't say* → You must practice to speak English.

- *Say* → You practice speaking English.

Remember + -ing

- *Don't say* → I don't remember to have seen him.

- *Say* → I don't remember having seen him.

Risk + -ing

- *Don't say* →We couldn't risk to leave him alone.

- *Say* →We couldn't risk leaving him alone.

Stop + -ing

- *Don't say* → The wind has almost stopped to blow.

- *Say* → The wind has almost stopped blowing.

d. After certain Adjectives

> Busy + -ing

- *Don't say* → He was busy to revise the exams.

- *Say* → He was busy revising for the exams.

> Worth + -ing

- *Don't say* → Is today's film worth to see?

- *Say* → Is today's worth seeing?

e. After certain Phrases

> Have difficulty in + ing

- *Don't say* → She has no difficulty to do it.

- *Say* → She has no difficulty in doing it.

> It's no use + -ing

- *Don't say* → It's no use to cry like a baby.

- *Say* → It's no use crying like a baby.

$$\boxed{\text{It's no good + -ing}}$$

- *Don't say* → It's no good to get angry.

- *Say* → It's no good getting angry.

Based on the previous explanationsabove, 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 errorsin using gerund beside the examples that have mention above.

2. 6   Error Analysis

Learning language as a second language it is not easy, there always makes some the erroneous. Lewis (2003:165) says that error is intrinsic to any learning process. This perception clearly suggests that any learning strategy which seeks to avoid error is counter-productive.

Pit Corder in slide share (1967) notes:

> A learner's errors are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language.

The student will make a thousand of error in learning the second language. When the students are learning language and making the errors it is not a big problem of

learning process. The differences of structure in using language from source language to target language must be get the difficulties and sometimes hard to follow until there usually make errors when using it.

The study of error commonly called error analysis. Error analysis is important to be learned in learning language. This study appears because there are many errors that learner make when their learning language, either source language or target language. In 1960s, error analysis was first used a way of studying second language acquisition. Since the 1960's-1970's an error study or an error analysis has been chosen tobe one of the methods to find the answer to the problems owing to the fact that errors themselves.

Richard (1985:96) states that error analysis is the study and analysis of the errors made by second and foreign language. Error analysis may be carried out in order to: find out how well someone knows a language and find out how a person learns a language. Based on Crystal in slide share (2003) defines error analysis as a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

Similarly, Keshavarz in slide share (2012:168) asserts:

Error analysis is a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying errors, classifying them according to their nature and causes, and evaluating their seriousness.

Based on explanations above error analysis is a study to analyze of errors made by second and foreign language which the technique to be used are identifying, classifying, analyzing and evaluating. Through the study of error analysis learner be able to use the language correctly and well.

Moreover, error analysis tries to give a light to student in learning second language. Study error analysis must be has a goal of it. Richards (1985:63) assumes that one of the goals of error analysis was to help construct an account of the second-language learner's linguistic competence. Based on states from Richard the goal of an error analysis is evidence of the system that will help to construct learner's competence.

By doing the error analysis the teachers who teach the target language will know how to develop and built the acquisition in learning language. This study is trying to develop the learner in improving target language. Also, error analysis will make the learner easier on learning process of target language, because the teacher has known which part that learner need to improve their error, so that hopefully there is no error anymore in learning second or foreign language.

In addition, there are so many aims of this study, those are: 1) identifying the types of errors, 2) developing the learner, 3) evaluating the language teaching, 4) acquisition the learner in learning target language, 5) helping and improving the learner who learn the target language

Speaking of study error analysis, error analysis of language is close related with linguistic, because error analysis is a branch of applied linguistics.There are many elements of language applied in linguistics.

Devitt and Strerelny (1995:3) explain about study of languages, they explain:

> The three main branches of linguistics are phonology, concerned with sound; syntax, concerned with grammatical structure and semantic, concerned with meaning. It is semantic, or "the theory of meaning", that the theoretical and conceptual chaos mentioned above is most striking. There are also some similar problems in syntax.

Meanwhile, according to Chaer (2003), he said in linguistics we have to know the four elements of language, those are phonems (the sounds of words), morphems (the words), syntax (structures) and lexical (meaning).

Based on the explanations above, there are four elements in of language in linguistics. By following the one of branches of linguistic students can commit analyze of language by following the phonology, morphology, syntax and semantic. Syntax is study of structure. That it means in this study students can analyze the structure, clause and phrase by using syntax in linguistic field.

2. 9   Type of Erorr

Based on Richards (1985:47), there are four types and cause of intralingual and developmental errors, those are:

a) Overgeneralization

Overgeneralizations negative intralingual error dealing with items that are contrasted in grammar of the languages. For example: She will cries aloud and He can speaks English well.

b) Ignorance of Rule Restrictions

Based on this type error, the learners fail to observe the restriction of existing structures. For examples: He asked to me about my family. In this case, they should reduce 'to' in the sentence "He asked to me" because he applied the same preposition to different verbs.

c) Incomplete Application of Rules

This type occurs when a learner fails to apply the rules completely due to the stimulus sentences. For example, the lecturer's question is "What is she doing?" then the students' response is "She doing something"

d) False Concepts Hypothesized

This type is sometimes called semantic error which may be derived from faulty comprehension of distinction in the target language.

2. 10   Error and Mistake

In language study, students not always use the correct English, sometimes their make a mistake when speaking or writing. In this case, there are the terms between error and mistake but these two words have different meaning.

Tarigan (1988:75 cited in Haryono, 2011) clarified that:

In daily life we know that the word 'error' and 'mistake' as two words are synonymous, two words that less have the same meaning. Error and mistake distinguished in teaching of language is deviations in language usage.

Harmer (2007:96) stated that errors are mistakes which they cannot correct themselves – and which, therefore, need explanation. Based on Haryono (2011:24) mistake is limitedness in knowing something or forget is causing mistake in pronounce some voice, words, arrange of words, pressure of words and sentence, *etc*. According to Tarigan (1995:7 cited in Eneng 2005) compare between error and mistake that "error is caused by competence factors, mistake is caused by performance factors."

Table 2.1
Differences between Error and Mistake

Point of view	Error	Mistake
1. Source	Competence	Performance
2. Character	Systematic	Unsystematic
3. Duration	Permanent	Temporary

4. *Linguistic System*	Incapable	Capable
5. *Result*	Deviation	Deviation
6. *Repair*	Helped by teacher, practice	Student itself

(Tarigan 1995:76 cited in Eneng, 2005)

From text above error and mistake are different. Error is a mistake in using language which is made because breaks the rule of the grammatical because the source language has incapability on language. Meanwhile, mistake is mistake which is made because of the incorrect in choosing the words or some expression of words. In learning process the students will make some errors not a mistake, because of it as a teacher it is a responsible to help the students to know the error that will occur.

Chapter III
Research Methodology

In the third chapter deals with research design, method of research, population and sample, technique of collecting data and the technique of analyzing data.

3.1 Research Design

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

1. Planning

    Planning is something very crucial in making a research. The research cannot be conducted without making planning. Because by doing a plan in the first step, it will make the research arrange well until getting the result of research. Before doing the research, the writer has some activities to do, they are as follows:

    a. The writer proposes the proposal to school which will be observed.

    b. The writer asks for permission to the Head Master for doing the research.

    c. The writer asks permission to the one of English teacher for doing the test of gerund in the classroom.

d. The writer prepares all the things that are needed and related for the research.

2. Implementation

The implementation is section of the next steps that should be done in doing the research. After planning in the first step, this part is time to do the thing that has been planned before. This section, the writer begins applying the process of research, until the writer certain get the result of the research. The activities that will do, those are:

a. The writer asks for the English teacher to give the test or work sheets (instrument) about gerund to the students of third grade.

b. The students have to answer the test about 60 minutes.

c. After students finish doing the test, English teacher collects the answer sheets of the students.

d. English teacher gives the answer sheets of students to the writer for doing next step.

e. The writer analysis the answer sheets the students of third grade class.

3.   Reporting

Reporting is the last section of this research. The writer makes a report after doing the whole activities of research by details. In this section the writer begins processing of all the activities from beginning until finishing. The report that writer means is a kind of the evaluation and conclusion of the research.

3.2   Method of the Research

This research exactly needs the method for doing the research. This study wants to attain for finding out what kind of the errors of using gerund made by the students. The writer needs a method that can be described, explained also analyzed the phenomena or the problems. The writer wants to give the truth without giving the manipulated of the research on the answer sheets that appears made by the students.

The writer needs the best method for applying in this paper. As stated by Arikunto (2006) he said that "The implementation of qualitative research occurred by scientific, what it is, the condition cannot be manipulated, emphasize on naturalistic descriptive."

According to Umar (2008):

"Qualitative research is proposed for producing knowledge as the softly ways. The characteristic of this method give that the truth is dynamic. The researcher of this method is trying to give a meaning of the phenomena."

The qualitative method is used by the writer for doing the research study. That is because this research tries to find out the phenomena about errors of using gerund made by the students. In this research, the writer has to analyze the phenomena that will be occurred in the tests of the students. By using the qualitative method that will support for explaining and describing this study, observing an object and the problem that will be studied. This method conveys by the words, not in the numbers.

3.3   Population and Sample

In conducting the research the writer needs the source of data for observing, those are; population and sample:

a. Population

Population is the most significant factor in conducting a research. Based on Arikunto in Encyclopedia of Educational Evaluation (2006:130), "A population is a set (or collection) of all elements possessing one or more attributes of interest". Arikunto (2006) added that population is the whole subject of the research.

In this research study, the population that the writer uses in this study is the third grade students in Senior High School 4 Cimahi, academic year of 2014/2015. They have ten classes in of third grade class. In other hand, the total population of this study is about 300 students.

b. Sample

As stated by Arikunto (2006:131), "Sample is some or the delegate of population which is studied." It means that sample is some of individuals, which become the object of the research. Related to Arikunto (2006) "If the subject too large, it can pick only 10%-15% or 20%-25%." From ten classes of the third grade class in Senior High School 4 Cimahi, the writer just only picks one class to become the sampling of the study.

On the average, each class almost has the same number of students about 30 students. This third class is match for doing this research study, considering the students of this grade has learned about 'gerund' subject. By using random sample, the writer gets class of 3 IPA 5 being the research study.

3.4   Technique of Collecting Data

All research studies involve data collection. In collecting the data, research instrument plays an important role in research study. The writer needs the test form in this study research to measure students' knowledge of gerund.

In general, instruments used to collect data can be divided into two types, a test and a non-test (Arikunto, 2006). Based on Arikunto (2006:150), "Test is some questions or exercise and an instrument that used for measuring the skill, the knowledge of intelligence, ability or talent possessed by individual or group."

In this research, the writer uses the test as instrument (attached). 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 and also fulfills the blank questions work sheets. 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 identifiy, classify and analysis the numeral scores of the results of the test.

3.5   The Technique of Analyzing Data

In analyzing the data, the researcher has got 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:

1. Collect and Identify the Answer Sheet

    The first, 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.

2. Classifying and Analyzing the Data

    The second, the researcher will classify the students answer sheets which are the error of gerund a subject, gerund as a direct object and gerund after perposition. 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 perposition.

3. Reporting the Research

   The third, this last step the researcher finally finds out the errors of using gerund made by the students in senior high school of second grade class. The researcher makes the result of the study in this final research paper.

Chapter IV
Data Analysis, Findings and Discussions

In the forth chapter, the writer will present and describe the data analysis and discussion of the study. The data based on the test made of third grade students at Senior High School 4 Cimahi in academic year of 2014/2015.

4.1   Data Analysis

By doing the test in 12th August 2014 in third grade at Senior High School 4 Cimahi, the writer got the result of the test in using gerund made by the students. The class consisting of 30 respondents. The completion test consisted of 30 items. For answering the correct question in using gerund, the respondents have given 60 minutes to finish the test. When implementing the research, the writer was helped by English teacher to collect the data of respondents. After doing that, the writer got the data that should be analyzed.

The test has been made by the writer in 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 in 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 a direct object consisted of 10 items and gerund after preposition consisted of 10 items.

To know how many error of each level of gerunds, the writer has analyzed the result of the test of respondent one by one in using the gerund. The error of each level can be shown as follow:

Table 4.1
The Error of Using Gerund of the Respondents

No.	Name of Student	Error in Using Gerund		
		Subject	**Object**	**After Preposition**
1.	Respondent 1	3	8	5
2.	Respondent 2	2	6	6
3.	Respondent 3	5	5	4
4.	Respondent 4	8	4	5
5.	Respondent 5	5	7	8
6.	Respondent 6	2	6	3
7.	Respondent 7	2	7	6
8.	Respondent 8	2	2	0
9.	Respondent 9	2	5	4
10.	Respondent 10	3	8	5
11.	Respondent 11	4	5	2
12.	Respondent 12	6	5	3
13.	Respondent 13	4	5	6
14.	Respondent 14	4	6	7
15.	Respondent 15	6	8	7
16.	Respondent 16	7	6	6
17.	Respondent 17	4	8	7
18.	Respondent 18	4	4	1
19.	Respondent 19	5	8	6

20.	Respondent 20	1	7	5
21.	Respondent 21	3	8	6
22.	Respondent 22	4	8	6
23.	Respondent 23	6	8	7
24.	Respondent 24	4	5	7
25.	Respondent 25	6	4	2
26.	Respondent 26	2	7	4
27.	Respondent 27	1	6	1
28.	Respondent 28	5	7	3
29.	Respondent 29	9	7	8
30.	Respondent 30	3	9	6
	Total Errors	**122**	**189**	**146**

Based on data above, the result research of error of each level in using gerund are:

1. Gerund as Subject   = 122

2. Gerund as Direct Object   = 189

3. Gerund After Preposition   = 146

Based on the data above, the highest common errors that appear in respondents is gerund as a direct object, the second position the gerund after preposition and the lowest error is gerund as a subject. There are so many errors not only gerund as a subject and gerund as a direct object, but also gerund after preposition.

Surprisingly, no one of 30 respondents can answer the questions perfectly. There are a lot errors made by the respondents. Moreover, there are the respondent who answers incorrectly 9 of 10 in using gerund as subject and gerund as direct object. 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.

To find out the percentage of the error in using gerund made by the students, the writer will present the formula the percentage descriptive analysis by using a simple formula:

$$X = \sum\sum TE \ x100\%$$

In which X = the percentage of errors

$\sum$E =the sum of errors' score of each level of gerund made by respondents

$\sum$T =the sum of score of each level of gerund

Based on the computation above, the percentage of the errors of each level of using gerund are:

1. Gerund as Subject   = 40.6 %

2. Gerund as Direct Object   = 63 %

3. Gerund after Preposition   = 48.6 %

Based on the analysis, total errors made by the students were 457; 122 errors or 40.6 % were errors in using gerund functioning as subject, 189 errors or 63 % were

errors in using gerund functioning as direct object, 146 errors or 48.6% were errors in using gerund functioning after preposition.

In this result, it can be indentified which level of gerund is considered as common dominant and which one is considered less dominant, those are:

1. Gerund as Direct Object = 63 %

2. Gerund after Preposition = 48.6 %

3. Gerund as a Subject = 40.6 %

The position of that percentage shows that 63 % errors in using gerund as direct object is being number one position; it means more than 50 % the students have made errors in this level, this percentage is very surprising result. About 48.6% error in using gerund after preposition 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 40.6 % 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 very big percentage. If the students certainly understand about how to use and apply the gerund, the percentage will not be too high.

The writer has counted each option of multiple choice of the respondents answer. The writer has counted how many respondents who chose the answer with the option a, b,

c or d. By checking each answer of respondents, the writer has found out the most error answer that respondent chosen in every question. The table below is data analysis in every item of the questions as a part in analysis of research data, as follows:

Table 4.2
The Result of Percentage Each Multiple Choice

No.	Question	Answer	F	Percentage
1.	_____ cards is so fun.	a. plays	5	16.7%
		b. to play	0	0%
		c. to be playing	0	0%
		d. playing	25	83.3%
2.	Jasmine always helps her mother in the kitchen. Her hobby is _____	a. cook	0	0%
		b. cooking	28	93.3%
		c. to cooking	0	0%
		d. to be cook	2	6.7%
3.	Obama works without _____.	a. are stopping	2	6.7%
		b. to stop	9	30%
		c. stopping	12	40%
		d. to stopping	7	23.3%
4.	_____ diary is one of my hobby.	a. write	8	26.6%
		b. to write	2	6.7%
		c. writing	17	56.7%
		d. to be writing	3	10%
5.	Miss. Anna teaches _____ on Sunday.	a. swim	12	40%
		b. swimming	7	23.3%
		c. to swimming	9	30%
		d. is swimming	2	6.7%
6.	My friend Hannah is good at	a. speaks	11	36.7%

	_____ English.	b. **speaking**	15	50%
		c. to speaking	3	10%
		d. are speaking	1	3.3%
7.	_____ on the grass is forbidden.	a. walk	8	26.7%
		b. to walk	7	23.3%
		c. **walking**	15	50%
		d. are walking	0	0%
8.	John enjoys _____ the music.	a. listens	5	16.7%
		b. to listens	15	50%
		c. **listening**	10	33.3%
		d. are listening	0	0%
9.	They are good at _____ funny stories.	a. **telling**	14	46.7%
		b. to tell	14	46.7%
		c. to be telling	2	6.6%
		d. been telling	0	0%
10.	_____ in the lake is enjoyable.	a. fished	9	30%
		b. **fishing**	16	53.3%
		c. to fishing	2	6.7%
		d. has fishing	3	10%
11.	Have you considered _____ in Jakarta?	a. to work	15	50%
		b. to be working	10	33.3%
		c. **working**	5	16.7%
		d. were working	0	0%
12.	I am afraid of _____ a ghost.	a. **hearing**	15	50%
		b. heard	5	16.7%
		c. to heard	8	26.6%
		d. hears	2	6.7%
13.	_____ over the fence, the thief	a. jumped	14	46.7%

	escaped.	b. **jumping**	9	30%
		c. is jumping	1	3.3%
		d. was jumping	6	20%
14.	I keep _____ someday I will around the world.	a. to believe	18	60%
		b. **believing**	11	36.7%
		c. are believing	0	0%
		d. been believing	1	3.3%
15.	Without _____ hard we can never be successful.	a. works	11	36.7%
		b. **working**	17	56.7%
		c. is working	1	3.3%
		d. are working	1	3.3%
16.	_____ birds is a favorite sport in this country.	a. hunter	4	13.3%
		b. **hunting**	24	80%
		c. be hunting	2	6.7%
		d. was hunting	0	0%
17.	They finished _____ our apartment at last.	a. to paint	13	43.4%
		b. painted	4	13.3%
		c. were painting	4	13.3%
		d. **painting**	9	30%
18.	We study English by _____ English news paper.	a. reads	4	13.3%
		b. **reading**	21	70%
		c. be reading	0	0%
		d. was reading	5	16.7%
19.	_____ is easy but doing is difficult.	a. spoke	2	6.7%
		b. to spoken	8	26.7%
		c. **speaking**	20	66.6%
		d. been speaking	0	0%
20.	Would you mind _____ here?	a. **not sitting**	5	16.7%

		b. not sit	3	10%
		c. not to sit	15	50%
		d. didn't sit	7	23.3%
21.	I cannot go on _____ nothing.	a. do	11	36.7%
		b. does	5	16.6%
		c. doing	8	26.7%
		d. are doing	6	20%
22.	_____ English is easier than speaking it.	a. on read	0	0%
		b. to read	6	20%
		c. are reading	1	3.3%
		d. reading	23	76.7%
23.	Bob gives up _____, he wants to be health.	a. smoke	2	6.7%
		b. smoked	7	23.3%
		c. smoking	11	36.7%
		d. to smoking	10	33.3%
24.	They are talking about _____ the exam.	**a. facing**	14	46.7%
		b. are facing	6	20%
		c. had been faced	3	10%
		d. to be facing	7	23.3%
25.	_____ in the morning makes us healthier.	a. run	17	56.7%
		b. running	13	43.3%
		c. to running	0	0%
		d. to be running	0	0%
26.	Keep _____, don't stop!	a. to work	1	3.3%
		b. to be work	7	23.3%
		c. be working	2	6.7%
		d. working	20	66.7%
27.	By _____ smart phone,	a. used	12	40%

	everything looks so easier.	b. to using	1	3.3%
		c. is using	0	0%
		d. using	17	56.7%
28.	_____ English ability will develop our qualities.	**a. improving**	21	70%
		b. is improving	0	0%
		c. to improved	4	13.3%
		d. have improved	5	16.7%
29.	The radio is too loud. Would you mind _____?	a. turn it down	7	23.3%
		b. turning it down	6	20%
		c. to turn it down	16	53.4%
		d. turning down it	1	3.3%
30.	Besides _____ English I also study Dutch.	**a. studying**	23	76.7%
		b. is studying	3	10%
		c. are studying	4	13.3%
		d. were studying	0	0%

The following discussion is the error and the explanation of the causes of the errors. In explaining the errors, the writer analyzed the errors of each items. Based on the data previous table:

1. . . . . cards is so fun.

   The correct answer to fulfill the blank sentence is "playing". Twenty five students (83.3%) answered correctly. But, only five students (16.7%) answered incorrect. These incorrect answers, it can be the students do not know how to put the gerund as a subject by well.

2. Jasmine always helps her mother in the kitchen. Her hobby is . . . .

The correct answer to this sentence is "cooking". Almost each student understands about how to express gerund as an object in this sentence. Twenty eight students (93.3%) answered correctly, but unfortunately just only two students (6.7%) answered incorrect. These two students do not understand the sentence and also the students do not know how to put the gerund as an object in the sentence.

3. Obama works without . . . .

The correct answer to fulfill the blank sentence is "stopping". There are four answers that the researcher gave to students, and the students got the error to answer that question. The students who answer correctly are twelve students (40%). about eighteen students (60%) answered incorrectly. Just only two students (6.7%) answered "are stopping", nine students (30%) answered "to stop" and seven students (23.3%) answered "to stopping". This question proved, a half of students do not understand that every preposition must be followed by gerund.

4. . . . . diary is one of my hobby.

The correct answer to fulfill the blank sentence is "writing". There were eight students (26.6%) answered "write", two students (30%) answered "to write", three students (10%) answered "to be writing". Seventeen students (56.7%)

answered correctly. Students made an error in analyzing this question. Some of them chose a verb and to –infinitive in choosing the correct answer.

5. Miss. Anna teaches . . . . on Sunday.

The correct answer to fulfill the blank sentence is "swimming". Meanwhile, twelve students (40%) answered "swim". Nine students (30%) answered "to swimming" and two students (6.7%) answered "is swimming". Just only seven students (23.3%) answered the correctly. Students do not recognize this sentence. This sentence includes the gerund as direct object. But the student still chose the verb or present continuous to answer the question.

6. My friend Hannah is good at . . . . English.

The correct answer to fulfill the blank sentence is "speaking". A half of the students who answered correctly and a half of other students answered incorrectly. Meanwhile, eleven students (36.7%) answered "speaks", three students (10%) answered "to speaking" and only one students (3.3%) answered "are speaking". Seeing that some students still chose some wrong answer, it proves that the students do not know that every preposition should be followed by gerund.

7. . . . . on the grass is forbidden.

The correct answer to fulfill the blank sentence is "walking". A half of students answered incorrectly in putting gerund in the beginning of the

sentence. Just only a half of student answered correctly. Eight students (26.7%) answered "walk", seven students (23.3%) answered "to walk".

8. John enjoys . . . . the music.

   In this sentence the correct answer to fulfill the blank is "listening". In this question just only ten students answered correctly, most of the students answered incorrect answer. Five students (16.7%) answered "listens" the students do not know that after a certain verb like "enjoy" should be followed by gerund. Fifteen students (50%) or a half of students answered "to listens", the students still thought that after verb can follow by to –infinitive.

9. They are good at . . . . funny stories.

   In this sentence the correct answer to fulfill the blank is "telling".

   Fourteen students (46.7%) answered correctly, but nineteen students (53.3%) answered incorrectly. Gerund after proposition is so easy to be understood. But most of the students cannot answer this question. Fourteen students (46.7%) prefer chose the answered of "to tell", because they do not recognize the gerund after preposition and sometimes the students think to –infinitive is the match for every sentence in English.

10. . . . . in the lake is enjoyable.

   In this sentence the correct answer to fulfill the blank is "fishing". Sixteen students (53.3%), it means a half of students answered the correct answer, but a half students still do not understand gerund as a subject. The students

tendency think about the tenses to fulfill the blank sentence, like nine students (30%) answered "fished", and only two students (6.7%) answered "to fishing".

11. Have you considered . . . . in Jakarta?

The correct answer to fulfill the blank sentence is "working". In this question just only five students (16.7%) answered correctly. And the others students answered incorrect, twenty five students (83.3%) answer "to work" and "to be working". Obviously, in this question the students' comprehension about the gerund as an object is very poor. The students tendency pick to –infinitive in their answer sheet, they still do not understand how to use the gerund in a sentence.

12. I am afraid of . . . . a ghost.

The correct answer to fulfill the blank sentence is "hearing". A half of the students (50%) can answer this question. Five students (16.7%) answered "heard", eight students (26.6%) answered "to heard" and only two students (6.7%) answered hears. Like the writer has mentioned before, the students do not know and understand in using gerund after preposition. It is so simple basically to recognize the gerund after preposition.

13. . . . . over the fence, the thief escaped.

In this sentence the correct answer to fulfill the blank is "jumping". In this question proved that gerund as a subject is difficult to follow by the students.

It showed, only nine students (30%) answered the correct answered. It means about twenty one of the students (70%) answered incorrectly. Fourteen students (46.7%) answered "jumped", one students (3.3%) answered "is jumping" and six students (20%) answered "was jumping". Most of students chose the jumped for answering the question, they thought about the tenses of past tense, because the end of the sentence there is a "escaped", whereas there were nothing related between that word.

14. I keep . . . . someday I will around the world.

The correct answer to fulfill the blank sentence is "believing". In this sentence, there were eighteen students (60%) who answered "to believe" and one student (3.3%) who answered "been believing". But there were only eleven students (36.7%) that answered correctly.

15. Without . . . . hard we can never be successful.

In this sentence the correct answer to fulfill the blank is "working". Eleven students (36.7%) answered "works". And only one students (3.3%) chose the answer "is working" and "are working". Seventeen students (56.7%) answered the correct answer. Without is the preposition, but the students still made the errors of this question.

16. . . . . birds is a favorite sport in this country.

In this sentence the correct answer to fulfill the blank is "hunting". Four students (13.3%) answered "hunter". Only two students (6.7%) answered "be

hunting". And about twenty four students (80%) answered the correct answer. It might in some sentence students know how to put the gerund as subject.

17. They finished . . . . our apartment at last.

In this sentence the correct answer to fulfill the blank is "painting". Just only nine students (30%) answered the correctly, but the others students answered incorrectly. Meanwhile, thirteen students (43.3%) answered "to paint", four students (13.3%) answered "painted" and "were painting".

18. We study English by . . . . English news paper.

In this sentence the correct answer to fulfill the blank is "reading". Four students (13.3%) answered "reads" and five students (16.7%) answered "was reading". Twenty one students (70%) answered correctly. Because the students do not memorize the various of preposition, so the students still answered incorrectly.

19. . . . . is easy but doing is difficult.

The correct answer to fulfill the blank sentence is "speaking". Two students (6.7%) answered "spoke", eight students (26.7%) answered "to spoken" and twenty one students (66.6%) answered the correct answer "speaking". Most of the students answered correctly. In this sentence can be easy to understand.

20. Would you mind . . . . here?

The correct answer to fulfill the blank sentence is "not sitting". The answered of students in this question is very poor, just only five students (16.7%) that

can answer the question correctly. About twenty five students (83.3%) answered incorrectly. It is because the students do not recognize the sentence by carefully. About fifty percent (50%) of other students always use to – infinitive to every opportunity.

21. I cannot go on . . . . nothing.

In this sentence the correct answer to fulfill the blank is "doing". In this question the students that can answer just only eight students (26.7%). Eleven students (36.7%) answered "do", five students (16.6%) answered "does" and six students (20%) answer "are doing".

The same with the writer has mentioned, most of students do not understand in using the preposition. Until the student chose a verb to fulfill the blank sentence.

22. . . . . English is easier than speaking it.

The correct answer to fulfill the blank sentence is "reading". Almost all of the students can answer this question. Just only seven students incorrect were answering the question. Six students (20%) answered "to read" and only one students (3.3%) answered "are reading".

23. Bob gives up . . . . , he wants to be health.

In this sentence the correct answer to fulfill the blank is "smoking". A half of students still do not understand in using gerund after preposition. Just only eleven students (36.7%) that can answer the question correctly. About

nineteen students (63.3%) answered incorrectly. The case question is still about picking to –infinitive to answer the question.

24. They are talking about . . . . the exam.

In this sentence the correct answer to fulfill the blank is "facing". A half of the class can answer the question, but a half of students cannot answer the question. There were fourteen students (46.7%) can answer the question correctly. Six students (20%) answered "are facing", three students (10%) answered "had been faced" and seven students (23.3%) answered "to be facing". The answer based the students answer sheet prove that in using gerund is so confusion, because the various answer from the students show how they so confused.

25. . . . . in the morning makes us healthier.

The correct answer to fulfill the blank sentence is "running". In this sentence about seventeen students (56.7%) answered "run". And about thirteen students (43.3%) answered "running". In this question shows the students do not understand about gerund as a subject. The students chose run as the answer question because they think it will not change the meaning. But of course in English is different from Indonesia.

26. Keep . . . . , don't stop!

The correct answer to fulfill the blank sentence is "working". Most of students answered correctly, but one students (3.3%) answered to work, seven students (23.3%) answered "to be work", two students (6.7%) answered "be working".

27. By . . . . smart phone, everything looks so easier.

The correct answer to fulfill the blank sentence is "using". Almost fifty percent students answer the right answer. But fifty percent of other students answer incorrectly.

28. . . . . English ability will develop our qualities.

The best answer to fulfill this blank is "improving". In this case, the students almost understand what they should do to put on the beginning of the sentence. About twenty one students (70%) answered is correct.

29. The radio is too loud. Would you mind . . . . ?

The best answer to fulfill this blank is "turning it down". The tendency of students in using to –infinitive in every question shows in this question. Just only six students (20%) from thirty students can answer the question.

30. Besides . . . . English I also study Dutch.

The best answer to fulfill this blank is "studying". Almost all the students were doing well. Because twenty three students (76.7%) answered the right answer. But the others students was deceiving in using present continuous to answer this question.

After analyzing every item of 30 questions above, it shows that the students' tendency chooses the answer to –infinitive 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 chose the continuous tense to answer the blank sentence, but not so many. In this case, the students have understood how to use and apply the continuous that is why not so many students got the distraction in the option continuous tense.

4.2   Findings

From previous explanations above, the most errors percentage in the level of gerund that appears in senior high school students is direct object. 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 result of using of preposition is being the second most error that appears in students' work sheets.

It takes the second position the percentage of error on the use of gerund after preposition. As the writer explained before that most of the students do not memorize and also they do not recognize many kinds of prepositions. They looked still confused about choosing the correct answer in the test of 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 third grade of senior high school is still failed. Teacher 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 teacher who teach the students without knowing the students have understand or not. In many case, the teacher in school neglect the comprehensible of the students and the other case, teacher get the difficulties how to transfer the 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 teacher and student. The balance of two sides can make good communication to transfer the knowledge. Not only from the teacher who teach well to the students, but also the students have to be good in understanding the subject. The gerund subject considered still hard to teach in senior high school, but it is wrong. Gerund is easy, if the students understand. To make gerund easy is the way the teacher 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.

Chapter V
Conclusions and Suggestions

In the last chapter of this research, the writer puts towards the conclusions of the research based on the research question. There is only one research question in this research that should be a pedagogues answered. The result of this research computation is aimed of testing in the fourth chapter. This chapter also presents the suggestion to the students, the teachers, further researchers and the readers.

5.1   Conclusions

Learning English as a foreign language in school is very important. In this globalization era, the students should be learned grammar, because when they are learning grammar they know how to arrange the word well. Gerund is one of parts in grammar, without learning gerund the students will lost. That is why students in senior high school have to learn about the gerund. There is no gerund in Indonesia context, English use gerund when the verb is a noun. That is why the writer has tried to find out "The Error Analysis of Using Gerund Made by the Students".

In the first chapter, the writer has mentioned, the purpose of this research is find out the error of using gerund made by the students of third grade at Senior High School 4 Cimahi in academic year of 2014/2015. Based on the data analysis, the writer has concluded that:

1. Almost all of the students the third grade at Senior High School 4 Cimahi in academic year of 2014/2015 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 third grade in senior high school is very poor.

2. The result of errors in using gerund as subject is 40.6 %;

3. The result of errors of using gerund as direct object is 63 %;

4. The result of errors of using gerund after preposition is 48.6 %;

5. Based on percentage, errors of using of gerunds as direct object occupy the highest rank. It means errors of using gerund as direct object is the main error most often made by the students of the third at Senior High School 4 Cimahi in academic year of 2014/2015. Occupying the second rank is errors of using gerund after preposition. The lowest errors of using gerund as subject.

6. 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.

5.2   Suggestions

After doing and analyzing the research, there are several suggestions from the writer hopefully it can be useful, the writer suggest to:

❖ The Students

   The students have to learn the gerund is harder. Considering in this era, English is important in every aspect, so the students should be more careful in using gerund both written and spoken.

❖ For the Teachers

   Considering English as the second language in Indonesia, the teachers who teach the subject-matter dealing with gerund should be taught more carefully. This subject is not easy for the students in senior high school, by giving learning strategy, more explanation and written exercise can help the student in learning process. The teachers must convey the subject-matter in simple way for the students to learn. The teacher has responsible of the comprehensible the students, so do not just convey the material, but transfer the knowledge to the students until they all understand about the material.

❖ The Further Researcher

Hopefully this research paper can be the reference for the next researcher even there are a lot of weaknesses in this final research paper.

❖ The Readers

For all the readers hopefully this final paper can be the information that there are many errors in using gerund made by the students. So, by reading this paper can be the learning process for all the readers.

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Curriculum Vitae

The writer's name is Nurmawaddah. She was born and grew up in Cimahi, December 26th 1991. Her family also live in Cimahi. Her father is orginaly from Padang and her mother is from Aceh. She is the daughter of Amer Djumardi and Cut Putri Deliana. She is forth of fifth. She has four siblings, three older sister and one younger brother. Her hobby are singing, playing guitar and watching movie. Her email nurmawaddaah@gmail.com

She graduated from SDN XIII Cimahi in 1999-2004, and then she continued her study to SMPN 2 Cimahi in 2004-2007, and SMAN 3 Cimahi in 2007-2010. Now she is currently studying English Literature in Faculty of Arts and Letters at Pasundan University, Bandung.

1.1 The researcher gave the instructor to the students before doing the test
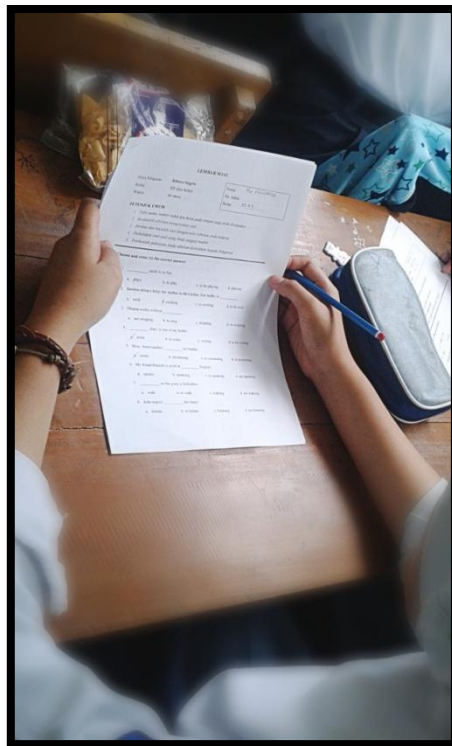
1.2 The student start doing the test of using gerund

1.2 One of students was doing the test

1.4 The students was doing the test

1.5 One of the students looked so confused in answering the questions