THE STUDY OF ENGLISH DEPARTMENT STUDENTS' ERRORS IN USING GERUNDS

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ABSTRACT

This study aims to find out types of error in using gerunds, the most dominant error and the causes of error made by the students of the sixth semester of English Department FKIP UNIB 2016/2017 in using gerunds. The title of this paper is "The Study of English Department Students' Errors in Using Gerunds (A Case Study at the Students of the Sixth Semester of English Department FKIP UNIB 2016/2017). In term of research methodology, the researcher used both quantitative and qualitative method in analyzing the data. The technique of collecting the data in this research was a composed test. The subject of this study was 79 students in the sixth semester of English Department FKIP UNIB 2016/2017. The result of this research showed that the students of the sixth semester of English Department FKIP UNIB 2016/2017 made errors in using eight types of gerunds. They were gerund as object of preposition, gerund as subject of a sentence, gerund as direct object of certain verbs, gerund as the complement of a sentence, gerund after special expressions, gerund as passive form, gerund as possessive and gerund used in the negative adjective 'no'. The most dominant error made by the students of the sixth semester of English Department FKIP UNIB 2016/2017 in using gerunds was gerund as direct object of certain verbs. In this research, the researcher found three causes of error in using gerunds. They were overgeneralization, ignorance of rule instructions and incomplete application of rules. Ignorance of rule instructions became the dominant cause in this research. The errors made by the students in using eight types of gerunds were caused by ignorance of rule restriction because the students did not master the rule in grammar especially in learning gerunds.
Keywords: *Error, Using, Gerund*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis-jenis eror dalam penggunaan *gerunds*, eror yang paling dominan dan penyebab eror yang dilakukan oleh mahasiswa semester enam program studi Bahasa Inggris di Universitas Bengkulu tahun akademik 2016/2016. Judul penelitian ini adalah kajian eror siswa Bahasa Inggris dalam penggunaan *gerunds* (Studi Kasus pada Semester Keenam Jurusan Bahasa Inggris FKIP UNIB 2016/2017). Dalam

penelitian ini, peneliti menggunakan dua metode yaitu kuantitatif dan kualitatif. Teknik dalam mengumpulkan data yaitu memberikan tes tentang *gerunds*. Subjek penelitian ini adalah 79 siswa semester enam Jurusan Bahasa Inggris FKIP UNIB 2016/2017. Hasil penelitian menunjukkan bahwa siswa semester enam Jurusan Bahasa Inggris FKIP UNIB 2016/2017 melakukan kesalahan pada delapan jenis eror dalam menggunakan *gerunds*. Mereka adalah *gerund* sebagai objek langsung dari kata kerja tertentu, *gerund* setelah ekspresi khusus, *gerund* sebagai bentuk pasif, *gerund* sebagai objek preposisi, *gerund* sebagai posesif, *gerund* digunakan dalam kata sifat negatif 'tidak', *gerund* sebagai pelengkap kalimat, *gerund* sebagai subyek dari kalimat. Eror paling dominan yang dilakukan oleh siswa semester enam Jurusan Bahasa Inggris FKIP UNIB 2016/2017 dalam menggunakan *gerund* adalah *gerund* sebagai objek langsung dari kata kerja tertentu. Dalam penelitian ini, peneliti menemukan tiga penyebab eror dalam menggunakan gerunds. Mereka adalah *overgeneralization* (overgeneralisasi), *ignorance of rule instructions* (ketidaktahuan akan instruksi peraturan), dan *incomplete application of rules* (penerapan peraturan yang tidak lengkap). Ketidaktahuan akan instruksi peraturan menjadi penyebab eror yang paling dominan. Kesalahan-kesalahan yang dilakukan oleh siswa dalam menggunaka delapan jenis *gerunds* disebabkan oleh Ketidaktahuan akan instruksi peraturan karena siswa tidak menguasai aturan dalam tata bahasa khususnya dalam mempelajari *gerunds*.

**Kata kunci : Eror*, Penggunaan, Gerunds*

INTRODUCTION

Important components in English. There are some components in learning English. They are grammar, vocabulary and pronunciation but the question is, why does grammar become the important one? Because grammar is the base in learning English. Without understanding the grammar well, it will make people misunderstand in using both English spoken and written. In the other word, learning English is not only to know the meaning but we should understand the structure or grammar correctly. According to Brown in Nurmawaddah (2014) grammar tells us how to construct a sentence (word order, verb and noun systems, modifiers, phrases, clauses, etc), and discourse rules tell us how to string those sentence together. That is why; the students need to know how to use grammar indeed in using gerund in a sentence.

Gerund is one component of grammar. Gerund is one of the unique things in learning grammar. The students only learn gerund in English because in Bahasa Indonesia the students do not learn about a verb with form –*ing* which is used as a noun. The students do not use gerund in spoken and written forms. These differences make the students do a lot of mistakes in learning English especially for learning grammar. The students need to

use gerund for making a sentence. Azar (1999:297) a gerund is the *-ing* form of a verb used as a noun. Gerund means a verb which has a function as noun.

After interviewing five students at the sixth semester of English Department FKIP UNIB 20016/2017 the researcher found that the students still made an error in using each function of gerunds. They were still confused when they made a sentence in using gerund. Sometimes the students were also confused to differentiate between gerund and to infinitive. The students used to infinitive even the sentence needed using gerund. Infinitives are prefaced with the word "to". Most students did not realize in making an error in using gerund because gerund had many functions in a sentence. The students did know in what functions of gerund they often make an error. In order to solve these problems the researcher conducts this research to know whether the students at the sixth semester of English Department FKIP UNIB 2016/2017 still make the error in using gerunds or not. The researcher focused to analyze the errors which were made by the student in using gerund. Finally the researcher conducted the research with the title The

Study of English Department Students' Error in Using Gerunds (A Case Study at the Sixth Semester of English Department FKIP UNIB 2016/2017). There are three research questions in this study:

1. What types of error are made by the students of the sixth semester of English Department FKIP UNIB 2016/2017 in using gerunds?

2. What is the most dominant error which is made by the students of the sixth semester of English Department FKIP UNIB 2016/2017 in using gerunds?

3. What are the causes of error which are made by the students of the sixth semester of English Department FKIP UNIB 2016/2017 in using gerunds?

By doing this study, the researcher hope the students know what problem they have in using gerund. The researcher identifies and analyzes those errors. The result of this research will give so many influences for some group of people such as, the students, the lecturers, future researchers and the syllabus.

METHOD

This research was conducted in both quantitative and qualitative methods. In quantitative method, the researcher tried to find out types of error and the most dominant error which were made by the student in sixth semester in using gerund. While in qualitative method the researcher tried to do the research in term descriptive analysis. In this case the researcher explained the causes of error in using gerund.

According to Creswell (1994) a qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. While quantitative research is a research which is as a type of research that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

Arikunto (2002:114) states that the source of the data in the research is the subject from whom the data can be obtained. The subject of the study was the sixth semester. In the sixth semester, there were class A and class B which were about 79 students. The researcher took all students as the sample in this research. According to Arikunto (2002) a population is a set (or collection) of all elements possessing one or more attributes of interest. She added that population is the whole subject of the research.

To get the data in this research, the researcher used test as the instrument to complete the data that is needed for this study. According to Saleh (2001:31) the term of instrument means equipments for collecting the data. The test was used to know what types of errors faced by the students in learning gerund. The test was multiple choices, true/false, matching the verbs and completing the sentences. The test questions consisted of 100 items. In order to make the test was valid, before giving the test to the student; the test was validated by the experts.

To find out the percentage of the error in using gerunds made by the students, the researcher presented the formula the percentage by using a simple formula. This was adopted from Nurmawadah (2004):

$$X = \frac{\sum E}{\sum T} \text{ X } 100\%$$

X   = the percentage of error

$\sum E$ = the sum of errors' score of each type of gerund   made by the students

$\sum T$ = the sum of score of each type of gerunds

There would be eight tables of every type of gerunds. The table would be like this:

RESULTS AND DISCUSSIONS
Types Error in Using Gerunds

The researcher found that the students in the sixth semester of English Department Student FKIP UNIB 2016/2017 made errors in using eight types of gerunds. They were gerund as object of preposition, gerund as subject of a sentence, gerund as direct object of certain verbs, gerund as the complement of a sentence, gerund after special expressions, gerund as passive form, gerund as possessive and gerund used in the negative adjective 'no'.

Table 1. The Result of Error in Using Gerunds

No	Several Forms of Gerund	Amou-nt of Quest-ion item	Frequ-ency of Error
1.	Gerund as object of preposition	38 items	624
2.	Gerund as subject of a sentence	10 items	42
3.	Gerund as direct object of certain	15 items	447

	verbs		
4.	Gerund as the complement of a sentence	7 items	54
5.	Gerund after special expressions	10 items	257
6.	Gerund as passive form	7 items	151
7.	Gerund as possesive	7 items	67
8.	Gerund used in the negative adjective 'no'	6 items	78

The Most Dominant Error in Using Gerunds

The students did the errors in eight types of gerunds. Most students made an error in using gerund as direct object of certain verbs. To find out the percentage of the error in using gerund made by the students, the researcher used a simple formula then showed in the percentage below. It was ranked from the highest in to the lowest error.

Table 2. The Percentage of Error in Eight Type of Gerunds

No	Several Forms of Gerund	Amount of Question item	Frequency of Error	Percentage (%)
1.	Gerund as direct object of certain verbs	15 items	447	45.2 %
2.	Gerund after special expressions	10 items	257	38.9 %
3.	Gerund as passive form	7 items	151	32.7 %
4	Gerund as object of	38 items	624	24.9 %

	preposition			
5.	Gerund as possesive	7 items	67	14.5%
6.	Gerund used in the negative adjective 'no'	6 items	78	19.7%
7.	Gerund as the complement of a sentence	7 items	54	11.7%
8.	Gerund as subject of a sentence	10 items	42	6.4%
		Total errors	1720	

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The Causes of Error in Using Gerunds

From that data, the researcher tried to find out what are the causes of error which are made by the student of the sixth semester English Department FKIP UNIB 2016/2017. There were three causes of error which have been found in this research. They were overgeneralization, ignorance of rule instructions and incomplete application of rules. The third cause of error was included in intralingual errors. The researcher found that ignorance of rule instructions and incomplete application of rules became the dominant cause of students' error in using gerunds.

Table 3. Frequency of the Causes of Error in Gerunds

No	Several Forms of Gerund	Frequency of the Causes of Error		
		Over-generalizat ion	Ignoran ce of rule	Incomp lete applica

			restriction	tion of rules
1.	Gerund as object of preposition	1	227	401
2.	Gerund as subject of a sentence	-	7	35
3.	Gerund as direct object of certain verbs	4	388	50
4	Gerund as the complement of a sentence	-	32	71
5.	Gerund after special expressions	2	180	9
6.	Gerund as passive form	-	117	7
7.	Gerund as possesive	-	47	13
8.	Gerund used in the negative adjective 'no'	1	10	62
	Total	8	1008	648

DISCUSSION

Based on the result in this chapter, it showed that the students of the sixth semester of English Department Student FKIP UNIB 2016/2017 made errors in all eight types of gerunds. They were gerund as

direct object of certain verbs, gerund after special expressions, gerund as passive form, gerund as object of preposition, gerund as possessive, gerund used in the negative adjective 'no', gerund as the complement of a sentence and gerund as subject of a sentence. The result proved that the students also made error in using gerund after special expressions and gerund as passive form. The students could not remember some expressions which had to followed by gerund such as have fun/ a good time, have trouble/difficult, have a hard time/difficult time, spend + expression of time or money, waste + expression of time or money, sit + expression of place, stand + expression of place, lie + expression of place, find + (pro) noun, catch + (pro) noun, Azar (1999:304). The students also made errors in using gerund as passive form. There were seven questions which used gerund as passive form. Mostly the students answered the question used 'to be' in passive form not verb –ing.

In this research the most dominant error which made by the student of the sixth semester of English Department Student FKIP UNIB 2016/2017 was gerund as direct object of certain verbs. The students could not memorized certain verbs which should

followed by gerund. The differences of Indonesia language and English made the students did not notice the certain words used by gerund. They thought there were no rule in using verbs in English. Almost all students made errors in the same cases. They answered the questions by using infinitive verb (to + verb) and original verb (verb 1).

Beside that, in this research gerund as object of preposition with the preposition "to" got many errors which made by the students. Azzar (1999:298) the preposition which was used consist of *about, for, from, in, of, to*, and *on*. By analyzing the data the researcher found that prepposition "*to*" had the most errors among the the others preposition. The students had been deceived by the preposition "*to*". They had been doubted by the proposition "to" they thought it was not preposition. Gerund as object preposition with "to" is uncommon. It was strange gerund. That is way preposition "to" has trapped the students to make error.

In this research, the students only made the errors because of overgeneralization, ignorance of rule restriction, and incomplete application of

rules. Especially for ignorance of rule restriction, and incomplete application almost in every error it was caused by both them. Mostly the error which made by the student in using eight types of gerunds were caused by ignorance of rule restriction because the students did not look at the grammar. They ignored the rule. The result showed that many students were still confused and did not know in using gerunds. In some types of gerunds the students made so many error which were caused by ignorance of rule restriction. From the result the researcher found that sometimes tenses of the question could influence the students' answer that is way they made the errors

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of this research of the sixth semester English Department Student FKIP UNIB 2016/2017 in using gerunds, the researchers can conclude that:

1. The sixth semester English Department Student FKIP UNIB 2016/2017 made errors in eight types of gerunds. They were gerund as subject of a sentence, gerund as object of preposition, gerund as direct object of certain verbs, gerund as the complement of a sentence, gerund as possessive, gerund after special expressions, gerund used in the negative adjective 'no', and gerund as passive form. The total errors which made by the students were 1720 errors.

2. In this research the most dominant error which were made by the students of the sixth semester of English Department FKIP UNIB 2016/2017 in using gerunds was gerund as direct object of certain verbs with the frequency 447 errors or 45.5% and the least error in using gerunds was gerund as subject of a sentence 42 errors or 6.4%.

3. The researcher also found the causes of the error in using gerund. The causes of errors were intralingual error. There were overgeneralization, ignorance of rule restriction and incomplete application of rules. In this research there were 8 errors which were caused by overgeneralization, 1008 errors which were caused by ignorance of rule restriction and 648 errors which were caused by incomplete application of rules

Suggestions

After doing and analyzing the research and based on conclusions above, there are several suggestions from the researcher

hopefully it can be useful, the researcher suggests to:

1.   The students.

The students of the sixth semester of English Department FKIP UNIB 2016/2017 should be more careful in using gerund. Sometimes the students are still confused whether it needs to use gerund or infinitive especially for gerund as direct object of certain verb because mostly the made the errors on it. The students have to learn more about type of gerunds.

2.   The lectures

The result showed that gerund as direct object of certain verbs became the most dominant and mostly it was caused by ignorance of rule restriction. The students did know the certain verb which had to be followed by gerund. They answered the question with original verb (verb 1). Sometimes they also chose infinitive verb as their best answer. For this case, the lecturers need to do some improvements in the proses of teaching and learning especially for teaching gerund as direct object of certain verb and consider the method that should be used in teaching gerunds. The lecturers also can use many sources of English book that is related to the teaching English grammar, especially about gerunds.

3.   Future researchers

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

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