CHAPTER I
INTORODUCTION

1.1 Background of The Study

Language is the ability that humans have to communicate with other humans using signs, for example, words and gestures. The main function of language is as a means of interacting with humans. So language is a tool for interaction or a tool for communication, in the sense of a tool for conveying thoughts, ideas, concepts or feelings and one of the language is English.

English is one of the languages of the world that obviously occupies a crucial position. As an international language, English has become an instrument of interaction and communication for people in the world. Otherwise, English is used in many ways, such as Technology, business, tourism, and education. On the other hand, English is a language that plays a very important role in international relations.

As a foreign language, English is taught in elementary school and has been studied in university. In elementary school, students focus on vocabulary, but when students enter high school, the situation changes. Students are already familiar with grammar teaching, but when students learn grammar, they will definitely work hard.

Grammar is a very important part. "Grammar tells us how to put together a sentence (word order, verb and noun system, modifiers, phrases, sentences, etc.). grammar is the essential part, "grammar phrases, clause, etc, and discourse rules

tell us how to string those sentence together" brown (2001;362).Learn the grammar becomes important especially if we want to improve writing skills and understand the structure of the language is more complicated, for example when reading a reading that is "heavy" or weighty. But sometimes still many students consider that grammar not important and make the error in speaking and often forget to using the correct grammar.

Error is a natural part of language learning, In this new system of language, learners will directly connect with such a new vocabulary, a new grammatical pattern and foreign pronunciation which differ from their first language. There are many errors that usually found in teaching-learning process. Sometimes, it was done by students in their study, especially the error often made inusing gerund.

Gerund is one of many items in grammar, A Gerund is a word that ends with –ing which is formed from a verb and used as a noun. Simply put, we can conclude that the Gerund is a verb that is the "in-thing-right" by giving the suffix -ing. As an example of the verb "read" Now change the verb "read" becomes a noun by adding –ing at the end of the sentence to be "reading".

Narrative is a text aimed at specific participants. Its social function is to tell past events and entertain readers. It has different types such as fables, legends, folk tales, fairy tales, and personal experiences.

Before deciding to conduct this research, the author conducted a preliminary study among students at SMP N 2 Kota Pinang in the implementation of PPL. The fact is even the students know that grammar is important in learning English, but there are still many errors in the usage of gerund. Without learning gerund in grammar, the student can be misunderstood in using both. So, the problem that the writer found in writing narrative text by using gerund is students do not understand the placement of gerunds in every sentence and the writer still found many errors of using gerund in writing narrative text

made by the student. This reason is the writer"s biggest reason for doing this research.

By analyzing the students" error on gerund in writing narrative text, the writer wants to know how far the comprehensible of students in junior high school about gerund and The writer wants to know how far the students have mastered the language, particularly the grammar dealing with gerund. She chooses the problem of gerund because one of the language forms that the English Department students have to learn is gerund. Based on the problem, this study would like to conduct the study entitled "An Errors Analysis of Using Gerund Made by the Student in Writing Narrative text.

1.2 Problems of the Study

Based on the research background above, the problems of the research are:

1. What kinds of error that found of using gerund made by the student in writing narrative text?
2. To find out the dominant errors that found of using gerund made by the students in writing narrative text?

1.3 The Objectives of the Study

Consider to the study question that has mentioned earlier, this study is aimed to find out the kinds of errors of using gerund made by the student in writing narrative text at SMP N 1 Raya.

1.4 The Scope of the Study

In this study, the writer will focused on the error of using gerund as a subject, gerund as an object, and gerund after a preposition in writing narrative text, and in this study the researcher defines one object to complete the title of this researcher which is narrative text. This study cases of eight grade students in SMP Negeri 1

Raya.

1.5 The Significance of the study

The findings of this study are expected to be useful for :

1. Theoretical Significances

This research is expected to give the useful information about Gerund,

1. The result of the research is expected to be a new perspective in Error analysis on gerund in writing narrative text.

2. The model of the research is expected to be a new perspective in Error analysis on gerund in writing narrative text.

2. Practically

1. Readers : To know and understand about the error analysis on students gerund in writing narrative text.

2. Students : As reference for the student university to analyze the gerund errors in writing narrative text.

3. Other Researcher : The next researcher who are interested with the same topic can be used as a reference.

CHAPTER   II
REVIEW OF LITERATURE

2.1   Theoritical Framework

This chapter present a review of related literature and explanation of the related material. The writer present the discussion in some theories related to this study in order to give the clearer concept and ideas and also to strengthen this study.

2.2   Language

Language is the ability that humans have to communicate with other humans using signs, for example, words and gestures. The main function of language is as a means of interacting with humans. So language is a tool for interaction or a tool for communication, in the sense of a tool for conveying thoughts, ideas, concepts or feelings and one of the language is English.

According to Keraf in Smarapradhipa (2005:1), it gives two meanings of language. The first definition states language as a means of communication between members of the community in the form of sound symbols produced by human speech organs. Second, language is a communication system that uses arbitrary vocal symbols (speech sounds).

Another case, according to Owen in Stiawan (2006:1), explains the definition of language, namely language can be defined as a socially shared combinations of those symbols and rule governed combinations of those symbols. concept through the use of desired symbols and combinations of symbols governed by provisions).

Based on explanations above, the writer summarizes that Language is one of the ways humans communicate. Language also not simply a means of

communicating information but also very important means establishing and maintaining relationship with other people. So a communication language allows people to form relationships with others. Language is one of the most essential aspects of life since people need it to communicate, connect, and obtain knowledge from others. Language is also a way of thinking that allows us to articulate our thoughts, emotions, minds, and intellect and one of the language is English.

English is one of the languages of the world that obviously occupies a crucial position. As an international language, English has become an instrument of interaction and communication for people in the world. Otherwise, English is used in many ways, such as Technology, business, tourism, and education. On the other hand, English is a language that plays a very important role in international relations.

As a foreign language, English is taught in elementary school and has been studied in university. In elementary school, students focus on vocabulary, but when students enter high school, the situation changes. Students are already familiar with grammar teaching, but when students learn grammar, they will definitely work hard.

2.3 Grammar

Grammar is a very important part. "Grammar tells us how to put together a sentence (word order, verb and noun system, modifiers, phrases, sentences, etc.). grammar is the essential part, "grammar phrases, clause, etc, and discourse rules tell us how to string those sentence together" brown (2001;362).Grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules*. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did

not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time. Learn the grammar becomes important especially if we want to improve writing skills and understand the structure of the language is more complicated, for example when reading a reading that is "heavy" or weighty. But sometimes still many students consider that grammar not important and make the error in speaking and often forget to using the correct grammar.

2.4 Error

Error is a natural part of language learning, In this new system of language, learners will directly connect with such a new vocabulary, a new grammatical pattern and foreign pronunciation which differ from their first language. There are many errors that usually found in teaching-learning process. Sometimes, it was done by students in their study.

According to Brown (2000: 217), he defines an Error as a notable deviation from the native speaker's adult grammar that reflects the student's language proficiency. Student errors provide clues about the language system that he is using (that he has learned). at some point along the route (and it must be repeated that with some systems) the occurrence of such errors can be detected.

It means that the errors arise because each learner has different motivation, social background and intelligence. It has relationship with the learners language competence. In learning a second language some errors appear because the learners have not yet understood the grammar of the second language.

Error analysis is part of the psycolinguistic research methodology of language

learning. An in-service analysis to identify, classify and interpret or describe mistakes made by someone speaking or writing is performed to obtain information about common difficulties faced by someone speaking or writing in English writes. However, error analysis does not provide a complete picture of how the student is acquiring language because it describes the student's language as simply a collection of errors.

Error analysis is important to be learned in learning language. This study appears because there are many errors that learner make when their learning language, either source language or target language.

Richard (1985:96) states that error analysis is the study and analysis of the errors made by second and foreign language. Error analysis may be carried out in order to: find out how well someone knows a language and find out how a person learns a language. Based on Crystal in Slide Share (2003), error analysis is defined as a technique that can systematically identify, classify, and interpret the unacceptable shapes generated by someone learning a foreign language, using one of the principles provided by linguistics and method is used.

By doing the error analysis the teachers who teach the target language will know how to develop and built the acquisition in learning language. This study is trying to develop the learner in improving target language. Also, error analysis will make the learner easier on learning process of target language, because the teacher has known which part that learner need to improve their error, so that hopefully there is no error anymore in learning second or foreign language.

2.5 Type of Error

In Kuntjara (2013; 2-5), Dulay categorizes errors into five types. Omission, Addition, Miss Formation, Miss Ordering, and Blends.

1. Omission

Omission is any removal of certain necessary elements in sentences. The omission is indicated by the lack of a certain element that must appear in the sentences. This usually happens in the early stages of acquiring a second language. For example: "My mother smart cooking." It should be, "My mother is smart in cooking."

2. Addition.

Addition is any use of unnecessary elements in sentences. The total is indicated by the presence of an "unwanted" element in sentences. Junk items do not appear in a well-formed expression. This happens when students abuse certain grammar rules of the language. Target language. For example: "She won't come." It should read: "She's not coming.

3. Missinformation

Miss formation is any wrong form of certain morphemes or structures. Miss formation is indicated by the usage of wrong forms of certain morphemes or structures. For example: "Me don"t like." It should be, "I don"t like."

4. Missordering

Miss ordering is any incorrect placement of certain morphemes in sentences. For example: "She fights all the time her brother." It should be "She fights her brother all the time." Blends Blend occur when two or more morphemes that have the same function appear in a sentence. For example: "The only one thing I want." It should be "The only thing I want."

Based on Richards (1985:47), there are four types and cause of intralingual and developmental errors, those are:

1. Overgeneralization

Overgeneralizations negative intralingual error dealing with items that are contrasted in grammar of the languages. For example: She will cries aloud and He can speaks English well.

2. Ignorance of Rule Restrictions

Based on this type error, the learners fail to observe the restriction of existing structures. For examples: He asked to me about my family. In this case, they should reduce „to‟ in the sentence "He asked to me" because he applied the same preposition to different verbs.

3. Incomplete Application of Rules

This type occurs when a learner fails to apply the rules completely due to the stimulus sentences. For example, the lecturer‟s question is "What is she doing?" then the students‟ response is "She doing something

4. False Concepts Hypothesized

This type is sometimes called semantic error which may be derived from faulty comprehension of distinction in the target language.

According to Norrish and Hasyim (2006;6) classify of errors into three types that that is carelessness, first language interference and translation. The three types of errors will be discussed briefly below.

1. Carelessness it often closely related to lack of motivation. Many teachers will admit that is not always the student fault if he loses interest, perhaps the materials and style of presentation do not suit him.

2. First language, Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interference the new ones. This cause of error is called first language interference.

3. Translation. It is one of the causes of errors. This happens because a student translate his first language sentence or idiomatic expression into the target language word by word. This probably the most common of error.

2.6   The Different Between Error and Mistake

In this case, there are the terms between error and mistake but these two words have different meaning. Error and mistake thing are frequently happen in human being life include in language study. Student not always use the correct English, sometimes they make a mistake when speaking or writing. In daily life we know that the world „error" and „mistake" as two words are synonyms, two

words that less have the same meaning. Error and mistake distinguished in teaching of language is deviations in language usage.

Errors are usually caused by people who have not yet fully mastered an institutionalized language system. According to Norris 1983: 7 the error is a systematic deviation; when a student hasn't learned something and keeps making mistakes.

Based on Tarigan cited in Haryono (2011;24) mistake in limitedness in knowing something or forget in causing mistake in pronounce same voice, words, arange of words, pressure of words and sentence, etc.

According to Tarigan (1995;7 cited in Yulistinah2005) compare between error and mistake "that error is caused by competence factors, mistake, is caused by performance factors" the comparison is presented in the following table.

There are so many opinions and definitions regarding errors and mistakes. Based on Handayani's 2011 definition in Meisa 2014:14 an error is a systematic deviation, a deviation that occurs repeatedly and the learner does not realize that what he is doing is a deviation. A mistake is something like a cross of the tongue one-time event, and the speaker is aware of it and corrects it if necessary.

Table 2.4

Differences between Error and Mistake

Point of view	Error	Mistake
1.Repair	Helped by teacher, Practice	Student it self
2.Duration	Permanent	Temporary

3.Linguistic	Incapable	Capable
4. Character	Systematic	Unsystematic
5.Result	Deviation	Deviation
6.Source	Competence	Performance

From the explanation above, error and mistake are different. Error is a mistake in using language which is made because breaks the rule of the grammatical because the source language has incapability on language. Meanwhile, mistake is mistake which is made because of the incorrect in choosing the words or some expression of words. In learning process the students will make some errors not a mistake, because of it as a teacher it is a responsible to help the students to know the error that will occur.

2.7 Gerund

It has been mentioned in the reasons for choosing the topic that both Indonesian and English have some words which have the same meaning but different in their functions. We often find verbs in English that function as nouns.

According to Miflin Houghton (1984:53) gerund is a verbal that ends in - *ing* and function only as noun. Although it functions as a noun, a gerund has some of the properties of a verb. It express action or being, and it may take a complement such as a direct object or indirect object. It is very easy to spot, since every gerund is a verb with - *ing* tacked to it"s tail.

According to Hornby (1975:150), gerund are used as attribute adjuncts to noun. The primary stress occurs on the gerund, not on the noun (as is the case when a present participle precedes a noun).

In Indonesian there is no change in its forms in making a noun from a verb, but in English we must add the suffix –*ing* to the word. On the other hand, the –*ing* form of a verb is not always a noun. From the definitions gerund above, the gerund is a verb which has a function as a noun or gerund is a verb that is used as a noun. Gerund is formed by: verb + ing (noun). if the new word is used as a noun, it is called gerund, for example :

1. Listening to music makes me happy. (gerund as subject)

2. My mother enjoying cooking cake. (gerund as direct object)

3. She is excited about drawing (gerund as object of preposition)

4. Bob‟s bobby is travelling(gerund as complement)

5. We are so excited about his writing a scholarship (gerund after preposition)

Sometimes gerund seems like the participle and students think that the participle as the part of the gerund because the form. Notice the gerund that the same form as the present participle. However, it is function differently in the sentence. It is always a noun and can function in any noun position.

2.8   Types of Gerund

Gerund is the form of a verb that functions the same as a noun. Related to the explanation above, gerund and its distributions will be described below:

2.8.1   Gerund as Subject

Like nouns and pronouns, gerunds are used as the subject of the sentence and usually placed in the front of the sentence. In addition, gerund a subject

always requires singular verb as in the following example:

1. <u>Running</u> is a good exercise.

2. <u>Swimming</u> relaxes the soul.

3. <u>Cooking</u> is something that so hard to do.

The underlined word above; running, swimming, cooking, singing, are the example of gerund as the subject. They are placed in the front of the sentence.

Gerund can be as a subject or the beginning of the sentences. Thomson and Martinet (1986:228) clarified gerund can be the subject of a sentence when an action is being considered in a general sense. In addition, Payle and Page (1995:74) described if a sentence begins V+ing (gerund), the verb must also be singular.

Gerund followed by some words is called gerund phrase. It can act as the subject of predicate although it does not occur frequently because the common use is in general statement with "be" as the main verb.

Examples :

1. <u>Talking a positive life style</u> is very wise.

2. Feby enjoys <u>reading good novels.</u>

2.8.2 Gerund as Object

Gerund are used in another way, gerund can be function as direct object of verbs. Gerund takes the position after the verbs.

Table 2.6.2.1 The Common Verbs That Are Followed By Gerund

Like	Delay	Mind
Avoid	Admit	Keep
Enjoy	Discuss	Suggest
Encourage	Escape	Quit
Appreciate	Miss	Report
Consider	Practice	Resent
Complete	Deny	Mention
Stop	Finish	Resist
Recall	Resume	Regret

Table 2.6.2.2 Verbs Followed By Either Gerund Or Infinitive

Begin	Can"t stand	Can"t hear
Continue	Dislike	Recommended
Try	Attempt	Dread
Regret	Advise	Propose
Used to	Prefer	Start
Mean	Go on	Admit

Example :

1. I <u>begin cooking</u> *or* i begin <u>to cook.</u>

2. I <u>continue sleeping</u> *or* I continue <u>to sleep.</u>

3. she is <u>trying singing</u> *or* she tries <u>to sing.</u>

4. Don"t attempt <u>doing</u> by yourself or don"t attempt <u>to do</u> it by your self.

2.8.3   Gerunds after Preposition

Preposition is words which connected between one noun with another noun. Allen (1987:190) mentioned all preposition are followed by a gerund, *except* to. After to we sometimes find the infinitive, as if the to were the infinitive particle. There are many kinds of preposition, those are: *in, at, on, with, without, about, for, from, by, after, before, behind, under, above* and so on.

According to Azar (1985: 381), a preposition is followed by a gerund, not an

infinitive. Example in a sentence: Kate insisted on coming with us, the preposition (ein) is followed by a gerund (to come). The preposition is followed by gerunds.

Example:

1. I am fond of skating

2. She insist of seeing him

2.8.3.1 Verbs + Preposition + Gerund

Table 2.6.3.1

Phrasal Verbs And Object Of Preposition That Take The Form Of A

Gerund.

Talk about	Call for	Blow out	Give up
Arrive in	Aim at	Opposed to	Content with
Clean out	Confess to	Related to	Call on
Composed of	Count on	Ask for	Leave off
Full of	Benefit from	Keep on	Depend on
Congratulate on	Care for	Similar to	Thin about
Believe in	Look at	Consist of	Apologize for
Find out	Depend on	Insist on	Approve of
Worry about	Speak of	Get tired of	Superior to
Succeed in	Admit	Rely on	Bear out

Some examples for verb + preposition + gerund as following :

1. I apologize for being late.

2. I never get tired for reading novel.

3. We are succeed in finding theory.

4. She talks about printing the paper.

2.8.3.2 Adjective + Preposition + Gerunds

Table 2.8.3.2

Phrasal adjective and objects of preposition that take of a gerund

Accustomed to	Interested in	Found of
Intent to	Capable of	Different of
Good at	Jealous of	Independent of
Similar to	Sure of	Ashamed of
Afraid of	Successful in	Angry with

Some examples for adjective + preposition + gerund as following :

1. She capable of speaking clearly.

2. I am afraid of interviewing.

3. I interested in cooking.

4. I am fond of skating.

2.8.3.3 Nouns + Preposition + Gerunds.

A number of phrasal nouns and object of preposition that take the form of a gerund.

Intention of	Methods for
Choice of	Reason for
Excuse of	Possibility of

Examples :

1. My mother give me choice of taking another course.

2. She always has an excuse for being late.

3. I found the best method for improving English.

4. Your reason for getting bad score is a big nonsense.

5.

18

Preposition generally can be directly followed verb + ing form. For example :

    1. <u>By selling</u> flower in the supermarket, she gets a lot of money.

    2. <u>Through observing</u>, students can learn math.

From the explanations above, The students have to recognize many kind of preposition in English. Thus, the gerund after preposition.

2.8.4 Gerund After Possessive

Since the gerund is a noun, it can be preceded by a possessive adjective or a noun in possessive case (my, your, her, etc) This act as its subject. If the verb after preposition is directly followed by gerund and it refers to subject of a verb, the gerunds after possessive adjective refer to the person denoted by the possessive adjective or pronoun.

Example:

    1. She <u>dislikes moving</u> to another boarding house. (she dislike it)

    2. We <u>dislike his moving</u> another country. (he must not move)

The usage of gerund after possessive from depends on whether formal or informal situation. In formal English, possessive adjectives (my, your, her, etc) are used to modify gerund.

Example :

    1. Our teacher complains about <u>our coming</u> to class late.

    2. We are excited about <u>her winning</u> a scholarship.

In very formal English, possessive nouns (for example; Irma"s, Bill"s) are frequently used to modify gerund, as in the following sentences:

    1. Mr. Hans complains about <u>Irma"s coming</u> to class late.

    2. We are excited about <u>Bill"s winning</u> a scholarship.

The possessive forms are infrequent used in informal English but object forms such as; me, you, them, are frequently used in informal English.

Example :

1. It is no use <u>them complaining.</u>

2. She left the class without <u>us knowing</u> anything about it.

2.8.5 Gerund as Subjective complement.

Gerund can serve as subjective complements as well since it can be used as noun. In the following sentences, the gerund phrases that function as complements are equivalent to the subject.

Example :

1. My brother"s favorite activity <u>is sleeping.</u>

2. Her favorite sport <u>is swimming.</u>

3. My hobby <u>is singing.</u>

4. What we want <u>is making</u> a birthday party.

2.8.6 Gerunds Used in the Negative Adjective 'No'

The negative form of gerund is made by placing adverb "not" in the front of gerund. There are several types of the use of "no" following gerund.

1. Negative gerund is used after there + a form of "be"

Example :

1. There is <u>no assuming</u> that they win the challenge.

2.8.7 Gerund and Present Participle.

The forms of gerunds are like the principle forms; but the gerund is used as a pronoun, direct object, object of a preposition, or appositive. The verbs that ends with suffix -ing is not only used as gerund but is also use as present participle. Both

gerund an the   participle use verbs + ing.

According to Allen (1974;174) the part of the verb that ends suffix -ing has two very important functions: first, it can have the force of an adjectives as well as that of   a verb, known as present participle. Second, it can have a force of a noun as well as that of a verb, known as gerund. By this same verb -ing form. It sometimes makes learners get confused in differentiating them. Both gerund and the participle can be distinguished by their use in a sentence. Learners have only to remember the function of verb + ing in gerund that is used as noun and can function as subject, direct object, and after preposition.

Usually the verbs + ing form in the both gerund and the present participle become the problem for learners to differentiate the verbs end -ing form used as gerund and as the participle. This problem is actually can be solved by understanding the function of both of them which have been explained by the writer above.

Example :

     1. His hobby is <u>playing</u> guitar.

     2. He is <u>playing</u>   guitar.

The function of the -ing form of both of the sentence is very different. The first sentence uses gerund because *playing* function as the complement of the subject, while the second one is present participle because *playing* in that sentence modifies the subject.

Table 2.8.7

The Difference of *-ing* Function In Gerund and Present Participle.

Gerund	Participle
What the like is <u>running</u> marathon.	He is <u>running</u> marathon.

Her <u>cooking pan</u> is very expensive.	The <u>cooking</u> girl is beautiful.
She likes <u>driving</u> a bicycle.	A girl <u>driving</u> in the rain.
The woman needs a microphone for <u>singing.</u>	The <u>singing woman</u> amazed the audience.

The following verbs are sometimes confusing. For they never have possessive as its subject.

See	Hear	have(not in present tense)
Notice	Listen to	imagine
Watch	Fell	keep
Look at	Perceive	catch
Observe	Smell	set/start/get

Examples :

1. He <u>looks at</u> the girl <u>singing</u> a west song.

2. We <u>fell</u> the weather <u>getting</u> hot.

3. She <u>watches</u> us <u>playing</u> cheese.

2.8.8 The Gerund and The Infinitive

In some verbs there are able to use gerund or infinitive without changing the meaning, but sometimes it can make difference in meaning. There are many students still using to infinitive in their sentence even that sentence need a gerund. Infinitive is a verb by following to, for examples:

1. He stopped to smoke. (to smoke is to infinitive)

2. She likes to write a letter. (to write is to infinitive)

In the same sentence by using gerund will change the meaning:

1. He stopped *smoking*.

2. She like *writing* a letter.

The sentence :

1. infinitive has a meaning he stopped because he will smoke and sentence

2. infinitive has a meaning she likes write a letter at that time. The both of that sentence have different meaning if the sentence are used the gerund form. The meaning would be changed in gerund sentence:

Example :

1. become he stopped smoking forever,

2. she has a hobby writing a letter

According to Azar (2003:327), there are common verb follows by infinitive:

Want	Forget	expect
Promise	Learn	plan
Offer	(can"t) wait	intend
Agree	(can"t) afford	plan
Refuse	Need	intend
Seem	Would like	mean
Appear	Would love	decide

There are verbs taking infinitive or gerund without change of meaning, those are:

1. begin, start, continue, cease

   She never ceased complaining/to complains about price.

2. Cannot, bear

   I couldn"t bear telling/to tell him

3. Intend

She intends selling/to sell it.

4. advise, allow, permit, recommend

He advised applying/to apply atonce.

5. It needs/requires/wants

The grass needs cutting/to be cut.

Based on explanations above, between gerund and infinitive are different. There are common verb follows by infinitive, but, some verb can take infinitive or gerund without changing the meaning. It means that students who learn second language cannot use infinitive in every sentence. It will change the meaning and break the rules if infinitive always use in speaking and writing.

2.9 Writing

Writing is a skill, and like other skills, it should be necessary. Writing is important for conveying ideas and directions, sharing and preserving knowledge, etc. Although writing is very important, in most cases it has never been considered an important skill.

Writing is not just about using correct spelling, organizing words and ideas and following grammar, it is much more than that. Writing is a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make languages be read. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of

signs or symbols. The result of writing is called text, and the recipient of text is called a reader. Motivations for writing include publication, storytelling, correspondence, record keeping and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems.

According to Mayers (2005), he affirms that writing is a way of producing the language that you speak naturally when you speak. Writing means speaking to others on paper or on a computer screen. Writing is also an act, a process in which we discover and organize our ideas, put them on a piece of paper, and reshape and revise them.

2.10 Narrative text

Meyers (2005: 52) affirms that narrative text is one of the most powerful ways of communicating with others. A well-written story enables the reader to react to an event in their life as if it were their own. Not only do they understand the event, they can almost feel it. Action, details and dialogues bring readers into these looks and make it happen for them.

One the objectives of English language teaching is to give students an effective writing ability. Learning to write is a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them. Writing is the most difficult lesson in the school since the students have to produce the text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Narration is the most powerful ways of communications with others. A good written story lets

your readers respond to some event, but they can almost feel it. The action detailed, and dialogue put the readers in the scene and make it happened for them. Moreover, because narration often engages reader‟s emotion so powerfully it can play large role in other type of writing. Moreover, Anderson (1997 : 8) states that narrative text is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

From the definition above, I can conclude that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke.

2.10.1 The Characteristics of Narrative text.

The characteristics of narrative texts among others:

1. It tell us about a story of event or events.

2. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.

3. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.

2.10.2   Generic Structure of Narrative Text

Anderson (1997: 8) states that the steps for constructing a narrative are:

1.   Orientation/ exposition The readers are introduced to the main characters and

possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

2. Complication/ rising action The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and oven serves to (temporally) toward them from reaching their goal.

3. Sequence of event? Climax This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator‟s point of view.

4. Resolution/ falling action In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering „How did it end”?)

2.10.3 Types of Narrative Texts

There can be a combination of narratives within each of this different types. Sometimes, the term genre is used for the type of narrative. A genre is some kind of a category (Neo, 2003: 8). The notion of genre is to help you generate story ideas.

There are many different types of narrative texts, among others:

Humor	Mystery
Romance	Fantasy
Crime	Science ficton
Real life viction	Diary novels
Theoritical viction	Adventure

2.11 Similarities and Differences

Similarities in English is used to describe something that is considered to have something in common. While differences are used to explain the differences between two objects or people in a sentence. Both Similarities and Differences use adjectives for comparison.

2.12 Previous Research

1. Widyawati (2018) entitle "An error analysis of using gerund made by the fourht semester students of English department of UNINDRA" (TELL-US Journal, Vol.4 Issue 2 September 2018 P-ISSN:244-7608: E-ISSN: 2502-7468,https://ejournal.stkip-pgri-sumbar.ac.id/index.php/tellus/article/vie w/2781) Based on the data, the result of error levels in using gerund is: gerund as subject: 25,7%, gerund as direct object:36,7%, gerund after preposition: 38,3%, based on the percentage, the writer conclude that errors of using gerund after preposition is the main errors most often made by the students of the fourth semester. Occupying the second rank is errors of using gerund as direct object. Then, the lowest rank is errors of using gerund as subject.

2. Arjati (2007) which entitled " An error analysis on the use of gerund

among the fourth semester students of English department of UNNES in the Academic year of 2006/2007" (a published thesis. https://lib.unnes.ac.id/981/). the result of the study is that error on the use of gerund were classified on the basic of six type gerunds. After computing the percentage of the errors of each heading of gerund, it was found that the dominant error most often made by the students of fourth semester of the English Department of UNNES is the use of gerunds in the negative adjective „no" which occurred 129 times (69,39%) cause by false concept hypothesized. It means that the mastery of using gerund in the negative adjective „no" is still low because the errors were high

3. Nuzirwan (2018) entitled "An error analysis on English gerund made by the sixth semester students of English Education Study Program Of UNIB In The Academic Year Of 2017/2018" (A Journal of English Education and Teaching

(JEET)VOL.2No.4.2018.https://ejournal.unib.ac.id/index.php/JEET/article/view/7637). The result is the researcher found that the students make errors in using five types gerunds. They are gerund as subject of a sentence 12,1%, gerund as direct object of certain verbs or direct object 27,1%, gerund as passive form or pass 24,5%, gerund after special expression 20,8%, gerund as object of preposition 15,5%, from the percentage the researcher conclude that the most dominant error made by the students of the sixth semester of English Education study program of UNIB in the In The Academic Year Of 2017/2018 is gerund as direct object of certain verbs with the frequently 27.1% (809 error.

2.10 Conceptual Framework.

Gerund is one of many items in grammar, gerund is a thing that which have learned by the students. In fact is even the student know that grammar is important in learning English, but there are still many errors in the usage of gerund. Without learning gerund is grammar, the students can be misunderstood in using both English spoken and written.
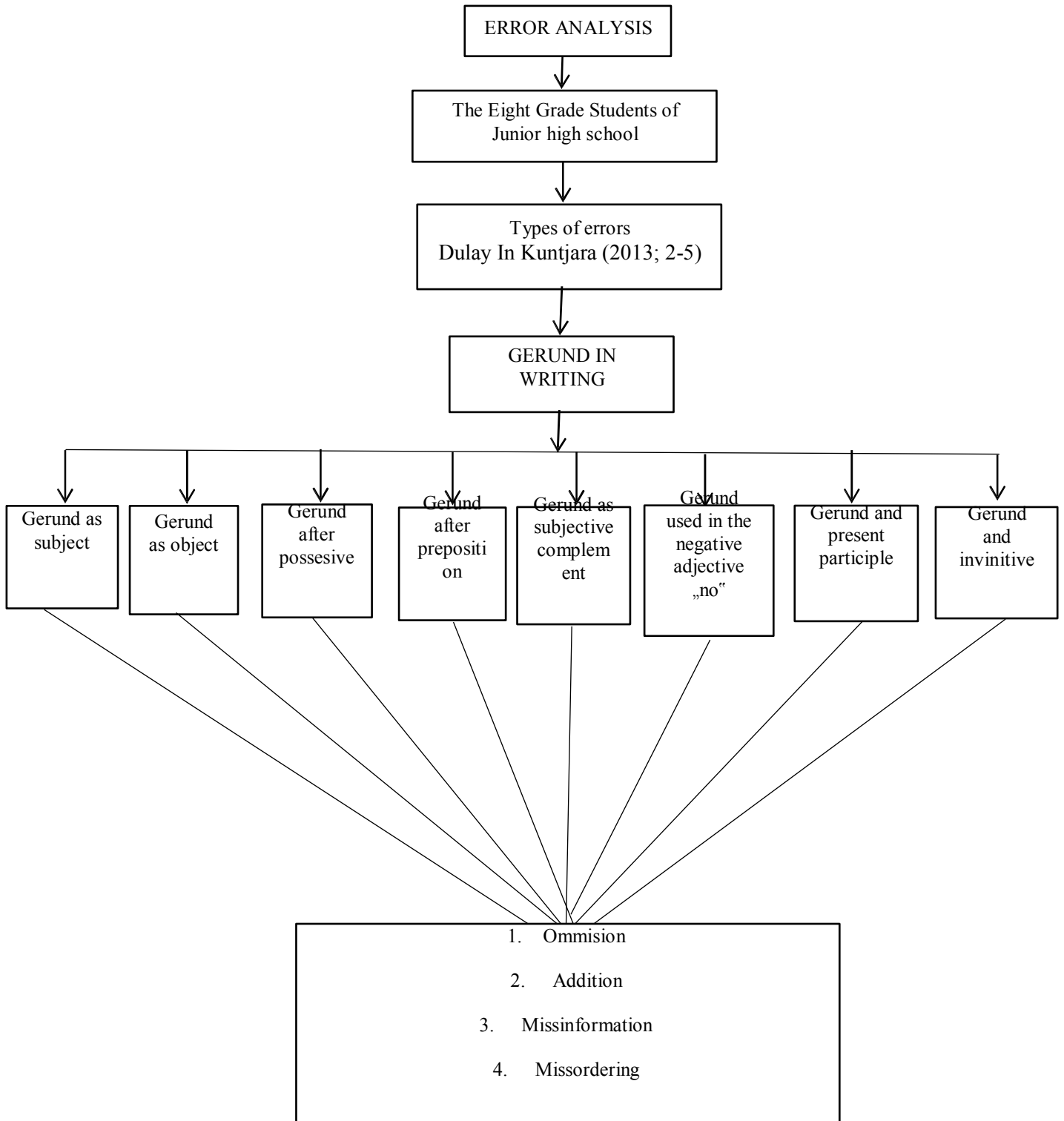
CONCEPTUAL FRAMEWORK

Figure 2.10 Conceptual Framework of An Error Analysis of Using Gerund

Made by the Student in Writing Narrative Text.

CHAPTER III
RESEARCH METHODOLOGY

In the third chapter deals with research design, method of research, population and sample, technique of collecting data and the technique of analyzing data.

3.1 Research Design

This research used case of the study of descriptive qualitative research. It is to explain and identify phonemes of research subject by collecting, identifying, describing, classifying, or correcting of language errors that made by student, especially in using gerund. Qualitative research involves the study use and collection of variety of empirical materials case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual text that describe routines and problematic moments and meaning individual lives.

3.2. Source of Data and Data

Source of data refers to the subject from which the data are obtained Arikunto (2002: 107). Subroto (1992 : 7) says data themselves may appear in the form of discourse, sentences, clauses, phrases, or words which can be obtained from magazines, newspapers, books, etc

In conducting this research the data are the sentences of student writing in using gerund. And the source data is narrative text written by students.

3.3 Instrument of Collecting Data

Instrument of Collecting Data is defined as the process of collecting, measuring, and analyzing accurate knowledge for research using standard, validated methods. The researcher can use the collected data to evaluate his hypothesis. In most cases, data collection is the most important and important step in the investigation. It has nothing to do with the subject. The method of data collection differs depending on the information required in different research fields.

3.3.1 The Technique of Collecting Data.

All research studies involve data collection. In collecting the data, research instrument plays an important role in research study. The writer needs the test form in this study research to measure students" knowledge of gerund. In general, instruments used to collect data can be divided into two types, a test and a non-test (Arikunto, 2006).

Based on Arikunto (2006:150), "Test is some questions or exercise and an instrument that used for measuring the skill, the knowledge of intelligence, ability or talent possessed by individual or group."In this research, the writer uses the test as instrument (attached). The type of data is the errors of the students in using gerund in writing narrative text. The writer makes the work sheets for measuring the knowledge of the respondents in grammatical structure at the level of gerund. The form of the test is writing test. That form is chosen by writer because they are suitable and easier to analyze the errors of the students in using gerund. Based on the test, the writer will identify, classify and analysis the numeral scores of the results   of   the   test.

3.3.2 The Technique for Analyzing Data

In analyzing the data, the researcher has got the instrument of students"
answer sheets. The researcher begins to find out the errors of using gerund made
by the students. Based on the study of error analyzed, the writer will analyze the
data, as follows:

1. Collected and Identified the Answer Sheet

The first, the researcher will collect the paper text of the students, after that the
researcher is going to identify the data and starting analyzes an –*ing* form in gerund.

2. Classified and Analyzed the Data

The second, the researcher classified the students paper text which are 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 the errors of each level
of gerund as a subject, gerund as a direct object and gerund after preposition in
writing narrative text.

3. Reporting the Research

The third, this last step the researcher finally finds out the errors of using
gerund made by the students in junior high school of second grade class. The
researcher makes the result of the study in this final research paper.