

AN ANALYSIS OF FOURTH SEMESTER STUDENTS' ERRORS IN USING GERUND

I Gusti Ngurah Bagus Yoga Widiadnya
Fakultas Pendidikan Bahasa dan Seni, IKIP Saraswati
Yogawidiadnya16@gmail.com

ABSTRACT

This research aims to identify the errors in using gerund who committed by the students, The subject of this research was the students at the fourth semester of English Education Study Program, Faculty of Language and Arts Education, IKIP Saraswati in Tabanan. In this research qualitative was the method in analyzing and describing the data, then used random sampling technique in taking the samples, and some techniques also were delivered in order to get the data, as: *English test*, used gerund as the instrument in testing the students' ability, as: subject of a sentence, object of a preposition, after a possessive, and gerund used after the certain verbs. The result of this research has found the types of error: misformation, addition, and omission .

Keywords: *Error Analysis and Gerund.*

ANALISIS KESALAHAN MAHASISWA SEMESTER EMPAT DALAM PENGGUNAAN GERUND

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi kesalahan penggunaan gerund yang dilakukan oleh mahasiswa, Subjek penelitian ini adalah mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP Saraswati di Tabanan. Dalam penelitian ini, metode kualitatif digunakan dalam menganalisis dan mendeskripsikan data, kemudian menggunakan teknik pengambilan sampel acak, dan beberapa teknik juga digunakan untuk mendapatkan data, seperti: tes bahasa Inggris, menggunakan gerund sebagai instrumen dalam menguji kemampuan siswa, seperti: subjek kalimat, objek preposisi, setelah posesif, dan gerund yang digunakan setelah kata kerja tertentu. Hasil penelitian ini menemukan jenis kesalahan: misformation, addition, dan omission.

Kata Kunci: *Analisis Kesalahan dan Gerund.*

INTRODUCTION

As human beings, a language is very significant needed as a vehicle in term of doing communication everyday. As Richards & Schmidt, (2000:283) stated language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances. Brown & Yule, (1983:1-

2) stated the function of language serves in the expression of 'content' we will describe as transactional, and that function involved in expressing social relations and personal attitudes we will describe as interactional. And the value in using of language to transmit information is well embedded in our cultural mythology. And Allen, (2013:257) clarified language is a system of words used by a particular nation or people.

In the smaller scope a language is used by the people in a country whose members are used the same language, and in the wider scope a language is used as the international lingua franca. Nowadays, there are several languages that are popular to be used all over the world, as; Chinese, Spanish, French, Arabic, Germanic, Japanese and English. But among those languages, English is mostly popular to be used as the international lingua franca. As Harmer, (2001:1) stated although English is not the language with the largest number of native or 'first' language speakers, it has become a lingua franca. Richards & Schmidt, (2000:309) stated the lingua franca could be an internationally used language of communication (e.g. English). And Greenbaum, (1996:3) clarified English is the majority first language in the twenty three countries. It is an official language or a join official language in about fifty other countries, where it is used in addition to the indigenous first languages for a variety of public and personal functions. Huddleston & Pullum, (2005:1) stated English is probably the most widely used language in the world, with around 400 millions native speakers and a similiar number of bilingual speakers in several dozen partially English-speaking countries, and hundreds of millions more users in other countries where English is widely known and used in business, government or media. In this modern era, it is very significant for learning English, because it is used in government, business, technology development and education. As Greenbaum, (1996:3) clarified as an official second language English is used in a variety of public functions: in government, in the law courts, in broadcasting, in the press and in education.

In Indonesia, English is very significant

to be learned. In order to be mastered in English, the students must be mastered in speaking, writing, reading and listening. To use those skills correctly, the students must be understood; vocabulary, grammar, and pronunciation. In this research, the important aspect is the case study of students' English grammar. As Lipson, (2005:100) stated case studies are detailed investigations of individual events, actors and relationships. They develop in-dept data on a single event, or actor, or the most a few of them. They used the data to explore complex relationships, generate hypotheses, and test theories, to see how the actors understand their own situation, or to explain outcomes. This research only concerns with the case study of students' English grammar. Grammar is the system of rules of a language that can be given an important pattern in using that language both in written and spoken. As Allen, in *Student's Dictionary* (2013:442) clarified grammar is the study of words and rules for their information and their relationships to each other in the sentences or the rules for using the words of a language correctly. According to Eunson, (2011:6) stated grammar is a system of rules that reveals and structures meaning in language and is made up of two things: *syntax* and *morphology*. Huddleston and Pullum, (2005:1) stated grammar deals with form of sentences and smaller units: clauses, phrases, and words.

Based on the statement above, it can be concluded that grammar is the rules of the words in using a language, which purpose is to make that language more structural in it's using. To be master in English grammar, the students must be mastered in using present continues, past participle, infinitive, and gerund. Past participle form is *ed* or *t*,

infinitive form is *to*, present continues form is *ing* and gerund form is *ing*. From those grammar forms, one of the important skill to be mastered in English grammar is gerund. Gerund is a noun which transformed from a verb by adding *ing* form. According to Wood, (2007) mentioned gerund is same as the participle in its forms, while the participle is always used adjectively, the gerund is always substantively. Based on the statement above, it can be inferred that a noun which is transformed from a verb by adding *-ing* form its called “gerund”.

The Fourth semester students of English Language Study Program, the Faculty of Language and Arts Education still have difficulties in using gerund, as researcher detects the students’ errors. Based on the problem of the study above, the researcher decided to identify the types of students’ error in using gerund.

RESEARCH METHOD

This research used qualitative method which aimed for describing and analazing the students’ errors that obtained through a test. Qualitative method is used to investigate the students’ errors, then analyze those errors whom students made. As Creswell, (2012:16) stated a qualitative research study is needed to explore the phenomenon from the perspective of distance education students. Unquestionably, using sign language in such courses is complex and may not have been examined in the prior literature. A central phenomenon is the key concept, idea, or process studied in qualitative research. Kothari, (1990:3) stated qualitative research is specially important in the behavioral sciences where the aim is to discover the underlying motives of human behaviour.

Through such research we can analyze the various factors which motivate people to behave in a particular manner or which make people like or dislike particular thing. On this research used random sampling technique in taking the sample. According to Teddie and Yu, (2007:79) as cited in *Journal of Methods Research* defined random sampling occurs when each sampling unit in a clearly defined population has an equal chance of being included in the sample.

RESULTS AND DISCUSSION

In this part the researcher discussed the types of error in using gerund who committed by the students.

Omission

Omission errors were characterized by the absense of an item that must appear in a well formed utterance. This research has found some of the omission errors in using gerund, as follows:

1. **Skimg* down a steep mountain slope is hard. The word of *skimg* was not written completely, so the correct form had to double the letter of *i* as “*Skiing* down a steep mountain slope is hard”.
2. *I couldn’t understand his not *wantin* to go. The word of *wantin* was incorrect cause it was not written completely, so the correct form had to add the letter of *g* as “I couldn’t understand his not *wanting* to go”.
3. *My uncle has heard Dodi’s *wining* in that competition. The word of *wining* was incorrect cause it was not completely written by the students, and the correct form had to double the letter of *n* as “My uncle has heard Dodi’s *winning* in that competition”.

4. *She recollected *meting* her grandmother before she pass away two years ago. The word of *meting* was not written completely, so the correct form had to double the letter of *e* as “She recollected *meeting* her grandmother before she pass away two years ago”.
5. *I have no excuse *fo being* late. The preposition *fo* was not completely written by the students, so the correct form had to add the letter of *r* as “I have no excuse *for being* late”.

Addition

Addition errors were characterized by the presence of an item which must not appear in a well formed utterance. This research has found some of the addition errors in using gerund, as follows:

1. **Sikiing* down a steep mountain slope is hard. The word of *sikiing* was incorrect, the correct form was drop the letter of *i* as “*Skiing* down a steep mountain slope is hard”.
2. *Mr. Lee complained about our *comeing* to class late. The word of *comeing* was incorrect, the correct form was drop the letter of *e* as “Mr. Lee complained about our *coming* to class late”.
3. *Would you mind *closeing* the door for me? The word of *closeing* was incorrect, the correct form was drop the letter of *e* as “Would you mind *closing* the door for me?”
4. *He worries about *takeing* Chiness course. The word of *takeing* was incorrect, the correct form was drop the letter of *e* as “He worries about *taking* Chiness course.”
5. **Smokeing* is a bad habit. The word of *smokeing* was incorrect, the correct form was drop the letter of *e* as “*Smoking* is a bad habit”.
6. *I hate *makeing* mistakes in my research. The word of *makeing* was incorrect, the correct form was drop the letter of *e* as “I hate *making* mistakes in my research”.

Misformation

Misformation errors were characterized by the use wrong form of the morpheme or structure. This research has found some of the misformation errors in using gerund, as follows:

1. **Skys* down a steep mountain slope is hard. The word of *skys* was incorrect, the correct form had to change it into *ing* form as “*Skiing* down a steep mountain slope is hard”.
2. *Mr. Lee complained about our *caming* to class late. The word of *caming* was incorrect, the correct form used the letter of *o* instead of *a* as “Mr. Lee complained about our *coming* to class late”.
3. *I couldn’t understand his not *wanted* to go. The word of *wanted* was incorrect, the correct form had to change it into *ing* form as “I couldn’t understand his not *wanting* to go”.
4. *Would you mind *closed* the door for me? The word of *closed* was incorrect, the correct form must be changed it into *ing* form as “Would you mind *closing* the door for me?”
5. *I have no excuse *to being* late. In this case *to* was inappropriate preposition, the correct preposition was *for* instead of *to* as “I have no excuse *for being* late”.
6. *You are capable *to doing* better work. *to* was inappropriate preposition, the correct form was *of* instead of *to* as “You are capable *of doing* better work”.
7. *John is not interested *to looking* for a new

job. *to* was inappropriate preposition, the correct form used preposition *in* instead of *to* as “John is not interested *in looking* for a new job”.

Overgeneralization

Overgeneralization errors arise when the learner created a deviant structure on the basis of other structures in the target language. This research has found out some of the overgeneralization errors in using gerund who committed by the students, as follows:

1. **Skiings* down a mountain slope is hard. The word of *skiings* was incorrect, and the correct form had to drop the letter of *s* as “*Skiing* down a mountain slope is hard”.
2. *Mr. Lee complained about our *comeing* to class late. The word of *comeing* was incorrect, and the correct form was drop the letter of *e* as “Mr. Lee complained about our *coming* to class late”.
3. *Would you mind *closeing* the door for me? The word of *closeing* was incorrect, and the correct form was drop the letter of *e* as “Would you mind *closing* the door for me?”
4. *He worries about *takeing* Chinese course. The word of *takeing* was incorrect, the correct form was drop the letter of *e* as “He worries about *taking* Chinese course”.
5. **Smokeing* is a bad habit. The word of *smokeing* was incorrect, the correct form was drop the letter of *e* as “*Smoking* is a bad habit”.
6. *I hate *makeing* mistakes in my research. The word of *makeing* was incorrect, the correct form was drop the letter of *e* as “I hate *making* mistakes in my research”.

Incomplete Application of Rules

Incomplete application of rules involved

a failure to fully develop a structure. On this research has found out some of the errors of incomplete application of rules in using gerund, as follows:

1. **Sking* down a steep mountain slope is hard. The word of *sking* was not completely written, the correct form had to double the letter of *i* as “*Skiing* down a steep mountain slope is hard”.
2. *I couldn't understand his not *wantin* to go. The word of *wantin* was not completely written, so the correct form had to add the letter of *g* as “I couldn't understand his not *wanting* to go”.
3. *My uncle has heard Dodi's *wining* in that competition. The word of *wining* was not completely written, the correct form had to double the letter of *n* as “My uncle has heard Dodi's *winning* in that competition”.
4. *She recollected *meting* her grandmother before she pass away two years ago. The word of *meting* was not completely written, the correct form had to double the letter of *e* as “She recollected *meeting* her grandmother before she pass away two years ago”.
5. *I have no *excuse fo being* late. The preposition *fo* was not completely written, the correct form had to add the letter of *r* as “I have no *excuse for being* late”.

Ignorance of Rule Restrictions

Ignorance of rule restrictions involved the application of rules to contexts where they do not apply. Based on this research, the researcher has found out some of the ignorance of rule restrictions' errors in using gerund, as follows:

1. **Skying* down a steep mountain slope is hard. In this case the word of *skying* was

incorrect, the correct form was double the letter of *i* instead of *y* as “*Skiing* down a steep mountain slope is hard”.

2. *Mr. Lee complained about our *caming* to class late. The word of *caming* was incorrect, the correct form was use the letter of *o* instead of *a* as “Mr. Lee complained about our *coming* to class late”.
3. *I have no *excuse to being* late. The appropriate preposition in this case was *for* instead of *to*, so the correct form was “I have no *excuse for being* late”.
4. *You are *capable for doing* better work. The appropriate preposition in this case was *of* instead of *for*, so the correct form was “You are *capable of doing* better work”.
5. *John is not *interested of looking* for a new job. The appropriate preposition in this case was *in* instead of *of*, so the correct form was “John is not *interested in looking* for a new job”.

CONCLUSION

After discussed the data, it could be drawn the conclusion that there were some errors found in the types of error (omission, addition, and misformation). There were some errors found in the sources of error (overgeneralization, incomplete application of rules, and Ignorance of rule restrictions). Therefore, it is very significant for the students to learn more about the forms in using gerund, then they can be mastered the English grammar both in speaking and writing.

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