

**AN ERROR ANALYSIS ON THE USE OF GERUND IN WRITING**  
*(A Descriptive study of the Fifth Semester Students of English Department at  
Muhammadiyah University of Makassar)*



**A THESIS**

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**RATIH AULIYA AS**  
**10535 5511 13**

**ENGLISH EDUCATION DEPARTMENT**  
**FACULTY OF TEACHER TRAINING AND EDUCATION**  
**MUHAMMADIYAH UNIVERSITY OF MAKASSAR**  
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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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**LEMBAR PENGESAHAN**

Skripsi atas nama **RATIH AULIYA AS**, NIM **10535 5511 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 002 Tahun 1439 H / 2018 M, tanggal 22 Rabiul Akhir 1439 H / 09 Januari 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris S1 Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu tanggal **31 Januari 2018**.

Makassar, 22 Rabiul Akhir 1439 H  
09 Januari 2018 M

**PANITIA UJIAN :**

1. Pengawas Umum : **Dr. H. Abdul Rahman Rahim, SE., MM.** (.....)
2. Ketua : **Erwin Akib, M.Pd., Ph.D.** (.....)
3. Sekretaris : **Khaeruddin, S.Pd., M.Pd.** (.....)
4. Dosen Penguji :
  1. **Ummi Khaerati Syam, S.Pd., M.Pd** (.....)
  2. **Andi Asri Jumiaty, S.Pd., M.Pd** (.....)
  3. **Muh. Arfin Bin Salim, S.Pd., M.Pd., Ph.D** (.....)
  4. **Farisha Andi Baso, S.Pd., M.Pd** (.....)

Disahkan Oleh :

Dekan FKIP Universitas Muhammadiyah Makassar



**Erwin Akib, M.Pd., Ph.D**

NBM: 860 934



| Terakreditasi Institusi



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

**APPROVAL SHEET**

**Title** : An Error Analysis on the Use of Gerund in Writing (A Descriptive Study of the Fifth Semester Students of English Department at Muhammadiyah University of Makassar)  
**Name** : Ratih Auliya AS  
**Reg. Number** : 10535 5511 13  
**Program** : English Education Department Strata 1 (S1)  
**Faculty** : Faculty of Teacher training and Education


Makassar, Februari 2018

Approved By :

Consultant I

  
Erwin Akib, M.Pd., Ph.D


Consultant II

  
Andi Asri Jumiatty, S.Pd., M.Pd

Dean of FKIP  
Makassar Muhammadiyah University

  
Erwin Akib, M.Pd., Ph.D.  
NBM: 860934

Head of English  
Education Department

  
Ummi Khaerati Syam, S.Pd., M.Pd  
NBM: 977807



| Terakreditasi Institusi



**SURAT PERNYATAAN**

Saya yang bertanda tangan di bawah ini:

Nama : **RATIH AULIYA AS**

NIM : **10535 5511 13**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : *An Error Analysis on the Use of Gerund in Writing (A Descriptive Study of the Fifth Semester Students of English Department at Muhammadiyah University of Makassar)*

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Makassar, Oktober 2017

Yang Membuat Pernyataan

**RATIH AULIYA AS**



**SURAT PERJANJIAN**

Saya yang bertanda tangan di bawah ini:

Nama : **RATIH AULIYA AS**

NIM : **10535 5511 13**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : *An Error Analysis on the Use of Gerund in Writing (A Descriptive Study of the Fifth Semester Students of English Department at Muhammadiyah University of Makassar)*

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## **MOTTO**

LIFE IS A LESSON OF HUMILITY,  
AS LONG AS THERE IS A CONFIDENCE,  
EVERYTHING WILL BE POSSIBLE.

**“Man Jadda Wa Jada”**  
**(Barangsiapa yang bersungguh-sungguh, maka pasti akan berhasil)**

*I dedicate this thesis for my family, especially my beloved parents, siblings, and  
my close friends.  
Thank you so much for everything.*

## ABSTRACT

**RATIH AULIYA AS, 2017.** *An Error Analysis on the Use of Gerund in Writing (A Descriptive Study of the Fifth Semester Students of English Department at Muhammadiyah University of Makassar in Academic Year 2016/2017.* English Education Department. The Faculty of Teachers Training and Education. Muhammadiyah University of Makassar, Supervised by **Erwin Akib** and **Andi Asri Jumiaty**.

Gerund is one of component of a grammar that which have learned by the students. The reason for choosing this title because the researcher want to know how far the comprehensible of English students of the fifth semester at Muhammadiyah University of Makassar in using gerund.

The objective of this research were to find out the kinds of errors and dominant error in using gerund that conducted in Muhammadiyah University of Makassar. The population was the English Students of the fifth semester in Academic year 2016/2017. The researcher took class VD which consisted of 35 students. Using descriptive research.

The students' errors were classified into four categories based on the kinds of error. Those were error of omission consisted of 133 errors, error of addition consisted of 13 errors, misinformation consisted of 193 errors, and misordering consisted of 27 errors. The students made the dominant error in misinformation category. It can be seen from the percentage result where misinformations were 53%, then error of omission were 36%, error of addition were 4%, and misordering were only 7%.

This research found that the students should be given intensive exercise in the use of gerund in writing. It is quite necessary for the fifth semester students and the English lecturer of Muhammadiyah University of Makassar to be informed about the result of this research, so they could improve their teaching learning process.

*Keywords: Error Analysis, Gerund, Writing*

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The Researcher

**RATIH AULIYA AS**

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# CHAPTER I

## INTRODUCTION

### **A. Background**

English has become the primary language of communication. It is spoken by millions of people all over the world. English has become the dominant language in many fields of activity such as industry, military, business, tourism, transportation, sports, international relation etc. In Indonesia English is adopted as the foreign language. It becomes a local content in Elementary School, a compulsory subject in junior and senior high school and a complementary subject of the higher education institution. In daily classroom activity, students often find difficulties in cropping up their ability in writing English sentences. This is because of several reasons, one of them is how to arrange the sentence grammatically. Learning to write well is a difficult and lengthy process, because it induces anxiety and frustration in many learners, Richards in Supatmi (2013:2).

English deals with the language skills i.e., listening, speaking, reading, and writing. Nevertheless, it does not mean that if one already masters these four skills, he or she has already mastered English. Learning English means how to use and communicate in the four skills, both productive and receptive. To become a master in English, learning grammar is very essential part. Richards, Renandya, in Mart (2013:125) said that language acquisition without grammar will be confusing. Learners will fail to use the language correctly without grammar skills.

People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained. By learning grammar the students know how to make a good sentence and arrange the words well. Unfortunately, the comprehensible students about how to arrange words in a sentence still poor, whereas the students have learned English grammar in many years, including of using a gerund in grammar.

Gerund is one of components of a grammar, gerund is a thing that which have learned by the students. The fact is even the students know that grammar is important in learning English, but there are still many errors by using gerund. Without learning gerund in grammar, the students will be misunderstood in using both English spoken and written. According to Lado (2014:58) Gerund is an –ing form of the verb that has function as a noun.

Schmidt in Wardianti (2015:17) stated that Gerund is traditionally understood as a word derived from a verb base which functions as or like a noun. The general errors of many students are because they cannot distinguish of an –ing form in gerund usage. There are many kinds of an –ing form in English. This condition is making confusion for students in learning about an –ing form, especially for gerund. The students have tendency to think about an –ing form in gerund is a tense usage of present continuous tense. Most of gerund is taught inaccurate, that is still considered hard to be taught.



The assumptions of gerund are complicated and difficult, one can draw a conclusion that the same form of *-ing* ending can make the students confused. The students probably think that will be easier not to use gerund rather than they have to think hard about how and where the gerund should be used correctly. Until gerund is rarely used in among of the students. The students probably think that they still can make a good conversation and communicate with the others and think that they do not have to use gerund. In this case, most of the students have not realized yet of the importance of gerund function in English language. Their awareness for using gerund is less. The students should know if their comprehension in gerund can be mastered, it means that students have succeeded on following the rule of language in English and there would not occur a chaotic in using English language. In addition, gerund is very important aspects in speaking and writing English skill.

Most of gerund is taught inaccurately, that is still considered hard to be taught. There are many problems in teaching it. Some teachers have a problem to get the improving acceptable method to make students easy on learning process at classroom. The teachers try to get the best method in teaching gerund subject. Teachers are still using the old method such as speech method make impeding success in learning gerund. Otherwise, the monotones while delivering the gerund subject by teacher often make incomprehensible for students.

By analyzing of the students' error of gerund, the writer wants to know how far the comprehensible of English students of the fifth semester at Muhammadiyah University of Makassar. Based on the problem in this

study, the researcher would like to conduct the study entitled “An Errors Analysis on the use of Gerund in Writing”

## **B. Problem Statement**

Based on the background above, the researcher plans to analyze the students' errors in using gerund. Therefore, to avoid this research become either too narrow or too abroad, the researcher makes some general questions to guide it. The general questions of this research are:

1. What kinds of errors are made by the fifth semester students of English department at Muhammadiyah University of Makassar in using gerund in writing?
2. What is the dominant error in using gerund in writing made by the fifth semester students of English department at Muhammadiyah University of Makassar?

## **C. Objective of the Study**

According to the formulation of the problem above, the objectives of the study are to find out:

1. The kinds of errors in using gerund made by the fifth semester students of English department at Muhammadiyah University of Makassar.
2. The dominant error in using gerund made by the English students of the fifth semester at Muhammadiyah University of Makassar.

#### **D. Significances of the Study**

The results of this research will be expected to be useful information for many people in learning process, such us:

1. For the teachers, this research is expected to add information and valuable source about gerund and to encourage their teaching, especially for teaching English. It will provide information to the teachers on student's errors. This research will help the teacher to correct the student's errors, to improve their teaching and to motivate students to improve their writing skill especially in using gerund.
2. For the students and the learners, this research is expected to increase the students' and the learners' achievement in learning English.
3. For the next researcher, this research is expected to give information or contribution especially in descriptive research.

#### **E. Scope of the Study**

In this study, the researcher will limit the problem of the research just focus on the use of gerund as a subject, gerund as an object and gerund after preposition. This study cases of the English students of the fifth semester at Muhammadiyah University of Makassar.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Related Research Findings**

In this chapter, the researcher provides the theories. Some theories are provided to support the research.

Kaleta (2012) concluded that the general tendency as captured by the quantitative data remains: if a given situation is conceived of in terms of a transition from one state of affairs into another state of affairs or as a static perpetuation through time, it tends to be coded by the infinitive. If, on the other hand, a situation is conceived of in terms of a succession of dynamic, agentive events (iterative construal), or a single perfective event, the gerund takes over as a coding device.

Hoxha (2015) said that behind every error correction is the desire that learners make fewer mistakes. To correct written errors is relatively easy because while the teacher is correcting, he has time to think about how and what he should correct. During the oral correction, the procedure is much more complicated.

Sompong (2014) said that it is essential to study the characteristics of the language errors, the pattern of the common errors, and the situation involved in the errors to help analyze errors systematically, as well as to understand and find the causes of such errors. Moreover, the study of error analysis will improve the process of second language learning and

develop more information for developing the second language acquisition theory.

Sopin (2015) concluded that It is important for teachers to be aware of their students' beliefs regarding the role of grammar instruction. This does not mean that teachers should necessarily teach grammar if their students demand it, but rather that teachers can become more aware of the kinds of learning techniques that students are accustomed to and prefer, and how these ideas mesh with their own. In order to become aware of each other's beliefs about the roles of grammar instruction and error correction, it might be beneficial for students and teachers to begin dialogues such as those that took place during this study.

Based on the explanation above, the researcher can conclude that the same form of -ing form can makes the learner confused about how and where the gerund should be use correctly, but the weighting that the error is not such a big mistake, is also very motivating. Positive error correction may represent a kind of motivation in the foreign language learning process and by using descriptive qualitative method, the researcher want to analyze the English students' ability on the use of gerund in writing.

## **B. Error Analysis**

### 1. Concept of Error Analysis

Learners, in learning a second language often produce erroneous utterances whether in their speech or in their writing. They find difficulties in learning the target language since its rules are different from those of their mother tongue. Those errors happen because there are influences of the rules of their mother tongue on those of the target language. Learning second language or English language is not the same as learning first language or mother tongue. The process of learning is influenced by their mother tongue as their first language and it causes an error and mistake in learning. It is very normal and unavoidable to happen what mentioned during the learning process.

Therefore, to achieve English acquisition, the students must get through some errors first, and then they can learn from their own errors. Hashim in Sompong (2014:111) said that Error Analysis (EA) was developed and offered as an alternative to Contrastive Analysis. It suggests that the influence of the native language on second language is more complex; second language learners' errors are caused by many complex factors affecting the learning process such as the target language itself, the communicative strategies used as well as the type and quality of second language instruction.

The English teacher should realize that error analysis is important. In the process of constructing a new grammatical system, a learner usually makes errors. This tendency should be carefully analyzed to provide an improvement of arranging the teaching learning strategy effectively. That error may happen in teaching learning process, maybe it is caused by the teacher, they have the lack of grammar competences in English teaching or by students who have different understanding or wrong perception then they save on the brain for long time and improve in their English grammar. The making of errors is a sign that the students have not mastered the rules of the language being learned.

In order to make it easier for the learners to study the target language, all problems or errors faced 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. Edge in Sompong (2014:114) defined errors as forms that language users cannot correct by themselves even though they have been taught.

Another concept of error analysis is given by James in Sompong (2014:114) he also identified a language error as an unsuccessful bit of language. He adds that language learners cannot correct their errors until they have additional knowledge on the topic.

These errors occur in the course of the learner's study because they haven't acquired enough knowledge. Once they acquire additional knowledge, they will be able to correct their errors and the more errors the learners correct, the more conscious of language they will become. Moreover, it was pointed out that error is unique to humans, and error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.

Practically, error analysis can be a very useful device of a foreign language teaching program. Errors provides feedback, they tell the teachers/lecturers something about the effectiveness of their teaching techniques. By conducting error analysis hopefully the students' error can be eliminated. So, the students' capability in English is improved significantly.

## 2. Cause of Error

In order to be able to decide whether it is error or not it is needed to understand fully the source of errors. Richards in Sompong (2014:118) classified sources of competence errors into two categories: (1) interlingual errors caused by the mother tongue interference, and (2) intralingual and developmental errors occurring during the learning process of the second language at a stage when they haven't really acquired the knowledge. Back to gerund, an interlingual error may be made when Indonesian students are using gerund



in constructing sentences. The errors occur due to the fact that their native language has no such form and rule like the target language.

Richards in Ramadhan (2014:9-10) said that intra lingual or developmental errors reflect the learner's competence at particular stage and illustrate some of the general characteristics of language acquisition. This error can be divided into four terms, they are overgeneralization, ignorance of the rule restriction, incomplete application of rules, and false concepts hypothesized.

#### 1) Overgeneralization

Overgeneralization is negative intra lingual error dealing with items that are contrasted in grammar of the languages. The learners create deviant form in the target.

Language in place of two regular structures. For example:

- a) She will cries aloud.
- b) We are hopes to see you.

Thus, they over generalize that the simple present tense 's' ending is required by the third person singular. Whereas, the form of English sentences are not fully the same as they expect. In addition, they may reduce their linguistic burden. To know their mistakes in constructing sentences, the researcher also give the correct sentences are follows:

- a) She will cry aloud
- b) We hope to see you

## 2) Ignorance of Rule Restriction

Based on this type error, the learners fail to observe the restriction of existing structures, for instances:

- a) He asked to me about my family.
- b) She told to me her big problem yesterday.
- c) He showed to me his new cars.

In this case, they should reduce 'to' in the sentence "he asked to me" because he applied the same preposition to different verbs. The following sentences are the correct forms of the sentence above:

- a) He asked me about my family.
- b) She told me her big problem yesterday
- c) He showed me his new cars.

## 3) Incomplete Application of Rules

This type occurs when a learner fails to apply the rules completely due to the stimulus sentences. For example, the lecturer's question is *what is she doing?*, then the students' response is *she doing something*.

## 4) False concepts hypothesized

This type is sometimes called semantic error which may be derived from faulty comprehension of distinction in the target language. These particular errors are sometimes due to poor graduation of teaching items.

Norrish in Astuti (2015:9) classified causes of error into three types that is carelessness, first language interference, and translation.

a) Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

b) First language

Norrish stated that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference.

c) Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of error.

### 3. Kinds of Error

There are four main types of errors. According to Dulay et al. In Sompong (2014:116) Based on the taxonomy, he said that there are

four ways in which learners “modify” target forms in specific and systematic ways:

a) Omission

Learners in the early stages of learning tend to omit function words rather than content words. More advanced learners tend to be aware of their ignorance of content words and rather than omit one, they resort to compensatory strategies to express their idea. For example, “be” is left out in the sentence “My sisters very pretty.”

b) Addition

This manifestation of error, according to Dulay, Burt and Krashen in Sompong (2014:116) is the ‘result of all-too-faithful use of certain rules and they suggest there are subtypes.

b.1) Regularization, which involves overlooking exceptions and spreading rules to domains where they do not apply, for example producing the incorrect “bayed” for “bought” or “eated” for “ate.”

b.2) Double marking, defined as ‘failure to delete certain items which are required in some linguistic constructions but not in others. Here is an example: “He doesn’t knows me.” or “He didn’t came.”

b.3) Simple additions, i.e. additions not recognized as regularization or double marking, e.g. “I do see you,” which

could be a non-native error or a native speaker use of emphasis, depending on the context.

#### c) Misinformation

Misinformation as use of the wrong form of a structure or morpheme, including the sub-categories of:

- Regularization (e.g. “Do they be happy?”)
- Archi-forms (i.e. use of “me” as both subject and object pronouns)
- Alternating forms (e.g. No + verb and Don’t + verb)

#### d) Miss ordering

This category is relatively uncontroversial. The learners can select the right forms to use in the right context, but they arrange them in the wrong order, for instance, adverbials, interrogatives and adjectives, yielding errors as in:

- He every time come late home.
- Tell me where did you go.
- The words little.

### 4. Step of Error Analysis

In the language teaching, either a native language or a second language teaching, study about students’ errors is very important.

Theo Van Els in Firdaus (2013:19) stated that there are some procedures in error analysis, namely:

- a. Identification of errors
- b. Description of errors
- c. Explanation of errors
- d. Evaluation of errors

### **C. Grammar**

#### **1. The Importance of Learning Grammar**

Learning English cannot be separated from learning grammar because it always plays the central role of language. Larsen-Freeman in Mart (2013:124) stated that grammar is rules of a language. Thornbury in Mart (2013:124) also stated that Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraint. In another definition grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey.

To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand. It is very useful and

important as Nasr in Zainuddin (2014:2) writes that grammar is a part of any language.

On the other hand if someone does not know the grammar he/she will not be able to speak that language or the listeners will be confused in catching the message, so they will never be able to communicate each other. In other words, without knowing the grammar of the language, one cannot be said to have learned the language, and without learning grammar it seems impossible to learn a language since the grammar tells about the language usage. That is why the speakers are supposed to learn the grammar.

From the explanation above, it is clear that grammar is very essential and important, and also it cannot be separated from the language. Without grammar a language is meaningless and useless.

## 2. Grammar and Writing

Grammar and writing are concepts of language that cannot be separated. Writing without grammar will not be meaningful and grammar without writing is not good interpretation. Elbow in Louis (2016:7) stated that grammar interfered with writing: "Learning grammar is a formidable task that takes crucial energy away from working on your writing, and worse yet, the process of learning grammar interferes with writing for most people and nothing helps their writing so much as learning to ignore grammar."

## D. Gerund

### 1. Definition of Gerund

Indonesian and English have some words which have the same meaning but different in their functions. We often find verbs 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 we must add the suffix *-ing* to the word. On the other hand, the *-ing* form of a verb is not always a noun.

Simmons(2014:1) in his article "the Gerund" explain that "Every gerund, without exception, ends in *ing*. Gerunds are not, however, all that easy to identify. The problem is that all present participles also end in *ing*. What is the difference? Gerunds function as nouns. Thus, gerunds will be subjects, subject complements, direct objects, indirect objects, and objects of prepositions. Present participles, on the other hand, complete progressive verbs or act as modifiers". According to Azar (2006:368) "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 an object.

### 2. The use of Gerund

Related to the explanation above, gerund and its distributions will be described below:

#### a. Gerund as Subject



Gerunds, like nouns and pronouns, are used as the subject of the sentence, as in the following example:

- Swimming is a good sport.
- Cooking is not difficult.
- Smoking is not good for health.
- Teaching is a good profession.

Lado (2014:58)

#### b. Gerunds as Direct Objects

The verb that comes after the verb is a noun. A noun that comes directly after the verb is an object of the verb. When gerunds follow verbs, they function as direct objects of those verbs. According to Betty SchramperAzar (2003:369) Gerunds are used as the objects of certain verbs. Betty SchramperAzar listed 34 common verbs usually followed by gerunds, they are:

**Table 2.1 List of Verbs Frequently Followed by Gerund by Betty Schramper Azar**

1	Admit	He admitted <i>stealing</i> the money
2	Advise	She advised <i>waiting</i> until tomorrow
3	Anticipate	I anticipate <i>having</i> a good time
4	Appreciate	I appreciated <i>hearing</i> from them
5	Avoid	He avoided <i>answering</i> my question
6	Complete	I finally completed <i>writing</i> my term paper
7	Consider	I will consider <i>going</i> with you
8	Delay	He delayed <i>leaving</i> for school
9	Deny	He denied committing the crime
10	Discuss	They discussed <i>opening</i> a new business
11	Dislike	I dislike <i>driving</i> long distance
12	Enjoy	We enjoy <i>visiting</i> them
13	Finish	She finished <i>studying</i> about ten

14	Forget	I'll never forget <i>visiting</i> napoleon's tomb
15	can't help	I can't help <i>worrying</i> about it
16	Keep	I keep <i>hoping</i> he will come
17	Mention	She mentioned <i>going</i> to movie
18	Mind	Would you mind <i>helping</i> me with this?
19	Miss	I miss <i>being</i> with my family
20	Postpone	Let's postpone <i>leaving</i> tomorrow
21	Practice	The athlete practiced <i>throwing</i> the ball
22	Quit	He quit <i>trying</i> to solve the problem
23	Recall	I don't recall <i>meeting</i> him before
24	Recollect	I don't recollect <i>meeting</i> him before
25	Recommend	She recommended <i>seeing</i> the show
26	Regret	I regret <i>telling</i> him my secret
27	Remember	I can remember <i>meeting</i> him when I was a child
28	Resent	I resent her <i>interfering</i> in my business
29	Resist	I couldn't resist <i>eating</i> the desert
30	Risk	She risks <i>losing</i> all of her money
31	Stop	She stopped <i>going</i> to classes when she got sick
32	Suggest	She suggested <i>going</i> to a movie
33	Tolerate	She won't tolerate <i>cheating</i> during an examination
34	Understand	I don't understand his <i>leaving</i> school

c. Gerund as object of preposition

Swan in Firdaus (2013:23) stated that gerund is used after all prepositions (including to, when "to" is a preposition).

Example:

- 1) After swimming, I felt cold.
- 2) Are you fond of cooking?
- 3) I look forward to hearing from you.

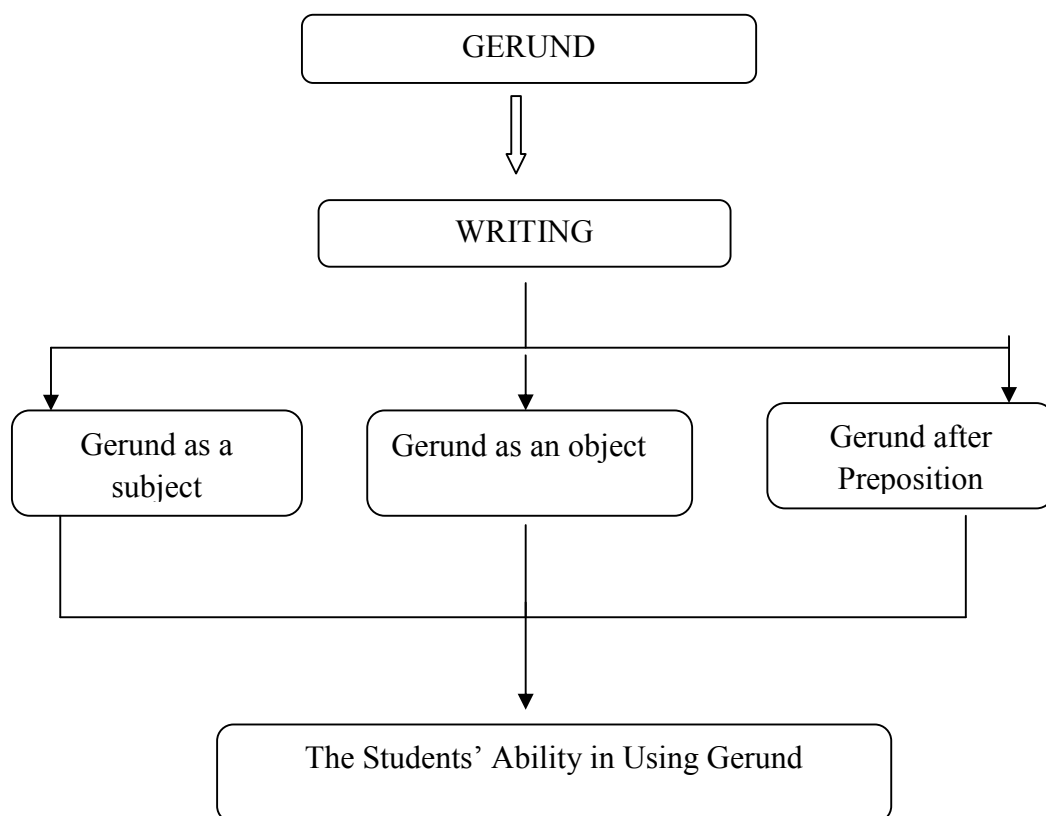
Lado also explained that gerund is used after all preposition.

e.g. in, on, at, of, after, before, without, by, etc.

- After having dinner last night we went to the movie.
- Before going to bed we must pray to God.

- Without mastering grammar impossible for us to speak English well.
- In studying foreign language we must have a dictionary.
- On passing her examination she plans to look for a job.
- By watching TV we can increase our knowledge.
- My uncle is good at playing tennis.
- I would rather stay home instead of going out.

### E. Conceptual Framework



**Figure 2.1 Conceptual Framework**

The conceptual framework above described the research which conducted by the researcher that started in students' errors in using gerund in writing skill. This research was a descriptive research which described about the students' errors and dominant error. There were two tests to know the students' ability in using gerund in this research, those are completion test and translation test. The indicators that used by the researcher were gerund as a subject, gerund as an object and gerund after preposition. After collecting data from the tests, the researcher analyzed the errors of using gerund made by the students in their writing.

## **BAB III**

### **RESEARCH METHOD**

#### **A. Research Design**

In this research, I used descriptive research method. A descriptive research determines and describes the way things are. It may also compare how sub groups (such as male and females or experienced and inexperienced teachers) view issues and topics, Gay in Putri (2014:34). The aim of this research is to describe the students' error on the use of gerund. In this research, I conducted test to the fifth semester students of English department of Muhammadiyah University of Makassar. The type of data is the errors of the students in using gerund. When the data were collected, they were classified based on its error sources. From those data I did the analysis.

#### **B. Population and Sample**

##### **1. Population**

Population of this research was the fifth semester students of English department at Muhammadiyah University of Makassar, which consisted of 10 classes and the total of the students are 387.

**Table 3.1 The Population of the Fifth Semester Students of English Department**

<b>CLASS</b>	<b>POPULATION</b>
BG. V A	36
BG. V B	38
BG. V C	35
BG. V D	35
BG. V E	40
BG. V F	42
BG. V G	39
BG. V H	35
BG. V I	36
BG. V J	38
<b>TOTAL</b>	<b>375</b>

I choose them to be population of this research because they have already learn about gerund in writing.

## 2. Sample

The sample of this research was selected from the total population of the fifth semester students of English department at Muhammadiyah University of Makassar. The researcher took the sample by applying cluster random sampling technique. According to Margono in HD (2016:24), this technique used when the population is composed of individuals, but rather consists of individual groups or clusters. Area sampling technique used to determine the sample when the object or the data source is very wide, for example the population of country, province or district. By random the

classes which used this technique, class V.D was chosen as a sample which consisted of 35 students.

### **C. Research Instrument**

The instrument of this research that I used was test that given to the students to know the students' error in using gerund. I used completion test and translation test. The totals of test are 20 items. The completion test consist of 10 items and translation test also consist of 10 items. The students should choose which gerund that is suitable to each item.

### **D. Procedure of Data Collection**

In collecting the data, the I did the following processes:

- The students are given the test
- The students are given about 60 minutes to answer the test
- The students test are submitted

### **E. Technique of Data Analysis**

In this research, I analyzed the data by following the steps:

1. I identified and classified every error into four criteria which made by the students in the use of gerund as follows:

**Table 3.2 The Criteria of Kinds of Errors**

<b>KINDS OF ERROR</b>	<b>CRITERIA</b>
Error of Omission	Absence of an item that must appear in a well-formed utterance
Error of Addition	Presence of an item, which must not appear in a well formed utterance
Misinformation	Wrong from of morpheme or structure
Misordering	Incorrect placement

Soetikno in Majid (2014:37)

2. I described every error which made by the students in using gerund.
3. I gave an explanation about every error which made by the student in using gerund.
4. I counted the result from the data analysis to know the dominant error on the use of gerund made by the students by using the following formula:

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

P : Percentage

F : Frequency of The Class

N : Total Number of Values

Bungin (2005:172)



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, I presents findings of the research and discussion. The research findings showed the data obtained from the result in order to see errors made by the fifth semester students of English department in the use of gerund in writing. The discussion contained the description and interpretation of the research findings.

#### **A. Findings**

In this findings, the data described from the students' test in using gerund. Detail description of the data can be seen as follow:

##### **1. The kinds of Errors in the Use of Gerund In Writing**

I identified and classified the students' test based on the kinds of errors. The frequency and percentage of errors was presented in order to make the reader easy to understand the data.

##### **a. Identifying the Students' Error**

The following table showed the total of students' error in the use of gerund in writing.

**Table 4.1 Total Identification of the Students' Errors According Question**

NO	ITEMS/QUESTION	TOTAL ERROR
1	<b>Driving</b> a car is not difficult to be learn	9 Students
2	<b>Making</b> a plan is the next step to be better	16 Students
3	<b>Waiting</b> a bus is not my hobby	4 Students
4	Ani really fancies <b>helping</b> me	31 Students
5	Yuli avoids <b>talking</b> with him	21 Students
6	He must keep <b>learning</b> in order to get good scores	21 Students
7	Ardi is afraid <b>of losing</b> his money	22 Students
8	My uncle is good <b>at playing</b> tennis	23 Students
9	<b>Without mastering</b> grammar impossible for us to speak English well	15 Students
10	Arman is good <b>at working</b> in the garden	25 Students
11	I would rather stay home instead <b>of going</b> Out	35 Students
12	Randi is good <b>at playing</b> badminton	35 Students
13	<b>Regretting</b> Is not making you become better	28 Students
14	<b>Smoking</b> is not good for health	6 Students
15	<b>Sending</b> a telegram is faster than send a letter	11 Students
16	His favorite sport is <b>climbing</b> mountain	6 Students
17	My sister's hobby is <b>collecting</b> Coins	8 Students
18	He avoided <b>answering</b> my question	8 Students
19	They discussed about <b>opening</b> a new business	8 Students
20	<b>After having</b> dinner last night we went to the movie	34 Students
20		366 errors

From the table above showed that there were 366 errors made by the VD class in the use of gerund in writing.

b. Classifying the Students Errors

In this section, the researcher classified the total number of errors that the researcher found from the students' test in using gerund. First, the researcher classified the error in the use of gerund based on the kinds of gerund.

**Table 4.2 The Result of Students Error based on the Kinds of Gerund**

No	Type of Error	Kinds of Gerund			Total
		Subject	Object	After preposition	
1	Omission	15	-	118	133
2	Addition	2	11	-	13
3	Misinformation	43	83	67	193
4	Missordering	14	9	4	27
Total		74	103	189	366
Percentage		21%	28%	51%	

Table 4.2 above showed that there were four types of error made by students, namely:

Omission, Learners in the early stages of learning tend to omit function words rather than content words. More advanced learners tend to be aware of their ignorance of content words and rather than omit one, they resort to compensatory strategies to express their idea. For example, “be” is left out in the sentence “My sisters very pretty.”

Addition, This manifestation of error, according to Dulay, Burt and Krashen in Sompong (2014:116) is the ‘result of all-too-faithful use of certain rules and they suggest there are subtypes.

Misinformation as use of the wrong form of a structure or morpheme

This category is relatively uncontroversial. The learners can select the right forms to use in the right context, but they arrange them in the wrong order, for instance, adverbials, interrogatives and adjectives, yielding errors as in:

-He every time come late home.

-Tell me where did you go.

-The words little.

Each gerund have error percentage: 21% error on the use of gerund as a subject, 28% on the use of gerund as an object, and 51% on the use of gerund after preposition.

## 2. Analyzing the Dominant Error

Table 4.2 showed the items analysis of the most dominant error made by the students.

**Table 4.3 Dominant Error**

No	Types of Error	Number of Error	Percentage
1	Omission	133	36%
2	Addition	13	4%
3	Misinformation	193	53%
4	Missordering	27	7%
Total		366	100%

Based on the table above showed that the percentage of error in addition is lowest than all error. Percentage of error missordering is lowest than error omission. Percentage error of miss information is the highest than the all error. There were 133 or 36% answers of error in omission, 13 or 4% answers of error in addition, 193 or 53% answers of error in miss information, and 27 or 7% answer of missordering. The researcher concluded that misinformation is the dominant kinds of error in the use of gerund in writing made by the fifth semester students of English department at Muhammadiyah University of Makassar.

## **B. Discussion**

After identifying and classifying the data based on the step of error analysis, I intend to discuss the findings that have been investigated in this section to answer the research question in the problem statement.

As stated in previous chapter, the data sources of this study is the students' test in using gerund. This study revealed that the students committed many kinds of errors in the use of gerund in their written test. It caused the students did not really understand about the manner of writing in English, especially in the use of gerund.

Wardianti (2015) in her thesis "Error Analysis On The Students' Mastery On The Use Of Gerund, To Infinitive And Infinitive Without To" she found that the errors on gerund consist of three types : *omission*, *misformation* and *addition*. There are 14 errors or 1.30 % of *omission*, 311 errors or 30 % of

*misformation*, and 39 errors or 3.70 % of *addition*. Altogether, there were 364 errors or 35 % of *gerund* errors. However, the errors on *to infinitive* consist of one type : *misformation*. There are 147 errors or 17.50 % of *misformation*. The errors on *infinitive without to* consist of one type : *misformation*. There are 57 errors or 47.50 % of *misformation*.

Nurmawaddah (2014) in her thesis “ An Error Analysis Of Using Gerund Made By The Students” stated that Almost all of the students of the third grade at Senior High School 4 Cimahi in academic year of 2014/2015 made errors in using “gerund”. Most of the students do not understand how to use and apply the gerund in a sentence. The result of all test showed that the comprehensible of the gerund in the third grade in senior high school is very poor.

Based on the previous findings above, I can explain that in Wardianti’s research I have the same result that misinformation category is the dominant error that made by the students, but in Wardianty’s research she just mention 3 kinds of errors and not only focused on gerund but she also explained about invinitive and invinitive without to. While in Nurmawaddah’s thesis she focused on the students difficulties in learning gerund and found that the comprehensible of the students in using gerund is very poor, her result has the same of mine. The result showed that the students should be given more extensive exercise in using gerund, by giving learning strategy, more explanation and written exercise it can help the students in learning process.

However, in constructing the sentences, the students already using their existing knowledge in writing English. The researcher found that in the questions number 1 there were 9 students who answered incorrectly, number 2 there were 16 students who answered incorrectly, number 3 there were 4 students who answered incorrectly, number 4 there were 31 students who answered incorrectly, number 5 and 6 there were 21 students who answered incorrectly, number 7 there were 22 students who answered incorrectly, number 8 there were 23 students who answered incorrectly, number 9 there were 15 students who answered incorrectly, number 10 there were 25 students who answered incorrectly, number 11 and 13 there were 35 students who answered incorrectly, number 14 and 16 there were 6 students who answered incorrectly, number 17,18 and 19 there were 8 students who answered incorrectly and number 20 there were 34 students who answered incorrectly.

#### 1. The Kinds of Errors in the Use of Gerund in Writing

The first step to analyze the errors, the researcher identified all errors made by the students in the use of gerund in their test. Second, the researcher identified the students' errors in the use of gerund in their test. After that, the researcher classified all errors into kinds of errors. The last, the researcher found the dominant of error based on the result from classification of the students' errors in the use of gerund in their test.

##### a. Identifying the Students' Error

In analyzing the data, the researcher identified the students' errors. After identifying the students' errors, the researcher found 366

errors of the students in the use of gerund in writing based on the result of the data from this research. Those identification used to find out the kinds of errors which made by the fifth semester students of English department at Muhammadiyah University of Makassar.

b. Classifying the Students Error

The researcher identified the errors based on the kinds of gerund. After identifying the errors based on the kinds of gerund, the researcher found that there were 74 errors in the use of gerund as a subject, 103 errors in the use of gerund as an object, and 189 errors in the use of gerund after preposition. The researcher concluded that the most errors were in the use of gerund after preposition.

Then, the researcher classified the errors into kinds of errors. There are four kinds of error; they are error of omission, error of addition, misinformation and miss ordering.

After classified the errors into kinds of errors, the researcher found 133 errors of omission in the use of gerund in writing made by there is an element omitted from each sentence, 13 errors of addition in the use of gerund in writing caused by there is an element presented which should not be presented, 193 misinformation in the use of gerund in writing caused by error placement of grammatical form, and 4 misordering in the use of gerund in writing caused by the wrongly sequenced from each sentence.



In error of omission category, errors happen when there is one or more missing word or element in one sentence. As stated before that error of omission a kind of error where there is an element omitted, but actually it should be presented. It mostly happen in the use of gerund after preposition made by class VD of the English students of the fifth semester at Muhammadiyah University of Makassar. In the findings, the underlined words are incorrect because the students didn't exactly understand about the structure of gerunds. The researcher found 133 errors who omitted from the students' test in using gerund, for example:

-Ardi is afraid losing his money

It should be: Ardi is afraid of losing his money

-Regreting is not making you become better

It should be: Regretting is not making you become better

In error of addition category, error happen when there is an excess word or the element that presented which should not be presented in one sentence, as stated before that error of addition is a phenomenon in which a certain aspect of language rules is added into a correct order/sentence, in order words some elements were presented which should not be presented. The researcher found 13 errors who presented which should not be presented from the students' test in using gerund, for example:

-A driving car is not hard to study

It should be: Driving a car is not hard to be learn

Ani is really happy to help me

It should be: Ani is really fancy helping me

In misinformation category, error happened when the sentence did not follow the general structure based on the grammatical form especially in the use of gerund, as stated before that misinformation in the error of using one grammatical form in the place of another grammatical form. , the researcher found 193 errors in using gerund, for example:

- without master grammar we will not speak English well

It should be: without mastering grammar impossible for us to speak English well

- yuli avoid to speaking with him

It should be: Yuli avoids talking with him

In misordering category, error happened when the sentence which its order is incorrect. Actually the sentence can be right in presented element, but wrongly sequenced. the researcher only found 27 misordering in using gerund, for example:

- *without master* the grammar impossible for us to speaking English well

It should be: without mastering grammar impossible for us to speak English well

## 2. The Dominant Error in the Use of Gerund in Writing

In the findings, I calculated that the percentage from each kinds of errors which found from the students' test result in the use of gerund.

The result of the percentage from each kinds of errors based on the table in the findings, error of omission category had 36%, error of addition category had 4%, misinformation category had 53% misordering category had only 7%.Based on the table in the findings, the researcher concluded that misinformation was a dominant error made by the fifth semester of English department at Muhammadiyah University of Makassar. Because on this category, there was 53% Errors that the students made in the use of gerund in writing.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

1. Based on the kinds of errors there were 4 errors made by the fifth semester students of English Department at Muhammadiyah University of Makassar. They are error of omission, error of addition, misinformation and misordering.
2. Based on the table in the findings, misinformation category was the dominant errors made by the fifth semester of English department at Muhammadiyah University of Makassar consisted of 36% error of omission category, Then follow with error of addition category consisted of 4% , error of misinformation category consisted of 53%, and the last was misordering category with only consisted of 7%.

## **B. Suggestion**

Based on the findings of this research, the researcher gives some suggestion for the next researcher to use these result of this research as the additional reference and comparative study of error research.

1. Since this study is only limited on the kinds and the dominant of errors, it will be more interesting to observe the factors which influenced the students to committed those errors. Future research in this field should determine the kinds of error by writing because the certain type of writing May influenced the production of errors.
2. For the English lecturer, should find the better strategy in teaching to determine the ability of students' knowledge and motivate the students to learn tenses, so they will be able to improve their error next. For the students, they should learn more about gerund, more attractive, and active to use them of practice them in their daily conversation to make them more familiar in using gerund.

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## **Appendix A. Instrument Test**

### Translation Instruments Test

The purpose of this test is to know the students errors in using gerund. In this test students are ask to translate the sentence that consist of 10 numbers.

Translate the sentences below by using appropriate gerund!

1. Mengendarai mobil tidak sulit untuk dipelajari
2. Membuat rencana adalah langkah selanjutnya untuk menjadi lebih baik
3. Menunggu bus bukanlah hobbiku
4. Ani sangat senang menolong aku
5. Yuli menghindari pembicaraan dengan dia (laki-laki)
6. Dia (laki-laki) harus tetap belajar agar mendapatkan nilai yang bagus
7. Ardi takut kehilangan uangnya
8. Paman saya pandai bermain tennis
9. Tanpa menguasai grammar tidak mungkin bagi kita untuk berbicara bahasa inggris dengan baik
10. Arman pandai bekerja di kebun

### Objective Test

The purpose of this test is to know the students' errors in using gerund. In this test the students' are ask to choose the right words in the box and then fill in the blanks in the sentences (number 1-10).

Fill in the blanks with the words below:

Play	Send	Answer	Open	Have
Go	Climb	Collect	Smoke	Regret

1. I would rather stay home instead..... Out
2. Randi is good..... badminton
3. .... Is not making you become better
4. .... is not good for health
5. .... a telegram is faster than send a letter
6. His favorite sport is ..... mountain
7. My sister's hobby is ..... Coins
8. He avoided..... my question
9. They discussed ..... a new business
10. .... dinner last night we went to the movie

## Appendix B. Answer Key

### Answer Key

#### A. Translation

1. **Driving** a car is not difficult to be learn
2. **Making** a plan is the next step to be better
3. **Waiting a** bus is not my hobby
4. Ani really fancies **helping** me
5. Yuli avoids **talking** with him
6. He must keep **learning** in order to get good scores
7. Ardi is afraid **of losing** his money
8. My uncle is good **at playing** tennis
9. **Without mastering** grammar impossible for us to speak English well
10. Arman is good **at working** in the garden

#### B. Completion Test

1. I would rather stay home instead **of going** Out
2. Randi is good **at playing** badminton
3. **Regretting** Is not making you become better
4. **Smoking** is not good for health
5. **Sending** a telegram is faster than send a letter
6. His favorite sport is **climbing** mountain
7. My sister's hobby is **collecting** Coins
8. He avoided **answering** my question
9. They discussed about **opening** a new business
10. **After having** dinner last night we went to the movie

### Appendix C. Total Identification of Students' Error

#### Total Identification Based on Number of Students' Errors

NO	NAME	NUMBER OF STUDENTS' ERROR	TOTAL ERROR
1	Students 1	4,6,7,8,9,10,11,12,20	9
2	Students 2	2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20	19
3	Students 3	1,3,4,7,9,10,11,12,13,20	10
4	Students 4	1,7,10,11,12,13,20	7
5	Students 5	2,4,5,8,9,10,11,12,13,14,19,20	12
6	Students 6	2,6,7,10,11,12	6
7	Students 7	4,5,6,7,10,11,12,13,14,15,16,17,18,20	14
8	Students 8	4,5,6,7,10,11,12,13,14,15,16,17,18,20	14
9	Students 9	2,4,5,10,11,12,13,15,16,17,18,20	12
10	Students 10	2,4,5,6,8,9,10,11,12,13,15,20	12
11	Students 11	1,2,4,5,6,7,8,9,10,11,12,20	12
12	Students 12	4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20	17
13	Students 13	2,4,5,6,8,9,10,11,12,13,20	11
14	Students 14	2,4,5,6,8,9,10,11,12,13,20	11
15	Students 15	1,4,7,10,11,12,13,20	8
16	Students 16	1,2,4,5,6,8,9,10,11,12,13,15,20	13
17	Students 17	4,5,6,10,11,12,13,19,20	9
18	Students 18	2,4,5,6,7,8,9,10,11,12,19,20	12
19	Students 19	4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20	17
20	Students	1,2,4,5,6,8,9,10,11,12,13,20	12

	20		
21	Students 21	2,4,5,6,8,10,11,12,13,15,20	11
22	Students 22	1,2,4,5,8,9,10,11,12,13,20	11
23	Students 23	2,3,4,5,6,7,8,10,11,12,20	11
24	Students 24	1,4,8,10,11,12,13,20	8
25	Students 25	4,7,8,10,11,12,13,17,18,20	10
26	Students 26	4,6,7,11,12,13,20	7
27	Students 27	4,7,11,12,13,20	6
28	Students 28	4,5,6,8,11,12,13,20	8
29	Students 29	4,7,11,12,13,20	6
30	Students 30	2,3,4,5,6,7,8,11,12,13,14,15,,17,18,19,20	16
31	Students 31	4,11,12,13,15,20	6
32	Students 32	1,2,4,8,11,12,13,17,20	9
33	Students 33	5,7,8,11,12,20	6
34	Students 34	5,6,7,8,9,11,12,20	8
35	Students 35	4,7,11,12,13,20	6
TOTAL			366

**Appendix D.** Total From the Error's answer of the Students

**Total Error From the Students**

NO	QUESTIONS	NO	DATA
1	<b>Driving</b> car is not difficult to be learn	1	DA: <i>A driving</i> car is not difficult to learn
		2	DW: <i>Riding</i> a car is not difficult to learn
		3	RA: <i>Drive</i> a car it is not difficult to learn
		4	NSR: <i>Riding</i> a car is not difficult to learn
		5	AAP: <i>Drive</i> the car it is not hard to learning
		6	NA: <i>Drive</i> a car it is not hard to learn
		7	HR: <i>Drive</i> a car it is not hard to learn
		8	YL: It not difficult to study about driving a car
		9	RR: <i>The driving</i> a car is not difficult to learn
2	<b>Making</b> a plan is the next step to become better	10	IB: <i>make</i> a plan is the next step to be better
		11	FRN: <i>make planning</i> is next step to better
		12	NK: <i>make planning</i> is next step to the best
		13	DS: <i>make a plan</i> is the next best to become a better
		14	AM: <i>make planning</i> is not step to better
		15	RA: <i>make a planning</i> it is next step for become better
		16	HN: <i>make planning</i> is next step to better
		17	PS: <i>make planning</i> is next step to better
		18	AAP: <i>make planning</i> is next step to better
		19	KS: <i>make</i> a plan is the next step to better
		20	MD: <i>make a planning</i> is the next continue to be a better
		21	NA: <i>make planning</i> is next step to better
		22	AMD: <i>make planning</i> is next step to better
		23	HR: <i>make planning</i> is next step to

		24	better YL: <i>make a planning</i> is the way to become a better person
		25	BS: <i>make a planning</i> is the next continue to be a better
3	<b>Waiting</b> bus is not my hobby	26	IB: <i>wait</i> for bus is not my hobby
		27	DA: <i>wait</i> bus is not my hobby
		28	KS: <i>wait</i> a bus it is not my hobby
		29	BS: <i>wait</i> a bus is not mu hobby
4	Ani is really fancies <b>helping</b> me	30	IR: Ani is very <i>happy to help</i> me
		31	IB: Ani is really <i>nice to help</i> me
		32	DA: Ani is really <i>happy to help</i> me
		33	SK: Ani is very <i>happy to help</i> me
		34	FRN: Ani very <i>hapy to helping</i> me
		35	DS: Ani is very <i>happy to help</i> me
		36	FN: ani is very <i>happy to help</i> me
		37	HM: ani is very <i>happy to helping</i> me
		38	DS: ani very <i>happy to help</i> me
		39	AM: ani very <i>happy help</i> me
		40	RA: ani very <i>happy to help</i> me
		41	AR: ani very <i>happy help</i> me
		42	HN: ani very <i>happy to helping</i> me
		43	SM: ani is very <i>happy to help</i> me
		44	PS: ani very <i>happy to helping</i> me
		45	JN: ani is very <i>happy to helping</i> me
		46	NSR: Ani is very <i>happy to helping</i> me
		47	AAP: Ani very <i>happy to helping</i> me
		48	WT: ani is really <i>happy to help</i> me
		49	KSI: ani is really <i>happy to help</i> me
		50	MD: ani is very <i>happy to help</i> me
		51	SP: ani <i>love to help</i> me
		52	HB: ani is very <i>happy to help</i> me
		53	NA: ani very <i>happy to helping</i> me
		54	AMD: ani very <i>happy to helping</i> me
		55	HR: ani very <i>happy to helping</i> me
		56	YL: ani <i>fell so happy when she help</i> me
		57	BS: ani is very <i>happy to help</i> me
		58	RR: ani is very <i>happy to help</i> me
		59	FF: ani is very <i>happy to help</i> me
		60	MA: ani is very <i>happy to helped</i> me
5	Yuli avoids <b>talking</b> with him	61	IB: yuli do not want <i>to speak</i> with

		62	him FRN:yuli <i>attending the speak</i> with him
		63	HM:yuli <i>avoid to speak</i> with him
		64	DS: yuli <i>avoids to speak</i> with him
		65	AM: yuli <i>avoid to speak</i> with him
		66	RA: yuli <i>avoid the speak</i> with him
		67	AR:yuli <i>Avoid to speak</i> with him
		68	MAA:yuli <i>avoid speak</i> with him
		69	HN:yuli <i>attend to speak</i> with him
		70	SM:yuli <i>avoids conversation</i> with him
		71	PS:yuli <i>attend the speaking</i> with him
		72	AAP:yuli <i>avoid to speaking</i> with him
		73	WT:yuli <i>avoids conversation</i> with him
		74	KS: <i>he has to still study for getting great grade</i>
		75	MD: Yuli <i>avoid to speaking</i> with him
		76	SP:yuli <i>avoid his conversation</i>
		77	NA: yuli <i>attend to speaking</i> with him
		78	AMD:yuli <i>avoid the speaking</i> with him
		79	HR:yuli <i>attend to speaking</i> with him
		80	NW: yuli <i>avoid speak</i> with him
		81	BS:yuli <i>avoid to speaking</i> with him
6	He must keep <b>learning</b> in order to get scores	82	IR:he is <i>always learn</i> to get the best value
		83	IB: he has <i>to keep study</i> to get a best score
		84	SK: he must <i>keep learning</i> in order to <i>getting</i> good grades
		85	NK: he is <i>always learn</i> to get the best value
		86	HM: He <i>must studying</i> in order that to get a good value
		87	AM: He must <i>to still study</i> for getting a good value
		88	RA: he must <i>keep his study</i> to get good score
		89	AR: He have <i>to still study</i> in order that getting good value



		90	HN: he must <i>keep studying to getting</i> a good score
		91	SM: He has to <i>still study for getting</i> good grade
		92	PS: he must keep <i>studying for getting a</i> good score
		93	AAP: he must still <i>studying to get a good score</i>
		94	WT: he has to still study for getting great grade
		95	MD: He must <i>keep to study to get</i> good point
		96	SP: he is <i>always learn</i> to get the best value
		97	NA: He must <i>keep study</i> to get a good score
		98	AMD: He must <i>still studying to getting</i> a good value
		99	HS: He must <i>keep study</i> to get a good value
		100	NW: he must <i>keep her study</i> to get good score
		101	BS: he has <i>to still study</i> for getting great grade
		102	MA: he has <i>to still study</i> to get a good value
7	Ardi is Afraid <b>of losing</b> his money	103	IR: Ardi afraid <i>losing</i> his money
		104	IB: Ardi wave <i>to lose</i> his money
		105	DA: ardi is afraid <i>losing</i> his money
		106	DW: ardi fear <i>losing</i> money
		107	SK: ardi fear <i>losing</i> his money
		108	DS: ardi is afraid <i>to lose</i> money
		109	NK: ardi is afraid <i>losing</i> his money
		110	FN: Ardi fear <i>losing</i> his money
		111	HM: ardi afraid in <i>lose</i> his money
		112	DS: ardi afraid to <i>lose</i> money
		113	RA: ardi afraid to <i>lose</i> his money
		114	AR: Ardi be afraid <i>losing</i> his money
		115	MAA: ardi is afraid <i>losing his</i> money
		116	JN: ardi fear <i>losing</i> his money
		117	NSR: Andi fear <i>losing</i> money
		118	KS: ardi afraid to <i>losing</i> his money
		119	MD: ardi <i>scaring eliminati</i> his money
		120	SP: Ardi <i>afraid losing</i> his money

		121	NW: He <i>afraid losing</i> his money
		122	BS: ardi <i>afraid losing</i> his money
		123	FF: ardi is <i>afraid to losing</i> his money
		124	MA: ardi is <i>afraid losing</i> his money
8	My uncle is good <b>at playing</b> tennis	125	IR: my uncle clever <i>to play</i> tennis
		126	IB: my uncle <i>could playing</i> tennis
		127	FRN: my uncle is <i>good playing</i> tennis
		128	DS: my uncle <i>good to playing</i> tennis
		129	AM: my uncle is <i>good playing</i> tennis
		130	RA: my uncle is <i>clever playing</i> tennis
		131	AR: my uncle <i>smart to playing</i> tennis
		132	MAA: my uncle is <i>good playing</i> tennis
		133	HN: my uncle is <i>good playing</i> tennis
		134	SM: my uncle is <i>great in playing</i> tennis
		135	PS: my uncle is <i>good playing</i> tennis
		136	AAP: my uncle is <i>good playing</i> tennis
		137	KS: my uncle is <i>good playing</i> tennis
		138	MD: my uncle <i>smart playing</i> tennis ball
		139	SP: my uncle <i>clever to play</i> tennis
		140	NA: my uncle is <i>good playing</i> tennis
		141	AMD: my uncle is <i>good playing</i> tennis
		142	HR: my uncle is <i>good playing</i> tennis
		143	YL: my uncle <i>clever at</i> tennis
		144	NW: my uncle <i>smart playing</i> tennis
		145	BS: my uncle <i>clever playing</i> tennis
		146	RR: my uncle is <i>smart o playing</i> tennis
		147	MA: my uncle is <i>clever playing</i> tennis
9	<b>Without mastering</b> grammar impossible for us to speak English well	148	IR: <i>without master</i> grammar we will not speak English well
		149	IB: <i>without understand</i> grammar it is impossible to could speak English
		150	DA: <i>without master</i> grammar

		<p>impossible for us to speak English well</p> <p>151 DS: without master grammar is impossible to us for speaking English well</p> <p>152 AM: <i>without master</i> the grammar it is impossible for us to speaking English well</p> <p>153 RA: <i>without grammar</i> impossible for us to speak English well</p> <p>154 AR: without master the grammar impossible for us to speaking English well</p> <p>155 HN: <i>without grammar</i> it is impossible for us to speaking English well</p> <p>156 PS: <i>without grammar</i> it is impossible to us speak English well</p> <p>157 AAP: <i>without grammar</i> it is impossible for us to speak English well</p> <p>158 MD: <i>without grammar</i> we cannot speaking English very well</p> <p>159 SP: <i>without master</i> grammar we will not speak English well</p> <p>160 NA: without master the grammar it is impossible to us to speaking English well</p> <p>161 HR: <i>without grammar</i> it is not impossible to speaking English well</p> <p>162 NW: <i>without master</i> grammar it is impossible for our to speaking English well</p>
10	Arman is good <b>at working</b> in the garden	<p>163 IR: arman is <i>good in garden</i></p> <p>164 IB:arman <i>could working in the garden</i></p> <p>165 DA: <i>arman is good to work in garden</i></p> <p>166 DW: <i>arman working at the garden</i></p> <p>167 FRN:arman is <i>good working in the garden</i></p> <p>168 DS: arman <i>clever work in the garden</i></p> <p>169 NK:arman is <i>clever working in garden</i></p> <p>170 HM:arman is <i>good working in the garden</i></p>

		171 DS: <i>arman is good in work on the garden</i> 172 AM: <i>arman is good working in the garden</i> 173 RA: <i>arman good in the garden</i> 174 AR: <i>Arman smart working in the garden</i> 175 HN: <i>arman is good working in the garden</i> 176 PS: <i>arman is good working in the garden</i> 177 NSR: <i>arman is good in working at the garden</i> 178 AAP: <i>arman is good working in the garden</i> 179 WT: <i>arman is clever working in garden</i> 180 MD: <i>arman clever to working in the garden</i> 181 SP: <i>arman is good in garden</i> 182 NA: <i>arman is good working in the garden</i> 183 AMD: <i>arman is good working in the garden</i> 184 HR: <i>arman is good working in the garden</i> 185 BS: <i>arman good in work in the garden</i> 186 RR: <i>arman is smart working in the garden</i> 187 MA: <i>arman is clever working in garden</i>
11	I would rather stay home instead <b>(of going)</b> out	188 IR: I would rather stay home instead <i>going</i> out 189 IB: I would rather stay home instead <i>go</i> out 190 DA: I would rather stay home instead <i>going</i> out 191 DW: I would rather stay home instead <i>going</i> out 192 SK: I would rather stay home instead <i>going</i> out 193 FRN: I would rather stay home instead <i>going</i> out 194 DS: I would rather stay home instead <i>go</i> out

	195	NK: I would rather stay home instead <i>going</i> out
	196	FN: I would rather stay home instead <i>going</i> out
	197	HM: I would rather stay home instead <i>go</i> out
	198	DS: I would rather stay home instead <i>go</i> out
	199	AM: I would rather stay home instead <i>going</i> out
	200	RA: I would rather stay home instead <i>going</i> out
	201	AR: I would rather stay home instead <i>go</i> out
	202	MAA: I would rather stay home instead <i>going</i> out
	203	HN: I would rather stay home instead <i>going</i> out
	204	SM: I would rather stay home instead going out
	205	PS: I would rather stay home instead <i>going</i> out
	206	JN: I would rather stay home instead <i>going</i> out
	207	NSR: I would rather stay home instead <i>going out</i>
	208	AAP: I would rather stay home instead going out
	209	WT: I would rather stay home instead going out
	210	KS: I would rather stay home instead go out
	211	MD: I would rather stay home instead going out
	212	SP: I would rather stay home instead going out
	213	HB: I would rather stay home instead going out
	214	NA: I would rather stay home instead going out
	215	AMD: I would rather stay home instead going out
	216	HR: I would rather stay home instead going out
	217	YL: I would rather stay home instead going out

		218	NW: I would rather stay home instead going out
		219	BS: I would rather stay home instead going out
		220	RR: I would rather stay home instead going out
		221	FF: I would rather stay home instead going out
		222	MA: I would rather stay home instead going out
12	Randi is good <b>(at playing)</b> badminton	223	IR: Randi is good playing badminton
		224	IB: Randi is good play badminton
		225	DA: Randi is good playing badminton
		226	DW: Randi is good playing badminton
		227	SK: Randi is good playing badminton
		228	FRN: Randi is good playing badminton
		229	DS: Randi is good play badminton
		230	NK: Randi is good playing badminton
		231	FN: Randi is good playing badminton
		232	HM: Randi is good play badminton
		233	DS: Randi is good play badminton
		234	AM: Randi is good playing badminton
		235	RA: Randi is good playing badminton
		236	AR: Randi is good play badminton
		237	MAA: Randi is good playing badminton
		238	HN: Randi is good playing badminton
		239	SM: Randi is good playing badminton
		240	PS: Randi is good playing badminton
		241	JN: Randi is good playing badminton
		242	NSR: Randi is good playing badminton
		243	AAP: Randi is good playing

		<p>244 badminton WT: Randi is good playing badminton</p> <p>245 NA: Randi is good playing badminton</p> <p>246 KS: Randi is good play badminton</p> <p>247 HB: Randi is good playing badminton</p> <p>248 SP: Randi is good send badminton</p> <p>249 MD: Randi is good playing badminton</p> <p>250 AMD: Randi is good playing badminton</p> <p>251 HR: Randi is good playing badminton</p> <p>252 YL: Randi is good playing badminton</p> <p>253 NW: Randi is good playing badminton</p> <p>254 BS: Randi is good playing badminton</p> <p>255 RR: Randi is good playing badminton</p> <p>256 FF: Randi is good playing badminton</p> <p>257 MA: Randi is good playing badminton</p>
13	<b>(Regretting)</b> is not making you become better	<p>258 IB: Regret is not making you become better</p> <p>259 DA: Regret is not making you become better</p> <p>260 DW: Regreting is not making you become better</p> <p>261 SK: Regreting is not making you become better</p> <p>262 FRN: Regreting is not making you become better</p> <p>263 DS: Regreting is not making you become better</p> <p>264 FN: Regreting is not making you become better</p> <p>265 HM: send is not making you become better</p> <p>266 DS: send is not making you become</p>

		<p>better</p> <p>267 AM: Regret is not making you become better</p> <p>268 AR: Regret is not making you become better</p> <p>269 HN: Regreting is not making you become better</p> <p>270 SM: Regreting is not making you become better</p> <p>271 PS: Regreting is not making you become better</p> <p>272 JN: having is not making you become better</p> <p>273 NSR: Regreting is not making you become better</p> <p>274 AAP: having is not making you become better</p> <p>275 WT: Regreting is not making you become better</p> <p>276 KS: Regret is not making you become better</p> <p>277 SP: smoke is not making you become better</p> <p>278 HB: having is not making you become better</p> <p>279 NA: having is not making you become better</p> <p>280 AMD: Regreting is not making you become better</p> <p>281 HR: Regreting is not making you become better</p> <p>282 YL: Regreting is not making you become better</p> <p>283 RR: Regreting is not making you become better</p> <p>284 FF: having is not making you become better</p> <p>285 MA: Regreting is not making you become better</p>
14	<b>(Smoking)</b> is not good for health	<p>286 IB: Smoke is not good for health</p> <p>287 HM: Smoke is not good for health</p> <p>288 DS: Smoke is not good for health</p> <p>289 AR: Smoke is not good for health</p> <p>290 KS: Smoke is not good for health</p> <p>291 SP: Smoke is not good for health</p>



15	<b>(Sending)</b> a telegram is faster than sending a letter	292 293 294 295 296 297 298 299 300 301 302	IB: open a telegram is faster than sending a letter FRN: have a telegram is faster than sending a letter HM: Send a telegram is faster than sending a letter DS: climb a telegram is faster than sending a letter AM:having a telegram is faster than sending a letter AR: Send a telegram is faster than sending a letter AAP: regreting a telegram is faster than sending a letter KS: open a telegram is faster than sending a letter SP: played a telegram is faster than sending a letter AMD: Having a telegram is faster than sending a letter HR: Having a telegram is faster than sending a letter
16	His favorite sport is climbing mountain	303 304 305 306 307 308	IB: His favorite sport is climb mountain HM: His favorite sport is climb mountain DS: His favorite sport is regret mountain AR: His favorite sport is climb mountain KS: His favorite sport is climb mountain SP: His favorite sport is climb mountain
17	My sister's hobby is <b>(collecting)</b> coins	309 310 311 312 313 314	IB: My sister's hobby is collect coins FRN: My sister's hobby is collect coins HM: My sister's hobby is collect coins DS: My sister's hobby is have coins AR: My sister's hobby is collect coins KS: My sister's hobby is collect coins

		315	SP: My sister's hobby is collect coins
		316	YL: My sister's hobby is collect coins
18	He avoided <b>(answering)</b> my question	317	IB: He avoided answer my question
		318	FRN: He avoided sending my question
		319	HM: He avoided answer my question
		320	DS: He avoided answer my question
		321	AR: He avoided answer my question
		322	KS: He avoided answer my question
		323	SP: He avoided answer my question
		324	MA: He avoided answer my question
19	They discussed <b>(opening)</b> a new business	325	IB: They discussed send a new business
		326	FRN: They discussed answering a new business
		327	DS: They discussed collect a new business
		328	AR: They discussed open a new business
		329	WT: They discussed collecting a new business
		330	KS: They discussed open a new business
		331	MD: They discussed regretting a new business
		332	SP: They discussed open a new business
20	<b>(After having)</b> dinner last night we went to the movie	333	IR: Having dinner last night we went to the movie
		334	IB: Have dinner last night we went to the movie
		335	DA: Having dinner last night we went to the movie
		336	DW: Having dinner last night we went to the movie
		337	SK: Having dinner last night we went to the movie
		338	FRN: Opening dinner last night we went to the movie
		339	DS: Having dinner last night we

		340	went to the movie FN: Having dinner last night we
		341	went to the movie HM: Opening dinner last night we
		342	went to the movie DS: Opening dinner last night we
		343	went to the movie AM: send dinner last night we went
		344	to the movie RA: Having dinner last night we
		345	went to the movie AR: Have dinner last night we went
		346	to the movie MAA: Having dinner last night we
		347	went to the movie HN: Having dinner last night we
		348	went to the movie SM: Having dinner last night we
		349	went to the movie PS: Having dinner last night we
		350	went to the movie JN: Regretting dinner last night we
		351	went to the movie NSR: Having dinner last night we
		352	went to the movie AAP: Sending dinner last night we
		353	went to the movie WT: Having dinner last night we
		354	went to the movie KS: Having dinner last night we
		355	went to the movie MD: Having dinner last night we
		356	went to the movie SP: Have dinner last night we went
		357	to the movie HB: Regretting dinner last night we
		358	went to the movie NA: Regretting dinner last night we
		359	went to the movie AMD: Sending dinner last night we
		360	went to the movie HR: Sending dinner last night we
		361	went to the movie YL: Having dinner last night we
		362	went to the movie NW: Having dinner last night we

		363	went to the movie
			BS: Having dinner last night we
		364	went to the movie
			RR: Having dinner last night we
		365	went to the movie
			FF: Regretting dinner last night we
		366	went to the movie
			MA: Having dinner last night we
			went to the movie

NOI AINMO



Foto mahasiswa VD saat mengerjakan test

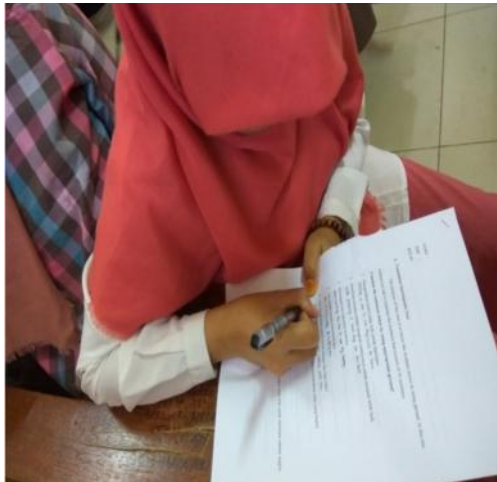


Foto mahasiswa VD saat mengerjakan test

## **CURRICULUM VITAE**



**RATIH AULIYA AS** was born on December 30<sup>th</sup> 1995 in Salomallori, Kab Sidrap. She is the sixth child from 6 siblings of the couple AS.Muh.Amin and Sitti Amina. In 2001 she studied as a students in Elementary School at SD Negeri 10 Tanrutedong and graduated in 2006. Then she continued her study at SMP Negeri 1 Duapitue and graduated in 2010.

After finished her study in Junior High School, she continued her study at SMA Negeri 1 Duapitue and graduated in 2013. She registered as a student of Englis Education Department of Makassar Muhammadiyah University on Strata one program.