**AN ERROR ANALYSIS IN USING GERUND BY THE FIFTH SEMESTER STUDENT OF ENGLISH EDUCATION STUDY PROGRAM IN STKIP PGRI SIDOARJO**

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**Abstract**

Writing skill needs hard thinking because when students write something they must pay attention more about grammar when they produce some words, sentence and paragraph. Error analysis is the process of determination the incidence, nature, causes, and consequences to unsuccessful language, James (1998:1). Most of Indonesian students have some difficulty between gerund and present continous. To overcome, this problem in the using gerund.The researcher has two statement of the problem. They are 1) What kinds of errors are made by the students I using gerund 2) What difficulties are faced by students in using gerund. The object of the observed was fifth semester students of English education study program in STKIP PGRI Sidoarjo. There were 23 students. The method of the research was qualitative method. This instrument used by the researcher were test and questionnaire. The results of the researcher found all aspect of gerund, such as gerund as subject, gerund as a direct object and gerund after preposition still have error. The highest error is of gerund as a direct object, the second error is gerund after the preposition and the last third position is gerund as the subject. In this study, researchers expected the teacher to have to provide more practice about grammar specifically in the use of gerund. In addition, students must also be more careful and pay attention to the grammar when using gerund.

**Keywords: *Error analysis, Gerund.***

**Abstrak**

Keterampilan menulis membutuhan pemikiran keras karena ketika siswa menulis sesuatu mereka harus memberi perhatian lebih lanjut tentang tata bahasa ketika mereka menghasilkan beberapa kata, kalimat dan paragraf. Analisis kesalahan adalah proses penentu suatu kejadian, insiden, sifat, penyebab dan akibat gagal bahasa, James (1998:1). Sebagian siswa di Indonesia kesulitan dalam membedkan antara gerund present continous. Untuk mengatasi masalah ini, Peneliti memiliki dua pernyatan masalah antara lain 1) apa saja kesalahan yang dihadapi siswa pada penggunaan gerund 2) apa saja kesulitan yang dihadapi siswa pada penggunaan gerund. Objek dari penelitian ini adalah semester lima program studi pendidikan bahasa Inggris di STKIP PGRI Sidoarjo. Dengan 23 siswa. Metode yang digunakan adalah kualitatif. Instrument yang digunakan peneliti adalah test dan kuesioner. Hasil analisis data menemukan semua aspek gerund, seperti gerund seperti subjek, gerund sebagai obyek langsung dan gerund setelah Preposisi masih memiliki kesalahan. Kesalahan tertinggi adalah gerund sebagai obyek langsung, kesalahan kedua adalah gerund setelah kata depan dan posisi ketiga terakhir adalah gerund sebagai subjek. Dalam studi ini, peneliti diharapkan guru untuk memberikan lebih banyak praktek tentang tata bahasa khusus dalam penggunaan gerund. Selain itu, siswa juga harus lebih berhati-hati dan memperhatikan tata bahasa dalam menggunakan gerund.

 **Kata Kunci: *Analisis kesalahan, gerund.***

**Introduction**

English as the one of languages in this world which is has obvious crucial position. As the international language, English has become a tool of interaction and communication for people in the word. Otherwise, English is applied in many aspects such as; technology, business, tourism and education. In the other hand, English is a language that has a high importance role in the international relationship.

The Indonesian government has chosen English as the first foreign language. It means that it is taught in all educational institutions at all levels from elementary school up to university. Besides, as stated above English is used as lingua franca, as it is an international language used in many countries throughout the world. For this reason, millions of Indonesian students want to learn English in order to be able to speak English.

When learning a new language, anyone studies the components of language. Language has three major components including phonology, vocabulary, and grammar (Nasr, 1980: 2). Language is primarily spoken; therefore the sounds are very important. In this relation, phonology takes an important role.

English is different from Indonesian language. Every language has its own rules and its own skills. In learning English, there are four skills (Listening, Speaking, Reading, and Writing) that should be mastered by students. Besides the four skills, grammar also should be mastered by them. Grammar is needed even in communication. Without the proper knowledge of grammar, the students will find many problems to build up the sentences and express their ideas for communication activities, but if they have good grammar, they will be confident in speaking English to other people.

To become a master in English, learning grammar is very essential part. According to Brown (2001:362), “Grammar tell us how to construct a sentence (word order, verb and noun systems, modifiers, phrases, clauses, etc), and discourse rules tells us how to string those sentence together”. By learning grammar the students know how to make a good sentence and arrange the words well. Unfortunately, the comprehensible the students about how to arrange of words in a sentence still poor, whereas the students have learned English grammar in many years, including of using a gerund in grammar.

Gerund is one of components of a grammar, gerund is a thing that which have been learned by the students. Without learning gerund in grammar, the students will be misunderstood in using both English spoken and written. The general errors of many students are because they cannot distinguish of an – *ing* form in gerund usage. There are many kind of an –*ing* form in English. This condition is making confusion for students in learning about an –*ing* form, especially for gerund. The students have tendency to think about –*ing* form in gerund is a tense usage of present continuous tense. According to Wishon and Burks (1980:268), “Notice that gerund has the same form as the present participle. However, it functions differently in the same sentence. Therefore, the students always get deceiving of –*ing* form in English.”

The assumptions of gerund are complicated and difficult, until most of students avoid using gerund. The students probably think that will be easier not to use gerund rather than they have to think hard about how and where the gerund should be used correctly. Until gerund is rare used in among of the students. The students probably think that they do not have to use gerund, they still can make a good conversation and communicate with the others.

In this case, most of the students have not realized yet of the importance of gerund function in English language. Their awareness for using gerund is less. The students should known if their comprehension in gerund can be mastered, it means that students have succeed on following the rule of language in English and there would not occur a chaotic in using English language. In addition, gerund is very important aspects in speaking and writing English skill.

**Findings and Discussion**

The Result of the test to know what kind error are made by the students in using gerund, the researcher collected the data by giving 20 questions. The result of the test is following the table :

**The Error Analysis In Using Gerund of the Students**

|  |  |  |
| --- | --- | --- |
| **No.** | **Name of Student** | **Error in Using Gerund** |
| **Subject** | **Direct Object** | **After Preposition** |
| 1. | Student 1 | 1 | 1 | 0 |
| 2. | Student 2 | 0 | 0 | 1 |
| 3. | Student 3 | 0 | 0 | 0 |
| 4. | Student 4 | 0 | 0 | 1 |
| 5. | Student 5 | 0 | 0 | 0 |
| 6. | Student 6 | 0 | 1 | 0 |
| 7. | Student 7 | 0 | 1 | 1 |
| 8. | Student 8 | 0 | 0 | 0 |
| 9. | Student 9 | 0 | 1 | 0 |
| 10. | Student 10 | 0 | 1 | 1 |
| 11. | Student 11 | 0 | 0 | 0 |
| 12. | Student 12 | 0 | 0 | 0 |
| 13. | Student 13 | 0 | 1 | 0 |
| 14. | Student 14 | 0 | 0 | 0 |
| 15. | Student 15 | 0 | 0 | 0 |
| 16. | Student 16  | 1 | 1 | 1 |
| 17. | Student 17 | 0 | 0 | 0 |
| 18. | Student 18 | 0 | 0 | 0 |
| 19. | Student 19 | 0 | 1 | 0 |
| 20. | Student 20 | 0 | 0 | 1 |
| 21. | Student 21 | 3 | 3 | 0 |
| 22. | Student 22 | 0 | 1 | 0 |
| 23. | Student 23 | 0 | 1 | 0 |
| **Total of Error** | 5 | 13 | 6 |

Based on the data above, the result research of error of each level in using gerund are: Gerund as Subject = 5 errors, Gerund as Direct Object = 13 errors and Gerund After Preposition = 6 errors.

After that, the researcher giving the questionnaire to the student. The types is open questionnaire. The questionnaire were 4 statements that related with difficulties faced by students in using gerund.

1. Have you learned about gerund?
2. What is the difference between gerund and present continous?
3. Do you know about the differences between gerund as subject, gerund as object, and gerund after preposition? If yes, give the example each of those!
4. What is the main causes of your errors in Using Gerund?

From the result of the questionnaire, can explain students some questions in using gerund which consists of four (4) questions. From the students’ stated have learned about gerund as many 19 student and haven’t about gerund as many 4 students. Then, the researcher asked about the differences between gerund and present present participle. 19 students can explain clearly and 4 students stated “I don’t know” about differences between gerund and present continous. It means that they are still confused in difference the use of gerund and present continous tense. Next, the research asked about what is the differences between gerund in each position and 19 student can explain about the position about gerund as subject, gerund as direct object and gerund after preposition and the students can give example of each and 4 student said, “I don’t know about that”. For the last question about the students main causes of the error in using gerund, the students said: “difficult to distinguish between gerund and present continous. From this statement, it means that the students are still confused in distinguishing the use of gerund and present continous tense.

**Conclusion**

Based on the result on research findings and discussion in the previous chapter, the researcher would like to make a conclusion, that the most of the students by the fifth semester of English education study program in STKIP PGRI SIDOARJO still find errors in the use of gerund especially in the use of gerund as subject, gerund as direct object and gerund after preposition. First, the highest errors was on the using gerund as direct object. The results of using preposition is the second biggest error that appear on the students. The last is lowest error analysis at the gerund level is to use gerund as the subject. The causes of difficulties are faced by students because the students difficulty to differences in the use of gerund and present continous tense.

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