**CHAPTER I**

**INTRODUCTION**

1. **Background of Study**

English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, diplomacy and scientific research.[[1]](#footnote-1) It is the language used by many people around the world. Many countries use English in their daily activity to communicate each other. Some of them use English as their first language, they are called native English. While, many countries utilize English as second or foreign language. That is because English is the international language. Indonesia is one of them that study English as a foreign language. But we, Indonesians, have to learn it and apply it well.

Indonesian government realizes how important English for our country is. It has proved by the regulation of Department of Education and Culture which has obligated all students to learn English. Although, English become one of the national examination subjects. It is done to prepare the students in confronting globalization era. Moreover, English is important for communication with other people from the different countries about international issues such as peace and war, hunger, human right, education, global warming, etc. English is also important for transformation of science and technology, bilateral and multilateral relationship, culture exchange and many others. Furthermore, English is also important for our country to promote the richness and the beauty of Indonesia to the world. Then many tourists and investors will come and invest their money. So, the government makes English as the only foreign language that must be taught in every school and university in our country.

Nowadays, English is not just as a foreign language. It’s more than that. English has been learned by Indonesians since in elementary school even in play group. Then, it continues in junior and senior high school with the higher level. Afterwards, English continues to be learned in the university. But there the study of English is different in every department that university’s students choose. The study becomes more difficult, harder and intensive in English department. In the other departments, it’s learned just in the base. Simple conversations, common vocabularies and short time for study are given for its students. Those are because English is very important to be learned and very useful to confront this globalization era.

In learning English, there are some skills that we have to comprehend like reading, listening, speaking and writing that should controlled by the students in English Education Department. All of them are the basic of English. Every student has to learn it. Although that is important, many students are confused to learn it. One of the language skills that very difficult to study is writing. Writing is simply the representation of speech in another physical medium[[2]](#footnote-2). The difficulty of writing lies not only in generating and organizing the idea, but also in translating these ideas into readable text. Besides learning how to write in English, the students need to pay punctuation, as well as acceptable grammar and careful selection vocabulary. These are important to make a good writing.

Writing is medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. Writing is very challenging. We need to plan and compose effective messages that require us to put the principle into practice. At first, we need to think and use it consciously; later on we can master it and use it easily. Every writer should be able to produce a writer message that achieves two goals. First, our writing should have complete structure. Second, our writing should achieve its purpose quickly, clearly and effectively.[[3]](#footnote-3) These purposes should be achieved by the writer. So, the result becomes better and interesting.

Teaching writing to the students of senior high school is not easy. This is because they come from different previous school and different background. Their basic skills of English are also influenced. These happen because some students had learned English since in the third class of elementary school and some others learned it in the sixth grade of elementary school. Besides that, some students have good training in writing while others not. There is no doubt that writing is difficult skill for second language or foreign language learners to be mastered.[[4]](#footnote-4)

The difficulties of learning make many students confuse. It usually happens when students write something and they have to use the good sentences, selecting vocabularies and apply the accurate grammar that they have learned. Sometimes, it can be the big problem because grammar is the most difficult and important in writing. It has many rules and regulation. Gerund is the one of the most difficult grammar’s discussion.

In this case, the writer found the student’s difficulty in understanding gerund. When the writer gave a short sentence, for example “He likes working in the computer lab”; many students though that it was an example of past participle. In other case, when student found the sentence “Studying English is funny”, they said that the word “studying” in that sentence was verb (participle) while it was noun (gerund). Sometimes, when they were ordered to make a simple sentence using gerund, some of them wrote example of present continuous tense such as “I am studying” or “He is working in the office”. They confused to use gerund because it looked similar with the participle in tenses. Both of them use verb + “-ing”, but in the different usage and word class. While participles use verb + “-ing” as a verb, the gerund is the “–ing” form of the verb used as a noun[[5]](#footnote-5). Finally, they couldn’t make a good sentence which uses gerund.

Based on those cases, the writer was interested to make a research about the gerund. Thus, this research was entitled **“An Error Analysis on the Usage of Gerund in Students’ Writing”** in the second grade of Islamic senior high school (MA) Ar-Ridho Waringinkurung.

1. **The Formulation of the problem**
2. How many types of error done by students on using gerund in their writing?
3. What is the most occurred error done by students on using gerund in their writing?
4. **The objective of the study**
5. To know the types of error done by students on using gerund in their writing.
6. To find out the most occurred error done by students on using gerund in their writing.
7. **The organization of the writing**

This paper is divided into five chapters as follow: Chapter one is introduction which explains the background of the study, the limitation of the problem, formulation of the problem, the objective of the study and the organization of writing.

Chapter two is the theoretical framework. This chapter tells about definition of error analysis, gerund and infinitive, and definition of writing.

Chapter three is the methodology of research which tells about the methodology of this research, location of the research, Respondents, purpose of the research, technique of data collection and technique of data analysis.

Chapter four is the result of the research which explains about the description of the data, analysis of data and the reconstruction of the data.

Chapter five is the closing which consists of conclusions and suggestions.

**CHAPTER II**

**THEORETICAL FRAMEWORK**

**1. Error Analysis**

1. **Definition of Error**

There are many errors that usually found in the teaching – learning process. Sometime, it was done by students in their study. The student’s errors are the mistake that they can’t correct by themselves. According to Corder, a learner’s errors are significant, they provide to the researcher evidence of how language is learned or acquired, what strategies or producers or the learners is employing in discovery of the language[[6]](#footnote-6).

From the definition above, the researcher conclude that the error is the mistake that usually difficult or cannot be self-corrected. In this case, there must be a teacher who helps the students to correct their error by doing analysis. So, the errors that made by the students can be corrected and repaired to get the better value of their study.

1. **The Differences between Error and Mistake**

Errors are mistakes which they can’t correct themselves and which therefore need explanation[[7]](#footnote-7). According to Carl James, mistakes can only be corrected by their agent if their deviance is pointed out to him or her, whereas errors cannot be self-corrected until further relevant to that error input explicit or implicit has been provided and converted into intake by the learner[[8]](#footnote-8). In other words, errors require further relevant learning to take place before they can be self-corrected.

Errors occur when learner does not have the appropriate declarative knowledge.[[9]](#footnote-9) Thus, it can be said that error occurs on students who misunderstanding or has not learnt a certain knowledge of a language which caused students fault. In contrast, mistake occur when learner might be absent minded or make a slip. In mistake, a learner definitely knows that right but it is obvious that sometimes students used the wrong form. Johnson wrote mistakes as it is not their knowledge that is fault here, it is their ability to perfume their competence.[[10]](#footnote-10)

In other to analyse learner’s error in proper perspective, it is an important point to make a difference between error and mistake. A mistake refers to performance error that is either a random guess or a slip, in that is failure to utilize a known system correctly. In sum, the differences between error and mistake are the error is mistake which can’t be corrected by them. Usually, it makes by someone in many times. If someone does a mistake frequently, it’s called an error purposely or not. But, the mistake is something wrong that can be corrected by themselves.

1. **The Classification of Error**

Dulay, Burt, and Krashen’s Surface Structure Taxonomy, four categories were proposed to explain how sentences derivate from the correct forms because the learners change the surface structure. Those categories are: addition, omission, misformation, misordering, and blends.[[11]](#footnote-11) While, Corder (1973) classifies errors in terms of the difference between the learners’ utterance and the reconstructed version and proposes four different categories; error of omission, error of addition, error of selection and error of ordering.

1. **Error of omission**

Error of omission occurs where some elements are omitted while it should be present. Omission errors are characterized by the absence of an item that must appear in well-formed utterance. Each morpheme or words are sensitive for omission in the sentence. Omission is the opposite of addition. The learners should use gerund (verb+ing) but, they not use it in their sentence. Example:

* I like **play** football.

It is wrong because that is not good sentence. **Play** is a verb, so it cannot be the object. It must be a gerund (playing). So the sentence must be “I like **playing** football”.

* **Runing** is my hobby.

This sentence wrong because the gerund is lack of “n”. The word running must have double “n”. So the sentence must be “**Running** is my Hobby”.

1. **Error of Addition**

Addition is the opposite of omission. Addition is the presence of an item that must not appear in the writing text. In addition, the learners add the utterance which is not needed in a sentence, or the learners add some unnecessary element. For example:

* I **playing** football every day.

The students should not use gerund in this sentence. Gerund (playing) cannot be a verb in this sentence. It must be “I **play** football everyday”.

1. **Error of Selection**

This error is made by the learners where the learners choose the Wrongs items in the right place. Different from omission where the items are not supplied at all, in errors of selection, the learners supplies something even though that is incorrect. For example:

* I like **player** football.

That sentence is incorrect because the word **player** is not suitable in this sentence. It must be **playing** football and the gerund here used as the direct object. So the sentence would be “I like **playing** football”

1. **Error of Ordering**

Error of ordering is the error where the items presented are correct but wrongly sequenced. For example:

* I like football **playing**.

This sentence is wrong because the gerund (playing) is not in the right place. It must be “I like **playing** football”.

1. **The Significance Of Learner’s Errors**

Corder (1981:10-11) states that a learner’s errors provide evidence of the system of the language that he is using at a particular point in the course. They are significant in three different ways[[12]](#footnote-12).

1. first to the teacher, learner’s errors tell him how far towards the goal the learner has progressed, and consequently, what remains for him to learn
2. second, they provide to the researcher evidence of how language is learn or acquired, what strategies or procedures the learner is employing in his discovery of the language
3. Thirdly, they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn. It is a way the learner has of testing his hypotheses about the nature of the language he is learning.

From the statement above we know that knowing the learner’s error in using the second language is very significant for the researcher, the teacher and the learner himself. When the teacher does not know the error of the students, he cannot make any corrections for them. He cannot improve his method of teaching. He also cannot give better motivation to his students to practice more so that they can improve their writing to be better. When the students do not know their errors, they cannot make improvement and correction. As consequences, they cannot make any progress in their writing.

1. **Definition of Error Analysis**

Error analysis is the way to investigate the problem related toward second or foreign language acquisition which is can probably second or foreign language learner to find out where their mistakes. Susan said that “error analysis is a type of linguistic analysis that focused on the error learners make”[[13]](#footnote-13). It means that just the error that students made would be discussed in this research. It’s also constitutes part of methodology of language learning. Based on Carl James, error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Error analysis is type of work sample analysis in which in correct response of the student are described and categorized[[14]](#footnote-14).

From some definitions of expert that have been written above, the writer has a conclusion that the error analysis is a technique that used to know the student’s competence and to know the error taken by them. There are many ways to do that. The process to know the errors made of students are collecting, identifying, explaining, and classifying the student’s assignment.

1. **Gerund**
2. **Definition of Gerund**

A gerund is the “**–**ing**”** form of verb used as noun. A gerund is used in the same ways as a noun, i.e., as a subject or as an object[[15]](#footnote-15). In English grammar, we can find so many word changes. Usually, they can be changed by adding prefix, infix or suffix. English can change the form of a verb so that the verb can be used as a noun. A verb can be change by adding “-ing”. If the new word is used as a noun, it is called gerund[[16]](#footnote-16). For example:

1. **Playing** tennis is fun
2. We enjoy **playing** tennis.
3. He is excited about **playing** tennis

In (a): playing is a gerund. It is used as the subject of the sentence. While, **playing tennis** is a gerund phrase used as the direct object in the (b) and become object of preposition in the (c).

The gerund seems like the participle. Sometime, the students think that the participle as the part of the gerund because their form. Notice that the gerund has the same form as the present participle. However, it functions differently in the sentence. It is always a noun and can function in any noun position[[17]](#footnote-17). In sum, the gerund is the noun form that is made of verb by adding “-ing” and the function is as noun in every position.

1. **Forming Verb + ing**

For many verbs we make the ING form by simply *adding -ING to end of the verb*.

* eat - eating
* speak - speaking
* cook - cooking
* start - starting
* do - doing
* stay - staying
* fix - fixing
* try - trying

**Verbs ending with -e (with the exception of verbs ending in -ee and -ie)**

*Drop the -e and add ING*

* hope - hoping
* ride - riding
* make - making
* write - writing

**Verbs ending with -ee**

*Just add -ING*

* agree - agreeing
* flee - fleeing
* see - seeing

**Verbs ending with -ie**

*Change the -ie to -y and add -ING*

* die - dying
* tie - tying
* lie - lying

**Verbs ending with one vowel and one consonant (with the exception of w, x, and y)**

**For one syllable verbs**

*Double the consonant and add -ING*

* jog - jogging
* sit - sitting
* run - running
* stop - stopping

**For two syllable verbs**

*If the 1st syllable is stressed, just add ING*

* answer - answering
* offer - offering
* listen - listening
* visit - visiting

*If the 2nd syllable is stressed, double the consonant and add ING*

* admit - admitting
* prefer - preferring
* begin - beginning[[18]](#footnote-18)

1. **The Usage of Gerund**

Gerund is used in sentences in many ways as nouns and noun phrases. A noun is a word used as the name of anything-a person, an animal, an object, a place, a situation, a quality or an idea[[19]](#footnote-19). Sometimes, the place of noun can be replaced by the gerund (verb+ing). Although, some of the noun function are can be the function on gerund. Gerund can be used as subject, Direct object, Complement and Object of a preposition[[20]](#footnote-20). Here are some functions of gerund:

* **Gerund as a Subject**

A subject is the part of a [sentence](http://grammar.about.com/od/rs/g/senterm.htm) or [clause](http://grammar.about.com/od/c/g/clauseterm.htm) that commonly indicates (a) what it is about, or (b) who or what performs the action (that is, the [agent](http://grammar.about.com/od/ab/g/agenterm.htm)).[[21]](#footnote-21) Usually, a subject placed in the front of the sentence.

Example: **Preparing** for a test is a hard work.

**Fishing** is my hobby.

The bold word above (Preparing and Fishing) are the examples of gerund as the subject. They are placed in the front of the sentences.

* **Gerund as Direct object**

As has been shown, when gerunds followed verbs, they function as the direct object. The sentence pattern thus formed is noun+verb+noun, a pattern that requires a transitive verb**[[22]](#footnote-22).** From the explanation above, we know that the direct object always come after the verb.

Example: He likes **Working** in the computer lab.

Patrice enjoy **camping** in the mountain.

The bold word above (Working and Camping) are the examples of gerund as the direct object. They are placed after the verb of the sentences. However, only certain verbs can be followed by the gerunds. Some common verbs followed by gerunds: enjoy, finish, stop, quit, mind, postpone, put off, keep (on), consider, think about, discuss, and talk about.

* **Gerund as Complement**

Complement is the noun that usually comes after the verb to be (am, is, are, was, and were). It is used to complete the sentence as well as the grammar.

Example: The first step is **opening** the door.

My hobby is **playing** football.

The bold word above (opening and playing) are the examples of gerund as the complement. They are placed after the verb to be (am, is, are, was, and were) of the sentences.

* **Gerund as Object of a preposition**

A preposition is a noun that used to show the relationship between a noun or a pronoun and some other words or elements in the rest of the sentence. In this part, the gerund comes after the preposition. A gerund, not an infinitive, immediately follows a preposition.[[23]](#footnote-23) In sum, the preposition just can be followed by gerund but infinitive cannot.

Example: We look forward to **meeting** you.

I apologized for **being** late

The bold word above (meeting and being) are the examples of gerund as the object of preposition. They come after the preposition in the sentences.

* **Gerund as Appositive**

Appositive is a word or noun that is followed by another noun or phrases that rename or identifies it. In this case, the gerund used to rename the word or phrase before it. The function is to explain or elucidate the word before the gerund that separated by comma (,).

Example: The first step, **Opening** the box, is the only easy step.

My hobby, **playing** football is very useful.

The bold word above (opening and playing) are the examples of gerund as the appositive. They come after the subject before them in the sentences.

1. **Writing**
2. **Definition of writing**

Writing is talk written down, it involves remembering the sequence of sounds, the shapes of the letters, vocabularies, grammatical structures and punctuations. To be a clear writer, you must first be a clear thinker[[24]](#footnote-24). Writing is a combination of things going at the same time, not a disconnected series of stapes to do in a certain order. A good writing should totally affect the reader.[[25]](#footnote-25) The highest compliment readers can pay you is when they say that your writing is simple, clear and sensible the last but not least your helpful.[[26]](#footnote-26)

Oshima and Hogue stated that good writing in English requires good grammar and good organization.[[27]](#footnote-27) Oshima and Hogue also say that writing is a process, not a product. Its means writing takes study and practice to develop this skill. Practice in writing give confidences and make writing easier.

Writing is the other way to communicate with other. There are many ways to communicate each other’s. One of them is using writing. We sometime use letter, email or short message to communicate with people around us. It makes our communication become easier, especially for long direction communication. In the academic writing, it will be different. Writing will be more challenging. You need to plane and compose effective message that require you to put the principle into practise. At first, you need to think and use them consciously. Later on you will master them and use them easily. Every writer should be able to produce a writer message that achieves two goals:

1. Your writing should have complete structure
2. Your writing should achieve its purpose quickly, clearly, and effectively.[[28]](#footnote-28)

A good writing is a text understandable by readers. Writing is one of substantial matter in learning English. If you want to write very well, you must see the writing process. In writing process, writing take place when a writer:

1. Chooses words
2. Assembles them into phrases
3. Connect the phrases to from sentences
4. Group the sentences into paragraphs
5. Organizes the paragraphs into a coherent message[[29]](#footnote-29).

In sum, a good writing is the text understandable and readable by readers. The readers will have the good experiences after they read the text. Some of them perhaps give their comment to the text meanwhile it is good or not. Finally, the good text always succeeds to inspire the readers.

1. **Process of writing**

To make a good writing, a writer has to know about the process of writing. It is important because understanding the process will help the writer to write well. Besides that, the good process will make the writing become good and structured as well as the structure.

In the process of writing, there are many experts who give different versions of the stage of the writing process. According to Martin H. Manser stated that there are four stages in writing process as follows[[30]](#footnote-30):

* 1. Thinking and Researching

The writers have to think and find the topics about what will be written in their writing.

* 1. Planning

Before starting writing, the writers have to prepare about what will be written. Then, they note the points that will be discussed.

* 1. Writing

In this process, the writers do the writing. They write their sentences and paragraphs about the topic that they have thought before. In their writing, the writer has to use the grammar as well as possible. So, they could give the good writing.

* 1. Revising

The Writing that has been created has to be reviewed whether the writing has been made appropriate and coherent. Revising will help the writers to find their mistakes and can help them to write well in the future. The revising also did by the readers by giving their comments and suggestions. Another reader’s reaction to a piece of writing helps the writers to make appropriate revisions.

1. **Kinds of Writing**

A writer’s style is a reflection of his or her personality, unique voice, and way of approaching the audience and readers. However, every piece writers write is for a specific purpose. For example, writers may want to explain how something works or persuade people to agree with their point of view. While there are as many writer's styles as there are writers, there are only four general purposes that lead someone to write a piece, and these are known as the four styles, or types of writing. George E. Wishon and Julia M. Burks divided writing in four forms of discourse; narration (telling or relating something), description (describing something), exposition (explaining or interpreting something), and argumentation (the form of writing to persuade or argue)[[31]](#footnote-31). Knowing all four different types and their usages is important for any writer. Here are the categories and their definitions:

1. **Narration**

A narration or narrative tells a story. Thomas S. Kane said in his book *the oxford essential guide to writing*, that “the subject of narration is a series of related events”[[32]](#footnote-32)There will usually be characters and dialogue. Source Narrative writing's main purpose is to tell a story. The author will create different characters and tell us what happens to them. Types of narration include novels, short stories, poetry, and biographies. Narrative text usually contained;

* A person tells a story or event.
* Has characters and dialogue.
* Has definite and logical beginnings, intervals, and endings.
* Often has situations like actions, motivational events, and disputes or conflicts with their eventual solutions.

1. **Description**

Descriptive writing focuses on communicating the details of a character, event, or place. Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. According to Barbara Fine Clouse, “description gives an important dimension to live because it moves emotions and expands experience”[[33]](#footnote-33). It can be poetic when the author takes the time to be very specific in his or her descriptions. Descriptive Writing usually used for poetry, journal or diary writing, nature writing, and descriptive passages in fiction.

Descriptive writing’ key points;

* It is often poetic in nature
* It describes places, people, events, situations, or locations in a highly-detailed manner.
* The author visualizes what he or she sees, hears, tastes, smells, and feels.

1. **Exposition**

Exposition or Expository writing explains or informs. It talks about a subject without giving opinions. Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. Exposition may be used to explain process, definition, analysis, and critics[[34]](#footnote-34). This is one of the most common types of writing. You always see it in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something. Exposition writing’ key points:

* Usually explains something in a process.
* Is often equipped with facts and figures.
* Is usually in a logical order and sequence.

1. **Argumentation**

Argumentation is used in persuading and convincing. It is closely related to exposition and it is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition[[35]](#footnote-35).

From the explanation above, we know that these are the four different types of writingthat are generally used. There are many sub-types of writing that may fall in any of those categories. A writer must know all these styles in order to identify the purpose of his or her own writing and make sure it's something the audience wants to read**.**

1. **The Scoring System Of Writing**

Arthur Hughes, in testing for language teachers, recommended analytic methods of scoring writing test through the following scale:

* 1. Grammar
  2. Vocabulary
  3. Mechanics
  4. Fluency (style and case of communication)
  5. Form (organization).[[36]](#footnote-36)

The analytic scale method of scoring by Hughes is supported by Sara Cushing Weigle, in Assessing Writing, who suggested analytic scoring created by Jacobs et al. rating scale includes five aspects of writing: content, organization, vocabulary, language use and mechanics. Sara summarized the different weight scores of the five aspect as follows:

“The five aspects are differently weight to emphasized first content (30 points) and next language use (25 points), with organization and mechanics receiving very little emphasize (5 points). This scale has been adopted by numerous college-level writing programs, and is accompanied by training materials and sample compositions so that users can fairly quickly learn to apply the scale. ”

Based on the description of scoring scale of authors above, it is relevant to use the analytic scoring to measure students’ writing ability. The rating scale will be useful to help writing assessor or teacher after giving writing task to students.

**CHAPTER III**

**THE RESEARCH METHODOLOGY**

1. **The Methodology of Research**

This research used case of study of qualitative research. It was to explain and to identify phenomena of research subject by collecting, identifying, describing, classifying, evaluating or correcting of language errors that made by students in their writing, especially in using gerund. Qualitative research involves the study use and collection of variety of empirical materials case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual text that describe routine and problematic moments and meaning in individual lives[[37]](#footnote-37).

The researcher would like to use the case study as the method to conduct the research. The case study would be the best method to use in this research because the purpose of this research was to describe and to analyse. According to David Nunan, case study generally utilizes a range of methods for collecting and analysing data, rather than being destructed to a single procedure[[38]](#footnote-38). The researcher thought that this method was suitable with the case that was discussed. It’s because this qualitative method could be used to identify and describe the error that the students made when they using gerund in their writing. However, the researcher not only used the qualitative data such library references but also real observation on the field. So, the data would represent the valid and reliable data.

1. **Setting of the Research**

This research was conducted at the second grade of Islamic senior high school (MA) Ar-Ridho Waringinkurung – Serang Banten. It is located on Jl. Keramatwatu-Waringinkurung, KM.3. The researcher chose this place because of some reasons; first, the researcher has observed this school especially in the second grade and found some problems in students’ learning English. One of them was about using and understanding gerund. Therefore, the researcher was interested to do a research here. Second, this school is in the strategic place and the researcher also know well of this school.

The research was held from the first week of August 2016 until the middle of the month. It was about 2 weeks.

1. **Respondents of the Research**

The respondents were the Second Grade Students of MA Ar-Ridho Waringinkurung. The researcher took the students of this class which consists of 24 students for this research.

1. **Technique of Data Collection**

Data is the most important thing in research. According to Martin, “data refers to the kind of information researchers obtain on the subjects of their research”.[[39]](#footnote-39) In this research, the researcher used two instruments, those are interview and test. According to Cresswell (1998) puts forward the first step in the process of data collection in qualitative research is to find people or places to explore and to get access and build rapport (good relationship).[[40]](#footnote-40)

1. Test

Test is a method of measuring a person’s ability, knowledge, or performance in given domain.[[41]](#footnote-41) While Arikunto, (1993: 123) said test is a set of questions, experiences, or other means used to measure the skill, knowledge, intelligence, achievement, or aptitude of an individual or group. In this research, the researcher gave the test to the students. In this research, the test was given to the students in one time. It’s because the researcher would like to know the ability among the students in understanding gerund. Besides that, the research would give more valid and accurate data. It is used because the researcher had to know the skill of among students in learning English, especially in the writing text using gerund.

1. Interview

Interview is one of the techniques to collecting data. The researcher made an interview to some students who had chosen as the representation of the second grade of Islamic senior high school (MA) Ar-Ridho Waringinkurung. The purpose of this technique was to know characteristic of the students in their learning and how the students’ ability on using gerund in their writing.

1. **The Technique of Data Analysing**

The technique which was used in analysing the data is qualitative. The data would be analysed by identifying and collecting the errors on student’s writing. The description of data collecting could help the technique of data analysing.

Techniques of data analysing that the researcher used were; the data of students’ errors are collected from the results of the students’ writing test. After that, the students’ errors are classified based on the error types. Then they are analysed. Although the research is a qualitative, the frequency and the proportions of the error are computed using a very simple statistic in other to give global map of the students’ error.

The error that discussed in this research was just in using and understanding gerund. A gerund is the “**–**ing**”** form of verb used as noun. A gerund is used in the same ways as a noun, i.e., as a subject or as an object[[42]](#footnote-42). For example: “**Playing** tennis is fun” and “we enjoy **playing** tennis”. **Playing** in these sentences was gerund. Gerund could be used as subject, Direct object, Complement and Object of a preposition[[43]](#footnote-43). These all theories were analysed in this research and applied to know the error that the students made when they learned it. From the data, the researcher attempted to verify the frequency of the students’ writing errors descriptively. Therefore, the formula used in this research as follow:

P = F x 100%

N

P = Percentage

F = Frequency of Errors

N = Total Number of Errors

**CHAPTER IV**

**THE RESULT OF THE RESEARCH**

* 1. **Finding**

In this research, the researcher used two instruments. Those are test and interview. The test was given to the students one time. It ordered the students to make a text about their hobby. The result of the students’ test would be analysed to get the data. The interview also done once. It was contain of five questions about English, writing, and especially about gerund. They were done to know how many types of error and what was the most occurred error done by students in the second grade of MA Ar-Ridho Warigninkurung. The research activity and its result would be explained in the following discussion.

1. **Students’ Test**

In this test, the researcher ordered the students to write a text which describe about their hobby. The students had to write this text based on their own hobby by their own words. The text was analysed to found the error that students made when they use gerund in their writing. It was done to know what error which they made on using gerund. The students’ writing result would be discussed in the following discussion.

1. Ahlan Firdaus

My name is ahlan firdaus, i **studying** in Ar-Ridho in class eleven. I **coming** from pamogoan village. My hobby is playing football. My activity every week is playing football together my friends. I very like **play** football because football is the activity more happy. My idol is leonell messi and club Barcelona FC.

1. Amalia

My name is Amalia. My hobby is **cook**. Because i wish to become **cooking** that famous and can made restaurant that good and famous. Later in that restaurant i think to make foods that to be in restaurant too.

1. Amriyah

My name is Amriyah. My hoby is cooking. **Cooked** is my favorite activity. Because with cooking i can understand method to make a food and the drink. If in home, i **helping** my mother in the kitchen to make a food and the drink. Because girl has to able cooking. If I cannot cook, how with my family presently and who will cook for my father and my husband presently. So I must can cook.

1. Dedi

My name is Dedi. I **coming** from tarikolot. My hobby are playing football and fishing. Every day, I **playing** football with my friends. My favourite football club is persija Jakarta. And I like fishing. I like fishing because fishing make happy.

1. Dewi Fitriyana

My name is Dewi fitriyana. My hobby is reading, because reading is one of manner to get knowledge. With **read**, we know about thing that not yet we know ever. I like reading novel. Because novel is comfortable.

1. Fadilah

My name is fadilah. My hobby is **read** a book. **Read** make us **becoming** smart and **increasing** our power to remember. I like **read** novel and Islamic story. It is usually **telling** about prophet and good example. It can help to improve my faith.

1. Fitriyatul Munawaroh

My name is Fitriyatul munawaroh. My hobby is Reading. **Read** is one of manner to get knowledge that more deepen, because reading also can improve speaking. Reading al-Quran is good then book and different. I like reading and writing also. It one of manner can **writing** well, neat, and nice.

1. Hikmayanti

My name is Hikmayanti. My nick name is hikmah. I **coming** from lampung. My hobby is **sing** and **read** al-Qur’an. Because **sing** can console and happy for me. And my other hobby is **read** al-Qur’an. Because except duty for all Moslem, by **read** Al-Qur’an can silent heart and soul.

1. Jefri Maulana

My name is Jefri Maulana. I have hobby. My hobby is **play** football. I very like **play** football because I **wishing** to become an idol and to become player football popular in the world. I **wishing** to become like my idol Leonel messi.

1. M. Hidayatullah

My name is dayat. I come from tarikolot. My hobby is playing football. Every day, I **playing** football with my friends. My favourite football **playing** is mesut ozil. My favourite club is arsenal FC. I always **watching** the match of arsenal. It is very good.

1. Maemunah

My name is Maemunah. I have many hobbies. But, my favourite is **sing** a song which funny. Although my voice less rather or falls, I’m happy in **sing**. I usually sing a song with my friends. **Sing** is very enjoyable. Every time empty, I usually fill up by **sing** with my friends.

1. Marjani

My name is Marjani. My hobby is **play** bike cycle. I always **writing** that my hobby is **play** bike cycle. **Playing** bike cycle is my hope. I will popular in the world. I **wishing** to become winner in bike cycle competition.

1. Nafisatun

My name is nafisatun. My address is kemayungan village. My hobby is various. But, hobby I very like is **immagination**. I like **immagine** about my life in the future. And i **hoping** to become princess like Cinderella.

1. Nurhalisah

My name is Nurhalisah. My nick name is lisah. My hobby is drawing and **music listening**. I like drawing because I wish to **becoming** popular painter. I usually **making** a cartoon picture. I like **music listening** because music is nice to be **listening**. In moment I am alone, I like **music listening** or drawing.

1. Nurlela

My name is Nurlela. My hobby is playing badminton and **travelling**. But, I am more happy with **travelling** than playing badminton because **travelling** make me happy and can make brain fresh. **Travelling** that I like is go to top of mountain because there situation cool and fresh and make body become more fresh and healthy.

1. Ojat Mahrojat

My name is Ojat. I have hobby. That is drawing. I like drawing something that positive. And I **wishing** my dream to become artist that popular in the world. Except that, my hobby is fishing. Every week I **am fishing** with my friend in the river.

1. Rian Iswandi

My name is Rian. My hobby is **football playing**. Every day, I **going** to field for **football playing** together my friends. I like **football playing** very much. My hobby make happy. I will be playing football. My team favourite is real Madrid. My **playing favourite** is CR7 because he is good in **football play**.

1. Ririn Apriliani

My name is ririn apriliani, my address is gullacir village. My hobby is singing. Besides that I happy in writing, reading, and other. My hobby begin from singing, writing, reading and other. I too happy sport, I too like **joke** and **laugh** with my friends. I always **joking** with my friends.

1. Safriyah

My name is Safriyah. My hobby is cooking and **swiming**. I am very happy **cooking** in house I always **cooking** nice for my family and I am very happy made cake for my family, I like cooking. That is my hobby.

1. Salamah

My name is salamah. My nick name is mamah. I come from tegal mangun village. I have many hobbies. One of my hobbies is **sing**. I like **sing** because **sing** make me felling not bored. Sometime, I sing with my friends in the class.

1. Salyadi

My name is salyadi. I have hobby that is **football playing**. Every day I **playing** football together friend. My idol is world football **playing** from team intermilan. He is Javier zanetty. Except that, I like **badminton playing**.

1. Umul Mu’minah

My name is umul mu’minah. I **living** in jambu village. I **studying** in class XI. I have hobby. That is singing. Near everyday I **singing**. My other hobby is reading. I like reading novel because that make me happy. I like also **read** book story about Cinderella, snow white, and also like that.

1. Uun Unayati

My name is uun unayati. My nick name is uun. I **coming** from gudang batu village. My hobby is very much. There are drawing, writing, **played** with friends, **music listening** and very much. But my favourite is **drawwing** because **drawwing** is unique and very pleasure for me.

1. Zuhrotun Nisah

My name is Nisah. My hobby are **read**, playing volley ball, playing table tennis, and **travelling**. I very like read a history book. Because every time I **reading** it, I always feel get new inspiration. In playing volley ball, except make my body healthy that also make my all problem lost. It same like when I **playing** table tennis. Finally, my favourite hobby is **travelling**. I always **travelling** with my friend. Sometime to the beach.

1. **Students’ interview**

In this interview, the researcher gave five questions to the students about their interesting of learning English, understanding in writing and understanding on gerund and its usage. A description of the students’ responses would be described in the following discussion.

The first question was “Do you like to study English? Why?” some students said that they liked to study English. There were 12 (50%) students who liked to study English, 4 student (16, 67%) disliked English and 8 (33, 33%) students were between like and dislike.

The second question was “Do you have any difficulties in learning English (actually in writing skill?” some students said that they had any difficulty in learning English. There were 16 (66, 67%) students who had the difficulties in learning English and 8 (33, 33%) students said that English was not too difficult.

The third question was “Do you know what is gerund? Explain!” some students knew and could explain it but it was not good enough. There were 12 (50%) students who could explain it and 12 (50%) students just knew the form of gerund.

The fourth question was “could you give example of gerund as subject, direct object, complement, object of preposition, and gerund as appositive?” in this question, the students could not answer completely. Their difficulties were in the usage of gerund as object of preposition and appositive. There were 8 (33, 33%) students could give 3 examples. 16 (66, 67%) students could give 2 examples.

The fifth question was “Do you have any difficulties in understanding gerund?” some students said that they could not understand the gerund well. It was because gerund (verb+ing) had many different rules to be made and also gerund had different functions and could be used in many different places. There were 8 (33, 33%) students who said that gerund was not too difficult, and 16 (66, 67%) students who thought that gerund was very difficult.

* 1. **Discussion**

In this section, the discussion based on two research question. The first research question was how many types of error did by students on using gerund in their writing? And the second was what is the most occurred error done by students on using gerund in their writing? Relating to the data, the answer of research questions would be explained in the following discussion.

* + 1. **Types of Students’ Error and Its Correction**

For answering the research question, the researcher describes each student’s errors on using gerund, classifies them and gives the correction of each student’s composition. The researcher divided each table in three column: the first column was the students’ original writing, the second column contained of the types of error that the students’ made and the last column was correction of students’ writing which was made by the researcher based on grammatical rules of gerund. The bold marks meant that the students made error in their text. Then, the students, text would be analysed on the following discussion.

1. Ahlan Firdaus

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is ahlan firdaus, I **studying** in Ar-Ridho in class eleven. I **coming** from pamogoan village. My hobby is playing football. My activity every week is playing football together my friends. I very like **play** football because football is the activity more happy. My idol is Leonel messi and club Barcelona FC. | Error of Addition  Error of Addition  Error of Omission | My name is ahlan firdaus, i **study** in Ar-Ridho in class eleven. I **come** from pamogoan village. My hobby is playing football. My activity every week is playing football together my friends. I very like **playing** football because football is the activity more happy. My idol is Leonel messi and club Barcelona FC. |

1. Amalia

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is Amalia. My hobby is **cook**. Because I wish to become **cooking** that famous and can made restaurant that good and famous. Later in that restaurant I think to make foods that to be in restaurant too. | Error of Omission    Error of Selection | My name is Amalia. My hobby is **cooking**. Because I wish to become **chef** that famous and can made restaurant that good and famous. Later in that restaurant I think to make foods that to be in restaurant too. |

1. Amriyah

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is Amriyah. My hobby is cooking. **Cooked** is my favourite activity. Because with cooking I can understand method to make a food and the drink. If in home, I **helping** my mother in the kitchen to make a food and the drink. Because girl has to able cooking. If I cannot cook, how with my family presently and who will cook for my father and my husband presently. So I must can cook. | Error of Selection  Error of Addition | My name is Amriyah. My hobby is cooking. **Cooking** is my favourite activity. Because with cooking I can understand method to make a food and the drink. If in home, I **help** my mother in the kitchen to make a food and the drink. Because girl has to able cooking. If I cannot cook, how with my family presently and who will cook for my father and my husband presently. So I must can cook. |

1. Dedi

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is Dedi. I **coming** from tarikolot. My hobby are playing football and fishing. Every day, I **playing** football with my friends. My favourite football club is persija Jakarta. And I like fishing. I like fishing because fishing make happy. | Error of Addition  Error of Addition | My name is Dedi. I **come** from tarikolot. My hobby are playing football and fishing. Every day, I **play** football with my friends. My favourite football club is persija Jakarta. And I like fishing. I like fishing because fishing make happy. |

1. Dewi Fitriyana

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is Dewi fitriyana. My hoby is reading, because reading is one of manner to get knowledge. With **read**, we know about thing that not yet we know ever. I like reading novel. Because novel is comfortable. | Error of Omission | My name is Dewi fitriyana. My hobby is reading, because reading is one of manner to get knowledge. With **reading**, we know about thing that not yet we know ever. I like reading novel. Because novel is comfortable. |

1. Fadilah

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is fadilah. My hobby is **read** a book. **Read** make us **becoming** smart and **increasing** our power to remember. I like **read** novel and Islamic story. It usually **telling** about prophet and good example. It can help to improve my faith. | Error of Omission  Error of Omission Error of Addition Error of Addition  Error of Omission  Error of Selection | My name is fadilah. My hobby is **reading** a book. **Reading** make us **become** smart and **increase** our power to remember. I like **reading** novel and Islamic story. It usually **tells** about prophet and good example. It can help to improve my faith. |

1. Fitriyatul Munawaroh

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is Fitriyatul munawaroh. My hobby is Reading. **Read** is one of manner to get knowledge that more deepen, because reading also can improve speaking. Reading al-Quran is good then book and different. I like reading and writing also. It one of manner can **writing** well, neat, and nice. | Error of Omission  Error of Addition | My name is Fitriyatul munawaroh. My hobby is Reading. **Read** is one of manner to get knowledge that more deepen, because reading also can improve speaking. Reading al-Quran is good then book and different. I like reading and writing also. It one of manner can **write** well, neat, and nice. |

1. Hikmayanti

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is Hikmayanti. My nick name is hikmah. I **coming** from lampung. My hobby is **sing** and **read** al-Qur’an. Because **sing** can console and happy for me. And my other hobby is **read** al-Qur’an. Because except duty for all moslem, by **read** Al-Qur’an can silent heart and soul. | Error of Addition  Error of Omission  Error of Omission  Error of Omission  Error of Omission  Error of Omission | My name is Hikmayanti. My nick name is hikmah. I **come** from lampung. My hobby is **singing** and **reading** al-Qur’an. Because **singing** can console and happy for me. And my other hobby is **reading** al-Qur’an. Because except duty for all moslem, by **read** Al-Qur’an can silent heart and soul. |

1. Jefri Maulana

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is Jefri Maulana. I have hobby. My hobby is **play** football. I very like **play** football because I **wishing** to become an idol and to become player football popular in the world. I **wishing** to become like my idol Leonel messi. | Error of Omission  Error of Omission  Error of Addition  Error of Addition | My name is Jafri Maulana. I have hobby. My hobby is **playing** football. I very like **play** football because I **wish** to become an idol and to become player football popular in the world. I **wishing** to become like my idol Leonel messi. |

1. M. Hidayatullah

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is dayat. I come from tarikolot. My hobby is playing football. Every day, I **playing** football with my friends. My favourite football **playing** is mesut ozil. My favourite club is arsenal FC. I always **watching** the match of arsenal. It is very good. | Error of Addition  Error of Selection  Error of Addition | My name is dayat. I come from tarikolot. My hobby is playing football. Every day, I **play** football with my friends. My favourite football **player** is mesut ozil. My favourite club is arsenal FC. I always **watch** the match of arsenal. It is very good. |

1. Maemunah

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is Maemunah. I have many hobbies. But, my favourite is **sing** a song which funny. Although my voice less rather or falls, I’m happy in **sing**. I usually sing a song with my friends. **Sing** is very enjoyable. Every time empty, I usually fill up by **sing** with my friends. | Error of Omission  Error of Omission  Error of Omission  Error of Omission | My name is Maemunah. I have many hobbies. But, my favourite is **singing** a song which funny. Although my voice less rather or falls, I’m happy in **singing**. I usually sing a song with my friends. **Sing** is very enjoyable. Every time empty, I usually fill up by **sing** with my friends. |

1. Marjani

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is Marjani. My hobby is **play** bike cycle. I always **writing** that my hobby is **play** bike cycle. **Playing** bike cycle is my hope. I will popular in the world. I **wishing** to become winner in bike cycle competition. | Error of Omission  Error of Addition Error of Omission  Error of Selection  Error of Addition | My name is Marjani. My hobby is **playing** bike cycle. I always **write** that my hobby is **playing** bike cycle. **Player** bike cycle is my hope. I will popular in the world. I **wish** to become winner in bike cycle competition. |

1. Nafisatun

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is nafisatun. My address is kemayungan village. My hobby is various. But, hobby I very like is **imagination**. I like **imagine** about my life in the future. And I **hoping** to become princess like Cinderella. | Error of Selection  Error of Omission  Error of Addition | My name is nafisatun. My address is kemayungan village. My hobby is various. But, hobby I very like is **imagining**. I like **imagining** about my life in the future. And I **hope** to become princess like Cinderella. |

1. Nurhalisah

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is Nurhalisah. My nick name is lisah. My hobby is drawing and **music listening**. I like drawing because I wish to **becoming** popular painter. I usually **making** a cartoon picture. I like **music listening** because music is nice to be **listening**. In moment I am alone, I like **music listening** or drawing. | Error of Ordering  Error of Addition  Error of Addition  Error of Ordering  Error of Selection    Error of Ordering | My name is Nurhalisah. My nick name is lisah. My hobby is drawing and **listening music**. I like drawing because I wish to **become** popular painter. I usually **make** a cartoon picture. I like **listening to music** because music is nice to be **listened**. In moment I am alone, I like **listening to music** or drawing. |

1. Nurlela

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is Nurlela. My hobby is playing badminton and **travelling**. But, I am more happy with **travelling** than playing badminton because **travelling** make me happy and can make brain fresh. **Travelling** that I like is go to top of mountain because there situation cool and fresh and make body become more fresh and healthy. | Error of Addition  Error of Addition  Error of Addition  Error of Addition | My name is Nurlela. My hobby is playing badminton and **traveling**. But, I am more happy with **traveling** than playing badminton because **traveling** make me happy and can make brain fresh. **Traveling** that I like is go to top of mountain because there situation cool and fresh and make body become more fresh and healthy. |

1. Ojat Mahrojat

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is Ojat. I have hobby. That is drawing. I like drawing something that positive. And I **wishing** my dream to become artist that popular in the world. Except that, my hobby is fishing. Every week I **am fishing** with my friend in the river. | Error of Addition  Error of Addition | My name is Ojat. I have hobby. That is drawing. I like drawing something that positive. And I **wish** my dream to become artist that popular in the world. Except that, my hobby is fishing. Every week I **fishing** with my friend in the river. |

1. Rian Iswandi

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is Rian. My hobby is **football playing**. Every day, I **going** to field for **football playing** together my friends. I like **football playing** very much. My hobby make happy. I will be playing football. My team favourite is real Madrid. My **playing favourite** is CR7 because he is good in **football play**. | Error of Ordering  Error of Addition  Error of Ordering  Error of Ordering  Error of Selection  Error of Ordering  Error of Ordering  Error of Omission | My name is Rian. My hobby is **playing football**. Every day, I **go** to field for **playing football** together my friends. I like **playing football** very much. My hobby make happy. I will be playing football. My team favourite is real Madrid. My **favourite player** is CR7 because he is good in **football play**. |

1. Ririn Apriliani

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is ririn apriliani, my address is gullacir village. My hobby is singing. Besides that I happy in writing, reading, and other. My hobby begin from singing, writing, reading and other. I too happy sport, I too like **joke** and **laugh** with my friends. I always **joking** with my friends. | Error of Omission  Error of Omission  Error of Addition | My name is ririn apriliani, my address is gullacir village. My hobby is singing. Besides that I happy in writing, reading, and other. My hobby begin from singing, writing, reading and other. I too happy sport, I too like **joking** and **laughing** with my friends. I always **joke** with my friends. |

1. Safriyah

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is Safriyah. My hobby is cooking and **swiming**. I am very happy **cooking** in house I always **cooking** nice for my family and I am very happy made cake for my family, I like cooking. That is my hobby. | Error of Omission  Error of Addition  Error of Addition | My name is Safriyah. My hobby is cooking and **swimming**. I am very happy **cook** in house I always **cook** nice for my family and I am very happy made cake for my family, I like cooking. That is my hobby. |

1. Salamah

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is salamah. My nick name is mamah. I come from tegal mangun village. I have many hobbies. One of my hobbies is **sing**. I like **sing** because **sing** make me felling not bored. Sometime, I sing with my friends in the class. | Error of Omission  Error of Omission | My name is salamah. My nick name is mamah. I come from tegal mangun village. I have many hobbies. One of my hobbies is **singing**. I like **singing** because **sing** make me felling not bored. Sometime, I sing with my friends in the class. |

1. Salyadi

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is salyadi. I have hobby that is **football playing**. Every day I **playing** football together friend. My idol is world football **playing** from team intermilan. He is Javier zanetty. Except that, I like **badminton playing**. | Error of Ordering  Error of Addition  Error of Selection  Error of Ordering | My name is salyadi. I have hobby that is **playing football**. Every day I **play** football together friend. My idol is world football **player** from team intermilan. He is Javier zanetty. Except that, I like **playing badminton**. |

1. Umul Mu’minah

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is umul mu’minah. I **living** in jambu village. I **studying** in class XI. I have hobby. That is singing. Near everyday I **singing**. My other hobby is reading. I like reading novel because that make me happy. I like also **read** book story about Cinderella, snow white, and also like that. | Error of Addition  Error of Addition  Error of Addition  Error of Omission | My name is umul mu’minah. I **live** in jambu village. I **study** in class XI. I have hobby. That is singing. Near everyday I **sing**. My other hobby is reading. I like reading novel because that make me happy. I like also **reading** book story about Cinderella, snow white, and also like that. |

1. Uun Unayati

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is uun unayati. My nick name is uun. I **coming** from gudang batu village. My hobby is very much. There are drawing, writing, **played** with friends, **music listening** and very much. But my favourite is **drawwing** because **drawwing** is unique and very pleasure for me. | Error of Addition  Error of Selection  Error of Ordering  Error of Addition  Error of Addition | My name is uun unayati. My nick name is uun. I **come** from gudang batu village. My hobby is very much. There are drawing, writing, **playing** with friends, **listening music** and very much. But my favourite is **drawing** because **drawing** is unique and very pleasure for me. |

1. Zuhrotun Nisah

|  |  |  |
| --- | --- | --- |
| **Students’ Writing** | **Type of error** | **The Correction** |
| My name is Nisah. My hobby are **read**, playing volley ball, playing table tennis, and **travelling**. I very like read a history book. Because every time I **reading** it, I always feel get new inspiration. In playing volley ball, except make my body healthy that also make my all problem lost. It same like when I **playing** table tennis. Finally, my favourite hobby is **travelling**. I always **travelling** with my friend. Sometime to the beach. | Error of Omission  Error of Addition  Error of Addition  Error of Addition  Error of Addition  Error of Addition | My name is Nisah. My hobby are **reading**, playing volley ball, playing table tennis, and **traveling**. I very like read a history book. Because every time I **read** it, I always feel get new inspiration. In playing volley ball, except make my body healthy that also make my all problem lost. It same like when I **play** table tennis. Finally, my favourite hobby is **traveling**. I always **traveling** with my friend. Sometime to the beach. |

Based on the table above, the researcher got that the types of students’ error on using gerund in their writing were four. They were error of omission, error of addition, error of selection, and error of ordering. That was linear with the Corder’s statement (1973) who classifies errors in terms of the difference between the learner's utterance and the reconstructed version and proposes four different categories; error of omission, error of addition, error of selection and error of ordering. The explanation would be showed below:

1. **Error of omission**

Error of omission occurs where some elements are omitted while it should be present. Omission is the opposite of addition. The learners should use gerund (verb+ing) but, they not use it in their sentence. Example:

* I like **play** football.

It is wrong because that is not good sentence. **Play** is a verb, so it cannot be the object. It must be a gerund (playing). So the sentence must be “I like **playing** football”.

* **Runing** is my hobby.

This sentence wrong because the gerund is lack of “n”. The word running must have double “n”. So the sentence must be “**Running** is my Hobby”.

1. **Error of Addition**

Addition is the opposite of omission. Addition is the presence of an item that must not appear in the writing text. In addition, the learners add the utterance which is not needed in a sentence, or the learners add some unnecessary element. For example:

* I **playing** football every day.

The students should not use gerund in this sentence. Gerund (playing) cannot be a verb in this sentence. It must be “I **play** football everyday”.

1. **Error of Selection**

This error is made by the learners where the learners choose the wrong items in the right place. Different from omission where the items are not supplied at all, in errors of selection, the learners supplies something even though that is incorrect. For example:

* I like **player** football.

That sentence is incorrect because the word **player** is not suitable in this sentence. It must be **playing** football and the gerund here used as the direct object. So the sentence would be “I like **playing** football”

1. **Error of Ordering**

Error of ordering is the error where the items presented are correct but wrongly sequenced. For example:

* I like football **playing**.

This sentence is wrong because the gerund (playing) is not in the right place. It must be “I like **playing** football”

After collecting and analysing the result of students’ error on using gerund in their writing, the researcher could interpret that students’ ability in writing, especially on using gerund is still low. It could be seen that many incorrect sentence constructions occurred in students’ text. There were 90 errors that students made. Evenly, every student made 3, 75 errors in this research. Those were occurred when the students used gerund in their writing.

From data that researcher got in this research, the students still confused about how to use gerund and when the gerund used in the sentence. A gerund is the “**–**ing**”** form of verb used as noun. A gerund is used in the same ways as a noun, i.e., as a subject or as an object[[44]](#footnote-44). But sometimes, the students made error when they combined verb with the suffix “-ing”. They less on knowledge about how to spelling gerund. That occurred because there were many rules of combining verb and the suffix “–ing”. It was proved in their test, when the students wrote the word “swiming” while the correct word was “swimming” with double “m”.

Besides that, some students did not know the function or the usage of gerund. So, they did not know when the gerund was used. However, Betty Schrampfer Azar in her book “***Understanding and Using English Grammar third edition”*** said that Gerund can be used as subject, Direct object, Complement and Object of a preposition[[45]](#footnote-45). Because the students did not know this rule, they sometimes did not use gerund where as it must be used. On the other hand, they used gerund where as it must not be used. Finally, it caused the error occurred.

* + 1. **The Frequency of Error**

After collecting the data and classifying the students’ errors, the researcher found that many errors occurred in this research done by students. In the discussion before, it has been mentioned that about ninety errors occurred. But, that was not explained clearly about what was the most occurred error and what was the least occurred error in students writing. On the discussion above, it has gave information of the total errors and the average of students’ errors.

The researcher used graphic of students’ error to describe it easily. This graphic contained of frequency and types of error that students made. So, it would give the information about what was the most occurred error and how many times the error done by students on using gerund in their writing.

**Graphic 4. 1**

**The Most Occurred Error Done by Students**

Based on the graphic above, it could be seen that total of errors done by students were 60 times. Then, it would be the divider to considered percentage of error which done by students. Based on data, the researcher concluded that types of error the most occurred in this research was error of addition. It was occurred in 40 times (44, 44%). While error of selection became the least occurred because, there were only 10 times (11, 11%). Some students made this error in this research. Besides that, error of omission became the second error with 29 times (32, 22%) occurred. Then, they were followed by error of ordering in the third place with 11 times (12, 22%) occurred.

According to the data, the researcher found that the result of this research was against with the previous research done by Ade Tantowie (092300745) with the title ***The Analysis of Students’ Errors in Writing Possessive Adjective on Descriptive Text***. In his result of the research, he found that the most occurred error was misordering or error of ordering which occurred in 57 (58, 7%) times. While in this research, the researcher found that the most occurred error was error of addition with 40 (44, 44%) times occurred.

Besides that, the researcher also found the students’ weakness in writing English, especially on using gerund. The students asked about gerund and its example in the interview, but just some of them could answer it well. It could be seen from the result of interview that there were 12 (50%) students who could explain about gerund and 12 (50%) students just knew the form. There were 8 (33, 33%) students who said that gerund was not too difficult, and 16 (66, 67%) students who thought that gerund was very difficult. Finally, the students made some errors because they did not understand what they had to be written.

Based on data above, the researcher conclude that the result of interview and students’ ability and knowledge were linear. Some students didn’t well in grammar, especially on using gerund. It showed their weakness in understanding English writing. Students’ low of knowledge caused low ability. Consequently, the students made some errors. Then, the errors always occurred in their writing, especially on using gerund.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

* 1. **CONCLUSION**

In the teaching learning process, there were many students did some errors in their writing, especially on using gerund. Then, it stimulated the researcher to do this research. The research conducted in the second grade of MA Ar-Ridho Waringinkurung. After conducted the research of the students’ errors on using gerund, the researcher concluded the discussions as follow:

* + 1. Students’ understanding on using gerund in their writing was under the average. There were 12 (50%) students who could explain about gerund and 12 (50%) students just knew the form. Besides that, there were 8 (33, 33%) students could give good example of gerund and 16 (66, 67%) students could not do it.
    2. The types of students’ error on using gerund in their writing were four. They were error of omission, error of addition, error of selection, and error of ordering. Some of them occurred in their writing frequently.
    3. The types of error most occurred in this research was error of addition. It was occurred in 40 times (44, 44%). While error of selection became the least occurred because, there were only 10 times (11, 11%). Some students made this error in this research. Besides that, error of omission became the second error with 29 times (32, 22%) occurred. Then, they were followed by error of ordering in the third place with 11 times (12, 22%) occurred.
  1. **SUGGESTION**

In the end of this research, the researcher would like to give some suggestions as follow:

* For the teacher

The teacher should master the method of teaching language, not only in oral but also in written. Teacher could improve the students’ grammar, especially in understanding gerund, gave the explanation about how to spelling gerund and its usage. So that the students’ error on using gerund in their writing could be decreased. Besides that, the good motivation was also important to improve their interest in learning English.

* For the students

The students should have motivation to learning English. The four skill of English were the important that had to be understood by them. One of them was writing. In this case was about understanding gerund. They had to be more serious in learning and study hard to improve their English. Then their error could be decreased.

* For the next researcher

To the next researcher, especially the student of state institute for Islamic student of English department who would conduct the research about error analysis on the usage of gerund should be more focus and proactive in conducting the research to give better contribution to English education.

**BIBLIOGRAFI**

Azar schrampfer Betty. *Understanding and Using English Grammar third edition*, New York : Pearson Education, 1999.

Azar Schrampfer Betty. *Foundamental of English Grammar Third Edition With Answer Keys*. (New York: Azzar Associates, 1992.

Brown, Douglas, *Language Assessment Principles and Classroom Practices,* America: Library of Congress Cataloging-in-Publication Data, 2004.

Deborah B. Schaffer, John W. Perkins, *Language Files, Materials for an introduction to language & linguistic, Seven Edition*, Department of Linguistic: The Ohio State University, 1998.

Douglas, Brown***,*** *Principle of Language Learning*. New York: Longman. 2000.

Elfnet, *Spelling of Verb+Ing*, http://www. eflnet.com /tutorials/ spellinging. php. Acessed on September 23, 2016

Ellis, Rod, *The Study of Second Language Acquisition****,***2nd Edition*,* New York: Oxford University press: 2008.

Ellis Rod and Gary Barkhuizen. *Analysing Learner Language*, New York: Oxford University Press, 2005.

Frank, Marcella. *Modern English****:*** *A Practical Reference Guide Prentice-Hall, Inc,* 1972.

Fine Clause Barbara, *The Student Writer*, New York: McGraw-Hill, 2004.

George E. Wishon and Julia M. Burk. *Let’s Write English Revised Edition,* New York: Litton Educational Publishing International, 1980.

Gloria L. Naqiyya. *Gradded Grammar for pesantren Learners*. Yogyakarta: Spirit for Education and Development, 2009.

Harmer, Jeremy. *How to teach English*. *New edition*, England: Person Education Limited, 2007.

Hughes Arthur, *Testing For Language Teachers*, New York : Cambridge University Press, 1941.

James, Carl.*Errors in Language Learning and Use*: Exploring Error Analysis. London and New York Addison Wesley Longman Inc, 1998.

J, Martin Lincoln, *The Basic Educational Research****.***, Nebraska: Buros University of Nebraska, 1999.

Kam Chuan Aik. *Dictionary of grammar and usage*, Singapore: Person Education Asia, 1992.

Keith Johnson***,*** *Language Teaching and Skill Learning and Teaching*, New Jersey: Prentice hall, 1994.

Lynne, Patricia, *Coming to A Theory of Terms Writing Assessment*, Logan: Utah State University Press, 2004.

Manser, Martin H.. *Fact on File Guide to Good Writing*, New York: An Inprint of Infobase Publishing, 2006.

Marianne Celce, Murcia, *Teaching English as Second or Foreign Language 3th edition****,*** Heinle and Heinle publisher: 2001.

Marianne Celce, Murcia, Diane Larsen-freeman. *The Grammar Book An Esl/Efl teacher’s course*, second edition.

Nunan , David, *Second Language Teaching and Learning*. Boston: Heinle & Heinle publisher 1999.

Oshima, A. & Hogue, A**.** *Introduction to Academic Writing* 2nd Edition. New York: Addison Wesley Longman, Inc, 1997

Patricia Byrd and Beverly Benson. *Applied English Grammar*. New York: Heinle, a part of thomson learning, 2001

Rahayu Acep Ujang, Joko priyatno. *How to Make an Academic Writing****.*** Bandung, 2014.

Richards, Jack C***,*** *Error Analysis: Perspectives on Second Language Acquisition*. London: longman, 1974.

Richard Nordquist, *Subject (Grammar)*, http:// grammar. about.com /od/rs/g/subject.htm. Acessed on Saturday, 10 0f August 2016.

Suparman, Ujang. *Qualitative research for language teaching and learning*, 2009.

Susan M. Gass. *Second Language Acquisition: An introductory Course*, New York: Routledge. 2008.

Thomas S. Kane, *The Oxford Essential guide to writing****.*** New York: The Barley publishing group, 2004.

1. David Nunan, *Second Language Teaching and Learning*. (Boston: Heinle & Heinle publisher 1999). 18 [↑](#footnote-ref-1)
2. Deborah B. Schaffer, John W. Perkins, *Language Files, Materials for an introduction to language & linguistic, Seven Edition*, (Department of Linguistic: The Ohio State University, 1998), 6 [↑](#footnote-ref-2)
3. Acep Unang Rahayu, Jokopriyatno. *How to make an academic writing*. (Bandung: 2014) [↑](#footnote-ref-3)
4. Marianne Celce, Murcia, *Teaching English as Second or Foreign Language****,*** *3th ed*ition, (Heinle and Heinle publisher, 2001), 205. [↑](#footnote-ref-4)
5. George E. Wishon and Julia M. Burks, *Let’s Write English*, (New york: Litton Educational Publishing, 1980) [↑](#footnote-ref-5)
6. H. Douglas Brown, *Principle of Language Learning and Teaching* (New York: Prentice Hall, 1987), 164. [↑](#footnote-ref-6)
7. Jeremy Harmer. *How to teach English*. *New edition* (England: Person Education Limited, 2007), 96 [↑](#footnote-ref-7)
8. Carl James. *Errors in Language Learning and Use: Exploring Error Analysis.* (London and New York Addison Wesley Longman Inc, 1998), 83 [↑](#footnote-ref-8)
9. Keith Johnson***,*** *Language Teaching and Skill Learning and Teaching*. (New Jersey: Prentice hall, 1994), 164 [↑](#footnote-ref-9)
10. Keith Johnson***,*** *Language Teaching and Skill Learning and Teaching*.(New Jersey: Prentice hall, 1994), 122 [↑](#footnote-ref-10)
11. Rod Ellis and Gary Barkhuizen. *Analysing Learner Language*. (New York: Oxford University Press, 2005 ), 61 [↑](#footnote-ref-11)
12. Rod Ellis, *The Study of Second Language Acquisition, 2nd Edition,* (New York: Oxford University Press, 2008), 52. [↑](#footnote-ref-12)
13. Susan M. Gass. *Second Language Acquisition: An introductory Course*. (New York: Routledge. 2008), 102 [↑](#footnote-ref-13)
14. Carl James. *A guide in language learning and use. Exploring error analysis*. (London and New York addition wesley longman inc, 1998), 1 [↑](#footnote-ref-14)
15. Azar schrampfer Betty. *Understanding and Using English Grammar third edition*. (New York : Pearson Education, 1999), 297 [↑](#footnote-ref-15)
16. Patricia Byrd and Beverly Benson. *Applied English Grammar*. (New York: Heinle, a part of thomson learning, 2001), 368 [↑](#footnote-ref-16)
17. George E. Wishon and Julia M. Burk. *Let’s Write English Revised Edition.* (New York: Litton Educational Publishing International, 1980), 268 [↑](#footnote-ref-17)
18. Elfnet, *Spelling of Verb+Ing*, http://www. eflnet.com /tutorials/ spellinging. php. Acessed on September 23, 2016 [↑](#footnote-ref-18)
19. Gloria L. Naqiyya. *Gradded Grammar for pesantren Learners*. (Yogyakarta: Spirit for Education and Development, 2009), 7 [↑](#footnote-ref-19)
20. Gloria L. Naqiyya. *Gradded Grammar for pesantren Learners*. (Yogyakarta: Spirit for Education and Development, 2009), 7 [↑](#footnote-ref-20)
21. Richard Nordquist, *Subject (Grammar)*, http:// grammar. about.com /od/rs/g/subject.htm. Acessed on Saturday, 10 0f August 2016. [↑](#footnote-ref-21)
22. George E. Wishon and Julia M. Burk. *Let’s Write English Revised Edition.* (New York: Litton Educational Publishing International. 1980), 269 [↑](#footnote-ref-22)
23. Betty Schrampfer Azar. *Foundamental of English Grammar Third Edition With Answer Keys*. (New York: Azzar Associates, 1992), 381 [↑](#footnote-ref-23)
24. Three Watson. *Writing* (New York: Saddle back Educational Publishing, 2000), 5 [↑](#footnote-ref-24)
25. Dr. Acep Ujang Rahayu, Drs. Joko Priyanto. *How to Make an Accademic Writing*, (Bandung, 2016), 6 [↑](#footnote-ref-25)
26. Dr. Acep Ujang Rahayu, Drs. Joko Priyanto. *How to Make an Accademic Writing*, (Bandung, 2016), 7 [↑](#footnote-ref-26)
27. Oshima and Hogue, *Introduction to Academic Writing*, 2nd Edition (New York: Addison Wesley Longman, Inc), 2 [↑](#footnote-ref-27)
28. Dr. Acep Ujang Rahayu, Drs. Joko Priyanto. *How to Make an Accademic Writing*, (Bandung, 2016), 6 [↑](#footnote-ref-28)
29. Dr. Acep Ujang Rahayu, Drs. Joko Priyanto. *How to Make an Accademic Writing*, (Bandung, 2016), 14 [↑](#footnote-ref-29)
30. Martin H.Manser. *Fact on File Guide to Good Writing*. (New York: An Inprint of Infobase Publishing, 2006), 4 [↑](#footnote-ref-30)
31. George E. Wishon and Julia M. Burks, *Let’s Write English*, (New york: Litton Educational Publishing, 1980), 337-338 [↑](#footnote-ref-31)
32. Thomas S. Kane, *The Oxford Essential Guide To Writing*, (New York: Barkley Books, 2000), 7 [↑](#footnote-ref-32)
33. Barbara Fine Clause, *The Student Writer*, (New York: McGraw-Hill, 2004), 142 [↑](#footnote-ref-33)
34. George E. Wishon and Julia M. Burks, *Let’s Write English*, (New york: Litton Educational Publishing, 1980), 382 [↑](#footnote-ref-34)
35. George E. Wishon and Julia M. Burks, *Let’s Write English*, (New york: Litton Educational Publishing, 1980), 383 [↑](#footnote-ref-35)
36. Arthur Hughes, *Testing For Language Teachers*, (New York : Cambridge University Press, 1941), 40 [↑](#footnote-ref-36)
37. Ujang Suparman. *Qualitative Research for Language Teaching and Learning*. (Bandung, 2009), 24 [↑](#footnote-ref-37)
38. David Nunan, *Research method in Language Leraning*, (New York, Cambridge University Press, 1992), 74 [↑](#footnote-ref-38)
39. Martin. J. Lincoln, *The Basic Educational Research.*, (Nebraska: Buros University of Nebraska, 1999), 22 [↑](#footnote-ref-39)
40. Martin. J. Lincoln, *The Basic Educational Research.*, (Nebraska: Buros University of Nebraska, 1999), 60 [↑](#footnote-ref-40)
41. Douglas Brown, *Language Assessment Principles and Classroom Practices,* (America: Library of Congress Cataloging-in-Publication Data, 2004), 3 [↑](#footnote-ref-41)
42. Azar schrampfer Betty. *Understanding and Using English Grammar third edition*. (USA : Pearson Education. 1999) [↑](#footnote-ref-42)
43. Azar schrampfer Betty. *Understanding and Using English Grammar third edition*. (USA : Pearson Education. 1999) [↑](#footnote-ref-43)
44. Azar schrampfer Betty. *Understanding and Using English Grammar third edition*. (USA : Pearson Education. 1999), 297 [↑](#footnote-ref-44)
45. Azar schrampfer Betty. *Understanding and Using English Grammar third edition*. (USA : Pearson Education. 1999), 297 [↑](#footnote-ref-45)