

CHAPTER I

INTRODUCTION

1.1 Background Of The Study

Language is an important thing for communication. It can be used as a way to share knowledge, minds, ideas, and opinion feelings to another one, if people don't know the language they can not speak well to those around us, therefore people learn the language as well as possible. Communication can be done in both written and spoken forms. When people communicate in spoken form language is definitely used as a means of communication. Language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of given community to communicate intelligibly with one another, Brown (2005:5).

English as an international language is very badly needed and widely spoken in the world. In this world, many countries use English in different aspect, such as in politics, business, tourism, education and diplomatic circle. English is also important for our country to promote the richness and the beauty of Indonesia to the world. Then many tourist and investor will come and invest their money, so English is a language of high importance in the international relationship either formally or informally.

The government of Indonesia realizes how important English is and encourage the Indonesian citizen to learn English without ignoring the status of Indonesian in order that they are able in confronting globalization era. However English is not as easy as people may imagine. Since English is the first foreign language in Indonesia, it requires

great efforts for the students to learn the elements of the language such as grammar, vocabulary, pronunciation and spelling.

To become a master in English, learning grammar is very essential part. “Grammar tell us how to construct a sentence (word order, verb and noun system, modifiers, phrases, clause, etc) and discourse rules tell us how to string those sentence together “ Brown (2001:362).

In learning English, there are four skills have to comprehend they are listening, speaking, reading and writing. All of them are the basic of English. Every student has to learn it. Although that is important, many students are confused to learn it. One of the language skill that very difficult to study is writing. Writing is simply the representation of speech in another physical medium. Writing is the act or process of producing and recording words in a form that can be read and understood. Writing can also be interpreted as an expression of feelings poured in the form of writing. It means through the process of writing the students can communicate indirectly. In writing the students can devote some ideas in their mind on a piece of paper. They can write something that they can't talk , so their ideas can be understood by reader.

Based on writer's experience during teaching practice, teaching writing to the student is not easy because they come from different previous school and different background. Their basic skills of English are also influenced. These happen because some student had learned English since in the third class of elementary school. Beside that, some students have good training in writing while others not. There is no doubt that writing is difficult skill for foreign language to be mastered. By learning grammar

the students know how to make a good writing with correct sentence arrange. Unfortunately the comprehensible the student about how to arrange of words in sentence is still poor, whereas the students have learned English grammar in many years, including of using gerund.

In this case, the writer found the student's errors in using gerund. When the writer gave a short sentence, for example "I like collecting stamps"; many students thought that it was an example of present participle. In other case, when student found the sentence "Singing is my hobby"; they said that the word "singing" in the sentence is a verb (participle) while it is noun (gerund). Sometimes, when they were ordered to make a simple sentence using gerund, some of them wrote example of present continuous tense such as " He is working in the bank". They confused to use gerund because it looked similar with the participle tenses. Gerund is one of many items in grammar, gerund is a thing that which have learned by the students. 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 students can be misunderstood in using both English spoken and written.

The general errors of many students is because they cannot distinguish of an *-ing* form in gerund usage. There are many kinds 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 Burcks (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 English.

Based on these case, the writer is interested to make a research about the gerund. Thus, the research is entitled “ **An Error Analysis of Using Gerund in Students’ Descriptive Writing at The Eight Grade Students of Junior High School.**”

1.2 The Problem Of The Study

Based on the background of the study above, the problems of the study are formulated as follows:

1. In using gerund, what types of errors found in students’ descriptive writing at the eight grade students of junior high school?
2. What is the most dominant types of errors in using gerund found at the eight grade students of junior high school?

1.3 The Objective Of The Study

The objective of this study concerns with the problem above. The objective of this study are:

1. To find out the types of error in using gerund in students’ descriptive writing at the eight grade students of junior high school.
2. To find out the most dominant types of error in using gerund at the eight grade students of junior high school.

1.4 The Scope of The Study

The writer will focus the analysis on the error in using gerund as subject, as object, after preposition and as possessive done by the eight grade students of junior high school.

1.5 The Significances Of The Study

1.5.1 The Theoretical Significances have two of study are stated as follows:

1. The result of the research could become one of the perspective in teaching English as a foreign language for Indonesian students.
2. The result of the research, can become a contribution to study error analysis in writing.

1.5.2 The practical significances have four of the study are stated as follows:

1. *The students*, to get more understanding about gerund errors and it helps to know the use of the correct gerund when the students want to write the text.
2. *The teacher*, the teacher will get more information from error made by students and improve their learning process. Therefore, this study will reveal useful information and knowledge for the readers.
3. *The reader*, to get more knowledge about the use of the correct gerund in writing.
4. *Institution*, this study will give contribution to education research, especially for English Department in Nommensen HKBP University.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter present a review of related literature and explanation of the related materials. The writes 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 Error

Error is a natural part of language learning, learning the second language is a process unlike learning the first language. 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 the teaching-learning process. Sometimes, it was done by students in their study. Students are not aware that many of their errors are, indeed, errors: if they were, they would be able to prevent them. The student's error are the mistake that they can't correct by themselves.

According to Brown (2000:217) defines an errors as a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner. The learner's error provides evidence of the system of the language that he is using (that is has learned) at a particular point in the course (and it must be repeated that using some systems, although it is not yet the right system). The appearance 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 learner's language competence. In

learning a second language, some errors appear because the learners have not yet understood the grammar of the second language.

2.3 Error Analysis

Error analysis is a part of the methodology of the psycholinguistic investigation of language learning. An analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out of obtain information on common difficulties faced by someone in speaking or in writing English. However, error analysis does not provide a complete picture of how learner acquire language, because it describe learner's language purely as a collection of errors (Corder 1981:35).

Error analysis is valuable source of information to teachers. It provides information on learner's error which helps teachers to correct it and also improves the effectiveness of their teaching. In the words error gives signs to teachers and researchers whether the using process is successful or not.

Richard. J (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.

From the definition above, the writer can conclude that error analysis is an evaluation methodology in language learning to analyze, identify, describe, and explain the learner's error by giving an indication to us in process of learning.

2.4 Types of Error

Dulay et al (1982:138) states that error are flawed side of learner speech or writing . people can not learn language without first systematically committing errors. There are four descriptive taxonomies to analyze error, namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

1. Linguistic Category Taxonomy

Many error taxonomies have been based on the linguistic item which is affect an error. These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error affect. Language component include phonology (pronunciation), syntax and morphology (grammar), semantic and lexical (meaning and vocabulary), and discourse (style).

2. Surface Strategy Taxonomy

Surface strategy taxonomy is a classification of language error based on how the surface structure are altered. The surface strategy elements of a language are altered in a specific and systematic ways:

1. Omission Error

Omission Error are characterized by the absence of an item that must appear in a well-formed utterance. An item in the form of gerund such as gerund as subject, as object, after preposition, after possessive are missed in well-formed sentences. For example: I like swim in the river. It should be: I like swimming in the river.

2. Addition Error

Additional error are the opposite of omission, they are characterized by presence of an item which must not appear in a well-formed utterance. An item in the form of gerund such as gerund as subject, as object, after preposition and after possessive. For

example: I was interested in to learning more about chemistry. It should be : I was interested in learning more about chemistry.

3. Misformation Error

Misformation error are characterized by the use of the wrong form of a morphem or structure. Here, there wrong in the form of gerund such as gerund as subject, as object, after preposition, after possessive. For example: My mother is enjoys cooking cake. It should be: My mother enjoys cooking cake.

4. Misorderiong

Misordering error characterized by the incorrect placement of a morpheme or a group of morphem in utterance. Here, the wrong in the form of gerund such as gerund as subject, as object, after preposition, after possessive. For example: I like tennis playing. It should be: I like playing tennis.

3. Comparative Analysis Taxonomy

The classification of error in a comparative taxonomy is based on comparisons between the structure of language leraning error and certain other types of construction. The error are classified into development errors, interlingual errors, ambiguous error and uniqe errors. If one were to use.

4. Communicative Effect Taxonomy

The communicative affect classification deals with error from the perspective of their on the listener or reader. It focuses on distinguishing between error that seem to cause miscommunication, while error that affect a single element of the sentence usually do

not hinder communication this taxonomy classifies error into global error and local error.

According to Richard. J (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 Dulay in James (1998:103) " Error taxonomies are usually done with paper and pencil, and the maximum number of dimension of error that one can show on a plane

surface is three : usually two dimensions are reflected in the taxonomy. In addition there are four further subtypes, eight in all Taxonomy can operate with four of their categories plus a fifth (blends) of own.

1. This is to be distinguished from ellipsis (E), and from zero (z), elements which are allowed by the grammar (indeed are power- full grammatical resources), whereas omission is ungrammatical.

2. Addition

This manifestation of error, Dulay, Burt, Krashen suggest, is the result of all-too-faithfull use of a certain rules and they suggest there are subtypes. A typical result is an English sentence having two negators or two tense markers instead of one.

3. Misformation

This is Dulay, Burt and Krashen's third category, and again they identify three subtypes. They define misformation as use of the wrong form of structure or morpheme.

4. Misordering

This category that complement the target modification taxonomy. Blending has been widely studied in speech error ('slips') research, which explain it in terms of the competing plans hypothesis.

According to Norrish in Hasyim (2006;6) classify of errors into three types 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 students fault if he loses interest, perhaps the materials and/ or 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 translates his first language sentence or idiomatic expression in to the target language word by word. This probably the most common of error.

2.5 The Difference Between Errors and Mistakes

Error and mistake are things 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 word ‘error’ and ‘mistake’ as two words are synonymous, two words that less have the same meaning. Error and mistake distinguished in teaching of language is deviations in language usage.

Error are typically produced by people who do not yet fully command some institutionalized language system. According to Norrish 1983:7 error is a systematic deviation; when a learner has not learn something and consistently gets it wrong.

Based on Tarigan cited in Haryono (2011:24) mistake is limitedness in knowing something or forget is causing mistake in pronounce some voice, words, arrange of words, pressure of words and sentence, etc.

According to Tarigan (1995:7 cited in Yulistinah 2005) 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:

Table 2.5 The Difference Between Error and Mistake

Point of view	Error	Mistake
1) <i>Source</i>	Competence	Performance
2) <i>Character</i>	Systematic	Unsystematic
3) <i>Duration</i>	Permanent	Temporary
4) <i>Linguistic</i>	Incapable	Capable
5) <i>Result</i>	Deviation	Deviation

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 refers to a performance factors, a 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 responsible to help the students to know the error that will occur.

2.6 Gerund

According to Mifflin Houghton (1984:53) gerund is a verbal that ends in – *ing* and function only as a 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 an indirect object. It is very easy to spot, since every gerund is a verb with *-ing* tacked to it’s tail.

In Indonesian language the students do not learn about verb with form *-ing* which is used as a noun, called gerund (Azar 2009:301) while, in English grammar, the students can find so many word changes. On the other hand, the *-ing* form is not always a noun. Allen (English can change the form of a verb so that the verb can be used as a noun. A verb can be change by adding *-ing* . If the new word is used as a noun, it is called gerund. For example:

- 1) Playing badminton is fun. (gerund as subject)
- 2) I enjoy cooking cake. (gerund as direct object)
- 3) She is excited about drawing. (gerund object of preposition)
- 4) We are excited about his winning a scholarship. (gerund after possessive)
- 5) Bob's hobby istravelling. (gerund as complement)

Sometimes gerund seems like the participle and students think that the participle as the part of gerund because the form. Notice that gerund has 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.

2.7 Types of Gerund

Gerund is the form of a verb that functions the same as a noun. Generally, gerund classified into five types they are:

2.7.1 Gerund as Subjects

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) Running is a good exercise.

- 2) Swimming relaxes the soul.
- 3) Cooking is something that so hard to do.
- 4) Singing is a pleasure we all enjoy.

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

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

Examples:

- 1) Talking a positive life style is very wise.
- 2) Michelleenjoysreading good novels.

2.7.2 Gerund as Object

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

Table 2.7.2.1 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
Dread	Risk	Postpone

Some example of gerund as direct object, as in the following examples:

- 1) I stop driving.
- 2) I enjoy playing badminton.
- 3) Graham quit smoking.
- 4) I regret wasting time.

From previous explanation above, we know that gerund as direct object takes position after verbs. However, the students should memorize the common words are followed by gerund.

Table 2.7.2.2 Verbs Followed by Either Gerund or Infinitive

Begin	Can't stand	Can't bear
Continue	Dislike	Recommend
Try	Attempt	Dread
Hate	Like	Love
Regret	Advise	Propose
Used to	Prefer	Start
Intend	Permit	Allow
Mean	Go on	Admit

Example:

- 1) I begin cooking or I begin to cook.
- 2) I continue sleeping or I continue to sleep.
- 3) She is trying singing or she tries to sing.
- 4) Don't attempt doing by yourself or don't attempt to do it by yourself.

2.7.3 Gerund after Preposition

Mifflin. Houghton (1984:26-27) a preposition is a word that expresses a relationship between a noun and pronoun and another in a sentence . A preposition is usually followed by a noun, which is called the object of preposition. According to Straus, Kaufman & Stern (2014:18)

preposition is word that indicates location (in, near, beside) or some other relationship (about, after, besides) between a noun or pronoun and other parts of the sentence. Preposition usually follow verbs, noun or adjective. They are actually verb + preposition, noun and pronoun + preposition, adjective + preposition. Verbs that are placed after preposition must be in gerund form.

Example:

- 1) I am fond of skating.
- 2) She insist on seeing him.

2.7.3.1 Verbs + Preposition + Gerund

Table 2.7.3.1

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 example for verb + preposition + gerunds as following:

- 1) I apologize for being late.
- 2) I never get tired of reading novel.
- 3) We are succeed in finding theory.

- 4) She talks about printing the paper.

2.7.3.2 Adjective + Preposition + Gerunds

Table 2.7.3.2 phrasal adjective and objects of preposition that take of a gerund

Accustomed to	Interested in	Fond 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

Examples:

- 1) She capable of speaking clearly.
- 2) I am afraid of interviewing.
- 3) I interested in cooking.
- 4) I am fond of skating.

2.7.3.3 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 for	Possibility of

Examples:

- 1) My mother gave 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.

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

- 1) By selling flower in the supermarket, she gets a lot of money.
- 2) Through observing, students can learn math.

2.7.4 Gerund after Possessive

Since the gerund is a noun, it can be preceded by a possessive adjective or a noun in the possessive case (my, your, her, etc.). This acts 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 dislikes moving to another boarding house. (she dislikes it)
- 2) We dislike his moving another country. (he must not move).

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

For example:

- 1) Our teacher complains about our coming to class late.
- 2) We are excited about her winning a scholarship.

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

- 1) Mr. George complains about Alice's coming to class late.
- 2) We are excited about Joy's winning 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. For examples:

- 1) It is no use them complaining.
- 2) She left the class without us knowing anything about it.

2.7.5 Gerund as Subjective Complement

Gerund can serve as subjective complement as well since it can be used as noun. Their position is usually after "be". The gerundive phrases that function as complements are equivalent to the subject, as in the following example:

- 1) My dog's favorite activity is sleeping.
- 2) His favorite sport is running.
- 3) My hobby is singing.
- 4) What we want is making a birthday party.

2.8 Gerund With 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".

Examples:

- 1) There is no assuming that they win the challenge.
 - 2) There is no challenging of the game.
 - 3) There is no surprising performance from the event.
2. Negative gerund is used in prohibition that is against certain activities.
- 1) No smoking is allowed in the hospital.
 - 2) No eating in this class! The teacher says.
 - 3) No talking during worship.

2.9 Gerund and Present Participle

The verbs that ends with suffix *-ing* is not only used as gerund but it also used as present participle. Both gerund and the participle use verbs + ing. According to Allen (1974:177) the part of the verb that ends with suffix- ing has two very important functions: first, it can have the force of an adjective 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 same verb + ing form in 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 playing basketball.

2) He is playing basketball.

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

Table 2.9 The Difference Of *-Ing* Function In Gerund and Present Participle

Gerund	Participle
What he likes is <u>running</u> marathon.	He is <u>running</u> marathon.
Her <u>cooking</u> pan 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</u> woman amazed the audience.

These following verbs are sometimes confusing, for they never have possessive as its subjects.

See	Hear	Have (not in present tense)
Notice	Listen to	Imagine
Watch	Feel	Keep
Look at	Perceive	Catch
Observe	Smell	Set/start/get

Examples:

- 1) He looks at the girl singing a west song.
- 2) We feel the weather getting hot.
- 3) She watches us playing chess.

2.10 Comparison Between Gerund and Infinitive

There are verbs that can be followed by either Gerund and Infinitive. Verbs followed by Gerund and Infinitive may have the similar and different meaning. Gerunds are formed with *-ing* while infinitives are formed with *-to*.

These following verbs mentioned below are verbs that can be followed by either gerund and infinitive.

Allow	Advice	Begin
Abhor	Agree	Attempt
Forget	Continue	Cease
Intend	Can/could bear	Cease
Love	Mean	Need
Permit	Recommended	Regret
Prefer	Propose	Remember
Like	Hate	It needs/requires,wants

Learners need to pay attention to the rules in learning a language in order to communicate properly both in writing and speaking. In the process of learning the language, learners cannot avoid making errors because errors happen as part of the learning process. This happens because the student use different forms to communicate ideas, feelings or messages. Most errors were ascribed to interference and consequently a major part of applied linguistic research was devoted to comparing the mother tongue and the target language in order to predict or explain the errors made by learners of any particular language background.

2.11 Writing

According to Dalman.H (2015:3) writing is a medium of human communication that represents language with signs and symbols. Writing activity involves several elements that is; the writer as a conveying message, text content, media and readers.To be a clear writer, people must first be a clear thinker. Writing is a combination of things going at the same time, not a disconnected series of steps to do in a certain order. A good writing should totally affect the

reader. The highest compliment readers can pay the writer is when they say that the writing is simple, and clear.

A good writing in English requires good grammar and good organization. Writing is a process not a product, Oshima and Hogue (1998:3). It means in writing, study and practice is important to develop this skill. Practice in writing give confidences and make writing easier.

The other way to communicate with other is writing. People sometime use letter, email or short message to communicate with other. It makes the communication become easier, especially for long direction communication. In the academic writing , it will be different, it will be more challenging. People need to plane and compose effective message require them to put the principle into practice.

Every writer should be able to produce a writer message that achieve two goals:

1. A writing should have complete structure.
2. A writing should achieve its purpose quickly, clearly, and effectively.

A text understandable and readable by readers, that is a good writing .writing is one of substantial matter in learning English. If people want to write very well, they must see the writing process. In writing process, writing take place when a writer; choose words, assembles them into phrases, connect the phrases to form sentences, group the sentences into paragraphs, and then organizes the paragraphs into a coherent message. Hereby, the readers will have the good experiences after they read the text. Finally, the good text always succeeds to inspire the readers.

2.12 Types Of Genre Writing

According to Pardiyono (2007:17-313) says that there are twelve types of genre, they are: narrative, recount, description, report, exposition, etc.

1. Narrative

Narrative is any written English text in which writer wants to amuse, entertain people and to deal with actual or vicarious experiences in different ways.

2. Recount

Recount is a narration text too. This has explained in chapter one, the detailed explanation will be presented on part of recount on the next pages.

3. Descriptive

Descriptive is a text which can be written out with a descriptive. It describes an object to the readers. The length of the text depends on specific details of the object being describe.

4. News Item

News item is neither paragraph or essay. Instead this conforms to any written English text containing one or more than one paragraph in which the writer to inform people about events of the day which are considered news worthy or important.

5. Anecdote

It is any written English text which the writer shares with the others an account of an unusual or amusing incident.

6. Procedure

Something is accomplished through a sequence of actions or steps.

7. Explanation

To describe the process involved in the information or working of an object or phenomena (explaining a process of information).

8. Report is providing information about natural or non natural phenomena.

9. Exposition

To carry on an arguments or opinions about something (for exposing arguments or opinion)

10. Discussion

To present information and opinions about issues in more one side ('for/pros' against/cons').

11. Review

To critique or evaluate an art work or event for a public audience.

12. Spoof

To tell an event with a humorous twist an entertain the readers.

2.13 Previous Research

There are some researches that are related to student's errors on the use of gerund:

1. Widyawati (2018) entitle "An Error Analysis Of Using Gerund Made By The Fourth 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/tell_us/article/view/2781). Based on the data, the result of error level 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 occupy the highest rank. It means errors of using gerund after preposition is the main error 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.

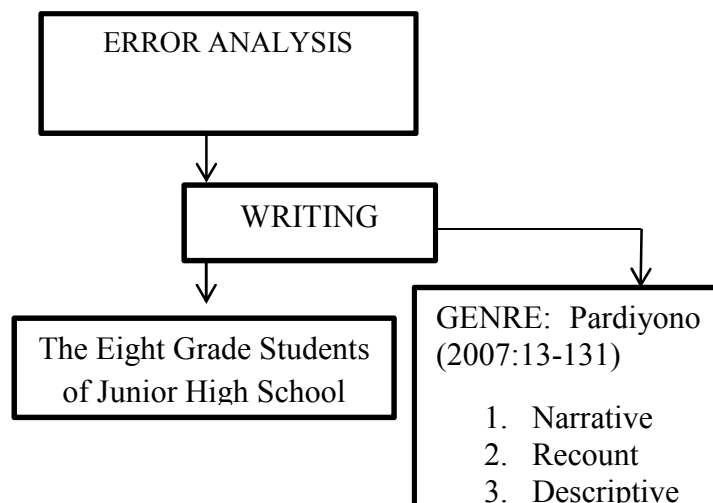
2. Arjati (2007) which entitled “ An Error Analysis On The Use Of Gerund Among The Fourth Semester Students Of English Department of UNNES in The Academic Year Of 2006/2007”(A published Thesis, <https://lib.unnes.ac.id/981/>) .The result of the study is that error on the use of gerund were classified on the basic of six types gerunds. After computing the percentages of the errors of each heading of gerund, it was found that the dominant error most often made by the student 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 Gerunds 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 made 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 expression20.8%, 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 academic year of 2017.2018 is gerund as direct object of certain verbs with the frequency 27.1% (809 errors).

2.14 Conceptual Framework

Writing is used as a tool of communication, as a way to share knowledge, ideas, minds, impression and feelings in written form. Writing should be organized effectively and include aspect such as words choice, grammar, content, coherent and the important one is ideas. In teaching writing, introducing the writing genre to the students is a must. There are thirteen of writing genre, one of them is recount text.

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.



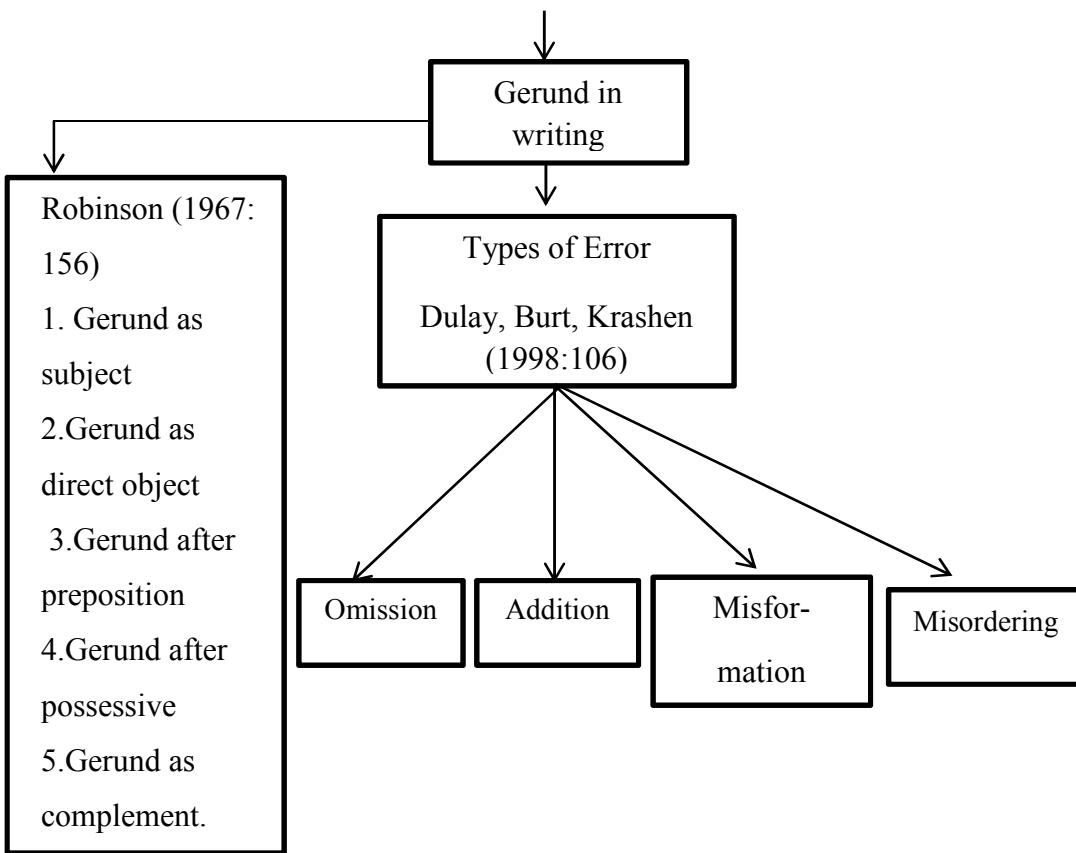


Figure 2.14 Conceptual Framework of An Error Analysis of Using Gerund In Students' Descriptive Writing at The Eight Grade Students Of Junior High School.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research used case of the study of descriptive qualitative research. It is to explain and identify phenomena of research subject by collecting, identifying, describing, classifying,

evaluating, or correcting of language errors that made by student in their writing, 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 Population and Sample

Arikunto (2006) stated that “The implementation of qualitative research occurred by scientific, what it is, the condition cannot be manipulated, emphasize on naturalistic descriptive.”

A population (or universe or target population) is the entire set of individuals to which findings of the survey are to be extrapolated. In this text we use the terms universe, target population and to estimate population parameters from that sample.

3.2.1 Population

This research was conducted in Medan, Sumatera Utara. In this research study the writer used the second grade students of junior high school as a population.

3.2.2 Sample

The sample of this research was the eight grade students of junior high school as the subject of the research so, this population and sample to know analysis in using gerund in writing descriptive text.

3.3 Data Collection

3.3.1 The Instrument of Collecting Data

In collecting the data, the usage of the instrument test is needed, so the writer used the following tests to get the data, they are:

1. The writer ordered the students to write descriptive writing with use gerund.
2. The writer collect the test of the students.
3. Then, the writer identified the errors made by the eight grade students and classified the students' error in writing descriptive based on the types of errors in using gerund.

3.3.2 The Technique of Data Analyzing

In analyzing the data, the writer applied the theory of Dulay in analyzing the types of errors made by the second grade students in using gerund, while for the steps of analysis the writer uses the theory of Rod Ellis they are:

1. Identifying errors

In this step the writer compares the errors sentence (mention it as "original sentence" with what seem to be correct sentence in the target language which correspond with them (reconstruction).

2. Describing error

This next step is the step where the errors are described and classified into kinds.

3. Explaining Errors

This is last step of the errors analysis .in this step, the writer tried to explain how and why a sentence called erroneous. After analyzing the errors sentence, the writer identifies the percentages of the errors made by the students.

The errors that discussed in this research is just in using and understanding gerund. A gerund is the “-ing” form of verb used as noun. A gerund is also used in the same ways as a noun that is as subject or as an object, complement, and object of preposition. This research, these theories are analyzed and applied to know the error that students done when they learned it. From the data, the writer attempted to verify the frequency of the students’ writing errors descriptively. To know the percentage of errors made by the students, the researcher uses the formula of Bungin (2005:171-172). The formula as follow:

$$x = \frac{f}{N} \times 100\%$$

With:

N = stands for the percentage of errors

Fx = stands for the total of frequency of the sub – categories errors

N = stands for the total errors of all categories

Having counted the percentage of errors, then analyzing the errors was done based on the classification or types of each and also based on the mixture of errors was made and by looking up the result of the analysis, drew some conclusions.