CHAPTER II
REVIEW OF LITERATURE

2.1 Theoretical Concepts

Knowing definition of grammar, we can conclude that grammar is very essential and important to every language. It means that if students can speak a language he must know the grammar of the language. On the other hand if students does not know the grammar he will not be able to speak that language or the listeners will be confused in catching the massage, so they will never be able to communicate with each other. Without learning grammar it seems impossible for the students to learn a language since the grammar tells about the language usage.

2.2 Description of Error Analysis

In learning any language, learners will always make hypotheses about the language rules and then they practice or use them in actual language performance. The rules that they use are correct if the forms they produce are acceptable in the target language, and on the other hand, they should correct the forms if they are unacceptable.

In order to make it easier for the learners to study the target language, all problems or errors facted by them should be observed, analyzed, classified to find or to reveal the solution to the problems. The study of the errors is commonly called error analysis. This error analysis should be made since errors in a language learning and teaching process are unavoidable.

Error analysis is a study to investigate the error in second language learning by collecting and describing samples made by the language learners. It is used as a procedure to analyze the errors in the language learning process to be known and corrected by using several ways of analyzing. Ellis (1985:296) states that errors analysis is a procedure used by both researcher and teacher. It involves collecting samples of
learner’s language. Identifying the error in sample, describing these errors, classifying them according to their hypothesized causes and evaluating their seriousness.

Dullay (1982:138) defines errors as the flawed side of learner speech or writing. They are those parts of conversation or composition that delicate from some selected norm of mature language performance. It means that there is something wrong in norms of language performance, the making of errors is so unavoidable in learning process. Besides, the making of error is one part of learning and no one can learn without the making of error.

Corder (1981:23) citied in Ellis (2010) says that error analysis is the study analysis of the errors made by the second foreign language learners to predict the errors or the difficulties in learning foreign language.

Corder (1981:45) says that error analysis has two functions. The first is a theoretical one and the second is a partical one. The theoretical aspect of error analysis is part of the methodology of investigating the language learning process. The partical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher. It is with this second function of error analysis that I am concerned in this chapter. Corder also states why error analysis is useful. He mentions error significant in the different ways: (1). To the teacher; they show a student’s progress, (2). To the researcher: they show how a language is acquired and what strategies the learner uses, and (3). To the learner himself; he can learn from these errors.

The good language use should be correct in grammar and spelling. The good language use should be correct in grammar and spelling give emphasis and ease to the reader. That is why the error analysis is needed to assure whether a writing is good or not. Writers should understand what is meant by an error when they are going to indentify the error.
Thus, error analysis is the study and the analysis of the errors made by language learners which function as to give the information on how they learn a language, how well they know the language and what difficulties faced by them in achieving the objective.

2.2.1 Types of Error

According to Dulay, Burt, and Krashen in James’ book (1998:106) errors can be classified into four types, such as:

a. Errors of Omission

It is a sentence where an element is omitted, actually it should be presented.

Example: Walk all the way home made us tired.

It should be: Walking all the way home made us tired.

b. Error of Addition

It is a phenomenon in which a certain aspect of language rules is added into a correct order (correct sentence), in order words some elements are presented which should not be presented.

Example: I was interested in to learning more about history.

It should be: I was interested in learning more about history.

c. Misformation

Misformation is the error of using one grammatical form in the place of another grammatical form.

Example: My father is enjoys watching football match.

It should be: My father enjoys watching football match.

d. Misordering

It is a sentence which its order is incorrect. The sentence can be right in presented elements, but wrongly sequenced.

Example: Do you mind taking the book blue?
2.2.2 The Causes of Error

Brown (2000:224) says that the cause of errors can be divided into 2 categories, such as:

a. Interlingual errors that is error caused by interference of the learner’s mother tongue. A different class of error is presented by sentences.

b. Intralingual errors that is cause of errors resulting from complicated system of the target language itself.

Richard (1985:47) says that the intralingual errors are divided into 4 terms, they are:

a. Over-generalization

Over-generalization happens when a learner uses a certain structure that is over-generalized in the target language. It is caused the learner’s basic experience of certain structure.

b. Ignore of rule restriction

Ignore of rule restriction is failure to observe the restriction of existing structures. That is the application of rules to context where they do not apply.

c. Incomplete application of rules

Incomplete application of rules means errors are due to the occurrence of structures whose deviancy represents the degree of development of rules required to produce acceptable utterance. The learners fail to produce a correct sentence according to the standards rule.

d. False Concepts Hypothesized

False concept hypothesized means basically errors are the result from faulty comprehension of distinction in the target language.
2.3 The Difference of Error and Mistake

Ellis (1997:7) says that errors and mistakes are differentiated as errors reflect gaps in a learner’s knowledge that they occur because the learner does not know what is correct. According to Corder (1967) cited by Ellis (2008), a ‘mistake’ is a deviation in learner language that occurs when learners fail to perform their competence. It is a lapse that reflects processing problems. It can be concluded that a learner makes errors due to their, in particular instance, lack of consciousness through the language knowledge.

Error and mistake are two different words that are actually synonyms of each other. They also mean the same thing, something that is done incorrectly or is wrong. This could be due to bad judgment, inattention or may due to lack of focus. The main difference between the two is the context that they are used in.

2.4 Gerund in Brief

2.4.1 Definition

Every language has its own rules and system that make them different with the other languages. English as the first foreign language in Indonesia has great difference structures with Indonesian language. We often find verbs in English that function as nouns. There is no change in making a noun from a verb in Bahasa Indonesia, but in English we must add the suffix –ing to the verb. On the other hand, the –ing form of a verb is not always a noun. Words derived from a verb stem with the suffix –ing may occur in a variety of meanings and functions. It depends on the contexts where they occur. The –ing form may be used as verbal nouns and verbal adjectives. Allen (1974:177) states that the part of the verb that ends in –ing has two very important functions: (1) It can have the force of an adjective as well as that of a verb, known as present participle, and (2) It can have the force of a noun as well as that of a verb, known as gerund. The function of present participle and gerund is not the same although it has the same verb-ing form.
George (1980:268) states that gerund is the –ing form of the verb used as a noun, gerund has the same form as the present participle. However, it functions differently in the sentence, it is always can function in any one position.

Thus, gerund is a verb-ing form functioning as a noun. This verb – ing form is a part of noun and a part of a verb. Pyle (2001:72) says that a gerund is a verb + ing that is used as a noun or a part of noun phrase. Azar (2003:368) also states that a gerund is the –ing form of a verb. It is used as a noun. A Gerund is a verb from which ends in –ing, but which is used in a sentence like a noun (Richards, 2002:225). Meanwhile, Gerund phrase is composed of the Gerund and any words organized with it. Like nouns, commonly, gerund may function as subjects, complements and objects so that it may be preceded by an article, a possessive pronoun, or an adjective or followed by a noun-adjunct with ‘of’ (or another preposition). As a noun, Gerund may function as the subject, object, nominal predicate of a sentence, and form part of a prepositional adjunct.

Example:

- Editing this article is easy.

Within the clause “Editing this article” the word “Editing” behaves as a verb; in particular the phrase “this article” is the object of the verb . But the whole clause “Editing this article” acts as a noun phrase within the sentence as a whole; it is the subject of the verb “is” .

2.4.2 Functions

A. Gerund as Subject

Gerund is an action functioning as a noun. Since it can be functioned as a noun, it can be used as the subject of the sentence. Subject is any sort of entity: a person, a place, an object, an abstract concept, and a pronoun that refers to some entity identified elsewhere or an action functioning as a noun (Stilman, 1992:55). As a subject of a sentence, it basically has characteristics such as verb + ing, in front of predicate, subject
of a sentence and having meaning as a noun. In addition, gerund as subject always requires singular verb.

Examples:

1) **Cooking** is a good hobby.
2) **Reading** is a pleasure we all enjoy.

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 statements with “be” as the main verb.

Examples:

1) **Eating** a good breakfast is very wise.
2) **Taking** a long work everyday is good exercise.

Learners may make errors when they make a Gerund as a subject of sentence since the predicate in *Disturbing friends in the class* is Gerund phrase and functions as the subject of the sentence. Learners can make error if they focus on *friends* which is plural noun and it must be followed by plural predicate. The main point of the sentence is *disturbing* as the subject be in singular form. Based on the preliminary research, the errors are they omitted the use of *-ing*, adding *to* or *ed*, and the common one is they use *are* instead of *is* as they take attention to the word after gerund (phrase).

Example:

1) *Disturbing friends in the class* is not good attitude.

B. **Gerund as (Direct) Object**

Gerunds are used in another way, too. It can be found after certain transitive verb.

Examples:

1) We like *singing*.
2) They finish speaking.

Gerund phrases also play this role, for examples:

1) We avoid travelling in the rush hour.

2) I don’t anticipate meeting any opposition.

There are certain verbs followed by other verbs, the second verbs can function as either gerund or infinitive which are considered as the object of the verb.

<table>
<thead>
<tr>
<th>Verbs followed by Gerund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admit</td>
</tr>
<tr>
<td>Appreciate</td>
</tr>
<tr>
<td>Avoid</td>
</tr>
<tr>
<td>can’t help</td>
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<tr>
<td>Consider</td>
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<tr>
<td>Complete</td>
</tr>
<tr>
<td>Delay</td>
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<tr>
<td>Deny</td>
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<tr>
<td>Dread</td>
</tr>
<tr>
<td>Enjoy</td>
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<tr>
<td>Finish</td>
</tr>
<tr>
<td>Mind</td>
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<tr>
<td>Miss</td>
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<tr>
<td>Postpone</td>
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<tr>
<td>Practice</td>
</tr>
<tr>
<td>Quit</td>
</tr>
<tr>
<td>Recall</td>
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<tr>
<td>Regret</td>
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<td>Report</td>
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<td>Resent</td>
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<td>Resist</td>
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<td>Resume</td>
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<tr>
<td>Risk</td>
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<tr>
<td>Suggest</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs followed by either Gerund or Infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin</td>
</tr>
<tr>
<td>can’t stand</td>
</tr>
<tr>
<td>can’t bear</td>
</tr>
<tr>
<td>Continue</td>
</tr>
<tr>
<td>Dislike</td>
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<tr>
<td>Recommend</td>
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<tr>
<td>Try</td>
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<tr>
<td>Attempt</td>
</tr>
<tr>
<td>Dread</td>
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<tr>
<td>Hate</td>
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<tr>
<td>Like</td>
</tr>
<tr>
<td>Love</td>
</tr>
<tr>
<td>Regret</td>
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<tr>
<td>Advise</td>
</tr>
<tr>
<td>Propose</td>
</tr>
<tr>
<td>used to</td>
</tr>
<tr>
<td>Love</td>
</tr>
<tr>
<td>Prefer</td>
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<tr>
<td>Start</td>
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<tr>
<td>Intend</td>
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<tr>
<td>Permit</td>
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<tr>
<td>Allow</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>go on</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs followed by either Gerund or Infinitive with Different Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop</td>
</tr>
<tr>
<td>Remember</td>
</tr>
<tr>
<td>Forget</td>
</tr>
</tbody>
</table>

a) Verbs in the first row are always followed by gerund (never followed by Infinitive).

Here Can’t help means “not able to avoid a situation, or stop something from happening”.

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Examples:

1) I appreciate being given suggestions by her.

2) Tony always avoids answering my questions.

b) Verbs in the second row are followed either gerund or infinitive with the same meaning.

Examples:

1) I begin working or I begin to work

2) Don’t attempt to do it by yourself or Don’t attempt doing it by yourself.

c) Verbs in the third row can also be followed by infinitive, but the meanings are different with the gerund form.

Examples:

1) My brother always remembers locking his car.

   It is different with My brother always remembers to lock his car.

2) My brother always forgets locking his car.

   It is different with My brother always forgets to lock his car.

C. Gerund as Subjective Complement

Since gerunds function as a noun, they can serve as subjective complement as well. Their position is usually after “be”.

Examples:

1) My cat’s favorite activity is sleeping.

2) Her hobby is singing.

D. Gerund after Preposition

Gerunds must be used when verbs are put after preposition. Prepositions
usually follow verbs, adjective, or noun. They are actually verb + preposition, adjective + preposition and noun and pronoun + preposition. Verbs that are placed after preposition must be in gerund form.

Examples:

1) He insists **on seeing** her.

2) He gave **up smoking** because of his doctor’s advice.

a) Verbs + Prepositions + Gerunds

A number of phrasal verbs and objects of preposition that take the form of a gerund.

- accuse of
- blow out
- call for
- deprive of
- clean out
- composed of
- congratulate on
- keen on
- superior to
- look at
- talk about
- look forward to
- confess to
- approve of

- believe in
- content with
- depend on
- arrive at (in)
- disapprove of
- find out
- speak of
- succeed in
- go on
- talk to
- translate to
- think about
- think of

- consist of
- aim at
- call on
- carry out
- ask for
- bear out
- give up
- keep on
- leave off
- related to
- count on
- object to
- rely on

b) Adjectives + Prepositions + Gerunds

A number of phrasal adjectives and objects of preposition that take of a gerund.

- accustomed to
- intent on
- interested in
- capable of
- fond of
- tired of
afraid of   successful in   angry with
good at     jealous of    independent of
similar to  sure of       ashamed of
full of     different from indifferent to

1) I am **used to studying** in the midnight

2) He is **good at telling** lies.

3) Nouns + Prepositions + Gerunds

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

choice of    intention of    possibility of
excuse for   methods for/of  reason for

Examples:
1) The teacher gave us choice of taking another exam.
2) He always has an excuse for being late.
3) Have you found the best method for improving your English yet?
4) Your reason for getting bad grades is a big nonsense.
5) Excuse me for disturbing you.

Preposition generally can be directly followed by verb + ing form.

Examples:

1) By selling fruit in the market, she gets a lot of money.
2) We should have stayed at home instead of travelling to this such place.

E. Gerund after Possessive

Gerund, like a noun, can be preceded by possessive adjective or noun in the possessive case such as my, his, her, and Budi’s. 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.

Examples:

1) We dislike moving to another apartment (we dislike it).
2) We dislike her moving to another apartment. (she must not move).

There are differences about the usage of gerund after possessive in formal and informal situation. In formal English, possessive adjectives (my, your, his, her, etc) are used to modify a gerund.

Examples:

1) Our teacher appreciates our coming on time.
2) He dislikes my working late.

The possessive noun by adding apostrophe s (‘s) to the noun or pronoun
is usually used in very formal English to modify a gerund.

Examples:

1) I do not remember my mother’s complaining about it.

2) She does not mind Alice’s singing loudly.

The possessive forms are infrequent used in informal English but object forms (me, you, them) are frequently used in informal English.

Examples:

1) It is no use them complaining. (Thomson & Martinet, 1969:165)

2) He left the house without us knowing anything about it. (Thomson)

Either the unchanged forms of nouns or the object forms of personal pronoun may be used as the subject of gerund since these forms establish a closer relationship with the verb or preposition after which they commonly appear. In a speech they have great stress and are followed by a longer pause. Gerund phrases ordinarily occur after a main verb especially such verbs as in the following:

<table>
<thead>
<tr>
<th>Like</th>
<th>Dread</th>
<th>mean</th>
<th>Save</th>
<th>insist on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dislike</td>
<td>Fancy</td>
<td>propose</td>
<td>Stop</td>
<td>it’s no good/use</td>
</tr>
<tr>
<td>Mind</td>
<td>Involve</td>
<td>recollect</td>
<td>suggest</td>
<td>object to</td>
</tr>
<tr>
<td></td>
<td>remember</td>
<td>understand</td>
<td>resent</td>
<td>(dis)approve of there’s no point</td>
</tr>
</tbody>
</table>

F. Gerunds With the Negative Adjective “No”

The negative form of Gerunds is made by placing adverb “not” in front of gerunds. There are certain types of the use of “no” following by gerund.

A. Negative Gerund is used after There + a form of be.

Examples:

1) There is no giving the beggar some money.

2) There is no assuming that they win the game.
3) There is no complaining the wrong explanation of the teacher.

B. Negative Gerund can be used in prohibition that is against certain activities.

Examples:
1) No cheating is allowed in this biology test.
2) No fishing in this lake! The officer announces.
3) No parking in this area!

2.4.3 Gerund and Present Participle

The verb that ends with suffix –ing is not only used as gerund but is also used as present participle. Both gerund and the participle use verbs + ing. Allen (1974:177) states the part of the verb that ends with suffix – ing has two very important functions: (1) It can have the force of an adjective as well as that of a verb, known as present participle. (2) It can have the 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 functions of verb + ing in gerund that is used as noun and can function as subject, direct object, and after preposition. The same verb + ing form in both gerund and the participle usually become the problem for learners to differentiate the verbs end in –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.

Examples:
1) Her hobby is singing west songs
2) She is **singing** a west song.

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

<table>
<thead>
<tr>
<th>Gerund</th>
<th>Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>What she likes is <strong>watching</strong> a movie</td>
<td>She is <strong>watching</strong> a movie</td>
</tr>
<tr>
<td>Her <strong>running</strong> shoes are very Expensive</td>
<td>The <strong>running</strong> girl is beautiful</td>
</tr>
<tr>
<td>He likes <strong>driving</strong> a car.</td>
<td>People <strong>driving</strong> in the rain have to drive carefully</td>
</tr>
<tr>
<td>The girl needs a microphone for Singing</td>
<td>The <strong>singing</strong> girl amazed the Audience</td>
</tr>
<tr>
<td><strong>Swimming pool</strong></td>
<td>The swimming girl</td>
</tr>
<tr>
<td>(the pool for swimming)</td>
<td>(the girl who is swimming)</td>
</tr>
</tbody>
</table>

These following verbs are sometimes confusing, for they never have the 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
- hark at

Examples:

1) She **looks at the girl painting** a mountain.

2) We **feel the weather getting** hot.

3) He **watches us playing** football.
2.4.4 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 a Gerund and an infinitive.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Gerund</th>
<th>Infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abhor</td>
<td>Advice</td>
<td>Agree</td>
</tr>
<tr>
<td>Allow</td>
<td>Attempt</td>
<td>can/could bear</td>
</tr>
<tr>
<td>Begin</td>
<td>can/could bear</td>
<td>Cease</td>
</tr>
<tr>
<td>Continue</td>
<td>Forget</td>
<td>Hate</td>
</tr>
<tr>
<td>Intend</td>
<td>it needs/requires/wants</td>
<td>Like</td>
</tr>
<tr>
<td>Love</td>
<td>Mean</td>
<td>Need</td>
</tr>
<tr>
<td>Permit</td>
<td>Prefer</td>
<td>propose</td>
</tr>
<tr>
<td>Recommend</td>
<td>Regret</td>
<td>remember</td>
</tr>
</tbody>
</table>

Students 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, students cannot avoid making errors because errors happen as a part of the learning process. This happens because the students use different forms to communicate ideas, feelings or messages. Corder (1981:1) states that 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.
2.5 Previous Studies

As the additional guidance and references for the writer in writing this thesis, she has consulted some theses related to past tense.

Mariyadi (2016), *An Error Analysis On the Use Of Gerund to the Fourth Semester Students of English Department, Faculty of Cultural Studies, University of Sumatera Utara in the Academic Year of 2012/2013*, the subjects were 54 students semester four. It was found that the most dominant error in using gerund based on the function is gerund as (direct) object 36.5% and the less dominant errors is gerund as subjective complement 5.5%. The most dominant error in using gerund based on the kinds of error is misinformation error 44% and the less dominant error is misordering error 6.6%. In conclusion from 2,369 sentence, there is only 21.6% of incorrect sentence and 78.4% of correct sentence.

Labora Valentina Simamora (2015), *The Analysis of Gerund Used in Tempo*, the most dominant gerund is after preposition (15 times) which is equal to 28.9%, followed by gerund as after some verbs (8 times) which is equal 15.4%, followed by subject of a verb (7 times) which is equal to 13.4%, followed by as subjunctive complement (7 times) which is equal to 13.4%, followed by object of verb (6 times) which is equal to 11.6%, followed by object a preposition (5 times) which equal to 9.6%, followed by appositive and a possessive adjective (2 times) which equal to 39%.

Indah Lestari Sembiring (2012), *describes and analyze the errors made by the twelfth graders of SMA N 1 Tanjong Morawa in using past tense*. The finding of analysis shows that the total students’ correct answers the test are 807 numbers or for omission is
93 or 25.62%, for addition is 40 or 11.02%, for misformation is 133 or 36.64%, and for misordering is 97 or 26.72%, so the dominant type of error is misformation.

Rukiah (2012), *An Error Analysis In Using Passive Voice Made By Eleventh Year Students Of MAN 1 Panyabungan*, concludes that the percentage of correct and incorrect answers of passive voice by students of 32 questions. Finds the most error made by students in simple future tense (27.75%), simple past tense (26.59%), and the last is simple present tense (20.23%)

Idawati Situmorang (2011), *An Error Analysis in Using Tenses Made by the Third Year Students of SMK 7 Medan*, concludes that the kinds of error made by the students in using tenses are Misformation 78.87% (Misformation of Simple Present Tense 6.16%, Misformation of Present Continues Tense 8.27%, Misformation of Simple Past Tense 18.31%, Misformation of Pas continues Tense 25.88% and Misformation of Simple Future 20.25%), Omission 13.73% (Omission of Simple past Tense 2.11%, Omission of Present Continues Tense 7.92, Omission of Simple Past Tense 0%, omission of Past Continues Tense 3.52%, and Omission of Simple Future Tense 0%, Overgeneralization of Simple Past Tense 3.52%, Overgeneralization of Past Continues Tense 0%, and Overgeneralization of Simple Future Tense) and Incomplete Rule of Application 3.87% (Incomplete application of Rules of Simple Past Tense 2.29%, Incomplete Application of Rules of Past Continues Tense 0%, and Incomplete Application of Rules of Simple Future Tense 0%).