

**AN ANALYSIS OF GRAMMATICAL ERRORS IN USING GERUND AT  
THE SECOND YEAR STUDENTS OF ENGLISH DEPARTMENT BUNG  
HATTA UNIVERSITY**

**THESIS**



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## ABSTRACT

Yuwindhi, Shindy 2017. "An Analysis of Grammatical Errors in Using Gerund at the Second Year Students of English Department Bung Hatta University."

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2. Fitrina Harmaini, S.S, M.A.

The purpose of this research was to find out grammatical errors in using gerund at the second year students of English Department Bung Hatta University. Descriptive method was used as the design of this research. The researcher used total sampling technique to select the sample and the total number of sample members was 30 students.

The instrument used to get the data was grammar test. The students were asked to answer 7 items gerund as a subject, 8 items gerund as an object after verb, 6 items gerund after preposition. It was found that the reliability index of the test was high correlation (0.63). It means that the test was reliable. Then the test was valid in terms of content validity.

The result of the data analysis showed the grammatical errors in using gerund at the second year students of English Department of Bung Hatta University. It was proved by the fact that there were 31 (40.79%) errors in using gerund as a subject. 23.5 (30.92%) errors in using gerund as an object. 21.5 (28.29%) errors in using gerund after preposition.

Based on the findings, it could be concluded that some second year students at English Department of Bung Hatta University made grammatical errors in using gerund. They made errors in omission, addition, misformation. In line with the result of this research, the students are suggested to practice more about gerund by doing exercise with form filling in the blank, reading some stories, etc, so they can improve their knowledge about gerund.

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# CHAPTER I

## INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the formulation of the problem, research questions, the purposes of the study, the significance of the study, and the definition of key terms.

### 1.1 The Background of the Problem

Grammar is the most difficult subject in English because it has grammatical rules. When the students speak or write in English, they should focus on grammatical rules of the language. According to Thornbury (1999:1), grammar is partly the study of what forms (structures) that is possible in a language. So, in a learning a language, it is important to study grammar. By mastering grammar, students can build up the sentences and express the ideas for communication activities. Besides that, the students also can improve their ability in understanding reading text and they will understand the rules and know how the sentences are constructed. Those are some advantages when the students learn grammar.

According to Disterheft (2004:3), grammar is a system of rules that every speaker formulates through the process of first language acquisition. It is the system of knowledge that linguists refer to as grammar. In studying grammar, the students still make errors to make a sentence unconsciously.

Students do not realize when they make errors. So, it can be a problem for them in mastering grammar. There are some topics learnt by students in grammar, such as: tenses, simple sentences, infinitive, and gerund.

Gerund is a verb that is changed to be a noun with *-ing* in the end of the verb. It is not only to be a subject, but it also can be an object or compliment in a sentence. They have complex pattern, they are (1) gerund as a subject *Gerund (subject) + compliment*, (2) gerund as an object *Subject + Complement (Gerund)*, (3) Gerund as a preposition *Subject + Verb + Prep + Compliment*.

Based on the interview to the second year students of English Department Bung Hatta University on February 2017, the students had some difficulties in learning gerund. They cannot differentiate among gerund as a subject, gerund as an object after verb, gerund after preposition. The followings are the examples of errors made by the students.

For example : 1. Write essay is difficult to understand.

2. Rahma likes sing everyday.

3. She has good skill at dance.

The sentences above are incorrect. They should be:

1. Writing essay is difficult to understand.

2. Rahma likes singing everyday.

3. She has good skill at dancing.

Based on the reasons above, the researcher was interested in analyzing some grammatical errors in using gerund at the second year students at English Department Bung Hatta University.

## **1.2 The Identification of the Problem**

The researcher did interview on February at Bung Hatta University. The researcher asked to 7 students to represent of the second year students at English Department Bung Hatta University. The researcher gave a question for them, the

question is “Do you still have problem about gerund as a subject, gerund as an object after verb, gerund after preposition?.” The researcher classified the answer as follow:

Firstly, the students had problems in using gerund as a subject in a sentence. Gerund as a subject is verb –ing which has function as a noun in the sentence and it describes about the subject of the sentence. (1) The students confused how to use gerund as a subject correctly because of verb –ing that has places at the beginning of the sentence. (2) They difficult to discriminate between gerund as a subject and gerund as an object.

Secondly, the students had problem in using gerund as an object after verb. They presume verb –ing that has places after verb is as a verb in a sentence.

(1) The fact verb –ing after verb has change function as an object in a sentence and it called gerund as an object after verb. (2) They still confused between gerund and present continuous tense.

Last, the students had problems in using gerund after preposition. They are; (1) It is difficult for them to understand about the meaning of a sentence and they also confuse to make a sentence by using gerund after preposition sometimes gerund after preposition have different meaning in a sentence. For example: He apologized for keeping me waiting. (2) They had problem in putting the preposition in gerund.

### **1.3 The Limitation of the Problem**

Based on the identification of the problem above, the researcher just limits her research on grammatical errors in using gerund referring to gerund as a subject, gerund as an object after verb, gerund after preposition. The grammatical

errors focused on omission, addition, misformation. This research was be conducted at the second year students of English Department of Bung Hatta University.

#### **1.4 The Formulation of the Problem**

Based on the limitation of the problem above, the problem was formulated as follows: “What are the students’ grammatical errors in using gerund at the second year students of English Department of Bung Hatta University?”

#### **1.5 Research Questions**

Relating with the formulation of the problem above, the research questions of this research were formulated as follow:

1. Do the second year students have grammatical error in using gerund as a subject?
2. Do the second year students have grammatical error in using gerund as an object after verb?
3. Do the second year students have grammatical error in using gerund as an object after preposition?

#### **1.6 The Purposes of the Research**

In the line with formulation of the problem and research questions, the main purpose of this study was to describe the grammatical errors in using gerund at the second year students of English Department of Bung Hatta University. The specific purposes of this research were follows:

1. To find out grammatical errors made by the second year students in using gerund as a subject.
2. To find out grammatical errors made by the second year students in using gerund as an object after verb.
3. To find out grammatical errors made by the second year students in using gerund after preposition.

### **1.7 Significance the Research**

Based on the problems above, the research had some significance for lecturer and students. To the lecturer, she/he knows the grammatical error in using gerund made by the students. By having known the error so she/he chose the consideration to achieve the best improvement in teaching grammar. To the students, they know the errors that are made by them in using gerund and they can improve their knowledge about gerund and be able to make a sentence correctly.

### **1.8 Definition of Key Terms**

To avoid misunderstanding about the key terms used in this study, the researcher provides their definitions as follow:

1. Error is asystematic deviation made by students in using gerund.
2. Grammatical error is error that people make in terms of omission, addition, and misinformation.
3. Gerund is verb -ing which has function as a noun in a sentence. It can be as a subject, an object, and compliment.
4. Gerund as a subject is a verb -ing, it has function as a noun and it places at the beginning in a sentence.

5. Gerund as an object after verb is an object or complement in a sentence and it always appears after verb.
6. Gerund after preposition is a verb -ing or complement in a sentence and it places after preposition.