



AN ERROR ANALYSIS ON THE USE OF GERUND AMONG THE SECOND YEAR STUDENTS OF ENGLISH DEPARTMENT OF UNIVERSITAS NEGERI PADANG

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Abstract

This research aimed to find out the types of error and causes of error on using gerund among the second year students of English Department of Universitas Negeri Padang. This research is descriptive qualitative research. The sample of this research is 39 students selected using simple random sampling. The instrument used in this research was test. The test was divided into two part; completion test and translation test. The students were given 15 questions for completion test and 20 questions for translation test. The research data were students' answer sheet. Based on the data analysis, it was found that the total error is 291 errors. Most errors were misformation with the total number (125 errors/ 43%), second place was omission error (110 errors/ 38%) and the last was addition error (56 errors/ 19%). Meanwhile, misordering error was not found in this study. Then, it was also found the causes of error. The most causes of error was ignorance of rules restriction with the total number 125. Based on the results, it can be concluded that the students still experience great difficulties in using gerund.

Key words: error, error analysis, gerund

A. INTRODUCTION

As widely known, grammar is the most important part in both of writing and speaking because the students learn how to construct the utterance correctly. Larsen- Freeman in Mahdi (2018), grammar is a set of rules and systems for sentences control, without these rules a sentence of clear and explicit meaning cannot be formed. Grammar also has many components, one of them is gerund. Some problems occur when students learn grammar, especially in learning gerund.

Gerund is a verb ending in *-ing* that is used as a noun, either as a subject, object or complement. According to Pyle (2001: 72) says that a gerund is a verb + *ing* that is used a noun or a part of noun phrase. Then, in learning gerund, there are classified the type of gerunds. The classification the types of gerund according the experts are different. Based on Izzan and Mahfuaddin (2011: 116), the types of

gerund divided into eleven parts, those are; 1) gerund as a subject, 2) after prepositions, 3) after possession words, 4) after certain adjectives, 5) as apposition, 6) as complement, 7) after certain phrases, 8) after certain verbs, 9) after passive verbs, 10) after the certain verbs with possession words, 11) after the certain words but it should together with the object.

Then, based on the researcher's interview with several students in English Department of UNP, some problems cause the students make errors in using gerund. Firstly, the students think that they can communicate well without using gerund. Secondly, students are lack of knowledge of the rules on adding *-ing* to the verb when forming gerund. Thirdly, the students have tendency to think about *-ing* form in gerund is a tense of present continuous. According to Wishon and Burks (1980: 268) notice that gerund has the same form as the present continuous. However, it functions differently in the same sentence. So, the students always get deceiving of *-ing* form in English. The last, the students are often confused in distinguishing the form of gerund because it has many types. For example: gerund as subject, direct object, subjective complement, after preposition, after possessive, adjective negative 'no' and noun compound.

Based on the problems that have been stated before, we can assume that the students' problem in using gerund is they feel complicated to use gerund itself. It is because they ignore gerund in grammar so it makes them difficult to use gerund. To help students to avoid error in gerund is learning more about gerund and also use it correctly, meanwhile they feel difficult and even can not use the gerund correctly.

Error occurs because the learner does not know what the correct one is. Then, error can not be self-corrected and it is repeatedly happened. Meanwhile, error analysis is a method use to know what the errors are appear in the learner language then determine whether those errors are systematic and explain what caused them. To analyze error, Brown (2000) believe that analyzing the students' errors deal with observing, analyzing and classifying that have the purpose to reveal something. Ellis (2008) also states that to analyze error, there are four procedures; identifying error, describing error, explaining error and error evaluation. The error will be analyzed by using surface strategy taxonomy introduced by Dulay, Burt and Krashen (1982). Surface strategy taxonomy is classified into four errors; omission, addition, misformation and misordering.

Omission error is characterized by the absence of an item that must appear in a well-formed utterance in spoken and written form. On the contrary, addition error is characterized by the presence of an item, which must not appear in a well-formed utterance in spoken sentence in written form. Meanwhile, misformation error is characterized by the use of the wrong form of morpheme or structure. The last error, misordering error is characterized by incorrect placement of morpheme or group of morphemes in an utterance in spoken or sentence in written form.

There are some previous research that use error analysis in gerund test. The previous research done by Arjati (2007), Mariyadi (2013) and Nurmawaddah (2015). The findings of these present studies revealed that the students produced all forms of errors in their test.

Based on background above, the writer is interesting in analyzing error in using gerund made by the second year students of English Department at Universitas Negeri Padang.

B. RESEARCH METHOD

This research conducts by using qualitative descriptive design. According to Dornyei, zoltan (2007, p.38) “qualitative research is concerned with subjective opinions, experiences, and feelings of individuals and this explicit goal of research is to explore the participants’ views of the situation being studied”. The method was intended to describe exactly a phenomenon or problem that researcher observed. It means that the writer identified the students’ errors in using gerund. In this way, the researcher collected the data from the test made by the students and identified the errors based on surface strategy taxonomy in order to conclude the result. Population of this research was all the second year students of English Department students of Universitas Negeri Padang which consist of 5 classes of English Education and 3 classes of Non-Education with the total 253 students. The sample taken by *simple random sampling*. According to Arikunto (2002: 112) if the total of the population less than 100 people, it is better to take all of them. However, if the population is more than 100 people, it can be taken between 10%-15% and 20%-25%. From this explanation, the researcher takes the sample 15% to each class. So, the sample of the study was 39 students of English Department student 2018.

In this research, the writer used test as research instrument. The test was divided into two parts. The first part is the students were given completion test that has 15 questions. And the second part is the students were asked to translate test that has 20 questions. The writer analyzed error in using gerund based on surface strategy taxonomy. In order to collect the data, the researcher asked the students to do the completing test and translating test in 60 minutes. After finishing the test, the researcher collected the students answer sheets. Next, their answer sheets were analyzed by the researcher in order to know the type of error and the cause of error in their task. The data analysis was started after all students’ test collected. Then, the researcher identified the errors. The researcher read the students’ answer test and underline the errors. after identifying the errors made by students based on Surface Strategy Taxonomy, the researcher calculated the percentage of errors made according to the Dulay’s Surface Strategy Taxonomy.

C. RESULT AND DISCUSSION

1. Research Finding

Data analysis showed that there are four categories of errors commonly made by students. The types of error were analyzed by using Dulay's theory, the surface strategy taxonomy which consists of four types of errors; omission, addition, misformation and misordering error.

After analyzing the students' answer sheet, the researcher got the result of the students' test in using gerund.

Table 1
The Percentage of types error

Types of Error					
	Omission	Addition	Misformation	Misordering	
Total	110	56	125	-	291
Percentage	38%	19%	43%	-	100%

- a. The percentage of Students' Error in Omission

Table 2
The Percentage of Student's error in Omission

Type of error	Indicators	Frequency	Percentage
Omission	Omission of 'ing'	110	100%

From the table, The writer found 110 omission error or 38% out the whole errors.

The following examples are errors of omission made by the students`

1. *and the American Academy of Pediatrics recommends #not permit children to watch more than one to two hours per day” (student's 9)*

In this sentence, the students did not add –ing. The correct sentences should be *and the American Academy of Pediatrics recommends not permitting children watch more than one to two hours per day*”

2. *“the most important thing you must do today is #clean the classroom”* (student’s 3)

In this sentence, the student ommit the verb ing. The correct sentence should be *“the most important thing you must do today is cleaning the classroom”*

- b. The Percentage of Students’ Error in Addition

Table 3
The Percentage of Students’ error in Additon

Type of error	Indicators	Frequency	Percentage
Addition	Addition of ‘ed’	37	64%
	Addition of ‘s’	19	32%
	Total	56	100%

From this research, it was found that addition error became the lowest percentage students’ error in using gerund. The writer found 56 addition errors or 20% out the whole error.

The following examples are errors of addition made by students’

1. *“they may also become fearful of #interacted with other people”* (student’s 21)

In this sentence, the student add ‘ed’. The correct sentence should be *“they may also become fearful of interacting with other people”*

2. *“violence creates anger, and instead of #hears the commercials...”* (student’s 20)

In this sentence, the student add ‘s’. The correct sentence should be *“violence creates anger, and instead of hearing the commercials...”*

c. The Percentage of Students' Error in Misformation

Table 4

The Percentage of Students' error in Misformation

Type of error	Indicators	Frequency	Percentage
Misformation	Misformation of past irregular verb	21	17%
	Misformation of to infinitive	104	83%
	Total	125	100%

From this research, it was found that misformation error became the highest percentage students' error in using gerund. The writer found 125 misformation errors or 42% out the whole error.

The following examples are errors of addition made by students'

1. *"it's hard to understand why the entertainment industry resists #made changes"* (student's 26)

In this sentence, the student make error form in past irregular verb. The correct sentence should be *"it's hard to understand why the entertainment industry resists making changes"*

2. *"Simone and Michael discuss #to go to Tahiti on their honeymoon, but they had very different opinions"* (student's 13)

In this sentence, the student make error form in to infinitive. The correct sentence should be *Simone and Michael discuss going to Tahiti on their honeymoon, but they had very different opinions"*

3. *"Raisa #sang with all her heart last night"* (student's 14)

In this sentence, the student make error in using past irregular verb. The correct sentence should be *Raisa's singing with all her heart last night"*

d. The percentage of each Cause of Error

Table 5**The Percentage of each Cause of Error**

Cause of Errors	Frequency	Percentage
Interlingual Error	0	0%
Intralingual Error	291	100%
Communication Strategy Based Error	0	0%
Induced Error	0	0%
Total	295	100%

As seen on the chart, there is one type of cause found in students' test in using gerund. It was intralingual error. Meanwhile, interlingual error, communication strategy based error and induced error were not found in students' test in using gerund. There were 291 errors in this study. From the result of calculating, intralingual error became the only causes of error in students' test in using gerund with the total number of occurrence was 291. It is caused by intralingual errors resulting from the target language itself rather than language transfer. For the example, the students used the irregular verb for gerund in the sentence made by **student's 23** "*it's hard to understand why the entertainment industry resists #made changes*" instead of "*it's hard to understand why the entertainment industry resists making changes*".

e. The percentage of Cause of Error in Intralingual

Table 6**The Percentage of Cause of Error in Intralingual**

Cause of error	Indicators	Frequency	Percentage
Intralingual Error	Overgeneralization	58	20%
	Ignore of rule restriction	125	42%
	Incomplete application of rules	112	38%
Total		295	100%

Based on the table, it clearly seen that there were 291 causes of error found in students' test in using gerund. 56 (19%) errors found as overgeneralization, 125 (43%) errors found as ignorance of rule application and 110 (38%) errors found as incomplete application of rules.

2. Discussion

1. Analysis of Students' Errors

The findings of the study showed that the type of error in using gerund were: (1) omission (38%), (2) addition (19%) and (3) misformation (43%). The study revealed that the most frequent type of error in using gerund made by the second year students of English Department of UNP on their gerund test was misformation with the occurrence 125 errors and the percentage 43%. Misformation could be happened when the students chose the wrong form of structure of morpheme and word in spoken or sentence in written form. (Dulay, Burt and Krashen, 1982, p.158). The possible of error was intralingual error. It indicated that the students learn some of target language, so they apply same form in verb and verb *-ing* (gerund). For example, *"the security officer insisted on our #leave the building before further outburst took place"* instead of *"the security officer insisted on our leaving the building before further outburst took place."*

Then, there was found one cause of error found in students' test in using gerund; intralingual error. Meanwhile, interlingual error, communication strategy based error and induced error were not found in students' test in using gerund. Based on the result of calculating, intralingual become the only one frequent cause of error on students in using gerund with the total number of occurrence 291. In this study, intralingual was divided into four types; overgeneralization, ignore of rule restriction, incomplete application of rules and false concepts hypothesized. Ignore of rule restriction became the highest cause of error in this research with the total number 125 errors (43%).

Intralingual become the only cause of error. it was caused by interference from the student's own language for committing errors. Students may make mistake in the target language, since they do not know the target language very well, they have difficulties in using it. Richard (1974: 6) states that intralingual interference refers to items produced by learner, which reflect not the structure of mother tongue, but generalization based on partial exposure of the target language. Then, Brown (2002) also states that intralingual error are the main cause of error made by the second language learners.

Based on the research findings, the findings of this research was difference with the research that conducted by Nurmawaddah (2014). She found that gerund

as direct object of certain verbs was dominant error in using gerund. But, she did not mention about the most dominant type of error in her research.

But, this research is almost same with the research conducted by Mariyadi (2013). He found that the most dominant error on the kinds of error was misinformation error 44%. In the other hand, He showed that gerund as direct object became the most dominant error with the total percentage 36,5%. Meanwhile the researcher in this study did not show the cause of error in the gerund.

Then, It was also different with the research that conducted by Arjati (2007). She classified gerund into six types. Then she found the most dominant error was gerund in negative adjective ‘no’ which occurred 129. And her research showed that the most dominant cause of error was false concept hypothesized.

D. CONCLUSION AND SUGGESTIONS

Almots all of the students of the second year of English Department in Universitas Negeri Padang made error in using gerund. most of the students do not understand how to use and apply the gerund in a sentence. The result of all test showed that the comprehensible of the gerund of second year students of English Department is poor.

Then, the research findings showed that total of students errors are 291 errors that consist of 110 (38%) errors in omission, 56 (19%) errors in addition and 125 (43%) errors in misformation. Moreover, the research findings also revealed that errors on gerund were caused by overgeneralization (56 errors or 20%), ignorance of rule restrictions (125 errors or 43%) and incomplete application of rules (110 errors or 38%).

So, based on the explanation above, it can be concluded that the most dominant type of error was misformation and the highest cause of error was ignorance or rule restrictions.

Based on the conclusion above, the writer suggests that the students, teacher and lecturers discuss all types of gerund and how to use gerund properly. Then, the writer wants to suggest other researchers conduct further error analysis in using gerund.

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