AN ANALYSIS OF THE SECOND YEAR STUDENTS’ GRAMMATICAL ERRORS IN WRITING SIMPLE SENTENCE USING GERUND AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

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Abstract

The purpose of this research was to describe the second year students’ grammatical errors in writing simple sentence using gerund. This research was limited into two forms of gerund: gerund as subject and direct object. Descriptive method was used as the design of this research. The population of this research was the second year students of English Department of Bung Hatta University Academic Year 2015/2016. The number of population is 46 students. There are 22 students in class A and 24 students in class B. The researcher used cluster random sampling to select the sample and the total number of sample was 24 students (class B). To make test became reliable, the researcher used inter-rater technique. The result showed that the test was reliable. It is supported by the fact that the result of coefficient correlation is .99. It was categorized as very high correlation. Then, the test was valid in term of content validity because it had covered all material which students had learnt. Generally, the result of analyzing the data showed that the students made grammatical errors in writing simple sentence using gerund. It could be seen that there were 92 (34%) omission errors, 77 (28%) addition errors, 97 (36%) misformation errors, and 6 (2%) misordering errors. It showed misformation errors are made by most students. By having known students grammatical errors in writing simple sentence using gerund, the researcher gives suggestions to lecturers, the students and the further researcher. The lecturers are suggested to explain and give more exercises about the formation of gerund, because based on finding most errors made by the students are misformation. The students are suggested to study harder and learn more about simple sentence and gerund, especially to improve their understanding about writing simple sentence and gerund. The further researchers are expected to find out and analyze the factors which cause the students’ errors in writing simple sentence using gerund.

Key words: Ability, Grammatical Error, Simple Sentence, Gerund

Introduction

Language is a very important means of communication in daily human life. Human being uses language, both in written and spoken form, to express their ideas. In a wider scope, language functions as a means of international communication by at least two persons. If the people take part in a conversation in different languages, they must have difficulties or obstacles in getting along with each other.
Accordingly, we need a language which is understood by the two sides, the speaker and his or her counterpart. This fact will occur when the speakers are from different backgrounds of nations, races, and languages. In this case, the international languages are very badly needed, especially the international ones that are most widely spoken in the world. One of the languages, which are the most widely spoken in the world, is English. Greenbaum and Nelson (2002:3) state that English is a second language for over 300 million people who speak another language as their native tongue but also use English in communicating with their compatriots. It means that English is used over the world.

Because English is used to communicate as international language, Indonesian government includes it in the education curriculum as the foreign language to learn. It is very important to prepare nation generation to face global competition in many fields, such as business, politic, economy, technology, culture, etc in the world. Hence, English becomes a compulsory subject at junior high school, senior high school and university, except in kindergarten and elementary school level based on curriculum 2013.

In learning English, the students should master English skills and English components. English skills are listening, speaking, reading, and writing. Writing is an important skill in English because we use writing skill in our daily lives, such as writing sentences, writing an application letter, writing ideas in a book, thesis, and maybe writing poetry. The writing will be understood by the reader if it has good grammar. Every language has its grammar. Grammar is one of the English components which students should master. Thornbury (2002:1) says that a grammar is a description of the rules that govern how the sentence of language is formed. It means grammar guides to form a sentence.

One of the topics in learning grammar is gerund. According to Azar (2000:74) a gerund is the -ing form of a verb used as a noun. A gerund is used in the same ways as a noun, i.e., as a subject or as an object.

In beginning of September 2015, the researcher did interview informally to the second year students academic year 2015/2016 about gerund. He only asked to ten students from different classes. The researcher gave question to the students about their knowledgement about gerund. Most of them still had errors in
understanding and constructing sentence using gerund whether it is in their daily conversation or written form. Then, the researcher concluded that the students had trouble in constructing gerund. Although they had learnt about gerund in Structure II subject, it cannot be a guarantee that all of them are able to master it. It made the researcher wanted to know further the students’ errors in writing simple sentence using gerund.

Generally, the purpose of the research was to find out kinds of grammatical errors in writing simple sentence using gerund made by the third semester students at English Department of Bung Hatta University. Specifically, the purposes of the research were follows:

1. To find out grammatical errors made by the second year students at English Department of Bung Hatta University in writing simple sentence using gerund as subject.
2. To find out grammatical errors made by the second year students at English Department of Bung Hatta University in writing simple sentence using gerund as direct object.

Research Method

Descriptive method was used as the design of this research. Gay (1987:189) states descriptive method involves collecting data in order to answer question concerning the current status of subject of the study. She also adds the descriptive method determines and reports the way things are. Therefore, this research just described the second year students’ grammatical errors in writing simple sentence using gerund at English Department of Bung Hatta University.

According to Gay (1987:102), population is a group which the researcher would like the result of the study to be generalized. The population of this research was the second year students at English Department of Bung Hatta University. The number of population was 46 students. Here is the distribution of the population shown in the Table 3.1 below.

Table 3.1
The population of the Second Year Students at English Department of Bung Hatta University Academic Year 2015/2016

<table>
<thead>
<tr>
<th>Class</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>22</td>
</tr>
</tbody>
</table>
Gay (1987:101) explains that sampling is the process of selecting a number of individuals for a study in a way that individuals represent the larger group from which they are selected and sample is a small part of the population. Gay (1987:103) also adds a sample is representative of the population from which is selected.

The selection of the sample was conducted through a sampling technique. The researcher used cluster random sampling as sampling technique. Cluster random sampling is one of the sampling techniques in which groups, not individual, are randomly selected (Gay, 1987:110). This is used because of some reasons. First, the population was distributed in groups or classes and all of populations had the same chance to be selected as sample in this research. Second, the students in two classes had the same curriculum, teaching material, allocation of time and the same qualified lecturer.

The researcher took one class as the sample which was selected through cluster random sample technique. In selecting the sample, the researcher prepared one piece of paper. Then, he divided the paper into two small pieces. After that, he wrote class A in the first piece and class B in the second piece. Then, the papers were rolled and put into the box. Next, the researcher shook them. The last, he took one of the two pieces of paper. The first paper taken was class B and it was the sample of this research that consists of 24 students.

Instrumentation

The researcher used writing test for research instrument. The test consists 20 sentences. The students were asked to write 20 sentences by using gerund. There were some verbs that were provided on the worksheet. 10 sentences for gerund as subject and 10 sentences for gerund as object. The students were given 60 minutes to do the test. The specification of the test can be seen on Table 3.2.

<table>
<thead>
<tr>
<th>No.</th>
<th>Research Indicators</th>
<th>Item Numbers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gerund as subject</td>
<td>1 – 10</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Gerund as object</td>
<td>11 - 20</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>
A good test should be valid and reliable. A test will be valid if it measures what is supposed to be measured (Gay, 1987:128). One of the types of the test validity is content validity. It means the test is valid if it is appropriate with material that has been given to the students and it is appropriate with the curriculum and syllabus. According to Gay (1987:129), content validity is the degree to which a test measures an intended area. Validity is concerned with whether the test items represent measurement in intended content area, and sampling validity is concerned with how well the test samples the total content area. So, the researcher gave test in which the materials that had taught by the lecturer.

Reliability is the degree to which a test consistently measures what it should be measured (Gay, 1987:135). To measure the reliability of the test, the writer used inter-rater technique. There were two assessors to analyze errors. The first assessor is the researcher and the second assessor is Rahmi Putri. The researcher chose her because she got A for grammar and writing subject. The function of having two assessors is to avoid the subjectivity in identifying errors. The correlation of number of errors given by two assessors can be measured by using Spearman Brown Formula (Arikunto, 2012:89) as follows:

\[ \rho = 1 - \frac{6 \sum d^2}{n(n^2 - 1)} \]

Where:

\[ \rho = \text{The correlation coefficient between variable } x \text{ and } y \]

\[ x = \text{The sum of errors identified by the first assessor} \]

\[ y = \text{The sum of errors identified by the second assessor} \]

\[ d = \text{Difference between variable } x \text{ and } y \]

\[ n = \text{The total number of students} \]

The result showed that the test was reliable because coefficient correlation is .99. It was categorized as very high correlation.

Data of this research were number of students’ errors. To collect the data, the researcher used writing test. He gathered the data based on the steps below:

1. The researcher gave the test to the students.
2. The researcher explained the instruction of the test to the students.
3. The researcher asked the students to do the test in 60 minutes.
4. The researcher collected the students’ answer sheets.
5. The researcher gave the copies of answer sheets and gave them to the second assessor.
6. The researcher and second assessor identified the students’ errors based on criteria.
7. The researcher and second assessor gave check on the table that indicates the students’ errors in writing simple sentences using gerund, such as on the table below:

Table 3.4
Table Checklist of Errors

<table>
<thead>
<tr>
<th>Students</th>
<th>Number of Sentences</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>O</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>O</td>
<td>A</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
√ = Having Error
= Not having error
O = Omission

A = Addition
MF = Misformation
MO = Misordering

8. The researcher and second assessor counted the number of errors made by each student.

The researcher used the following steps in analyzing data:
1. The researcher counted the average number of errors made by students by using the following formula:

\[ M = \frac{\sum x + \sum y}{2} \]

Where:
M = Average number of students’ errors
\( \sum x \) = The sum of errors identified by the first assessor
\( \sum y \) = The sum of errors identified by the second assessor

2. The researcher counted percentage of error made by the students by using formula:

\[ P = \frac{F}{N} \times 100\% \]

Where:
P = Percentage
F = Frequency of errors
N = Number of students’ errors
Findings and Discussion

Findings

Students’ Errors in Writing Simple Sentence Using Gerund

The purpose of this research is to describe the second year students’ grammatical errors at English Department of Bung Hatta University in writing simple sentence using gerund. Based on the result of data analysis, the researcher found that the students made errors in omission, addition, misformation and misordering. In specific, there were 92 (34%) errors in omission, 77 (28%) errors in addition, 97 (36%) errors in misformation, and 6 (2%) errors in misordering. In order to be clear, it can be seen on the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Error</th>
<th>Number of Errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Omission</td>
<td>92</td>
<td>34%</td>
</tr>
<tr>
<td>2</td>
<td>Addition</td>
<td>77</td>
<td>28%</td>
</tr>
<tr>
<td>3</td>
<td>Misformation</td>
<td>97</td>
<td>36%</td>
</tr>
<tr>
<td>4</td>
<td>Misordering</td>
<td>6</td>
<td>2%</td>
</tr>
</tbody>
</table>

Table 4.1
Students’ Errors in Writing Simple Sentence Using Gerund

In specific, the students made errors in writing simple sentence using gerund as subject and as direct object. Furthermore, the researcher presents and discusses the types of grammatical errors made by second year students at English Department of Bung Hatta University as follow:

Students’ Errors in Writing Simple Sentence Using Gerund as Subject

After analyzing the data, the researcher found that there were 51 (42%) errors in omission, 38 (30%) errors in addition, 33 (27%) errors in misformation, and 1 (1%) error in misordering. In order to be clear, it can be seen in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Error</th>
<th>Number of Errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Omission</td>
<td>51</td>
<td>42%</td>
</tr>
<tr>
<td>2</td>
<td>Addition</td>
<td>38</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>Misformation</td>
<td>33</td>
<td>27%</td>
</tr>
<tr>
<td>4</td>
<td>Misordering</td>
<td>1</td>
<td>1%</td>
</tr>
</tbody>
</table>

Table 4.2
Students’ Errors in Writing Simple Sentence Using Gerund as Subject
Students’ Errors in Writing Simple Sentence Using Gerund as Direct Object

After analyzing the data, the researcher found that there were 41 (28%) errors in omission, 39 (26%) errors in addition, 63 (43%) errors in misformation, and 5 (3%) errors in misordering. In order to be clear, it can be seen in the following table:

Table 4.3
Students’ Errors in Writing Simple Sentence Using Gerund as Direct Object

<table>
<thead>
<tr>
<th>NO.</th>
<th>Types of Error</th>
<th>Number of Errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Omission</td>
<td>41</td>
<td>28%</td>
</tr>
<tr>
<td>2</td>
<td>Addition</td>
<td>39</td>
<td>26%</td>
</tr>
<tr>
<td>3</td>
<td>Misformation</td>
<td>63</td>
<td>43%</td>
</tr>
<tr>
<td>4</td>
<td>Misordering</td>
<td>5</td>
<td>5%</td>
</tr>
</tbody>
</table>

Conclusions

Based on the findings, it can be concluded that second year students at English Department of Bung Hatta University made omission, addition, misformation, and misordering errors in writing simple sentence using gerund. Specifically, it can be concluded that:

1. The second year students at English Department of Bung Hatta University made errors in writing simple sentence using gerund as subject. It was proved by the fact that there were 51 (42%) errors in omission, 38 (30%) errors in addition, 33 (27%) errors in misformation, and 1 (1%) error in misordering.

2. The second year students at English Department of Bung Hatta University made errors in writing simple sentence using gerund as direct object. It was proved by the fact that there were 41 (28%) errors in omission, 39 (26%) errors in addition, 63 (43%) errors in misformation, and 5 (3%) errors in misordering.

In conclusion, the highest percentage of errors made by the students in writing simple sentence using gerund was misformation which had 92 (34%) errors of the total errors.

Suggestions

Based on the conclusions above, the researcher proposes several suggestions as follows:

1. For the lecturers
   - The lecturers are suggested to explain more about simple sentence, the
rules to form verbs into gerund, and verbs that are frequently followed by gerund.

- The lecturers are suggested to pay more attention in omission, addition, and misformation errors made by students.
- The lecturers are suggested to give more exercise about formation of gerund.

2. For students

- The students are suggested to study harder and learn more about the form of simple sentence and gerund, especially to improve their understanding about writing simple sentence using gerund.
- The students are suggested to review their lesson about simple sentence and gerund, especially misformation of words in gerund.

3. For further researcher

- The further researchers are expected to find out and analyze the factors which cause the student made errors in writing simple sentence using gerund.

Bibliography


