

CHAPTER I

INTRODUCTION

1.1 The Background of the study

Language is a tool that used to communicate to other people in the world. It uses arbitrary signals, such as voice sounds, gestures, or written symbols. Not only a language consists of symbols that convey meaning, but also rules for combining those symbols, that can be used to generate an infinite variety of messages. According to Delahunty and Garvey (2010:5) language is a system that connects thoughts, which can not be heard, seen, touched, with sounds, letters, manual signs, or tactile symbols.

English is one of the international languages used as a means of communication which is used in many countries. It is basically a means of both oral and written communication. Thus, it is very important for people working in this global era. In Indonesia, learning English could be difficult because of the difference of structure of both of languages. The problem occurs when the students find the differences in every part of both of English and Indonesian structure.

Among four skills in the practice of teaching and learning English, which are reading, listening, speaking, and writing. writing and speaking are lebeled as receptive skills. Writing is a process of transferring ideas or opinions to the readers in written form and process of constructing critical thinking of the writers. Writing needs an extra competence to produce a beautiful writing. That's why writing skill becomes the most difficult skill than other skill.

Writing is at the center of teaching and learning in higher education further elaborate, the difficulties lie from high level skills, such as planning and organizing ideas, to low level skill,

such as spelling, punctuation, word choice, etc. the purpose of writing is to help students to express their feeling and ideas into written form, there are genres in English writing such as Spoof, Descriptive, Narrative, Procedure, Explanation, Analytical Exposition, Report, Discussion, Hortatory Exposition, Anecdote and Recount.

Recount text is a kind of text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. Recount text has its own orientation, event, and re-orientation. The purpose of recount text is to list and describe past experiences by retelling events. Other purpose of recount writing may be to informing and entertaining.

One of the important aspects of language is grammar. Like in English, grammar is the key of a good writing. Using proper grammar can avoid misunderstanding while communicating and expressing ideas. Grammar need to be taught in school as the foundation to support the language. Although grammar alone is not a meaning to master a language, the having enough knowledge of grammar, students will be able to solve their problem in expressing their ideas into writing and communicating activities.

One of many aspects in English grammar is verb-ing form. Based on the writer's experience in teaching practice program, the writer found that the students make errors in using verb-ing forms. They don't know when they differentiated verb-ing form as a gerund, participle. it usually happened because they did not know how to identify 'a noun', 'an adjective', or even 'a verb' in a sentence in which a gerund and a participle can be differentiate with it. They also made errors using both in sentence.

Based on the background of the study above, the writer will conduct a study titled “ **An Error Analysis of Using Verb – Ing Form in Writing Recount Text by the Second Grade Students at SMA Negeri 5 Medan** ”

1.2 The Problems of the study

Based on the background of the study, the problem of the study is formulated as follows :

1. What types of errors are found in students’ writing recount text in using verb – ing form by the second grade students at SMA Negeri 5 Medan?
2. What is the most dominant error found in writing recount text in using Verb - ing form by the second grade students at SMA Negeri 5 Medan?

1.3 The Objectives of the study

Based on the problems of the study, the objective of this study are :

1. to find out the types of errors are found in students’ writing recount text in using verb – ing form by the second grade students at SMA Negeri 5 Medan.
2. To find out the dominant error found in writing recount text in using Ing-form by the second grade students at SMA Negeri 5 Medan.

1.4 The Scope of the study

Verb-ing can be used not only as verb but also like adjective or nouns. There are two kinds of verb - Ing form according to Swan (20016 : 93) when Verb – ing forms are used as verbs or adjective it is called called Present Participle, when Verb – ing forms are used as noun it is called Gerunds.

Error happens because the use of the incorrect system. In learning language, the learners often make error in writing, speaking, reading, and etc. Dullay (1982 : 138) states There are four types of error based on Dullay, there are: Linguistic Category, Surface Category, Comparative Taxonomy, and Communicative Effect Taxonomy. the writer focuses on Surface Category

The problems of the study focus on finding the type of error and dominant type of error that occur in using Verb- ing form which are made by the second grade students of SMA Negeri 5 Medan in their writing Recount text.

1.5 The Significances of the study

There are two kinds of significances of the research. They are :

1. Theoretically

There are two theoretical significances from this study that the writer expect to be useful to develop their writing process, they are:

1. The result of the study can be used as a choice in English teaching and learning procedures
2. The result of the study can be used as the model for those who want to conduct a research in teaching English.

2. Practically

1. The writer, to know the use of Verb-ing form
2. The students of English Department, to enrich their knowledge about Verb-ing Form in writing recount text.
3. English teachers, this study can be used by the English teachers as a reference to teach their students about Verb-ing form

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied in the study concerned. Some related theories are used for some basic theories to support the study. The concept will avoid possible misunderstanding between the writer and the reader. In this case, it is very important to list the following terms for the purpose of the study.

2.2 Error

It is impossible that learners never make any errors in language learning process, it happens because the use of an incorrect system. The learners often make error in writing, reading, listening, and speaking, it can not be avoidable for students. According to Dullay et al (1982 :138) errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.

Brown (2007:258) states “An error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner” Thus, a learner’s competence in target language can be recognized through the errors he/she made. So the more the learners make errors, the less competence of target language he/she has. As Corder in Brown (2007 : 257) noted "a learner's errors are significant in that, they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language."

Carl James (1998:1) says error is likewise unique to humans, who are not only sapiens and loquens, but also homo errans. It means that every people definitely ever make some errors. Language errors are an unsuccessful bit of language. Rod Ellis (1997:17) states that errors reflect gaps in a learner’s knowledge; they occur because the learner does not know what is correct.

From those definitions above the writer concludes that an error is the flawed side of students which is notice able deviation from grammar through the errors they made, A learner’s error is important they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language.

2.2.1 Sources of Error

In learning foreign language, learners often make several errors because of some factors. Error happens when the learner has not learnt the correct forms or has wrong assumption about target language system being learnt and consistently 'gets it wrong'. It will continue until they notice that they are wrong and when the learner has known the right forms and sometimes still gets it wrong, then, we called it 'mistake'. According to Brown (2007:263), there are four sources of error, they are:

1. Interlingual transfer

Interlingual transfer is a significant source of error for all the learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or inference. Before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learners can draw.

2. Intra-lingual Transfer

Intralingual transfer is the negative transfer of items within the target language or put another way, the incorrect generalization of rules within the target language. Intralingual transfer is a major factor in second language learning. It has been found that the early stages of language learning are characterized by a predominance of interlingual transfer, but once the learner has begun to acquire parts of the new system, more and more intralingual transfer generalization within the target language is manifested.

3. Context of Learning

Context of learning refers to the social situation, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can

lead the learner to make faulty hypotheses about the language. Students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or a word in a textbook, or even because of a pattern that was rote memorized in a drill improperly contextualized.

4. Communication strategies

The category of communication strategies overlaps both inter- and intralingual transfer and context of learning; nevertheless, communication strategies form a separate and exceedingly significant source of error. A communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication.

2.2.2 Types of Error

Students can not learn language without first systematically committing errors. Dullay et al (1982 :138) said that, errors are the flawed side of learner speech or writing. The most useful and commonly used bases for descriptive classification of errors are linguistic category, surface strategy, comparative analysis, and communicative effect. In this study the writer uses the surface strategy taxonomy (omission, addition, misinformation, misordering).

1 . Error Types Based on Linguistic Category

Many error taxonomies have been based on the linguistic item which is affected by an error. These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error effect.

Language component include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

2. Error Types Based on Surface Strategy Taxonomy

Surface strategy taxonomy is as a classification of language errors based on how the surface structures are altered. The surface strategy elements of a language are altered in specific and systematic ways.

There are four types of surface strategy taxonomy, they are:

1. Error of Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. The students omit the item that should appear in the good utterance. Omission has two types of morphemes that are omitted more than other. They are content morphemes and grammatical morphemes.

Content morphemes carry the bulk of the referential meaning of sentence: nouns, verbs, adjectives, adverbs. Omit content morphemes are typically made by the learner in the early stage.

Grammatical morphemes are little words that have minor play in sentences like noun and verb inflections, articles, auxiliaries, and preposition.

For example : She visits my house last week

Should be : she visited my house last week

2. Error of Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well formed utterance. In addition, the students add the utterance that is not needed in a sentence, or the learners add some unnecessary element.

Addition errors usually occur in the later stages of the second language acquisition, when the learner has already acquired some target

language rules.

For example : the books is in the bag

Should be : the book is in the bag

There are three types of addition errors, they are:

1. Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others.

Example : He didn't went there

Should be : He didn't go there

2. Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most languages, however, some members of a class are exceptions to the rule

Example : the verb "eat" does not become "eated", but "ate";

The noun "sheep" is also "sheep" in the plural, not "sheeps"

3. Simple Addition

Errors are the "grab bag" subcategory of additions. If an addition error is neither a double marking nor regularization, it is called simple addition.

3. Error of Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Different from omission where the items are not supplied at all, in error of selection, the student supplies something even though that is incorrect.

For example : They is watching movie

Should be : They are watching movie

4. Error of Misordering

Errors of ordering where the elements presented are correct but wrongly sequenced. Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance.

For example : In the library I will see you

Should be : I will see you in the library

3. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on between the structure of language learning errors and certain other types of constructions. The errors are classified into developmental errors, interlingual errors, ambiguous errors and unique errors. If one were to use a comparative taxonomy to classify the errors of a student's learning

English, one might compare to the structure of the student's errors to that of errors reported for children.

4. Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of their on the listener or reader. It focuses on distinguish between errors that seem to cause

miscommunication. Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication. This taxonomy classifies errors into global errors and local errors.

Carl James (1998 : 13)says there are four types of error based on the aspects of the grammar that are wrongly used by students such as :

1. Error of omission

It is sentence which one of its aspect (word) is omitted

2. Error of addition

It is a sentence where some elements are presented, which should be there. The error of addition happens because learners add letter or word in sentence where should not be added there.

3. Error of substitution It is a sentence which one of its aspect (word) is substituted by another.

4. Error of reordering It is sentence which is order incorrect or a certain aspect of language rule is not suitable. The sentence can be right in presented elements, but wrongly sequenced.

Based on the explanations above the writer uses the type of errors based on Dullay's theory that is Surface Category (Ommision, Addition, Misinformation, Misordering).

2.3 Error Analysis

Every teacher is aware that students might make some errors in learning process. Error is a part of learning process, it might be assumed that we do not learn without producing some errors. Analysis is an activity to identify, classify, and interpreted the errors,

therefore, it is important for the teachers to help the student in finding the errors by using error analysis.

According to Carl James (1998:1) error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Brown Douglas (2007 : 259) said that the learners do make errors , and these can be observed, analyzed and classified to reveal something of the system overrating within the learner led to a surge of the errors.

Carl James (1998:1) stated error is likewise unique to humans, who are not only sapiens and loquens, but also homo errans. It means that every people definitely ever make some errors. Language errors are unsuccessful bit of language. Rod Ellis (1997:17) says errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct.

From those definitions above the writer concludes that error analysis is a process of specifying the nature, causes, and consequences of unsuccessful language of learners that can be observed and analyzed to reveal something from the excessive system in the learner that causes of errors. Error is believed as an indicator of the learner stages in their target language development.

2.3.1 Goal of Error Analysis

In error analysis, the goal is to determine the accuracy, James (1998 : 205)says the goal of error analysis is to prevent obsession with trial errors and give priority to the ones that really matter. Ellis in Sihombing (2018 :11) discusses the good reason for focusing on error, which are:

- 1) They are a conspicuous feature of learner language, raising important question of “ Why do learners make error? ”.
- 2) It is useful for teachers to know what error learners make.

- 3) It is possible that making errors may actually help learners to learn when they self-correct the errors they make.

Based on the definition above, the writer concludes that the goal of error analysis is use to identify that teaching learning process is successful or not. However, the teacher should know how to correct the error of the students in order that they do not make the same error again. In other word, the teacher or the researcher should improve or use compatible technique to decrease the student's error.

2.3.2 Procedures of Error Analysis

Error analysis is not restricted to one relatively late procedure. There is not a step in doing error analysis which we could properly call the analytical step, a step might say coincide with the collation or interpretation of ones data. One is engaged in error analysis right from the time that one decides systematically to assemble relevant data, using appropriate error elicitation procedures.

According to james(1998 : 91- 97) fourth procedures of error analysis that they are : detection, locating, describing, and classifying error.

- 1) Error detection is a stage of identification in which the analyst realizes the error happen.
- 2) Error location means to locate the error detected before.
- 3) Error description is explaining the error happen.
- 4) Error classification is the step to classify the errors; whether the errors belong to subject, and verb agreement, tense, etc.

However, Ellis in Sihombing (2018:12) stated that investigates that identifying errors have to compare the sentence learners produced with what seem to be the normal or correct sentence in the target language which correspond with them.

For example:

“A man and a little boy was watching him.”

The correct sentence:

“A man and a little boy were watching him.

Ellis also accepts that the procedure for analyzing learner errors includes the following steps:

1. Collecting of a sample of learner language. Most samples of learner language which have been used in error analysis include data collected from many speakers who are responding to the same kind of task or test (as in Morpheme Order Studies, which are discussed below). Some studies use samples from a few learners that are collected over a period of weeks, months, or even years in order to determine patterns of change in error occurrence with increasing L2 exposure and proficiency.

2. Identification of errors. This first step in the analysis requires determination of elements in the sample of learner language which deviate from the target in some way.

3. Description of errors. For purpose of analysis, errors are usually classified according to language level (whether an error is phonological, morphological, syntactic, etc.), general linguistic category (e.g auxiliary system, passive sentence, negative constructions), or more specific linguistic elements (e.g. articles, prepositions, verb forms).

Based on some explanations of procedures of error above, the writer concludes that procedure of error analysis is a way to collect relevant data by investigating and managing errors in students' sentences. The writer will use the procedure of error based on Ellis. The procedures are suitable for analyzing learners error. They are collecting the result of test, identifying the errors from the test, describing the error in category and explaining the reason why the learner make some error.

2.4 Writing

Writing is one of the main skill which is learnt. Writing is an important way to communicate with other people because writing can help people to express their feelings or transforming thought and ideas into written forms. Byrne (1988 : 1) noted Writing involves the encoding of a message of some kind that is, we translate our thoughts into language. Writing has fewer signs and symbols than speech but they can be just as powerful. Nunan. D (2003:88) says that "writing is the mental work of inventing ideas, and organizing the words into statements and paragraph that will be clear to a reader".

The writer concludes based on the information above that writing is a way to communicate that can help people to make ideas, and organizing the words into statements and paragraph used for a wide purpose that produced in different form that has few powerful signs and symbols.

2.4.1 Process of Writing

The process of writing is the ways or steps in organizing a written text that is used to complete the whole paragraph, make the content clear, coherence and able to make the students interest in learning it. Harmer (2004: 4-5) states process writing is a way of looking at what

people do when they compose the written text. It means there some steps in writing process, they are:

1. Planning: Firstly, the writer has to consider the purpose of their writing no only the type of the text, but also the use of language, and the choosing of information to include. Secondly, the experience of the writer think of audience that writes for, since this will influence not only the shape of the writing but also the choice of the language. Thirdly, the writer has to sequence the facts, ideas or arguments which have decided to include.

2. Drafting: Drafting can refer to the first version of a piece of writing as a draft. The first go at a text is often done on the assumption that it will be amended later. As the writing process into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising): Editing involves correcting errors In grammar, spelling, and mechanics. Reflecting and revising are often helped by other readers (or editor) who comment and make suggestion. It will help the author to make appropriate revisions.

4. Final version: Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. The original plan and the first draft have some differences. It is caused by the things have changed in the editing process.

The writer represents these aspects of writing process in a different way, therefore, the process wheel below clearly shows the many directions that writers can take either travelling backwards or forwards around the rim or going up and down the spokes. Only when the final version really is the final version has the process reached its culmination.

2.4.2 The Purpose of Writing

In the written form of the language, the writer has to give the time to express the idea, opinion and message. The purposes can be specific and clear purpose. The purpose can be done by selecting right words and suitable sentences structure to convey the intended meaning.

According to Grenville (2001: 1-2) there are three purposes of writing: to entertain, to inform and to persuade.

1) To entertain

Think what it's like to be a reader-you can be entertained (emotionally gripped) by something very serious, even sad, as well as by something funny. An exciting plot can involve your emotions, too, by creating feelings of suspense. Writing that involves emotions can also be reflective and contemplative. Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity). Example of imaginative writing are novels, stories, poems, song lyrics, plays and screen plays.

2) To inform

These kinds of writing can also be 'entertaining' in the sense that they're a good read. But entertaining the reader isn't their main purpose-that's just a bonus. Example of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3) To persuade

This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include opinion, but as part of a logical can backed up with evidence, rather than just as an expression of feelings. I mentioned above that imaginative writing

occasionally pretends to be a true story, but if you writing to inform or persuade, you shouldn't make things up.

2.4.3 The Genre of Writing

Genre has been developed in literacy education is an organizing concept for our cultural practice. According to Knapp and Watkins (2005 : 22) genre are classified according to their social purpose and identified according to the stages they move through to attain their purpose. Genre is a stage, goal oriented social process. Martin in Sidabariba (2019: 19) states Participants interact using language in a conventional staged structure. Genre is used to refer to particular text types not to traditional varieties of literature. The meaning of the genre is determined that the students are able to understand and identify the concepts and also a kind of the text that students will have to write.

Derewianka and Hammond in Sembiring (2018: 10-12) mentions there are somekind of genres which arose in social interaction to fulfill humans' social purposes.

1. Spoof

Spoof is the way of twisting some of the events in the process that used to create a humor and create a text. The punch line in the events is an unpredictable action done by a character(s) for a response to another characteristic(s)

2. Descriptive

Descriptive is the writer describes an object. In this text, the object can be concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. Description is the text containing two components, namely, identification and description.

3. Procedure

Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step. Procedure is a text containing four components namely, goal, material, methods; add the orientation by which a writer describes how something is accomplished through a sequence

4. Recount

Recount is written out to make a report but an experience of a series of related event. Theoretically, the technique to write a recount is similar to the way a narration is written. Specially, a recount is written out to inform an event or to entertain people. Structurally, a recount is a text which contains three components; they are orientation, events, and re-orientation.

5. Explanation

Explanation is a written English text in which the writer explained the processes involved the information or workings of natural or sociocultural phenomena. Explanation is a text containing two components, namely, the general statements, and sequenced explanation.

6. Analytical Exposition

Analytical exposition is an expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact, in this case it is just to persuade the readers to believe it, and to show the reader about the truth in the human's life reality by proved it with some facts.

7. Hortatory Exposition

Hortatory exposition is a written English text in which the writer persuades people that something should not be the case. It is also a text containing three components, namely, the thesis, argument of issue of concern, and recommendation.

8. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue. Discussion contains three components, they are, issue, argument, and conclusion or recommendation.

9. Report

Report is a kind of text which can be written out with a descriptive technique. It describes an object to the reader. The length of the text depends on the specific details of the object being described.

10. Anecdote

Anecdote is a text which retells funny and unusual incidents in fact of imagination. Anecdote is the tools of the writer to share with the others account of an unusual or amusing accident. Its purpose is to entertain the reader. Anecdote is a text containing five components; they are abstract, orientation, crisis, reaction, and coda.

11. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in the different ways. It is tell the stories, experiences, and action which happen in the past. It uses simple past tense. The elements of narrative are orientation and coda, but coda is optional.

From the various kinds of genre in writing, the writer only focuses on report text.

2.5 Recount Text

Recount text is a text which tells about something happened in the past. According to Pardiyono in Simatupang (2019: 13) recount as one kind of text is made to inform about past events. It begins by telling the reader who was involved, what happened, where this event took place and when it happened. Knapp and Watkins (2005 : 223) stated Recount is the sequence text that does little more than sequences series of events.

Based on the definitions above the writer concludes that recount text is a text that made to inform the readers about something happened in the past.

2.5.1 Generic Structure

Generic structure or theoretical structure is a package of events in a text. It will explain how the stage moves through to attain the purpose. According to Siahaan and Shinoda (2008:35), there are three generic structure of recount text. They are:

1. Orientation : Provide the setting and introduces participants.
2. Events : Tells what happened in what sequence.
3. Re-orientation : Optional-closure of events.

2.5.2 Language Features

Using simple past tense: visited, had, etc.

2. Using action verb: helped, crutched, etc.

3. Using adjectives.

4. Introducing specific participants: I, my friend, etc.

5. Using chronological order: then, first, etc.

6. Using linking verb: was, were, etc.

2.6 Ing -form

Verb-Ing can be used not only as verb but also like adjective or nouns. According to Swan (1984 : 132) when ing- form are used as verbs or adjectives, they are often called “ Present Participle ”, when they are used more like nouns, they are often called “ Gerunds”. The two structure do not have quite the same kind of meaning.

Examples :

1. You're **smoking** too much these days. (Verb : present progressive)
2. There was a **smoking** cigarette end in the ashtray. (Adjective : describing cigarette end)
3. **Smoking** is bad for you (Noun : subject of sentence)

2.6.1 Present Participle

Participle is a word formed from a verb that ended ing and used as adjective and verb. According to Swan in Sandhya reony Bintoro (2016:9) Participle is a word formed from a verb that ended -ing and used as adjective and verb. Meanwhile, as a verb in a sentence, a present participle is used in the continuous tense. Dykes (2007:116)said the present participle is formed by adding -ing to the base verb form. Knowledge of participles is extremely important as they help to form many of our tenses. Participles are very flexible as they can become various parts of speech according to the work they do.

Based on those explanations above the writer concludes that present participle is an important formed by adding - ing to the base form that function as verb or adjective.

2.6.1.1 Present Participle as Verb

Participles are used with auxiliary verbs to make progressive or continues verb form.

Examples:

eat + ing = eating

Using auxiliary verbs, we form finite continuous tenses:

1. They were **eating** – past.
2. They are **eating** – present.
3. They will be **eating** – future.

2.6.1.2 Present Participle as Adjective

Present participle without using auxiliary verb can be used as adjective.

Examples :

1. I love the noise of **falling** rain.
2. Jhon has become very **boring**.
3. It was a very **tiring** meeting.

2.6.2 Gerund

The gerund looks exactly the same as a present participle, but it is useful to understand the difference between the two. The gerund always has the same function as a noun. According to Swan in Raffles and Lase (2018 : 60) gerund is a verb that ends in –ing and function as noun. It is one of the oddest construction in the English language, because it nominalise morpheme, turning a verb into a noun by adding –ing form to the end verb.

Hariyono (2002 : 289) said that gerund is a verbs used or function as noun. Verbs are often found in English that function as nouns. In Indonesian there is no change in its forms in making a noun from a verb, but in English the suffix –ing must be added to the word.

Based on the explanations above that gerund is a verb added with –ing in the end of the verb which function as noun. They may serve as subjects, objects or even complements in sentences, and they stand alone, that is without an auxiliary.

2.6.2.1 Gerund as a Subject

Hariyono (2002 : 290) stated if gerund is the subject, then gerund can stand alone or as a phrase, as in the following examples:

Smoking is a bad habit

Singing makes me happy

Cooking is a good hobby

2.6.2.2 Gerund as an Object

Hariyono (2002 : 290 – 292) said that as a gerund object has two possibilities namely:

1. Object of Verb is the object used after the verb. but not all verbs can be followed by gerund, only a few verbs can be followed by gerund, there are : admit, understand, suggest, avoid, enjoy, save, risk delay, etc. as in the following examples:

I enjoy **reading** history book

Do you mind **opening** the window?

specifically for the word excuse, prevent and forgive can be followed by positive pronoun or positive adjective or preposition before followed by gerund. as in the following examples:

excuse me **for** coming late

excuse **my** coming late

forgive **me** interrupting you

you can't prevent **him** spending his own money

2. Object of Preposition is the object used after the preposition. like its function as an object, the gerund is placed after the preposition. as in the following examples:

I'm interested **in learning** more about your work.

They are always careful **in working**

Ali goes **on speaking** in the class.

2.6.2.3 Gerund as Subjective Complements

Since gerund can be used as nouns, they can serve as subjective complements as well. In the following sentences, the gerundive phrases that function as complements are equivalent to the subject:

Tommy's hobby is **collecting stamps**.

What we want is **making a study club**.

Simon's need was **knowing that someone cared**.

2.7 Previous of the Study

Dita,(2014) in her study entitled *An Error Analysis of Using Verb-Ing Form*, the study conducted to measure the students' ability in using Ing-form, the objective of this study is to analyze the students' grammatical error in using verb-ing forms at the eleventh year students of SMA Darul Muttaqin academic year 2013/2014. The subject of this study is consisted of 28 students. The limitation of the problem is to classify the students' error based on Dullay's surface structure taxonomy. This research is using case study method by collecting data from a test. The data is taken from the student's test. In collecting the data, the test about verb-ing form was given to the students. The result showed the highest error which most students made is omission. Its frequency is 63 errors Then the second common error is misformation with 55 errors or. The third common error is addition with 9 errors.

From the research above , the writer assumes that student often make error in using Ing-form in their writing, and this research become a reference for the writers in their research.

Pernilla (2018) in her research entitled *The English –Ing Form from A Recapitulationist Hypothesis Perspective* Viewing language as an evolutionary process can offer a new insight into our understanding of historical changes. It also raises significant questions to the nature of language. In this paper, the English –ing form is examined from a recapitulationist hypothesis perspective, aiming to elucidate the complexity around the grammatical category membership of the different functions of this form. The study of the –ing form in child language acquisition as compared to its history will lead to the discussion of how the functions are connected, both structurally and cognitively. By searching outside the traditional grammatical approaches to grammatical categories, it is possible to make clear the identity of the – ing form.

2.8 Conceptual Framework

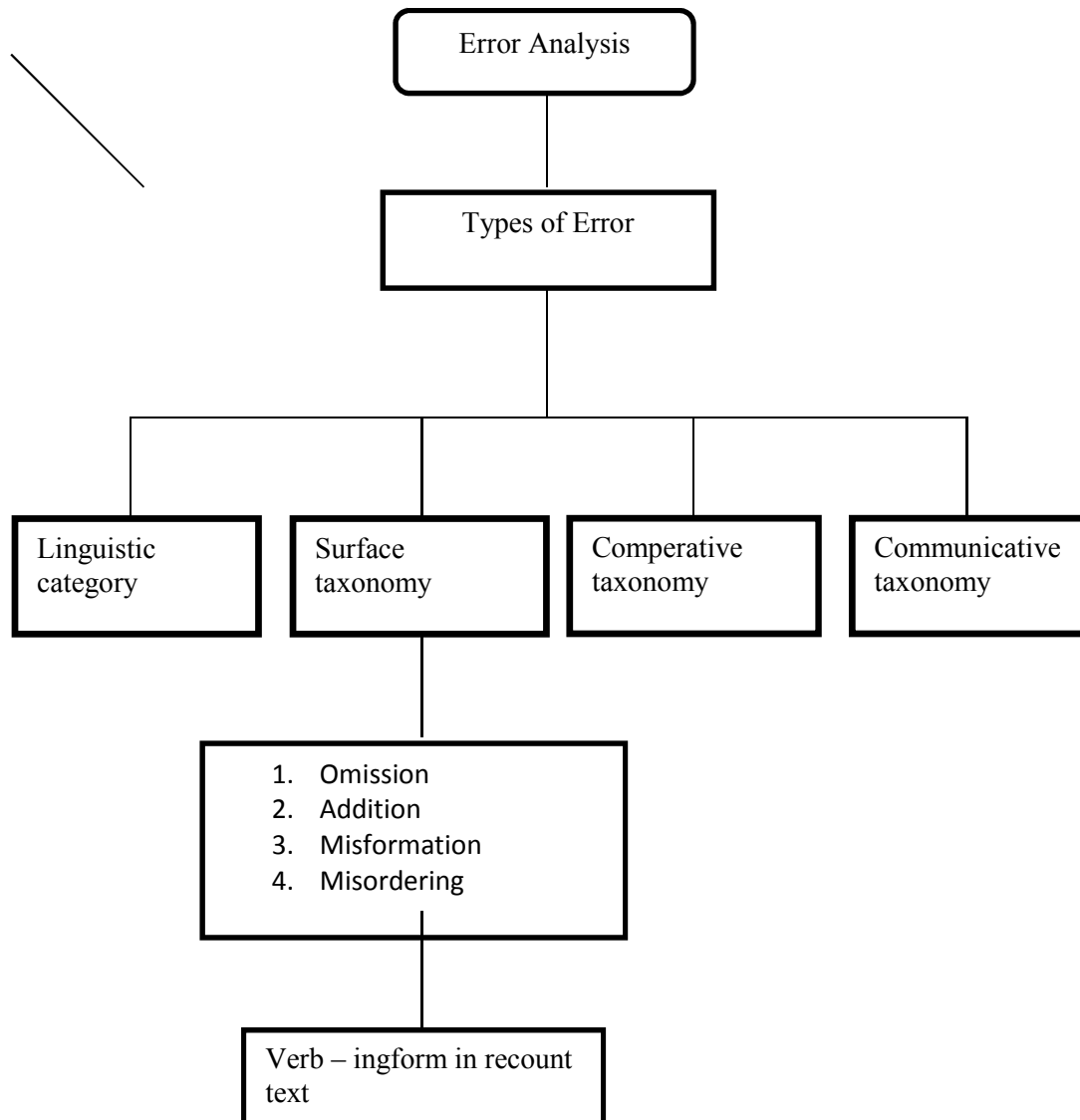
Error is normal and making error is unavoidable during the learning process. It will always occur although best effort has been done. The types of error are : linguistic category, surface strategy taxonomy. In this study, the writer uses the surface strategy taxonomy (omission, addition, misformation, misordering). Error analysis as the process to observe, analyze and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.

There are four main skills in learning English, they are reading, speaking, listening and writing skill. In this research the writer focuses on writing skill, especially in report text. Writing is an important way to communicate and to express ideas and feeling into written form. Report text is one of the genre in writing.

Verb – ing form one of the most important and interesting structures in English. There are two kinds of Verb - ing form there are : present participle and gerund. Present Participle is used

as verbs or adjectives, and Gerund is a verb used or function as noun. There are 3 kinds of gerund: as a subject, object and subjective compliment.

Figure 2.1 Conceptual Framework



An Error Analysis Of Using Verb - Ing Form In Writing Recountt Text By The Second Grade Students At SMA Negeri 5 Medan (Artha Nelvita Naibaho).

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research is a process of formulating question, problems, or hypothesis, collecting data or evidence relating to this questions/hypothesis: and analyzing or interpreting these data. Research design is needed because it facilitates the smooth sailing of the various research operations, there by making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money. In this study the writer used Descriptive Qualitative. (Creswell 2012 : 16) said Research Qualitative is best suited to address a research problem in which you do not know the variables and need to explore. The goal is to described types of gerund errors on students' writing report text at the second grade students of SMA Negeri 5 Medan.

3.2 The Subject of the Study

In the subject of this study, the writer took 10 students of the second grade students at SMA Negeri 5 Medan .

3.3 The Instrument of Collecting Data

In collecting data of this study the writer applied an instrument to see the students' writing especially in recount text. The instrument of this study is writing test. The writer will ask the students to write recount text.

3.4 The Technique of Collecting Data

The data of this study will be collected by applying some steps, the data will be analyzed to identify the students' error in using verb - ing form in their recount text. The writer takes the following steps below :

1. Asking the students to write recount text
2. Underlining every errors from the students writing test

3.5 Technique of Analyzing the Data

After collecting the data, the writer analyzed the students' error as following:

1. Classifying the errors based on omission, addition, misformation, and misordering.
2. Making percentage of the errors
3. Making a conclusion

$$P = \frac{F}{N} \times 100$$

Where : P = percentage; F = frequency; N = number of sample which is observed.

3.6 Validity (Triangulation)

Triangulation is the means by which an alternate perspective is used to validate, challenge or extend existing findings. Triangulation relies on the idea of using two known points to locate the position of an unknown third point, thus forming a „triangle“. Cohen and Manion (1986:254) define triangulation as an “attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint”. Norman Denzim in Hales identify triangulation into four types, they were:

1. Data Triangulation

Data Triangulation related to the use of a variety data or information including time, space, and person in research. Data triangulation is the process rechecking and comparing information by the writer compared observation data with and interview data.

2. Time Triangulation

Time Triangulation related to the use of time in getting more valid data. The writer needed to do the observation more than once to make sure the validity of the data.

3. Theory Triangulation

Theory triangulation related to the use of two or more theories which was combined when examining situations and phenomena. Some theories support both of way of collecting and data needed to be created more complete to give more comprehensive data.

4. Methodology Triangulation

Methodology triangulation related to the effort of checking the data or data result. The aim of methodology triangulation was to conduct a situation and phenomenon by using some methods. Methodology triangulation was similar to the mix of method approaches used in social science research, where the result from one method was used to enhance, argument, and clarify the results of others.

In this research, the writer focused with the data triangulation. The observation did not do once. Which was related to used of a variety of data or information including time, space, and person in research.

