An Error Analysis on The Use of Gerunds in Writing Descriptive Paragraph

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Abstract: Analyzing students' writing specifically the components of it is crucial issue to assess how well students develop their ideas. Grammar, one of the writing components, consists of many aspects. One of the grammar aspects is gerunds. Thus,the use of gerunds in writing is unavoidable. The purposes of this research were to find out and identify the kinds and causes of students' errors in the use of gerunds in their writing. This research used a case study design of qualitative research by employing thirty students of a private vocational school in Jember. The instruments of this researchwere writing assignments and interviews. The writer gave thirty students writing assignments and were analyzed to find out their errors that fall into four categories, i.e.,omission, addition, miss-formation, and miss-ordering. The findings revealed therewere 47 errors (44.34%) omission. 11 errors (10.38%) addition, 44 errors (41.51%) miss-formation, and 4 errors (3.77%) miss-ordering. Hopefully, the findings will contribute to help teachers in designing the writing activities in the classroom and the kind of assessment or feedback they use to help their students to have good writing ability.
Keywords: Error analysis; Gerunds 2; Descriptive Paragraph 3

INTRODUCTION

English grammar is a language rules which describe the structure of expressions in English, including the structure of phrases, words, clauses, and sentences. according to Brown (2001:362), "Grammar tells 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 sentences together". DeCapua (2017) added that language acquisition without grammar will be confusing. Learners will fail to use the language properly without having a good understanding of grammar. By studying grammar, students know how to make good sentences and arrange words well into meaningful sentences in the context of verbal (oral) and non-verbal (written) communication. Unfortunately, students' understanding of it is still poor, even though students have been studying English grammar for many years (Suryasa & Wedistira, 2017), including using gerunds in grammar. Gerunds constitute as one of grammar's components, it is a thing that has been learned by the students. According to Lado (2014:58) a gerund is an –ing form of the verb that has function as a noun. However, the fact that it is still commonly found the error in using it in students' written production. Ignoring the use of gerunds in grammar will lead to misunderstandings when conveying or communicating ideas, especially in the context of writing.

There have been several studies that have investigated the students' abilities on the grammatical components. Most research tends to focus on the definite/indefinite articles, 3rd person-singular

subject-verb agreement, tense shift, modality and gerunds. Therefore, it was important to conduct an analysis on students' errors on the use of gerunds in writing descriptive paragraph. This research was formulated to find (1) the kinds of errors students make on the use of gerunds in their writing, (2) the causes of the students' errors on the use of gerunds in their writing. This research was hopefully can give contribution to the English teaching and learning.

METHOD

Research Design

This research used case study. Because it was to explain and identify phenomena of research subject by identifying, collecting, classifying, describing, evaluating, or correcting of language errors that made by student in their writing descriptive paragraph, especially in using gerunds. The case study was the best method to use in this research because the aim of this research was to describe and to analyse.

Population, Sample, Sampling

In conducting research, the researcher need data sources to observe, namely ; population that the researcher used in this study are students of eleventh grade students of private vocational school in Jember. And here the researcher took 30 students as a sample and by using a random sample.

Instrument

After the writer got the sample for this research, the researcher used the test as a instrument. The type of data is students' errors on using gerunds in writing descriptive paragraph . It the author makes a student's test to measure the knowledge of respondents in grammatical structure at the gerund level. The form of the test is in the form of student assignments, namely writing descriptive text paragraphs. The form was chosen by the author because it is suitable and easier to use analyze students' errors in using gerunds. Based on these tests, the authors will identify, classify and analyze the test results. After the students did the test, the researcher got the instrument student answer of student's test . The researcher began to find errors in use gerund created by students. Based on the error analysis study, the researcher will analyze the data, as follows: first, the authors Collect and Identify Answer of the student's test . Here the researcher will collect student answer of student's test, after that the researcher will identify the data and begin to analyze the form –ing in gerund. Second, classify and analyze data. Researchers will classify student answer of student's test which is the error of gerund a subject, gerund as a direct object and gerund after preposition. After that, the researcher will analyze and recapitalize how many errors of each gerund level as the subject, gerund as the direct object and the gerund after the preposition. The third, this last step The researcher finally found an error in the use of gerunds made by class XI students of private vocational school in Jember.. Researchers make research results in this case final research paper.

RESULTS AND DISCUSSION

The result of this research was discovered that they made four different types of errors. Omission, addition, miss-formation, and miss-ordering were the four errors. The total number of errors, as well as their percentage, are listed in the table below.

Table : The precentage of error

NO	Types of Errors	Frequency	Percentage
1	The Errors of Omission	47	44,34%
2	The Errors of Addition	11	10,38%
3	The Errors of Miss-formation	44	41,51%
4	The Errors of Miss-ordering	4	3,77%

Based on the table above, it can be seen that the dominant error that were made by the students was omission errors (47 errors or 44,34%). The next error is miss-formation error (44 errors or 41,51%). Then addition error is (11 errors or 10,38%). Lastly, the least errors among other errors is miss-ordering error (4 errors or 3,77%).

The data finding the causes of errors

Based on the data presented previously, the omission error has the highest percentage, or many of students committed this error. They were unable to present necessary item in their writing. According to Brown (2007), he divided several sources of errors, one of the sources is intralingual transfer, which then broken down into some categories. One of the categories is "Incomplete application of rules", which means this type of error occurs when the student fails to learn the more complex types of structure because they discover that they can achieve communication by using relatively simple rules. Incomplete application of rules occurs when the learners fail to fully develop a certain structure required producing acceptable sentences.

In contrast with omission error, addition error is the existence or addition of unnecessary item. Only few of the students committed this error. The possible cause of this error is the intralingual transfer, more specifically overgeneralization. This source of error occurs when the students use a grammatical rule in cases where it doesn't apply.

The miss-formation errors is the second highest error that the students frequently made. The possible source of this error is intralingual transfer, more specifically is false concept hypothesized. This source of error is fully linked to miss-formation error, where students misunderstand a target language rule, causing them to misuse or miss-form grammatical elements (Brown, 2007). There are several examples of the students miss-formation error to support the statement from Brown. Some of the student used wrong "to be" and "positive adjective".

The miss-ordering error is the least error that was committed by the students. The most likely source of this error is the interlingual transfer. According to Brown (2007), this source of errors come from students' mother tongue or native language. They literally transferred their native language to the target language. The errors are mainly influenced by the native language of the students. Furthermore, According to Chelli (2013), it is the transfer between languages (interlingual transfer) brought by the learner's first language that causes errors between languages. It is very obvious that the miss-ordering error that were committed by the students is due to their first language

influence, where the students literally translated their first language (Indonesian) to the target language (English). As well as using the grammar rule of pattern of the first language when translating the sentence that they want.

Those are several possible sources of students' errors. this is caused by the classroom environment, teachers, and the material being studied. Teachers or textbooks can influence students to form wrong assumptions about language. Troubled book organization or word choice can also be the factor. Even mindlessly memorizing patterns in practice can cause one to make mistakes if not contextualized properly.

DISCUSSION

After analyzing the data, there were some errors of students in using gerund of writing descriptive paragraph. The errors of XIth grade students of private vocational school in Jember can be seen from the writing test given. Researcher used qualitative method in analyzing the research. According to Dulay (1982 : 145) the classify errors are four categories. There are surface strategy taxonomy , linguistic category , communicative effect taxonomy, and comparative taxonomy . In this research , the researcher uses surface strategy taxonomy . Dulay (1982 ; 145) also stated that the errors in surface strategy taxonomy are four types , there are omission , addition , miss-formation ,and miss-ordering .

In finding the types of errors on the using gerunds in the writing descriptive text , this study uses writing assignment. The results of student assignment for eleventh grades in private school in Jember produced several important findings. These discoveries discussed in this section to answer the first research question.

The fisrt research question is about the kinds of error that students made on the use of gerunds in writing descriptive text. To answer these questions, this study used assignment in the form of free writing in the form of descriptive paragraph entitled "My Hobby. The results of free writing data for students of eleventh grades in private vocational school in Jember found that there were four kinds of errors made by students. The four errors are omission, addition, miss-formation error, and miss-ordering error. The most frequent mistakes done by students is omission error. Students make omission mistakes with a total of 47 errors. The next error that often occurs is the formation error. In miss-formation error, students made a total of 44 errors.in addition errors, student made a total 11 errors, And the last is miss-ordering errors for a total of 4 errors.

Based to Brown (2007) there are four types categories of errors cause. Those types are interlingual transfer, intralingual transfer, context of learning, and communication techniques. In this research, the researcher used brown's theory to find the source error of omission error, addition error, miss-formation error, and miss-ordering error. This study focusses on research error causes by intralingual transfer.

In found the causes of omission errors, addition errors, miss-formation errors, and miss-ordering errors, This study uses brown's theory. The result of the brown's theory that connected to the errors that Made by students in the eleventh grades student of Privat vocational school has generate d important finding. This finding are discussed in this section to answer the second research question.

The second research question is about what the causes of the error that students Made on the use gerund in writing descriptive paragraph. To answer this question, this study used Brown's theory. This theory conducted to find out the causes of error in the use of simple present tense.

The results of the Brown's theory yielded important findings. From the theory results, found that the causes of students in making error in the use gerund in writing descriptive paragraph are overgeneralization, ignorance of the rules' restrictions, and false concept hypothesized. This causes can be seen from the relation of the types of error wit the brown's theory in accordance with the errors committed by the students on using gerund in writing descriptive paragraph entitled "My hobby".

Based on the result of the connection of the types of error with brown's theory in the eleventh grade students of private vocational school in Jember showed that the cause of omission error is Incomplete application of rules", which means this type of error occurs when the student fails to learn the more complex types of structure because they discover that they can achieve communication by using relatively simple rules. For the causes of addition error is intralingual transfer, more specifically overgeneralization. This source of error occurs when the students use a grammatical rule in cases where it doesn't apply. For the causes of miss-formation error is intralingual transfer, more specifically is false concept hypothesized. This source of error is fully linked to miss-formation error, where students misunderstand a target language rule, causing them to misuse or miss-form grammatical elements. And the last is the cause of miss-ordering error is interlingual transfer his source of errors come from students' mother tongue or native language. They literally transferred their native language to the target language .
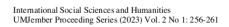
CONCLUSION

Based on data analysis, the researcher conclude that: first, almost students of eleventh grade Students of private vocational school made mistakes in doing the questions. Most students do not understand how to use and apply the gerund in a sentence. The results of all tests show that the dominant error made by students is an omission error (47 errors or 44.34%). The next error is a miss-formation error (44 errors or 41.51%). Then the addition error is (11 errors or 10.38%). Finally, the least error among other errors is the error ordering error (4 errors or 3.77%). this error occurs because they are still do not understand how to use and place the gerund.

The causes of students in making error in the use gerund in writing descriptive paragraph are overgeneralization, ignorance of the rules' restrictions, and false concept hypothesized. This causes can be seen from the relation of the types of error wit the brown's theory in accordance with the errors committed by the students on using gerund in writing descriptive.

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