



Error analysis in using gerunds and infinitives among English Education Students at Universitas Negeri Padang

Agung Rizqilla Sendra¹, Yati Aisyah Rani²

^{1,2} Universitas Negeri Padang, Indonesia

Correspondence Email: agung.rizqilla@gmail.com

Article History

Submitted: 2025-10-27

Accepted: 2025-11-05

Published: 2025-12-01

Keywords:

error analysis, gerunds, infinitives, misformation, grammatical errors

Abstract

Grammar plays a crucial role in English learning as it helps students construct accurate sentences. Among various grammatical components, gerunds and infinitives are particularly challenging. A preliminary observation showed that 69.2% of students who had completed the Intermediate Grammar course considered these topics difficult to master. This research aims to analyze the types and dominant type of errors made by fifth-semester English Education students at Universitas Negeri Padang in using gerunds and infinitives. The study used a descriptive design with a translation test consisting of 24 items. Students' answers were analyzed using Dulay et al.'s (1982) Surface Strategy Taxonomy, which includes omission, addition, misformation, and misordering. The analysis found 123 total errors. Misformation was the most dominant (89 errors or 72.35%), followed by omission (19 errors or 15.44%), misordering (11 errors or 8.94%), and addition (4 errors or 3.25%). These findings indicate that students still struggle to select the correct form between gerunds and infinitives, showing limited understanding of verb patterns and grammatical structures.

©2025 This article is published by Departemen Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Sendra, A. R. & Rani, Y. A. (2025). Error analysis in using gerunds and infinitives among English Education Students at Universitas Negeri Padang. *Journal of English Language Teaching*, Vol. 14(4), 456-468, <https://doi.org/10.24036/jelt.v14i4.136201>

INTRODUCTION

Grammar is an important element in the process of learning English as a foreign language. It provides learners to form meaningful and accurate sentences, allowing them to communicate their ideas effectively and appropriately. Without grammar, language use would be disorganized and could lead to misunderstandings.

According to William (2005), Grammar is an essential component of English language. It is the formal study of the structure of a language's structure, explaining how words are combined to form meaningful expressions.

In the context of English learning, grammar competence becomes a crucial foundation for all four language skills: listening, speaking, reading, and writing. Among these, writing particularly demands a high level of grammatical accuracy, as it requires learners to consciously apply the correct rules of syntax, morphology, and word form. Brown (2001) explains that grammatical competence is one of the components of communicative competence, which involves the knowledge of how to form grammatically correct sentences. Students with poor grammatical competence may produce inaccurate sentences that can change or obscure the intended meaning. Thus, grammar is not merely a set of prescriptive rules but a functional system that supports meaningful communication in both spoken and written forms.

At the English education study program of Universitas Negeri Padang, grammar is a core subject that supports the development of students' overall language proficiency. As future English teachers, students are expected not only to master the language but also to understand how to teach it effectively to others. This includes having a solid grasp of grammar, which forms the foundation for teaching reading, writing, speaking, and listening skills. Without a proper understanding of grammar, it would be difficult for pre-service teachers to explain sentence structures, identify errors, or guide their students toward correct language use.

Grammar is integrated into several courses in the English education curriculum, they are Basic Grammar, Intermediate Grammar, Advanced Grammar, Grammar for TOEFL, and Functional Grammar. This research focuses on the Intermediate Grammar course which students who are no longer beginners but not yet advanced in their use of English (Eastwood, 2020). Intermediate Grammar is a course that helps students deepen their understanding of English grammar beyond the basic level. It focuses on more detailed structures and grammar functions needed for clear and effective communication. This course equips students with intermediate grammar knowledge, covering parts of speech, continuous and perfect tenses, perfect continuous forms, gerunds and infinitives, passive voice, and sentence types including simple, compound, and parallel structures. Students will develop accuracy and fluency in listening, speaking, reading, and writing for various purposes. They will analyze texts using lexicogrammatical knowledge, demonstrate collaboration and communication skills, and be able to identify and apply complex grammar structures effectively.

One of the grammatical topics that often causes confusion among English learners is the use of gerunds and infinitives. Gerunds, which are the -ing forms of verbs functioning as nouns, and infinitives, which are the base forms of verbs preceded by "to," are frequently used in English after certain verbs, adjectives, and prepositions. Although these forms may seem simple, their usage often depends on specific verb patterns, fixed expressions, and syntactic rules that learners must memorize and internalize. According to Azar (2002), the use of gerunds and infinitives is a common source of difficulty for learners because certain verbs can be followed by either form, sometimes with a change in meaning (e.g., stop doing vs.

stop to do). This complexity often leads to errors in sentence construction among learners of English as a foreign language.

Based on the researcher's preliminary observation, most students in the English Education Department at Universitas Negeri Padang experienced difficulties when dealing with gerunds and infinitives. A questionnaire distributed to fifth-semester students who had completed the Intermediate Grammar course revealed that 69.2% of respondents found this topic challenging. The students stated that they were often confused about which form to use after particular verbs or adjectives, such as enjoy doing or decide to do. Moreover, some students tended to rely on direct translation from Indonesian to English, resulting in grammatical inaccuracies. This finding indicates that even students who have already taken several grammar courses still struggle with applying the correct rules for gerunds and infinitives, especially in writing tasks. Therefore, this topic remains an essential area of study for understanding the types of errors students make and the aspects of grammar they find most challenging.

Errors made by language learners are not merely signs of failure but valuable indicators of their learning process. Dulay, et. al (1982) argue that errors are an inevitable part of second language acquisition, reflecting the learners' current stage of interlanguage development. By analyzing the types of errors, teachers and researchers can gain insights into learners' understanding of the target language and the specific areas that need improvement. Richards (1974) also supports this idea by stating that error analysis provides evidence of how language is learned and what strategies learners use when they attempt to communicate using the target language. In the context of this study, identifying the types of errors in using gerunds and infinitives can help teachers design more effective grammar instruction and provide targeted feedback to address students' weaknesses.

Several studies have been conducted to investigate students' difficulties and errors in using gerunds and infinitives. As (2017), in "An Error Analysis on the Use of Gerund in Writing," conducted with fifth-semester English Department students at Muhammadiyah University of Makassar, used a descriptive method with completion and translation tests. The study found omission (36%), addition (4%), misformation (53%), and misordering (7%) errors, with misformation as the most dominant.

Frithamawati and Setiawan (2022), in "The Use of Gerund and Infinitive in Students' Recount Text," analyzed 60 students from the third to fifth semesters at the School of Foreign Language in Bekasi. Using a qualitative descriptive approach, they found that misformation was the most frequent error, especially after specific verbs and expressions. Wijaya (2024), in "Identifying Gerunds and Infinitives by Indonesian EFL Learners: An Error Analysis," investigated eleventh-grade students at SMKS Bintan Insani using a descriptive quantitative design. The study recorded 386 total errors, with misformation being the most common (51.81%), showing difficulty in selecting correct verb patterns.

Similarly, Helen and Fitrawati (2020), in "An Error Analysis on the Use of Gerund among the Second-Year Students of English Department of Universitas Negeri Padang," employed a qualitative descriptive method using completion and translation tests and found 291 total errors.

Lastly, Nasution (2018), in “The Students’ Ability in Gerund Mastery at the Fifth Semester of English Education Department in IAIN Padangsidempuan,” found that students made a total error rate of 49.5%, indicating a significant gap in their understanding of gerunds and infinitives.

Although previous studies have provided valuable insights into students’ errors, most of them focus on identifying the types and frequency of errors without highlighting individual variations or performance differences among students with different proficiency levels. In many cases, the results only show which error types are dominant but do not explain how these errors appear among students with varying academic achievements. Therefore, there is still a research gap concerning the detailed description of analyzing and describing the types and dominant types of errors and how students with higher and lower grammar proficiency differ in the kinds of errors they produce when using gerunds and infinitives made by fifth semester English Education students at Universitas Negeri Padang in using gerunds and infinitives. The findings of this study are expected to help educators, researchers, and curriculum designers enhance grammar instruction by focusing on the areas where students most frequently encounter difficulties. Exploring these variations could give a more comprehensive understanding of students’ grammatical competence and the common patterns of difficulties they experience in using these forms correctly.

Considering the importance of grammar mastery for English Education students, it is essential to investigate their specific challenges in using gerunds and infinitives. This investigation can serve as an indicator of how well they understand English verb patterns and can also provide information about the effectiveness of grammar instruction they have mastered. According to Norrish (1983), language errors are systematic deviations that occur when learners have not yet mastered the rules of the target language. In other words, consistent grammatical errors reveal the gap between what students know and what they can accurately produce. Thus, analyzing these errors not only describes learners’ weaknesses but also helps to measure their grammatical development and progress in mastering English structures.

Error analysis, as proposed by Dulay et al. (1982), provides a systematic way to classify and interpret learners’ errors. It categorizes errors into four types: omission, addition, misformation, and misordering. Omission errors occur when a necessary element is left out; addition errors occur when unnecessary items are inserted; misformation errors occur when incorrect forms are used; and misordering errors occur when the sequence of elements is incorrect. By applying this taxonomy, researchers can determine not only the quantity but also the nature of errors made by learners. This approach enables teachers to identify the specific linguistic areas that require reinforcement and to design teaching strategies that address students’ recurrent mistakes.

In the context of the present study, analyzing students’ errors in using gerunds and infinitives is highly relevant because these forms are frequently used in both academic and daily English communication. Errors in using them can distort meaning and reduce the clarity of expression. Moreover, since English Education students are future teachers, understanding their grammatical competence is essential to ensure that they can provide accurate instruction to their own students later.

Accordingly, the specific objectives of this research are: (1) To identify and describe the types of errors made by fifth-semester English Education students at Universitas Negeri Padang in using gerunds and infinitives; and (2) To find out the dominant type of error made by the students in using gerunds and infinitives. The findings are expected to provide valuable insights into students' grammatical competence, helping educators to design more effective teaching strategies and materials for grammar instruction. Furthermore, the results could serve as a reference for future researchers in conducting similar studies related to students' grammatical difficulties, and contribute to improving the overall quality of English language education in university settings.

METHOD

This research used a descriptive design. According to Loeb et al. (2017), descriptive research aims to describe a phenomenon or characteristics of a particular population or subject accurately and systematically. It does not focus on determining cause-and-effect relationships but rather on providing an overview of what exists at a given time. Therefore, this research was intended to describe the types and dominant types of errors made by fifth semester English Education students at Universitas Negeri Padang in using gerunds and infinitives.

The population of this research was all fifth-semester English Education students at Universitas Negeri Padang. The researcher chose fifth semester students because they had already studied gerunds and infinitives in the Intermediate Grammar course. The sample consisted of 24 students selected using purposive sampling, as they were considered capable of representing the population and providing relevant data for the study.

The instrument used in this research was a translation test consisting of 24 items. Each item required the students to translate Indonesian sentences into English by correctly applying gerunds and infinitives. The test was designed to measure students' understanding and ability to use gerunds and infinitives accurately.

The data were analyzed using Dulay et, al (1982) Surface Strategy Taxonomy, which classifies language errors into four types: omission, addition, misformation, and misordering. The researcher identified, classified, and calculated each error based on these categories to determine which type was the most dominant. The results were then presented in the form of frequency and percentage to describe students' performance and the overall tendency of errors made in using gerunds and infinitives.

RESULTS AND DISCUSSION

Research Finding

a) Types of Errors are Made by Students

Name	Errors				Total Item-correct	Total Score	Grade
	Omission	Addition	Misformation	Misordering			
DNV	-	-	1	-	23	96	A
ANS	1	1	6	1	15	64	C
HAM	-	-	5	-	19	80	B
BP	-	2	3	-	19	80	B

GA	-	1	5	1	18	72	C
AS	-	1	1	1	21	88	A
FKA	-	1	5	1	18	72	B
GF	-	1	2	-	21	88	A
AFZ	1	-	7	-	18	72	C
DLS	1	3	4	4	12	52	D
FNW	-	1	3	-	20	84	B
ARP	-	-	3	-	21	98	A
HAA	-	1	2	-	21	88	A
A	-	1	-	-	23	96	A
H	1	1	7	-	15	64	C
HDA	-	1	6	-	17	72	C
HNA	-	1	2	1	20	84	B
DOM	-	-	2	-	22	92	A
FA	-	-	1	-	23	96	A
AN	-	-	2	-	22	92	A
CN	-	1	9	2	12	52	D
BCR	-	1	3	-	20	84	B
EAA	-	-	9	-	15	64	C
ER	-	1	1	-	22	92	A
TOTAL	4	19	89	11			
TOTAL ERRORS			123				

Table 1. Types of Errors

The following subsections present detailed descriptive accounts of each error type identified in the students' translation test responses.

a. Addition

Addition errors occur when learners insert an extra morpheme, word, or phrase that is not required by the target grammar (Dulay et al., 1982). There are 13 errors of Addition made by the students. As an example, a student made one error of addition on his answer:

- Student's answer : It is important for us to **be** eat healthy food

- Correct answer : It is important for us to eat healthy food

Explanation:

The addition error occurs because of the unnecessary use of "be" before the infinitive "eat." In the structure "It is important for someone to + verb", the infinitive should appear without "be." The extra word "be" makes the verb phrase grammatically incorrect.

Another example is from the other student who made one error of addition:

- Student's answer : She warned us **to** not to park here

- Correct answer : She warned us not to park here

Explanation:

The addition error occurs because the student inserted an extra “to” after the negative marker “not.” The correct form of a negative infinitive is “not to + verb.” Therefore, the structure “to not to park” contains one unnecessary “to.” The last example is from the other student who made one error of addition:

- Student’s answer : this soup is too hot to **be** eat
- Correct answer : this soup is too hot to eat

Explanation:

The addition error occurs because of the unnecessary inclusion of “be” before the verb “eat.” In the structure “too + adjective + to + verb,” the infinitive should appear directly after to without “be.” Thus, “to be eat” is incorrect, and the correct form is “to eat.”

b. Omission

Omission errors occur when learners leave out an essential element that should appear in a correct grammatical structure (Dulay et al., 1982). There are 36 omission errors found in the students’ translation test.

Several students made the same error in item number 22:

- Student’s answer : He called me for help
- Correct answer : He called me **to ask** for help

Explanation:

The omission occurs because the student did not use the infinitive “to ask” after the verb call. Certain verbs require an infinitive to complete their grammatical structure. The absence of to ask makes the infinitive construction incomplete.

Another example is from the other student who made one error:

- Student’s answer : She was shocked see me crying in public places
- Correct answer : She was shocked **to** see me crying in public places

Explanation:

The omission occurs because the student omitted the infinitive marker “to” before the verb see. After adjectives such as shocked, happy, or surprised, the correct grammatical pattern is adjective + infinitive (to + verb).

Another example is from several students namely who made the same error in item number 10:

- Student’s answer : My teacher mad about Andi late to the class
- Correct answer : My teacher angry about Andi coming/Andi’s **coming** late to the class

Explanation:

The omission occurs because the student did not use the gerund “coming” after the pronoun Andi. In English grammar, when expressing an action performed by a specific person or noun, the possessive form (e.g., Andi’s) should be followed by a gerund (e.g., coming). The lack of the gerund makes the construction grammatically incomplete.

The next example is from the student HNA who made error in this category:

- Student’s answer : badminton is my hobbies
- Correct answer : **Playing** badminton is my hobbies

Explanation:

The error occurs because the student omitted the gerund “playing” before the noun badminton. In English, when expressing a general activity or hobby, the gerund form (verb + ing) should be used as the subject of the sentence. The correct grammatical structure is Gerund + noun + linking verb + complement. Then, below is the example from another student who made two errors in this category:

category:

- 1) - Student’s answer : he warned us not park here
 - Correct answer : he warned us not **to** park here

Explanation:

The omission occurs because the student left out the infinitive marker “to” before the verb park. In this structure, after certain verbs such as warn, tell, or advise, the infinitive form (to + verb) must be used.

- 2) - Student’s answer : we are ready for the meeting
 - Correct answer : we are ready **to start** the meeting

Explanation:

The omission occurs because the student did not include the infinitive “to start.” After adjectives like ready, happy, or glad, the correct grammatical form is adjective + infinitive (to + verb) rather than using a prepositional phrase (for + noun).

c. Misformation

Misformation errors occur when learners use the wrong form of a morpheme or grammatical structure (Dulay et al., 1982). This error type was the most frequent in the students’ responses, with a total of 124 errors identified. Misformation errors indicate that students have difficulty choosing the correct form between gerunds and infinitives.

As an example, a student made six errors in this category:

- 1) - Student’s answer : we are regretful **for not give** you the information first
 - Correct answer : we regret **not telling** you first

Explanation:

The error occurs because the student used the base form of “give” instead of the gerund such as “telling.” In English grammar, the verb regret must be followed by a gerund (V-ing) when referring to a past action. The correct pattern is regret + gerund.

- 2) - Student’s answer : He shocked **saw** me crying in front of the public
 - Correct answer : He was shocked **to see** me crying in public

Explanation:

The error occurs because the student did not use the infinitive marker “to” before the verb see. After certain adjectives such as shocked, surprised, or happy, the correct grammatical form is to + verb (infinitive).

- 3) - Student’s answer : My teacher angry about andi **came** late to the class
 - Correct answer : My teacher was angry about Andi **coming** late to the class

Explanation:

The error occurs because the student used the verb “came” instead of the gerund “coming.” After a preposition such as about, the correct grammatical form is a gerund (V-ing), not a finite verb.

- 4) - Student’s answer : he is memorated us **for not** praking in here
- Correct answer : He warned us **not to** park here

Explanation:

The error occurs because the student used the gerund “parking” instead of the infinitive “to park.” Certain verbs such as warn, ask, and tell are followed by object + infinitive, not a gerund.

- 5) - Student's answer : his mother command him **for** sleep early
- Correct answer : His mother told him **to** sleep early

Explanation:

The error occurs because the student used the preposition “for” instead of following the verb with an infinitive (to + verb). The verb command or tell should be followed by object + to + verb.

- 6) - Student’s answer: we're ready for starts the meeting
- Correct Answer: We are ready to start the meeting

Explanation;

The error occurs because the student used “for starts” instead of the infinitive “to start.” After certain adjectives such as ready, happy, or glad, the correct form is adjective + infinitive (to + verb).

The next example is from a student who made several errors in this category:

- 1) - Student’s answer : they went **climb** yesterday
- Correct answer : they went **hiking** yesterday

Explanation:

The error occurs because the student used the base verb “climb” instead of the gerund “hiking.” After go, the correct grammatical structure is go + gerund.

- 2) - Student’s answer : He promise to not talking about it.
- Correct answer : He promised not to talk about it again.

Explanation:

The error occurs because the student used “talking” instead of the infinitive “to talk.” The verb promise must be followed by an infinitive.

- 3) - Student's answer : she call me to **asking** for help
- Correct answer : she called me to **ask** for help

Explanation:

The error occurs because the student used “to asking” instead of the correct infinitive “to ask.” The infinitive form should be to + base verb, not to + gerund.

- 4) - Student's answer : this soup is too hot **for** eat.
- Correct answer : this soup is too hot **to** eat.

Explanation:

The error occurs because the student used “for eat” instead of the infinitive “to eat.” The correct grammatical pattern after too + adjective is to + base verb.

d. Misordering

Misordering errors occur when elements in a sentence are arranged incorrectly, disrupting the grammatical pattern (Dulay et al., 1982). In this research, there were 11 misordering errors identified. These errors often occurred because

students placed the infinitive marker *to* or the verb in the wrong order, especially when translating from Indonesian sentence structures.

As an example, several students made the same error in one misordering error in the following sentence:

- 1) - Student's answer : he is promised **to not** talk about that again
 - Correct answer : he is promised **not to** talk about that again

Explanation:

The error occurs in the placement of the negative marker “not.” In English, the correct order for a negative infinitive is *not to + verb*, *not to not + verb*. The misplacement of *not* changes the grammatical structure of the infinitive phrase.

Another example is from the other student, who made some errors in this category:

- 1) - Student's answer : Important **to we eat** healthy food
 - Correct answer : It is important **for us to eat** healthy food.

Explanation:

The error occurs because of the incorrect word order within the infinitive construction. The sentence lacks the anticipatory subject *it* and the correct placement of *for us* before the infinitive. The proper grammatical structure is *It + be + adjective + for + object + to + verb*

- 2) - Student's answer : Impossible **skip to** this street
 - Correct answer : It is impossible **to skip** this street

Explanation:

The error occurs due to misordering of sentence elements. The subject and linking verb *It is* are required before the adjective *impossible* to complete the infinitive structure. The correct grammatical order is *It + be + adjective + to + verb*.

The next example is from two students who made the same errors in item 18:

- 1) - Student's answer : He warned us **to not** park in this place
 - Correct answer : He warned us **not to** park in this place

Explanation:

The error occurs in the misplacement of “not” within the infinitive phrase. In negative infinitives, the correct order is *not to + verb*, *not to not + verb*. The student inverted the position of *not*, which makes the structure grammatically incorrect.

b) *The Dominant Type of Error*

NO	Type of Error	Frequency (F)	Percentage (P)
1	Addition	4	3.25 %
2	Omission	19	15.44%
3	Misformation	89	72.35%
4	Misordering	11	8.94%

Table 2. Dominant Type of Errors

Based on the overall results of the analysis, it was found that the most dominant type of error made by students in using gerunds and infinitives was Misformation, with a total of 89 errors, representing 72.35% of all identified errors. This was

followed by Omission with 19 errors (15.44%), Misordering with 11 errors (8.94%), and Addition with 4 errors (3.25 %).

The high occurrence of Misformation errors indicates that most students struggled to choose the correct grammatical form between gerunds and infinitives. Many students often used infinitive structures (to + verb) where gerunds (verb + ing) were required, or vice versa. This finding suggests that students had not yet fully mastered which verbs are followed by gerunds or infinitives, a common difficulty among EFL learners whose first language structures differ from English..

Discussion

The findings reveal that the most dominant error type in using gerunds and infinitives is misformation, with 89 cases (72.35% of all errors). This shows that most students have difficulty selecting the correct form between gerunds and infinitives. This result supports the study by Frihatmawati and Setiawan (2022), who also found misformation as the most frequent error type, indicating that EFL learners often use incorrect verb patterns due to incomplete understanding of grammatical rules.

According to Dulay et al. (1982), misformation occurs when learners use the wrong form of a morpheme or grammatical structure, which reflects their partial mastery of the target language. These results suggest that students still struggle to internalize which verbs require gerunds and which require infinitives, possibly influenced by first-language interference.

Several unique cases were also identified. High-achieving students such as DNV, FA, and A (each scoring 96, Grade A) still made minor misformation or omission errors, showing that even proficient learners can have momentary lapses or overgeneralize certain rules. In contrast, low-achieving students like DLS and CN (both scoring 52, Grade D) exhibited multiple types of errors including omission, addition, and misordering indicating deeper grammatical difficulties. Overall, misformation remains the most dominant and persistent error across proficiency levels, emphasizing the complexity of English verb complementation and the need for explicit instruction on gerund and infinitive patterns.

These unique cases collectively emphasize that students' grammatical performance in using gerunds and infinitives varies not only in accuracy but also in the nature of their errors. Students with high score tend to make occasional, minor misformations or omissions due to overgeneralization or momentary performance lapses, whereas low-achieving students exhibit systemic errors indicating conceptual confusion and structural interference. This variation reinforces the importance of individualized feedback and targeted grammar instruction that addresses both form-focused accuracy and deeper conceptual understanding of verb complementation in English.

CONCLUSION

Based on the findings and discussion presented in the previous chapter, it can be concluded that fifth-semester English Education students at Universitas Negeri Padang made various types of errors in using gerunds and infinitives. The errors were categorized into four types according to Dulay et, al (1982) Surface Strategy Taxonomy, namely omission, addition, misformation, and misordering. From the total

of 123 errors found, misformation was identified as the most dominant type with 89 errors, representing 72.35% of all identified errors. This was followed by Omission with 19 errors (15.44%), Misordering with 11 errors (8.94%), and Addition with 4 errors (3.25 %). This finding indicates that most students had difficulty distinguishing which verbs should be followed by gerunds or infinitives, leading to incorrect sentence construction.

The results also revealed that students with higher proficiency levels still committed several errors, although fewer in number and mostly related to minor misformation or omission. Meanwhile, students with lower proficiency produced more frequent and systematic errors, particularly in misformation and addition, showing that they still struggled to apply grammatical rules accurately. These variations suggest that errors in using gerunds and infinitives do not only occur because of a lack of understanding but also because of incomplete mastery and inconsistency in applying the rules.

In conclusion, this study shows that the ability of students in using gerunds and infinitives still needs improvement. Teachers are expected to provide more focused and contextual grammar instruction, emphasizing correct verb patterns and offering extensive practice through writing tasks. Further research may explore other factors influencing students' grammatical performance, such as teaching methods, learning motivation, or exposure to authentic language input, to provide a deeper understanding of students' grammatical development.

REFERENCES

- As, R. A. (2017). *An Error Analysis on the Use of Gerund in Writing (A Descriptive study of the Fifth Semester Students of English Department at Muhammadiyah University of Makassar)*.
- Azar, B. S. (2002). *Understanding and Using English Grammar (Third Edition)*. New York: Longman.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.
- Dulay, H., Marina, B., & Krashen, S. (1982). *Language Two*. Oxford University Press.
- Eastwood, J. (2020). *Oxford Practice Grammar Intermediate with Answers (Revised Edition)*. UK: Oxford University Press.
https://books.google.co.id/books?hl=en&lr=&id=d9wKEAAQBAJ&oi=fnd&pg=PR6&dq=eastwood+intermediate&ots=lkbNg9MCYt&sig=PMmuECrvzpGP6kzMg1xcDk1pzdk&redir_esc=y#v=onepage&q&f=false
- Frihatmawati, R., & Setiawan, W. (2022). The Use of Gerund and Infinitive in Students' Recount Text (Survey at School of Foreign Language in Bekasi). *Jurnal Bahasa Asing*, 15(2).
- Helen, S. P., & Fitrawati. (2020). A Error Analysis on The Use of Gerund among The Second Year Student of English Department of Universitas Negeri Padang. *Journal of English Language Teaching*, 9(1). <https://doi.org/2302-3198>
- Loeb, S., Dynarski, S., Mcfarland, D., Morris, P., Reardon, S., & Reber, S. (2017). *Descriptive analysis in education: A guide for researchers The National Center*

for Education Evaluation and Regional Assistance (NCEE) conducts unbiased large-scale evaluations of education programs and practices.
<http://ies.ed.gov/ncee/>.

Nasution, G. R. (2018). *The Students' Ability in Mastering Gerunds and Infinitives: A Case Study of Fifth-Semester English Education Students at IAIN Padangsidempuan*. IAIN Padangsidempuan

Wijaya, M. H. (2024). Identifying Gerunds and Infinitives by Indonesian EFL Learners: An Error Analysis. *Indonesian Journal of Studies on Humanities, Social Sciences, and Education (IJHSED)* E-ISSN, 1(1). www.ijhsed.com

Williams, J.D. (2005). *The Teacher's Grammar Book (2nd ed.)*. Routledge.
<https://doi.org/10.4324/9781410613813>