



**AN ERROR ANALYSIS ON THE USE OF GERUND  
AMONG THE FOURTH SEMESTER STUDENTS OF ENGLISH  
DEPARTMENT OF UNNES IN THE ACADEMIC YEAR OF  
2006/2007**

**A Final Project**

**Submitted in Partial Fulfillment  
of the Requirements for the Degree  
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**by**

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**AN ERROR ANALYSIS ON THE USE OF GERUND  
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DEPARTMENT OF UNNES IN THE ACADEMIC YEAR OF 2006/2007**

Yang saya tulis dalam rangka memenuhi salah satu syarat memperoleh gelar sarjana ini benar – benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, dan pemaparan / ujian. Semua kutipan, baik secara langsung maupun tidak langsung telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing penulisan final project ini membubuhkan tanda tangan sebagaimana keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika dikemudian hari ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, Agustus 2007

Yang membuat pernyataan

The writer

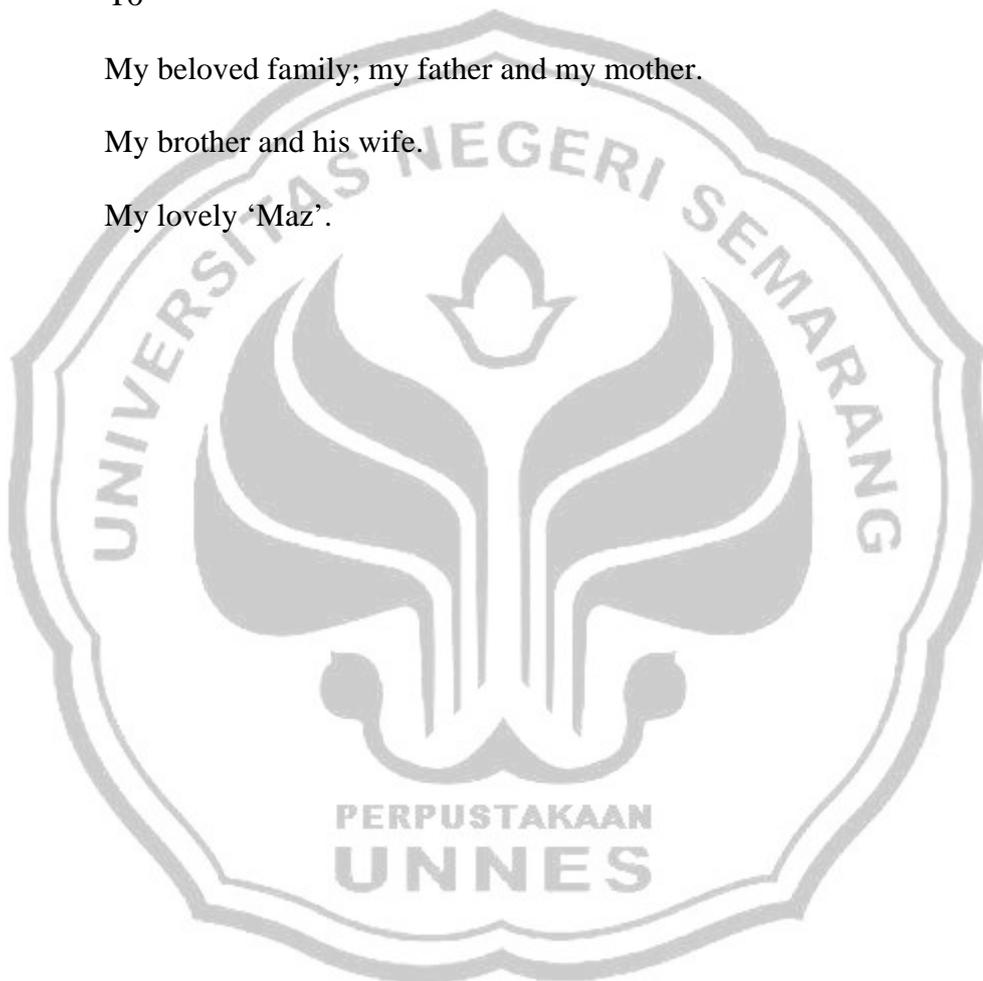
Yesterday is a history, tomorrow is a mystery, today is a gift that is why we call it the present.

To

My beloved family; my father and my mother.

My brother and his wife.

My lovely 'Maz'.



## ACKNOWLEDGEMENTS

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In this opportunity, the writer would like to express her gratitude to the people who helped her in finishing her final project.

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Finally, the writer realizes that the study is still far from perfect. She has great expectation that this final project would be useful for further study.

Semarang, August, 2007

The writer



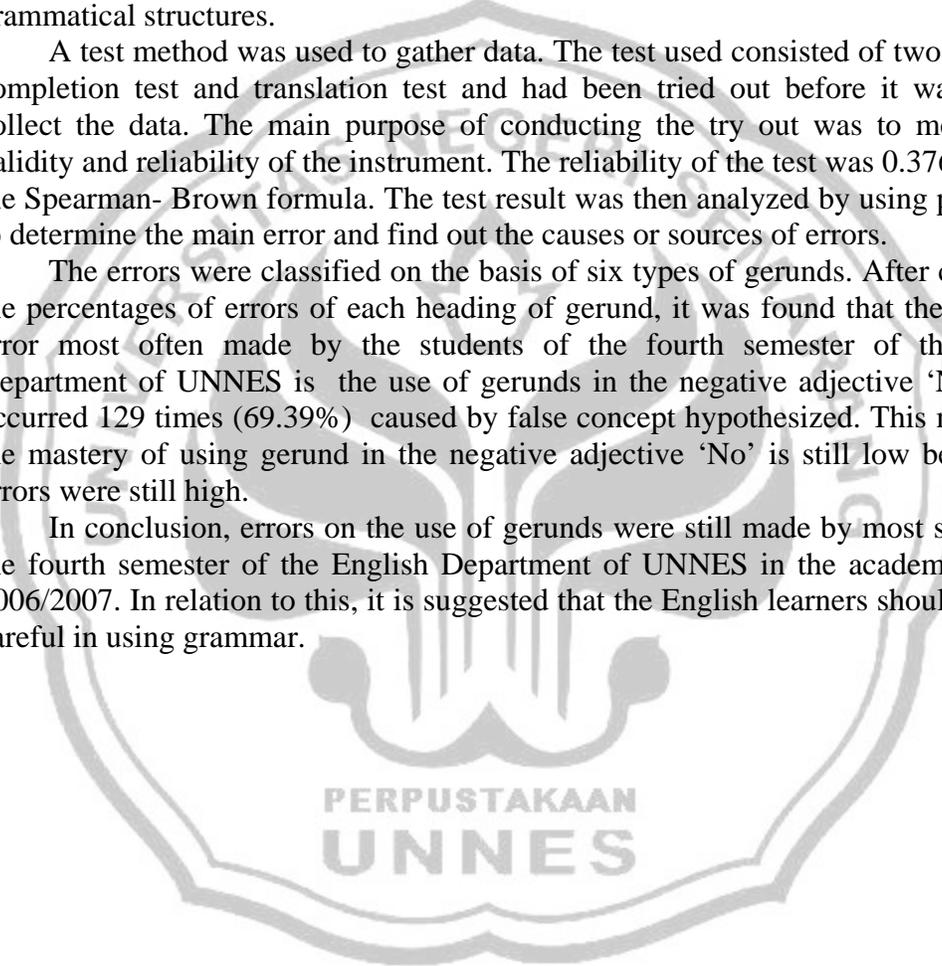
## ABSTRACT

This final project mainly aims at determining the main error and finding out the causes or sources of the errors in using gerunds made by the students of the fourth semester of the English Department of UNNES in the academic year of 2006/2007. This study was conducted under the consideration that gerund has a number of types in the theory so that it is possible that the learners find it difficult to learn the grammatical structures.

A test method was used to gather data. The test used consisted of two kinds, i.e. completion test and translation test and had been tried out before it was used to collect the data. The main purpose of conducting the try out was to measure the validity and reliability of the instrument. The reliability of the test was 0.376 based on the Spearman- Brown formula. The test result was then analyzed by using percentage to determine the main error and find out the causes or sources of errors.

The errors were classified on the basis of six types of gerunds. After computing the percentages of errors of each heading of gerund, it was found that the dominant error most often made by the students of the fourth semester of the English Department of UNNES is the use of gerunds in the negative adjective 'No' which occurred 129 times (69.39%) caused by false concept hypothesized. This means that the mastery of using gerund in the negative adjective 'No' is still low because the errors were still high.

In conclusion, errors on the use of gerunds were still made by most students of the fourth semester of the English Department of UNNES in the academic year of 2006/2007. In relation to this, it is suggested that the English learners should be more careful in using grammar.



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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

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. In a smaller group whose members share the same language, for instance, there are likely no difficulties in using the language since the persons involved in the process of communication are used to speaking their own native language. Otherwise if the people taking part in the conversation speak different languages, they must have difficulties or obstacles in getting along with each other. One of the problems to the difficulties is the language used.

Accordingly, they 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 the English language. This is in line with the Ramelan's statement:

Out of the following foreign languages like, Russian, French, German, and Chinese we have opted for English since it is the most widely used language in politics, business, trade, and the diplomatic circle (Ramelan, 1992:3)

Languages differ from each other in such a way that the members of one speech community usually do not understand the speakers of other speech communities. The fact that languages differ from each other is accepted as normal state of affairs (Richards and Schmidt, 1983:3).

The differences are found because each language has its own system or code; that is, its own characteristic of putting sounds together in order to talk about situations or events in the present, the past, or the future (Richards and Schmidt, 1983:3). Therefore, if the speakers of one community wish to communicate with those of another, they usually study their language, or find someone who knows it, or use one of the international languages, and one of them is English.

So English is a language of high importance in the international relationship either formally or informally. Considering that English has a crucial position, the Indonesian Government realizes that the language has to be learned by the Indonesian people without ignoring the status of the Indonesian language as their own national language.

The teaching of English in Indonesia has begun since the Proclamation of Independence of Indonesia on the 17<sup>th</sup> of August 1945. The language has been taught at Junior High School, Senior High School, and even at the level of University (Ramelan, 1992:1). This is done in order that Indonesian students can communicate

in English and do not have any difficulties in transferring the science and technology coming from foreign countries, because most scientific books are written in English.

However, the result of the teaching of that language is still considered unsatisfactory. It can be seen from the graduates of Senior High School who are still very poor at using the language. Ramelan says:

.... It does not mean that the result of teaching English in our schools is satisfactory, despite the fact that is taught continuously for six years at the high school, three years at the SMP (Junior High School) and three years at the SMA (Senior High School) (Ramelan, 1992:3).

From the statement above, we can conclude that the mastery of English by the SMA graduates is felt still far from satisfactory. This tendency maybe caused by several factors either internally or externally. The internal factors come from the background of the students themselves such as their intelligence and motivation. Meanwhile, the external factors may come from the teachers' capability, students' environment and facilities.

In Indonesia, the government encourages the Indonesian citizens to learn English. English is taught as a compulsory subject from Junior High School up to even some semesters of college level. It is because as an international language, English has an important role in international relation between Indonesia and other countries in the world.

However, learning English is not as easy as we may imagine. Since English is the first foreign language in Indonesia, it requires great efforts for the students to

learn the elements of the language, such as grammar, vocabulary, pronunciation, and spelling. The elements of English differ from those of “Bahasa Indonesia”.

It is identified through Contrastive Analysis (Tarigan, 1989:4-5) that the differences between two languages cause problems to students. The problems can also be caused by the interference of the students’ first language. For example, “Bahasa Indonesia” does not have tenses like those in English. This difference constitutes problems in learning English. They often make a lot of mistakes.

In learning the target language, the students’ errors may occur in the components of the language. Students often make a sentence which is syntactically right but lexically wrong or vice versa. This shows that the students have difficulties in using words or sentences appropriately.

A gerund is the *-ing* form of a verb used in the same way as a noun or pronoun. It can be used as a subject, (direct) object or object of a preposition.

A gerund as a subject = Playing basketball is an interesting sport.

(V + *-ing*)

A gerund as an object = We enjoy playing basketball.

(V + V + *-ing*)

A gerund after a preposition = He is fond of playing basketball.

(Prep + V + *-ing*)

From the explanations above, one can draw a conclusion that the same form of *-ing* ending can make the students confused. It appears when all of the *-ing* forms

are used in one sentence together, as in the following sentence taken from English Grammar and Composition:

**Watching** the judges in the balcony, Gwen was **trying** to win the contest with her loud **singing**.

*Watching* is a present participle modifying Gwen, and *trying* is part of a verb phrase.

Only *singing*, used as object of preposition *with*, is a gerund (Warriner, 1958:68).

In this process the lecturer must stress that the –ing form of gerund has a function as a noun which is different from present participle, that has a function as an adjective, and also different from other verbal ending in –ing.

Based on the discussion above, in this final project the writer wants to know the causes or sources of the errors on the use of gerund among the fourth semester students of the English Department of UNNES in the academic year of 2006/2007. Here, the writer limits the discussion on the use of gerund only, a gerund as a subject, a gerund as an object, a gerund after a preposition, and a gerund after a possessive.

## 1.2 Reasons for Choosing the Topic

It is inevitable that in learning English as a foreign language the students usually get problems due to the differences between Indonesian and the target language. Because of this the students will probably make errors during the process of learning, as Norrish states:

“Some good pedagogical reasons have been suggested for regarding errors made by learners of a foreign language leniently but the most important reason is that the error itself may actually be necessary part of learning a language.” (Norrish, 1983:6).

In learning a language, we often find some words that have the same meaning but different functions. In the English and Indonesian grammar we also find verbs that occupy the function of nouns.

A verb may function as a noun, and in English it can be formed by adding the suffix *-ing* to the verb that is called **gerund**. In Indonesian, there is no change in its form. It can be seen in these sentences:

In Indonesian

- (1) a. Dia **menari** dua kali seminggu.  
 b. **Menari** adalah hobinya.

In English

- (2) a. She **dances** twice in a week.  
 b. **Dancing** is her hobby.

In this case we can see that the word *menari* in both sentences [(1)a] and [(1)b] have the same meaning and form, but they have different functions. In [(1)a] *menari* functions as a verb and in [(1)b] *menari* functions as a noun. There is no change in form between a verb *menari* and a noun *menari*. Thus, in Indonesian there are no changes in making nouns from verbs. However in English, we find word *dances* [(2)a] and *dancing* [(2)b] which have the same meaning but different in their

forms and functions. In point [(2)a] the word *dances* functions as a verb but in point [(2)b] *dancing* functions as a noun which is called gerund.

Based on the discussion above, the reasons for choosing the topic of the final project are as follows:

- (1) Learning a language is a difficult activity, because each language has its own system which is different from that in the students' native language. The differences in the system of the language may bring about learning problems for the foreign language learners. So the teacher is expected to pay attention to the difficulties which may be encountered by the students.
- (2) The writer wants to know how far the students have mastered the language, particularly the grammar dealing with gerund. She chooses the problems of gerund because one of the language forms that the English Department students have to learn is gerund.
- (3) Since there are various uses of gerund, the writer assumes that many errors may be made by the students.
- (4) By analyzing the students' learning problems, the writer tries to help the students to minimize their errors in using gerund either in speaking or writing skill, or in those dealing with grammatical matters.
- (5) Teaching is a profession which is useful for Indonesian education. With regard to that statement, the writer as a prospective teacher wants to make a contribution to the English teaching in Indonesia.

### 1.3 Research Question

In order to make a systematic approach in solving the problems, the statements of the problems are further developed into the following questions:

- (1) What kinds of errors are made by the students of the fourth semester of the English Department of UNNES in the academic year of 2006/2007 in using gerund?
- (2) What kind of error on the use of gerund is most often made by the students of the fourth semester of the English Department of UNNES in the academic year of 2006/2007?
- (3) What are the causes of the errors on the use of gerund made by the students of the fourth semester of the English Department of UNNES in the academic year of 2006/2007?

Based on the questions above, the writer is eager to learn about the problems and make an error analysis on gerund so that she could find the main errors on the use of gerund.

### 1.4 Purpose of the Study

Using language well and correctly is important. If the habit is carried out again and again, the use of good and correct language will be automatic. To do so, a writer or a speaker of the language should know the systems the language has. One of

the systems that ought to be mastered is the grammatical system that deals with structure and its operation.

On the basis of the explanation above, the writer can elaborate the purposes of the study as follows:

- (1) To find out kinds of errors made by the students of the fourth semester of the English Department of UNNES in the academic year of 2006/2007 in using gerund.
- (2) To find out the main error on the use of gerund most often made by the students of the fourth semester of the English Department of UNNES in the academic year of 2006/2007.
- (3) To find out the causes of making errors on the use of gerund made by the students of the fourth semester of the English Department of UNNES in the academic year of 2006/2007.

### **1.5 Significance of the Study**

Errors in any language teaching and learning particularly English as a foreign language are sometimes predictable, but sometimes unpredictable. It is, therefore, very essential for pedagogues to have better treatment to anticipate the errors.

By doing the research, the writer hopes that the result will be helpful to provide:

- (1) Input to the learners of English of the fourth semester of English Department of UNNES in the academic year of 2006/2007 in order to be more careful in using gerund.

- (2) Input to the English pedagogues in order to consider the benefits of analyzing the errors of students in learning English that they tell them how far towards the goals the learners have progressed.

### **1.6 Outline of the Final Project**

The first chapter, the introduction, introduces the study by giving a description of the background of the study, reasons for choosing the topic, research questions, the purposes of the study, the significance of the study, and the outline of the study.

In the second chapter, the theory underlying the writing of the thesis is discussed.

The third chapter contains the description of the methods and the procedures of investigation.

The fourth chapter deals with the analysis of the data collected and the discussion of the result. It consists of both statistical and non-statistical analysis.

The last chapter, chapter five, contains the conclusions and suggestions

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 The Importance of Learning Grammar**

Scrivener (2004:54) says that when thinking of 'grammar' many people probably imagine a book full of explanations and rules that tell them which verbs have what endings, how to use adverbs, how to make a superlative, etc. The word grammar is very ambiguous since it has several meanings. There is no fixed definition of grammar because many experts often define the term of grammar differently. Grammar may mean an analytical and terminological study of sentences. Thus, when we learn the grammar we will learn the parts of speech, their names and their descriptions, we will learn such term as phrase, clause, interrogative sentence, retained object, etc. We will also learn how to identify those categories in sentences or parse them (Paul Robert, 1958:132). In other words, grammar is the systematized knowledge or the theory of sentence structure. Grammar may also be defined as the basic signals by which a language transmits meaning. It means that grammar is what we learn in our native language, thus, any native speaker of a certain language knows the grammar of his language (Paul Robert, 1958:132). Therefore, if we know how to construct sentence in order to say that grammar consists of the patterns of utterance in using a language. So grammar will usually control the use of language. Related to Robert's definition, Veit (1986:1) defines grammar as follows:

“Your grammar is what enables you to understand the very words you are now reading as well as to speak and write words and sentences on your own. You have had a grammar of English for as long as you have known English.”

Gerot and Wignell also define grammar as follows:

“Grammar is a theory of language, of how language is put together and how it works. More particularly, it is the study of wordings.”

Knowing these definitions of grammar, we can conclude that grammar is very essential and important to every language. Grammar itself is a part of a language since without grammar a language is useless. Without grammar, people will not be able to communicate and understand each other as Raja T. Nasr (1985:52) states:

“Grammar is a part of any language. Just as there is no language without sounds (at least no live or oral language), so there is no language without grammar.”

From the statement above we know that grammar and language can not be separated. It means that if someone can speak a language he must know the grammar of the language. On the other hand if someone does not know the grammar he 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 with 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. Thus, the speakers are supposed to learn the grammar.

Grammar also supports the speakers in communication and avoids misunderstanding. For instance, in English grammar someone wants to say *The boy who is wearing a black shirt is my brother*. After he chooses the appropriate words (the, boy, who, is, wearing, a, black, shirt, is, my, brother) he has to find the appropriate way to construct the words grammatically. If he does not know grammar,

he will be misunderstood. The listeners will be confused in trying to understand what he means. Perhaps, he will say *My brother is wearing a black shirt who is the boy* or *A black shirt my brother is wearing who is the boy*. If this happens, the listeners will try very hard to catch his ideas.

Like English or other language grammars, Indonesian grammar is also very important. If someone wants to speak Indonesian, at least he should know the Indonesian grammar in order to make his listeners understand. For instance, Dia berbaju biru muda is acceptable. The prefix *ber-* in the word bertopi means *memakai* (wearing). But Dia membaju biru muda or Dia terbaju biru muda is not acceptable because the prefix *me-* and *ter-* are meaningless in the context. Even though the prefix *ber-*, *me-*, and *ter-* have the same meaning in making a verb, they are not meaningful in every sentence.

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.

## **2.2 Analysis of Gerund**

### **2.2.1 Definition of Gerund**

It has been mentioned in the reasons for choosing the topic that both 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.

Words derived from a verb stem with the suffix *-ing* may occur in a variety of meanings and functions. It depends on the contexts where they occur. The *-ing* form may be used as verbal nouns and verbal adjectives (Zandvoort 1972:24). In the first place, the *-ing* form may be used as verbal noun that is as nouns with verbal meaning and it is called gerund.

Thus, gerund is a verb *-ing* functioning as a noun. This *-ing* form is a part of noun and a part of verb since it is formed from a verb. Meanwhile, gerund phrase is composed of the gerund and any words organized with it. Like nouns, commonly, gerund may function as subjects, complements and objects. As it is said by Cook and Suter (1980:191):

“Speakers of English will often take a verb form that has an *-ing* ending and use it as nouns instead of as a verb. When this happens, the form is called a gerund. We say that a gerund “used” as nouns perform—they act a subjects of sentences, as direct objects, and as complements. The meanings they communicate, however, are always those of verbs, since gerunds describe actions states rather than name persons, places, things, or ideas as nouns do.”

In connection with Cook and Sutter’s definition, Zandvoort and Van Ek (1972:25) gave an explanation that a gerund may exhibit all the syntactic properties of a noun. Thus, it may be preceded by an article, a possessive pronoun, a noun in genitive, or an adjective, or followed by a noun-adjunct with ‘of’ (or another preposition). It may function as the subject, object, nominal predicate of a sentence,

and form part of a prepositional adjunct. They also said in the same page, a gerund may also exhibit the syntactic properties of a verb. Thus, it may be qualified by an adverb or adverbial phrase, and the case of the transitive verb may also take a subject of its own. It may be used in the perfect tense and in the passive voice.

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

### 2.2.2 Gerunds as Subjects

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

*Cooking* is a good hobby.

*Fishing* relaxes the soul.

*Reading* was a pleasure we all enjoyed.

A gerundive phrase is composed of the gerund and any words associated with it and can act as the subject of a predicate as in the following examples:

Playing with knives is dangerous.

Swimming in this beach is forbidden.

Voting in every election is important.

A gerund phrase does not occur frequently as a subject. One of its common uses as a subject is in general statements with 'be' as the main verb.

Eating a good breakfast is very wise.

Taking a long walk every day is good exercise. (Frank, 1972:321)

The gerund phrase may also function as the subject of verb expressing:

## (1) Cause-effect relationship

Seeing her every day made him realize how wonderful she was.

His finding the error quickly saved him (=caused him to save) many hours of extra work. (Frank, 1972:321)

A gerund phrase subject with such a verb may have conditional meaning.

Doing such a thing now (=If you do such a thing now, it) will cause you much trouble later on. (Frank, 1972:321)

## (2) Emotion

Being overcharged for anything enrages her.

Seeing her so thin and pale shocked him. (Frank, 1972:321)

It should be noted that such verbs of emotion often also denote some degree of cause; thus enrages her, shocked him in the above sentences may be interpreted as causes her to become enraged, caused him to be shocked.

**2.2.3 Gerunds as Direct Objects**

Gerunds are used as nouns in another way, too: they can serve as direct objects of transitive verbs as in the following examples:

She admits *cheating*.

I like *swimming* very much.

My father tries to stop *smoking*.

We can see the gerundive phrases playing this role in the following sentences:

We missed living on the old farm.

He does not enjoy studying that lesson.

They do not mind coming to the party.

Certain verbs in English are followed by verbal-either gerunds or infinitives-which are considered as objects of these verbs. Most of these verbs denote mental activity or indirect speech and therefore require subjects that refer to human beings. Others have little semantic content outside of indicating aspect-the beginning, duration, end or repetition of an action; these verbs may or may not be used with subjects denoting persons.

Verbs followed by gerund objects

acknowledge	excuse	put off
admit	facilitate*	quit(=stop, informal)
advocate	fancy(=imagine)	recall
anticipate	finish	recollect
appreciate	forgive	recommend
avoid	give up(=stop)	relinquish
cannot help	go on	relish
complete	(be) grudge	renounce
consider	imagine	report
contemplate	involve**	resent
defer	justify	resist
delay	keep*	risk
deny	keep on*	sanction

detest	leave off*	shirk
disclaim	mean*	stop*
discuss	mention	suggest
drop (=stop)	mind	tolerate
encourage	miss	try
enjoy	necessitate**	understand
entail	pardon	urge
escape	postpone	withhold
evade	practice	

\* These verbs can also have subjects that do not designate human beings.

\*\* These verbs usually have subjects that denote lifeless things.

(Frank, 1972:323 and Azar, 1989:168)

I have put off telling you the whole truth till now.

I enjoy reading the newspaper every morning.

They miss being with their family.

Would you mind helping me with this?

#### 2.2.4 Gerunds as Subjective Complements

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

His favorite sport is bicycle riding.

Tommy's hobby is collecting stamps.

What we want is making a study club.

Simon's need was knowing that someone cared.

### 2.2.5 Gerunds as Objects of Preposition

Any verb used as the object in prepositional phrases takes the form of a gerund. Most gerundive phrases after prepositions function as subjects, especially those in adverbial prepositional phrases.

We talked about going to Bali for our vacation.

Ali goes on speaking in the class.

I'm interested in learning more about your work.

They are fond of climbing mountains.

A number of phrasal verbs and objects of prepositions that take the form of a gerund:

accuse of	believe in	consist of
afraid of	blow out	content with
aim at	call for	depend on
angry with (at)	call on	deprive of
arrive at (in)	carry out	different from
ashamed of	clean out	disapprove of
ask for	composed of	find out
bear out	congratulate on	fond of
full of	jealous of	speak of

give up	keen on	succeed in
good at	keep on	superior to
go on	leave off	sure of
independent of	look at	talk to
indifferent to	related to	talk about
interested in	similar to	translate to

The word 'to' after the following verbs is a preposition rather than the signs of the infinitive and therefore requires a gerund after it.

accustom oneself	plead guilty
allude	reconcile guilty
confess	resign oneself
confine oneself	resort
dedicate oneself	revert
limit oneself	take
look forward	used
object	

(Frank, 1972:325)

### 2.2.6 Gerunds Used in the Negative Adjective 'No'

The negative adjective no is used of the adverb not with certain types of gerundive phrases.

(1) After there + a form of be

There is no stopping him.

There is no denying that she is very efficient. (Frank, 1972:321)

(2) Prohibition against certain activities

No smoking is allowed in this classroom.

No trespassing on these premises will be permitted.

No cheating in the test! The supervisor instructs. (Frank, 1972:321)

### 2.2.7 Gerunds Used after Possessive

Since the gerund is a noun, it can be preceded by a possessive adjective (my, your, etc) or a noun in the possessive case. This acts as its subject. The choice of possessive or non-possessive form depends on whether formal or informal usage is being observed.

In formal English, possessive pronouns (e.g., our, his) are used to modify a gerund, as in the following sentences:

Mr. John complained about our coming to class late.

We are excited about his winning a scholarship. (Azar, 1989)

In very formal English, possessive nouns (e. g., Alice's, Bill's) are used to modify a gerund, as in the following sentences:

Mr. John complained about Alice's coming to the class late.

We are excited about Bill's winning a scholarship.

In informal English, the object forms (e. g., us, him) are frequently used, as in the following sentences:

Mr. John complained about us coming to class late.

We are excited about him winning a scholarship. (Azar, 1989)

The possessive forms are often not used in informal English, as in the following sentences:

Mr. John complained about Alice coming to class late.

We are excited about Bill winning a scholarship.

If the gerundive phrase is the subject of the sentence, the possessive form is obligatory in both formal and informal usage, as in:

His undertaking such a difficult task is to be commended.

In informal usage, the unchanged forms of nouns, as well as the object forms of personal pronouns, may be used for “subjects” of gerunds. These forms establish a closer relationship with the verb or preposition after which they commonly appear. They are more emphatic than the possessive forms; in speech they receive greater stress and are followed by a longer pause. Gerund phrases occur after a main verb especially such verbs as (*dis*) *like, not mind, miss, remember, and understand*.

We can't understand them **doing** a thing like that.

I remember my father **being** very strict with us. (Frank, 1972:317)

### 2.3 The Comparison between Gerund and Infinitive

Some verbs can be followed by either a gerund or an infinitive, sometimes with no difference in meaning, and sometimes with a difference in meaning.

#### Verbs followed by gerund or infinitive objects

abhor

decline

neglect

advise	disdain	permit*
agree	dread	plan
allow*	endure	propose
attempt	hesitate	scorn
cease	intend	study
commence	learn	

(Frank, 1972:323 and Allen, 1980:111)

\* Allow and permit, when followed by a pronoun, take an infinitive; otherwise they take a gerund.

They do not allow (permit) us to cycle in the park.

They do not allow (permit) cycling in the park.

The verbs in this group may be followed by either an infinitive or a gerund with little or no difference in meaning:

begin	continue	love
cannot bear	hate	prefer
cannot stand	like	start

(Azar, 1989:162)

They began studying here last year.

They began to study here last year.

(There is no difference between “began studying” and “began to study”.)

They were beginning to study.

(If the main verb is progressive, an infinitive (not a gerund) is usually used.)

They continue practicing every day.

They continue to practice every day.

I prefer staying home to going to the concert.

I prefer to stay home than (to) go to the concert.

The verbs in this group may be followed by either a gerund or an infinitive, but the meaning is different:

forget

remember

mean

stop

regret

try

(Azar, 1989:162)

I forgot closing the window last night.

(Now I do not remember that I closed the window last night.)

I forgot to close the window last night.

(The window was open last night because I forgot to close it.)

A party tonight will mean (our) working extra hard tomorrow.

{(It) means (=signifies) is a third-person form that is followed by a gerund}

I meant to come early today.

{Mean (=intend) take infinitive with “to”}

I regret telling you that you did not pass the exam.

(I told you about it, and now I regret it)

I regret to tell you that you did not pass the exam.

(I am sorry but I have to tell you about it now)

Mary remembered writing to her family.

(Mary wrote at some time in the past, and she remembered it now)

Mary remembered to write her family.

(Mary did not forget that she had to write her family)

John stopped working when we came.

(John was working but he stopped when we came)

John stopped to wok after talking for an hour.

(John talked for an hour, and then he stopped in order to work)

He tried speaking French to us.

(He spoke in French, hoping we should understand him better)

He tried to speak French to us.

(He made an effort to speak French so)

We must use the ‘to’ **infinitive**, not the **gerund**, when we refer to a specific occasion.

The gerund shows a more general case, as in the following sentences:

I prefer walking to reading. (In general)

“Let’s take a bus.” “No, I prefer to walk.” (On this occasion)

I like looking at your photos. (In general)

I should like to look at your photos. (Now)

When we have a sentence containing a transitive verb it is often necessary to decide which form –the gerund or the infinitive- to use as the direct object. With many verbs, the two cannot be interchanged. *Deny*, *enjoy*, and *finish*, for example, takes the gerund but not the infinitive:

Acceptable = Tony denied stealing the money.

Unacceptable = Tony denied to steal the money.

Acceptable = I enjoy playing badminton.

Unacceptable = I enjoy to play badminton.

Acceptable = We will finish painting.

Unacceptable = We will finish to paint soon.

(Cook and Suter, 1980:193)

A few other verbs that require the gerund are *avoid, consider, imagine, practice, resent, suggest, and understand*.

Some verbs, like *need, promise, and want* accept only the infinitive they cannot take the gerund:

Acceptable = I need to see you.

Unacceptable = I need seeing you.

Acceptable = She promised to call at six.

Unacceptable = She promised calling at six.

Acceptable = They want to try Moroccan food.

Unacceptable = They want trying Moroccan food.

(Cook and Suter, 1980:193)

Other verbs in this category are *agree, decide, expect, forget, hope, pretend, refuse, tend, and wish*.

## 2.4 Comparison between Gerund and Present Participle

The forms of gerunds are like the principle forms; but the gerund is used as a pronoun, direct object, object of a preposition, or appositive.

Both the gerund and the participle are verbs with an *-ing*. How do we tell the difference between them? We can tell by their use in the sentence. The gerund must, therefore, be distinguished from the participle by use only. To differentiate the two one has only to remember the function of a noun and the function of an adjective. The gerund is a verb form used as a noun, the participle is a verb form used as an adjective, and also the two differ in their relation to their subjects, the participle modifies and qualifies its subject, and the subject of the gerund is always construed as a modifier of the gerund phrase, and is as a rule, in the possessive case.

The students may be confused as to whether an *-ing* form of a verb is a gerund or a present participle. Participles which show action in the present are called **present participles**. They end in *-ing*.

Present participles are used as adjectives; they modify a noun or a pronoun.

Waiting patiently, we played guessing games.

The screaming siren startled us.

*Waiting* is a present participle because it modifies the pronoun 'we'. The participle *screaming* modifies the noun 'siren'. Both *waiting* and *screaming*, then, are used as adjectives. In the first example, how is *guessing* used? Not all words ending in *-ing* are participles. When used as part of a verb phrase, a word ending in *-ing* is not a participle because it does not modify anything. The comparison between gerund and present participle can be seen as in the following sentences:



You can hear the children playing games.

I saw your friends waving to you.

You can feel the toaster getting hot.

I smell the fish cooking.

He will have us speaking English in three months.

## 2.5 Errors and Mistakes

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.

In order to analyze learner's errors in a proper prospective, it is important to distinguish the differences between errors and mistakes.

Errors are typically produced by people who do not yet fully command some institutionalized language system (Corder, 1971: 79). Error is systematic deviation; when a learner has not learnt something and consistently gets it wrong (Norrish, 1983: 7). Brown says, however, that the term refers to noticeable deviation from the adult grammar of a native speaker, which reflects the interlanguage communication of the learners (Brown, 1980: 165).

A mistake refers to a performance error that is either random or a slip of the tongue, in that it is a failure to utilize a known system correctly (Brown, 1980:165). Huber (1983: 134) stated those temporary lapses of memory, confusion, slip of

tongue and so on cause mistakes. Accordingly, when committing mistakes, the speaker is normally capable of recognizing and correcting them.

All people make mistakes in both native and second language situations. A learner is considered to make mistakes when he or she has deviation. For example, a learner has known that the word “jury” can be used both in singular and in plural without changing its form. He will write, for instance, “The jury is divided in their opinions”, instead of “The jury are divided in their opinions.” The failure in identifying the correct form of a verb is because of the word “jury” which is not in the plural form. This occurs because he or she perhaps makes an assumption that the word “jury” has to be changed into “juries” which is not the way it should be.

## **2.6 Error Analysis**

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

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.

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.

Since the 1960's-1970's an error study or an error analysis has been chosen to be one of the methods to find the answer to the problems owing to the fact that errors themselves, as stated by Corder (1967) edited by Richards, are significant in three ways:

“A learner's errors ...are significant in three different ways. First to the teacher, in that they tell him if he undertakes a systematic analysis, how far towards the goals the learner has progressed....Second, they provide to the researchers evidence of how language is learned and acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly ...they are indispensable to the learner himself because we regard to the making of errors as a device the learner uses in order to learn.”(Richards, 1984:25)

Because of the significance of the errors themselves, foreign language teachers, in this case English pedagogues, have to realize that errors made by their students need to be analyzed correctly in order to be able to arrange learning strategy effectively. In addition, it is important to discuss error analysis to underscore the relevance of such an analysis for teaching English as a foreign language. English lecturers should know error analysis since it becomes the key to understand the process of foreign language acquisition. They should know how the target language is

learned and acquired, what strategy or procedure the learners employ in order to master the target language.

## **2.7 The Sources of Errors**

By identifying the sources of error, the writer begins to know how learner's cognitive and affective self relates to the linguistic system and also to formulate the process of learning his first foreign language. In this section, the scope of discussion is limited to errors on the use of gerund. There are two kinds of errors namely interlingual errors and intralingual errors.

### **2.7.1 Interlingual Errors**

According to Brown (1980:173) the beginning stages of learning a second language are characterized by a good deal of interlingual transfer from the native language. Moreover, Richards (1974:35) says interlingual errors are errors which are caused by interference from the native language to the target language they learn.

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.

### **2.7.2 Intralingual Errors**

Intralingual errors are caused by interference of the target language. Richards (1985:46) says that intralingual 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 rule restriction, incomplete application of rules, and false concepts hypothesized.

### **2.7.2.1 Overgeneralization**

Overgeneralization is negative intralingual 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 examples:

She will cries aloud.

He can speaks English well.

We are hope to see you.

Thus, they overgeneralize 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 writer also give the correct sentences are follows:

She will cry aloud.

He can speak English well.

We hope to see you.

### **2.7.2.2 Ignorance of Rule Restriction**

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

He asked to me about my family.

She told to me her big problem yesterday.

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 sentences above:

He asked me about my family.

She told me her big problem yesterday.

He showed me his new cars.

### 2.7.2.3 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*.

### 2.7.2.4 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.



This chapter deals with the population, sample, variables of the study and the instruments used in this research as well as the scoring technique. The administration of the test and the method of analyzing the data will also be presented in this chapter.

### 3.1 Object of the Study

It has been mentioned on the previous pages that the goal of the investigation is to analyze errors at the level of gerund made by the fourth semester students of the English Department of UNNES in the academic year of 2006/2007. To realize this purpose the writer conducted a research study at the English Department of UNNES.

### 3.2 Population and Sample

#### 3.2.1 Population

Population is the most significant factor in conducting a research. Gay (1987:2) says that the population is the group of interest to the researcher, the group to which he or she would like the result of the study to be generalized. The population that the writer used in this study was the fourth semester students of the English Department of UNNES in the academic year of 2006/2007. The total population of this study was 405 students. They were divided into two groups: regular classes and parallel classes. The following table describes the classes of the students.

Group	Major	Class	Number of Students
Regular	Literature	IV A	34
Regular	Literature	IV B	34
Regular	Education	IV A	27

Regular	Education	IV B	27
Regular	Education	IV C	29
Parallel	Literature	IV A	33
Parallel	Literature	IV B	32
Parallel	Education	IV A	32
Parallel	Education	IV B	32
Parallel	Education	IV C	32
Parallel	Education	IV D	32
Parallel	Education	IV E	31
Parallel	Education	IV F	30
Total			405

### 3.2.2 Sample

As stated by Gay (1987: 101) that “sampling is a process of selecting a number of individuals representing the larger group from which they were selected.” Consequently, the degree to which the selected samples represent the population is the degree to which the results are generalized.

On the average, each class has almost the same number of students that is 32 students. All of the classes are given the same English materials and treatment from the lecturers. Thus, the thirteenth classes are considered parallels and have the same opportunity to be used as sample. The writer measured every class’ mastery of grammar by calculating the students’ marks of Intensive Course of the first semester and English Grammar 1 of the second semester. She chose two classes whose average marks were nearest to the average mark of the total classes. After doing this

technique, she got two classes, which were used as sample of the research; they were English Education IV A Regular Class and English Education IV C Parallel Class. This technique of sampling was considered representative because every student had different mastery of grammar based on his/her marks of Intensive Course and English Grammar 1 on the previous semester. The following table describes the average mark of each class after the writer calculated the students' marks of Intensive Course of the first semester and Grammar 1 of the second semester.

Group	Major	Class	Number of Students	The Average Mark of Grammar
Regular	Literature	IV A	34	70,45
Regular	Literature	IV B	34	69,82
<b>Regular</b>	<b>Education</b>	<b>IV A</b>	<b>27</b>	<b>68,29</b>
Regular	Education	IV B	27	72,12
Regular	Education	IV C	29	70,55
Parallel	Literature	IV A	33	72,27
Parallel	Literature	IV B	32	61,73
Parallel	Education	IV A	32	74,05
Parallel	Education	IV B	32	63,66
<b>Parallel</b>	<b>Education</b>	<b>IV C</b>	<b>32</b>	<b>68,14</b>
Parallel	Education	IV D	32	68,98
Parallel	Education	IV E	31	60,98
Parallel	Education	IV F	30	63,53
Total		13	405	884,57
				$884,57 : 13 = \mathbf{68,04}$

### **3.3 Instrument for Collecting Data**

All research studies involve data collection. In collecting data, research instrument plays an important role in a research project in which the validity and reliability of the instrument will influence the validity and reliability of the data obtained.

In general, instruments used to collect data can be divided into two types, a test and a non-test (Arikunto, 1992:122). A test is a written set of questions to which an individual responds in order to determine whether he or she passes. According to Gay (1987: 127), a more exclusive definition of a test is a means of measuring the knowledge, skill, feeling, intelligence, or aptitude of an individual or group. Excluded from the test is said to be a non- test.

In collecting the required data for the analysis in this final project, the writer used a test as an instrument to measure the knowledge of the respondents in grammatical structure at the level of gerund. Based on the test, she identified, classified and analyzed the numeral scores of the results of the test.

### **3.4 Type of Data**

To collect the data, the writer used two types of test: they were completion test, and translation test. Completion test measures the semi production skill of the students, and translation test measures the production skill of the students. She conducted this kind of test because they cover two kinds of skills that are semi

production and production skill so it is easier to analyze the error of the students in using gerund.

### **3.5 Construction of the Test Instrument**

The test materials were taken from the teaching material specifically taught at the second and at the third semester of the English Department, emphasizing on grammar. The completion test consisted of 18 items which were divided into two texts, text 1 consisted of 8 items and text 2 consisted of 10 items. The translation test consisted of 20 items of Indonesian sentences that had been consulted with an Indonesian lecturer of UNNES, Mr. Tommy Yuniawan. To avoid the respondents thinking that they were tested only about gerund, the writer gave distracter questions consisting of 15 items which were not about gerund.

### **3.6 Preparation of Test**

#### **3.6.1 Test Items**

Since there are many possible errors on gerund, the writer classified the possible errors into some categories. She classified errors as follows:

- (1) Errors on the use of gerund as subject
- (2) Errors on the use of gerund as direct objects
- (3) Errors on the use of gerund as subjective complement
- (4) Errors on the use of gerund as object of preposition

- (5) Errors used in the negative adjective 'No'
- (6) Errors on the use of gerund used after possessive.

### 3.6.2 Arrangement of the Test Items

After classifying the test items, the writer then arranged the test items into the following numbers:

(1) Completion test:

a. Text 1

Test on the use of gerunds as direct objects, numbers: 1, 3.

Test on the use of gerunds as objects of preposition, number: 4.

Test on the use of gerunds used after possessive, number: 7.

b. Text 2

Test on the use of gerunds as direct objects, number: 6.

Test on the use of gerunds as objects of preposition, numbers: 5, 7, and 8.

(2) Translation test

Gerunds as subjects, numbers: 1, 6, 11, 16.

Gerunds as direct objects, numbers: 2, 17.

Gerunds as subjective complement, numbers: 3, 8, 12, 20.

Gerunds used in the negative adjective 'No', numbers: 5, 9, 15, 19.

### 3.6.3 The Administration of the Try Out

The try out test was conducted at the English Department of UNNES, on Monday, 5<sup>th</sup> of March 2007 in the academic year of 2006 / 2007. The writer tried it out to the students of IV B Regular Literature class because their average mark of grammar was the third position nearest to the average mark of grammar of all classes, below IV C Parallel Education class in the first position and IV A Regular Education class in the second position. The total students of IV B Regular Literature class were 32 students. Because four students were absent, so there was only 28 students altogether. The test was given to 28 students.

To try out the test, the writer made 18 items of completion test and 20 items of translation test. The try out test was carried out in 90 minutes.

The goal of conducting the try out test was to measure the validity and reliability of the test. The score of the try out test can be seen in appendix 3.

### **1) Preparation of the Try Out**

The writer prepared the test by designing the instrument and consulting it to her advisors. After it was approved, she conducted the try-out.

### **2) Try out**

The try out test was conducted on March 5<sup>th</sup>, 2007. The writer took one class that was assumed as a representative one, to get the reliability of the test.

### **3) Scoring the test**

The scoring of the test result was done by the writer. It began from March 6<sup>th</sup> up to March 7<sup>th</sup>, 2007.

Harris (1964: 114) states that the reliability and the validity of the test are highly dependent on the manner in which the instrument is employed. So before the test was used to collect the data, it was tried out to measure the validity, the reliability, and the practicality of the test.

Suharsimi (1992: 135) states that a try out can be carried out in either a small scale or a large one.

Twenty eight students took the try out. They had to finish those two kinds of test items in 90 minutes. After the test has been administered and scored, it is necessary to make an item analysis that is, evaluating the effectiveness of the item. Item analysis is meant to check whether or not each item meets the requirements of a good test item.

### **3.7 Item Analysis**

#### **3.7.1 Validity**

The significant variables in judging the adequacy of the instrument are validity and reliability. It is quite crucial to determine that the test is appropriate to measure or not. Harris (1969: 19 – 21) states that validity is usually distinguished into three kinds: content validity, empirical validity, and face validity.

The writer used content validity since the test covers representative materials. To find out whether the test has content validity, she arranged the test items dealing with gerund.

To make sure that the gerund test in which the writer used in this study has good face validity of a test, she had asked her advisors to check them up. A test is said to have empirical validity if it can show the evidence that the test scores have a high correlation to some criterion such as the mark the students got.

To measure the validity of each test item, the writer used Pearson Product Moment formula. The formula is like this:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

The detailed validity of each test item can be seen in Appendix 3.

### 3.7.2 Reliability of the Test

Reliability of the test shows the stability of the scores when the test is used. In other words, the test measures an examinee's ability consistently. Harris (1994: 14) says that to have confidence in measuring instruments, the researcher needs to make sure that approximately the same result will be obtained if the test is given at different times.

Based on the above point of view, the writer carried out a try-out to 28 students of IV B Regular Literature class of the English Department of UNNES in the academic year of 2006/2007 to get the reliability of the test items. She did four steps to measure the reliability of the test by following the Pearson Product Moment (Lado, 1975: 336).

First, the writer administered the test and marked each student's test paper.

The score of the try-out test can be seen in appendix 3.

The next calculations are as follows:

1) Total variance

$$2) \sigma^2_t = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

$$\sigma^2_b = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

3) Coefficient reliability

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

This formula is used to know the value of  $r_{11}$ ; when  $r_{11} > r_{table}$  the instruments are classified reliable. The detailed reliability of each test item can be seen in Appendix 3.

### 3.7.3 The Index Difficulty of the Test

The index difficulty value of an item shows how easy or difficult the item test is. To determine whether the test is easy or difficult the following formula is used:

$$TK = \frac{\text{The number of the students who got bad scores}}{\text{The number of the students taking the test}} \times 100\%$$

In which TK = Index difficulty of the test

Criterion

TK	Criterion
0% ≤ TK ≤ 27%	Easy
27% < TK ≤ 72%	Sustain
72% < TK ≤ 100%	Difficult

The detailed index difficulty of each test item can be seen in Appendix 3.

### 3.7.4 The Discriminating Power

It is also important to measure the discriminating power of a test item due to the fact that it can discriminate the more able from the less able students. Heaton states: “the discrimination index of an item indicates the extent to which the item discriminates between the testers, separating the more from the less able” (Heaton, 1975:173).

To measure it, the writer used this formula:

$$t = \frac{M_H - M_L}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_i(n_i - 1)}}}$$

In which:

t : t-test

$M_H$  : Mean for upper group

$M_L$  : Mean for lower group

$\sum X_1^2$  : The sum of deviation scores for upper group

$\sum X_2^2$  : The sum of deviation scores for lower group

$n_i$  : The number of students for upper or lower group (27% x N)

N : The number of the students taking the test

Criterion:

The item has the significant discriminating power if  $t > t_{table}$

### **3.8 The Administration of Real Test**

Based on the computation by using the above criteria, 1 completion test item was considered insignificant and 8 items were significant, whereas 2 of the translation items were insignificant and 12 items were significant. The result can be seen in appendix 3.

#### **3.8.1 Revision of Arrangement of Test Items**

The completion test given to the students consisted of 17 items which were divided into 8 items concerning gerunds and 9 non-gerund items functioning as distracters to make the respondents believe that they were not tested only about gerund. Those 17 items were divided into two texts, text 1 'Persistent' consisting of 8 items; 4 items were related to gerund and the other four were not, whereas text 2 'Mary Had a Little Lamb' consisting of 9 items; 4 items were related to gerund and five others were not. The translation test consisted of 18 items of Indonesian sentences; 12 items were related to gerund and 6 items were not.

After revising the test items, the writer then arranges the test items into the following numbers:

(1) Completion test:

a. Text 1

Test on the use of gerunds as direct objects, numbers: 1, 3.

Test on the use of gerunds as objects of preposition, number: 4.

Test on the use of gerunds used after possessive, number: 7.

b. Text 2

Test on the use of gerunds as direct objects, number: 5.

Test on the use of gerunds as objects of preposition, numbers: 4, 6, and 7.

(2) Translation test

Gerunds as subjects, numbers: 5, 9, 14.

Gerunds as direct objects, numbers: 1, 15.

Gerunds as subjective complement, numbers: 2, 7, 10, 18.

Gerunds used in the negative adjective 'No', numbers: 4, 13, 17.

### 3.8.2 Real Test

The test to get the data was administered on May 30, 2007 to IV C Parallel Education Class consisting of 20 respondents and on June 8, 2007 to IV A Regular Education Class consisting of 29 respondents.

### 3.9 Method of Collecting Data

In doing this final project, the writer collected the required data and information from the two main sources:

#### (1) Library Research

Library research refers to the activity of gathering data from library facilities such as references of fundamental theories, which support the writer's effort in doing the research.

#### (2) Field Research

Field research refers to the research conducted at the English Department of UNNES. The writer chose the fourth semester students of English Department as the subject of the research because they were supposed to have known about gerund.

### 3.10 Method of Analyzing Data

To analyze the data, the writer did four steps. First step, she found the percentage of errors made by the students using "the percentage descriptive analysis."

$$X = \frac{\sum E}{\sum T} \times 100\%$$

In which X = the percentage of errors

$\sum E$  = the sum of errors' score of each level of gerund made by respondents

$\sum T$  = the sum of score of each level of gerund

Step two, she found the average percentage of error of each level of gerund by using the formula:

$$Y = \frac{\sum X}{\sum S}$$

In which Y = the average percentage of error of each level of gerund

$\sum X$  = the sum of percentage of error made by each respondent

$\sum S$  = the sum of respondents

Step three, she arranged the average level of gerund ( $Y_1$  up to  $Y_6$ ) from the highest number to the lowest number for making ranking. Based on this arrangement, the first rank was considered as the main error on the use of gerund.

Step four, she identified which respondents make the extreme errors of each level of gerund and analyzing their work to find out the causes or sources of errors.

## CHAPTER IV

### ANALYSIS OF THE DATA

#### 4.1 Statistical Analysis

The test to get the data was administered on May 30, 2007 to IV C Parallel Education Class which consisted of 20 respondents (S-30 up to S-49) and on June 8, 2007 for IV A Regular Education Class consisting of 29 respondents (S-01 up to S-29). The result of the real test can be shown as follows.

As it has been mentioned in Chapter III, in this statistical analysis, the writer employed the percentage descriptive analysis using a simple formula:

$$X = \frac{\sum E}{\sum T} \times 100\%$$

In which X = the percentage of errors

$\sum E$  = the sum of errors' score of each level of gerund made by respondents

$\sum T$  = the sum of score of each level of gerund

Based on the computation above, the percentages of error of each level of gerund are:

- |                                      |           |
|--------------------------------------|-----------|
| 1) Gerunds as Subjects               | = 46.71 % |
| 2) Gerunds as Direct Objects         | = 31.29 % |
| 3) Gerunds as Subjective Complements | = 32.82 % |
| 4) Gerunds as Objects of Preposition | = 26.53 % |

- 5) Gerunds Used in the Negative Adjective 'No' = 69.39 %  
 6) Gerunds Used after Possessive = 16.33 %

From the data above, it can be identified which level of gerund considered as dominant and which ones considered less dominant; the order is:

- 1) **Gerunds Used in the Negative Adjective 'No' = 69.39 %**  
 2) Gerunds as Subjects = 46.71 %  
 3) Gerunds as Subjective Complements = 32.82 %  
 4) Gerunds as Direct Objects = 31.29 %  
 5) Gerunds as Objects of Prepositions = 26.53 %  
 6) **Gerunds Used after Possessive = 16.33 %**

#### 4.2 Nonstatistical Analysis

The nonstatistical analysis was done by interpreting of the statistical one. The main purpose of doing nonstatistical analysis was to trace the sources or causes of the dominant errors based on the data presented above, namely the real errors made by the respondents.

##### 4.2.1 Gerunds Used in the Negative Adjective 'No'

Gerund used in the negative adjective 'No' is the most common error on the use of gerund made by the students of the fourth semester of the English Department of UNNES. The percentage of error of this level is 69.39 %. According to the analysis, there are three respondents whose percentage of errors in using grammar in

the negative adjective 'No' is 100%. It is an extreme number if it is compared to 10 respondents who did not make any errors, or in other words, they have 0% percentage of error in using gerund in the negative adjective 'No'.

Analysis can be done from two points of view: from the respondents themselves and the theory about gerund related to gerunds used in the negative adjective 'No'. In fact, based on the writer's observation, the respondents' marks of English Grammar 1 in the second semester affect their achievement in doing the test at the level of gerund.

The first respondent (S-04) who made 100% of error in using gerund in the negative adjective 'No' just did 1 number from 3 numbers that were available. She avoided using gerund to construct sentences, but the answer was incorrect. The second one (S-33) was the same as the first one, but he finished all of three questions although the answers were incorrect. The third one (S-40) was the same as the second one. Surprisingly, all of those respondents (S-04), (S-33), and (S-40) got bad marks in English Grammar 1. The errors were caused by false concepts hypothesized that were due to poor graduation of teaching items.

Based on the theory, the negative adjective no is used as the adverb of not with certain types of gerundive phrases, that are after there + a form of be and prohibition against certain activities. The writer assumes that they failed to understand the theory about gerund that they had gotten. The detailed theory about gerund has been mentioned in Chapter 2.

#### 4.2.2 Gerunds as Subject

The percentage of error on the use of gerunds as subject is 46.71%. It takes the second position after gerunds used in the negative adjective 'No'. There was only one respondent (S-36) whose percentage of error in using gerunds as subject was 100%. From three numbers of questions, his answers were all incorrect. It was caused by not applying subject properly. In this case, subject must be derived from verb <sub>1</sub> + *-ing* that is called gerund, but he used verb <sub>1</sub> functioning as subject. It is called interlingual error. The errors occur due to the fact that his native language (Indonesian) has no such form and rule like the target language (English). A verb may function as a noun, and in English it can be formed by adding the suffix *-ing* to the verb that is called gerund. In Indonesian, there is no change in its form. For detailed information, see Chapter 1 (page 6).

#### 4.2.3 Gerunds as Subjective Complements

The percentage of error on the use of gerunds as subjective complement is 32.82%. There was one respondent (S-20) who made 100% error. After being analyzed, it was found that the error belonged to interlingual error. She used verb <sub>1</sub> as subjective complement. Subjective complement should be occupied by noun; and to make a noun, the verb <sub>1</sub> must be added by *-ing*. For example question part II-Translation number 2.

Kegemaran Tommy mengoleksi perangko.

Answer : Tommy's hobby is collect stamps.

Correct answer: Tommy's hobby is collecting stamps.

#### 4.2.4 Gerunds as Direct Objects

It can be seen from the table of data analysis that the percentage of error in using gerunds as direct objects is 31.29%. There was no respondent whose percentage of error in using gerund as direct objects was 100%. The highest of percentage of error in using gerunds as direct objects was 80%. Respondent (S-20) made 80% error in using gerunds as direct objects. For example, question of the text 'Mary Had a Little Lamb' number 5.

Aleko denied (take)<sup>5</sup> it and led Dimitri into his backyard.

Answer : to take

Correct answer: taking

The error was caused by ignorance of rule restriction; she ignored the rule that the word 'deny' should be followed by gerund object (Verb<sub>1</sub> + *-ing*).

#### 4.2.5 Gerunds as Object of Preposition

The average of percentage of error in using gerunds as objects of preposition among the respondents is 26.53 %. There were 4 respondents who made 100% of error in using gerund as objects of preposition; they were (S-29), (S-30), (S-38) and (S-49). For example question of the text 'Persistent' number 4.

No matter how busy you are, he always **insists** on (come)<sup>4</sup> with you.

Answer : comes

Correct answer: coming

The cause of error was overgeneralization; they created deviant form in the target language in place of two regular structures. They overgeneralized that because the tense was simple present, a -s ending was required by the third person singular just like the word 'insists'.

The other examples are questions of the text 'Mary Had a Little Lamb' numbers 6 and 7.

Ashamed of (have)<sup>6</sup> **acted** so rashly, Dimitri apologized to Aleko for (have)<sup>7</sup> **accused** him.

Answer : had

Correct answer: having

They overgeneralized that the answer should use the same tense as the words 'acted' and 'accused' which was past tense. They assumed that the correct answer was 'had'.

#### 4.2.6 Gerunds Used after Possessive

The lowest percentage of error in the level of gerund is using gerunds after possessive; it was only 16.33 %. There were 8 respondents whose percentage of error in using gerunds after possessive was 100%, they were (S-01), (S-02), (S-03), (S-05), (S-13), (S-24), (S-27), and (S-30). For example question 7 of the text 'Persistent'.

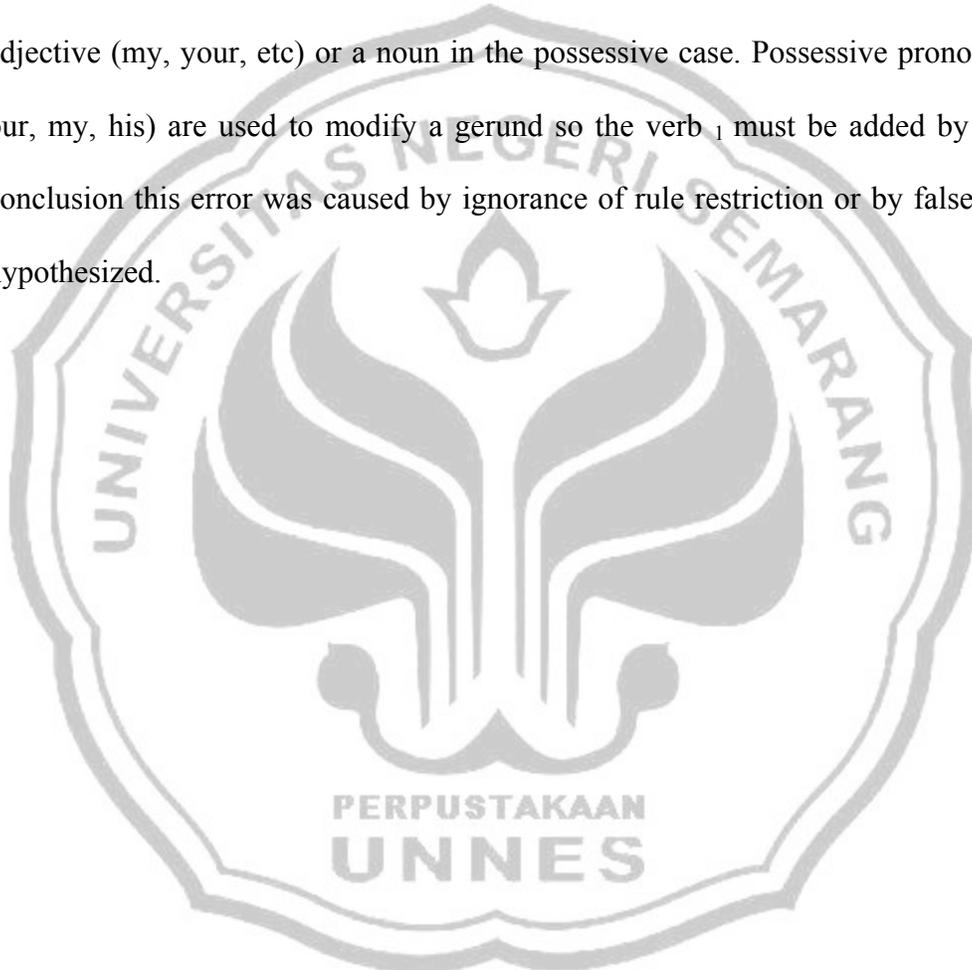
'Would you mind my (come)<sup>7</sup> with you?' he asked, before I had finished speaking.

Answer : - to come {(S-01), (S-02), (S-05), (S-13)}

- come {(S-03), (S-24), (S-27), (S-30)}

Correct answer: coming

All respondents failed to observe the restriction of existing structures. Based on the theory of gerund, since the grammar is a noun, it can be preceded by a possessive adjective (my, your, etc) or a noun in the possessive case. Possessive pronouns (e.g. our, my, his) are used to modify a gerund so the verb <sub>1</sub> must be added by –ing. In conclusion this error was caused by ignorance of rule restriction or by false concept hypothesized.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

Based on the data analysis, the writer concluded that:

(1) Errors on the use of gerund were produced, which can be grouped into six types of errors headings, as shown in the following:

- a. Errors on the use of gerunds in the negative adjective 'No' is 69.39 %;
- b. Errors on the use of gerunds as subjects is 46.71 %;
- c. Errors on the use of gerunds as subjective complements is 32.82 %;
- d. Errors on the use of gerunds as direct objects is 31.29 %;
- e. Errors on the use of gerunds as objects of preposition is 26.53%; and
- f. Errors on the use of gerund after possessive is 16.33 %.

Errors on the use of gerunds in the negative adjective 'No' occupy the highest rank, or in other words, errors on the use of gerunds in the negative adjective 'No' is the main error most often made by the students of the fourth semester of the English Department in the academic year of 2006/2007. Occupying the second rank is errors on the use of gerunds as subjects; the third one is errors on the use of gerunds as subjective complements; the fourth one is errors on the use of gerunds as direct objects; the fifth one is errors on the use of gerunds as object of prepositions and the lowest one is errors on the use of gerunds after possessive.

(2) In accordance with the causes or sources of the errors, the researcher found out that:

- a. Errors on the use of gerunds in the negative adjective 'No' were caused by false concept hypothesized;
- b. Errors on the use of gerunds as subject were caused by interlingual errors;
- c. Errors on the use of gerunds as subjective complement were caused by interlingual errors;
- d. Errors on the use of gerunds as direct object were caused by ignorance of rule restriction;
- e. Errors on the use of gerunds as object of preposition were caused by overgeneralization; and
- f. Errors on the use of gerunds after possessive were caused by ignorance of rule restriction and false concept hypothesized.

## 5. 2. Suggestions

The writer suggests that:

- 1) Subject-matter dealing with gerund should be arranged logically and systematically in order that it is simpler for the students to learn.
- 2) The learners of English of the fourth semester of the English Department of UNNES in the academic year of 2006/2007 should be more careful in using gerund and regard their errors as a device in order to learn.

- 3) English pedagogues should realize the errors made by their students in order to be able to arrange learning strategy effectively by giving more explanation and written exercises.



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## Appendix 1

**Instrument of Try Out Test**

## I. Text

Put the words in the bracket into the correct form!

**Persistent**

I crossed the street to avoid (meet)<sup>1</sup> him, but he saw me and came running towards me. It was no use pretending that I (have)<sup>2</sup> not seen him, so I waved to him. I never enjoy (meet)<sup>3</sup> Bert Dykes. He never has anything to do. No matter how busy you are, he always insists on (come)<sup>4</sup> with you. I had to think of a way of preventing him from following me around all morning.

'Hullo, Bert, 'I said. 'Fancy meeting you here!'

'Hullo, Elizabeth, 'Bert answered. 'I was just wondering how (spend)<sup>5</sup> the morning- until I saw you. You're not busy doing anything, (be)<sup>6</sup> you?'

'No, not at all, 'I answered. 'I'm going to ...'

'Would you mind my (come)<sup>7</sup> with you?' he asked, before I had finished speaking.

'Not at all, 'I lied, 'but I'm going to the dentist.'

'Then I'll come with you, 'he (answer)<sup>8</sup>. 'There's always plenty to read in the waiting room!'

### Mary Had a Little Lamb

Mary and her husband Dimitri lived in the tiny village of Perachora in southern Greece. One of Mary's possessions (be)<sup>1</sup> a little white lamb which her husband had given her. She kept it tied to a tree in a field during the day and went (fetch)<sup>2</sup> it every evening. One evening, however, the lamb was missing. The rope had been cut, so it was obvious that the lamb had been stolen.

When Dimitri came in from the fields, his wife told him what happened. Dimitri at once set out (find)<sup>3</sup> the thief. He knew it would not prove difficult in such a small village. After (tell)<sup>4</sup> several of his friends about the theft, Dimitri found out that his neighbour, Aleko, had suddenly acquired a new lamb. Dimitri immediately went to Aleko's house and angrily accused him of (steal)<sup>5</sup> the lamb. He told him he had better return it or he would call the police. Aleko denied (take)<sup>6</sup> it and led Dimitri into his backyard. It was true that he had just bought a lamb, he explained, but *his* lamb was black. Ashamed of (have)<sup>7</sup> acted so rashly, Dimitri apologized to Aleko for (have)<sup>8</sup> accused him. While they were talking it began (rain)<sup>9</sup> and Dimitri stayed in Aleko's house until the rain stopped. When he went outside half an hour later, he was astonished (find)<sup>10</sup> that the little black lamb was almost white. Its wool, which had been dyed black, had been washed clean by the rain!

## II. Translation

Translate the following sentences into good English!

1. Memancing dapat merelaksasikan jiwa.
2. Saya sangat suka berenang.
3. Kegemaran Tommy mengoleksi perangko.
4. Apa yang kamu lakukan setiap hari?
5. “Tidak ada yang menghentikannya”, kata Ibu.
6. Memberikan suara dalam setiap pemilihan umum itu penting.
7. Apa yang sedang kamu lakukan pada waktu seperti ini kemarin?
8. Yang kita inginkan membuat kelompok belajar.
9. Pengawas memerintah:”Tidak diperbolehkan menyontek di dalam tes!”
10. Apa yang akan kamu lakukan besok?
11. Mengirim telegram lebih cepat daripada mengirim surat.
12. Olahraga favoritnya bersepeda.
13. Foto, gambar, dan perangko mungkin disimpan di dalam album.
14. Air yang di kolam renang itu sangat kotor.
15. Tidak diperbolehkan merokok di ruang kelas ini.
16. Melihat dia (wanita) begitu kurus dan pucat membuat dia(pria) terkejut.
17. Ayahku mencoba untuk berhenti merokok.
18. Gunung Merbabu dapat dilihat dari bukit itu.
19. Tidak ada yang menyangkal bahwa dia sangat pandai.
20. Kewajibannya menyetir mobil.

## Outline of Instrument of Try Out Test

### I. Text

1. Gerunds as Subjects	:-
2. Gerunds as Direct Objects	: 1, 3
3. Gerunds as Subjective Complement	:-
4. Gerunds as Objects of Preposition	: 4
5. Gerunds Used in the Negative Adjective 'No'	:-
6. Gerunds Used after Possessive	: 7
1. Gerunds as Subjects	:-
2. Gerunds as Direct Objects	: 6
3. Gerunds as Subjective Complement	:-
4. Gerunds as Objects of Preposition	: 5, 7, 8
5. Gerunds Used in the Negative Adjective 'No'	:-
6. Gerunds Used after Possessive	:-

## II. Translation

1. Gerunds as Subjects : 1, 6, 11, 16
2. Gerunds as Direct Objects : 2, 17
3. Gerunds as Subjective Complement : 3, 8, 12, 20
4. Gerunds as Objects of Preposition :-
5. Gerunds Used in the Negative Adjective 'No' : 5, 9, 15, 19
6. Gerunds Used after Possessive :-



## Appendix 2

**Answer Key of Try Out Test**

## I. Text

**1) Persistent**

1. meeting
2. had
3. meeting
4. coming
5. to spend
6. are
7. coming
8. answered

**2) Mary Had a Little Lamb**

1. was
2. to fetch
3. to find
4. telling
5. stealing
6. taking
7. having
8. having
9. to rain
10. to find



## II. Translation

1. Fishing relaxes the soul.
2. I like swimming very much.
3. Tommy's hobby is collecting stamps.
4. What do you do every day?
5. "There is no stopping him", said mother.
6. Voting in every election is important.
7. What were you doing at this time yesterday?
8. What we want is making a study club.
9. The supervisor instructs: "No cheating in the test!"
10. What will you do tomorrow?
11. Sending a telegram was faster than writing a letter.
12. His favorite sport is bicycle riding.
13. Photographs, pictures, and stamps may be kept in an album.
14. The water in that swimming pool is very dirty.
15. No smoking is allowed in this classroom.
16. Seeing her so thin and pale shocked him.
17. My father tries to stop smoking.
18. The Merbabu Mountain can be seen from the hill.
19. There is no denying that she is very clever.
20. His responsibility is driving a car.

ITEM ANALYSIS: VALIDITY, RELIABILITY, INDEX DIFFICULTY AND DISCRIMINATION POWER

No	Code	Test item													13		
		1	2	3	4	5	6	7	8	9	10	11	12				
1	TO-18	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2
2	TO-15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2
3	TO-01	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2
4	TO-26	3	3	3	3	3	3	0	3	3	3	3	3	3	2	3	2
5	TO-08	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1
6	TO-12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	0
7	TO-04	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1
8	TO-05	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	1
9	TO-11	3	3	0	3	0	3	3	3	3	3	3	3	2	2	3	1
10	TO-19	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1
11	TO-03	3	0	3	3	3	3	3	3	3	3	3	3	3	3	3	1
12	TO-13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	0
13	TO-27	3	0	3	3	3	3	3	3	0	3	3	3	2	3	2	0
14	TO-23	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	1
15	TO-28	3	3	3	3	3	3	3	3	0	0	3	3	3	3	3	1
16	TO-06	3	3	3	3	3	3	3	3	0	3	3	3	3	3	2	1
17	TO-20	3	2	3	3	3	3	0	3	3	3	3	3	2	3	3	1
18	TO-17	3	3	3	3	3	3	3	3	0	3	3	3	2	3	2	1
19	TO-25	3	3	3	3	3	3	3	3	3	3	3	3	2	0	3	0
20	TO-10	3	3	3	3	3	3	3	3	0	3	3	3	3	3	3	0
21	TO-21	3	3	3	3	3	3	3	3	0	0	3	3	3	3	2	0
22	TO-22	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	0
23	TO-24	3	3	2	3	3	3	2	3	0	0	3	3	2	1	0	0
24	TO-07	2	2	2	3	0	3	2	0	0	3	3	2	3	0	1	1
25	TO-02	3	3	3	3	0	2	3	0	0	3	3	2	2	0	2	1
26	TO-09	0	0	0	2	0	3	3	3	3	3	3	0	3	3	1	1
27	TO-16	2	2	2	2	0	2	0	0	0	3	3	2	2	2	1	1
28	TO-14	0	0	0	3	0	2	2	3	3	3	2	3	3	3	1	0
Validity	$\Sigma X$	76	68	73	78	62	80	57	69	83	75	70	66	23			
	$\Sigma X^2$	224	196	215	228	184	232	171	207	247	207	200	172	31			
	$\Sigma XY$	3927	3513	3762	3974	3266	4045	3015	3576	4155	3738	3600	3388	1218			
	$r_{xy}$	0,662	0,446	0,499	0,532	0,513	0,635	0,468	0,451	0,400	0,011	0,446	0,488	0,411			
	$r_{table}$	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374			
Criterion	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid
Discriminating power	MH	3,000	3,000	3,000	3,000	2,625	3,000	3,000	3,000	3,000	2,750	2,875	2,625	1,375			
	ML	2,000	1,875	2,000	2,250	1,375	2,500	1,125	1,500	2,875	2,750	2,000	1,625	0,500			
	$\Sigma X_1^2$	0,000	0,000	0,000	0,000	7,875	0,000	0,000	0,000	0,000	1,500	0,875	1,875	3,875			
	$\Sigma X_2^2$	12,000	10,875	12,000	7,500	15,875	2,000	16,875	18,000	0,875	1,500	12,000	5,875	2,000			
	$n_i$	8	8	8	8	8	8	8	8	8	8	8	8	8			
	t	2,160	2,553	2,160	2,049	1,919	2,646	3,416	2,646	1,000	0,000	1,825	2,688	2,701			
	$t_{table}$	1,761	1,761	1,761	1,761	1,761	1,761	1,761	1,761	1,761	1,761	1,761	1,761	1,761			
Criterion	Significant	Significant	Significant	Significant	Significant	Significant	Significant	Significant	Significant	Insignificant	Insignificant	Significant	Significant	Significant	Significant	Significant	Significant
Index Difficulty	Failure	2	4	3	1	7	0	9	5	0	0	3	3	24			
	IK	7,14%	14,29%	10,71%	3,57%	25,00%	0,00%	32,14%	17,86%	0,00%	0,00%	10,71%	10,71%	85,71%			
$\sigma_b^2$	Criteria	Used	Unused	Unused	Used	Used	Used	Used	Used								

No	Code	Test item											Y	Y <sup>2</sup>	
		14	15	16	17	18	19	20	21	22	23				
1	TO-18	3	3	2	3	3	3	3	3	3	3	2	3	66	4356
2	TO-15	3	3	3	2	3	3	3	3	3	3	2	3	63	3969
3	TO-01	3	3	0	3	3	3	3	3	3	3	2	3	61	3721
4	TO-26	3	2	2	3	3	3	3	3	3	3	1	3	59	3481
5	TO-08	3	3	0	2	3	3	3	3	3	3	1	2	59	3481
6	TO-12	3	3	0	2	2	3	3	3	3	3	1	2	58	3364
7	TO-04	3	3	0	2	2	3	3	3	3	3	1	2	58	3364
8	TO-05	3	3	0	2	2	3	3	3	3	3	1	2	55	3025
9	TO-11	3	2	3	3	3	3	3	3	3	3	1	3	55	3025
10	TO-19	3	3	0	2	2	2	0	2	3	3	1	2	55	3025
11	TO-03	3	3	0	2	3	3	3	3	3	3	0	2	54	2916
12	TO-13	3	3	0	2	2	3	3	3	3	0	0	3	54	2916
13	TO-27	3	3	3	2	2	3	3	3	3	3	0	3	54	2916
14	TO-23	3	2	0	0	3	3	3	3	3	3	1	2	51	2601
15	TO-28	3	2	0	0	3	3	3	3	3	3	1	2	51	2601
16	TO-06	1	0	3	3	3	3	3	3	3	0	0	2	49	2401
17	TO-20	3	2	1	3	3	3	0	0	2	2	1	2	49	2401
18	TO-17	0	0	1	3	3	3	1	2	3	3	1	2	48	2304
19	TO-25	3	0	0	2	2	3	1	2	2	2	1	2	48	2304
20	TO-10	3	0	1	2	2	3	0	2	2	2	1	2	48	2304
21	TO-21	1	0	0	3	3	3	3	2	2	2	1	3	47	2209
22	TO-22	0	0	0	0	3	3	2	2	2	2	1	2	46	2116
23	TO-24	1	0	0	3	3	3	2	2	2	2	1	3	41	1681
24	TO-07	0	0	1	2	3	3	2	2	3	3	1	2	39	1521
25	TO-02	3	0	2	0	2	2	0	2	2	2	0	1	34	1156
26	TO-09	2	0	3	0	2	2	2	0	1	0	0	2	33	1089
27	TO-16	3	0	0	2	2	1	0	1	2	0	0	3	30	900
28	TO-14	2	0	2	2	2	1	0	0	2	2	0	1	30	900
Validity		ΣX	67	43	27	56	75	49	52	65	23	58	1395		72047
		ΣX <sup>2</sup>	191	119	65	136	211	135	112	171	29	140			
		ΣXY	3449	2441	1324	2896	3831	2625	2705	3332	1247	3020			
		r <sub>xy</sub>	0,397	0,813	-0,067	0,429	0,588	0,519	0,577	0,414	0,630	0,580			
		r <sub>table</sub>	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374			
		Criterion	Valid	Valid	Invalid	Valid									
Discriminating power		MH	3,000	2,875	0,875	2,375	2,875	2,625	2,125	3,000	1,375	2,500			
		ML	1,500	0,000	1,000	1,375	2,250	1,375	1,375	2,000	0,500	1,750			
		ΣX <sub>1</sub> <sup>2</sup>	0,000	0,875	10,875	1,875	0,875	7,875	0,875	0,000	1,875	2,000			
		ΣX <sub>2</sub> <sup>2</sup>	10,000	0,000	10,000	9,875	5,500	9,875	5,875	2,000	2,000	7,500			
		n <sub>i</sub>	8	8	8	8	8	8	8	8	8	8			
		t	3,550	23,000	-0,205	2,183	1,852	2,220	2,160	5,292	3,326	1,821			
		t <sub>table</sub>	1,761	1,761	1,761	1,761	1,761	1,761	1,761	1,761	1,761	1,761			
		Criterion	Significant	Significant	Insignificant	Significant									
Index Difficulty		Failure	6	12	19	4	2	11	4	3	25	5	k	=	23
		IK	21,43%	42,86%	67,86%	14,29%	7,14%	39,29%	14,29%	10,71%	89,29%	17,86%	Σσ <sup>2</sup> <sub>b</sub>	=	19,932
		Criterion	Easy	Sustain	Sustain	Easy	Easy	Sustain	Easy	Easy	Difficult	Easy	σ <sup>2</sup> <sub>t</sub>	=	90,932
σ <sup>2</sup> <sub>b</sub>			1,096	1,892	1,392	0,857	0,361	1,759	0,551	0,718	0,361	0,709	r <sub>11</sub>	=	0,816
Criteria			Used	Used	Unused	Used									

**The Example Of Statistical Analysis As Shown At The Table of Item Validity**

**Formula**

$$r_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

**Criterion**

The critical value for N = 28 at the  $\alpha = 0,05$  are 0.374. Since the obtained coefficient of the correlation is higher than the critical value for t product Moment. It mean that item was valid.

**Calculation**

This is an example of item validity number 1

No	Kode	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	TO-18	3	66	9	4356	198
2	TO-15	3	63	9	3969	189
3	TO-01	3	61	9	3721	183
4	TO-26	3	59	9	3481	177
5	TO-08	3	59	9	3481	177
6	TO-12	3	58	9	3364	174
7	TO-04	3	58	9	3364	174
8	TO-05	3	55	9	3025	165
9	TO-11	3	55	9	3025	165
10	TO-19	3	55	9	3025	165
11	TO-03	3	54	9	2916	162
12	TO-13	3	54	9	2916	162
13	TO-27	3	54	9	2916	162
14	TO-23	3	51	9	2601	153
15	TO-28	3	51	9	2601	153
16	TO-06	3	49	9	2401	147
17	TO-20	3	49	9	2401	147
18	TO-17	3	48	9	2304	144
19	TO-25	3	48	9	2304	144
20	TO-10	3	48	9	2304	144
21	TO-21	3	47	9	2209	141
22	TO-22	3	46	9	2116	138
23	TO-24	3	41	9	1681	123
24	TO-07	2	39	4	1521	78
25	TO-02	3	34	9	1156	102
26	TO-09	0	33	0	1089	0
27	TO-16	2	30	4	900	60
28	TO-14	0	30	0	900	0
$\Sigma$		76	1395	224	72047	3927

$$r_{xy} = \frac{28 [ 3927 ] - [ 76 ] [ 1395 ]}{\sqrt{\{28 [ 224 ] - [ 76 ]^2\} \{28 [ 72047 ] - [ 1395 ]^2\}}}$$

$$= 0,662$$

Pada n = 28 at the  $\alpha = 5\%$  are 0.374. Since  $r_{xy} > r_{table}$  so the item was valid

### The Example Of Statistical Analysis As Shown At The Reliability

#### Formula

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

#### Criterion

Since  $r_{11} > r_{\text{table}}$ , the instruments are reliable

#### Calculation

1. Total variance

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

$$\sigma_t^2 = \frac{72047 - \frac{(1395)^2}{28}}{28} = 90,932$$

2. The items variance

$$\sigma_b^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$\sigma_{b1}^2 = \frac{224 - \frac{(76)^2}{28}}{28} = 0,633$$

$$\sigma_{b2}^2 = \frac{196 - \frac{(68)^2}{28}}{28} = 1,102$$

$$\sigma_{b3}^2 = \frac{119 - \frac{(43)^2}{28}}{28} = 1,892$$

⋮

$$\sigma_{b23}^2 = \frac{140 - \frac{(58)^2}{28}}{28} = 0,709$$

$$\begin{aligned} \sum \sigma_b^2 &= 0,633 + 1,102 + 1,892 + \dots + 0,709 \\ &= 19,9324 \end{aligned}$$

3. Coefficient reliability

$$\begin{aligned} r_{11} &= \left( \frac{23}{23-1} \right) \left( 1 - \frac{19,932}{90,932} \right) \\ &= 0,816 \end{aligned}$$

For  $\alpha = 5\%$  and  $n = 28$ , the  $r_{\text{table}} = 0.376$

Since  $r_{11} > r_{\text{table}}$ , the instruments were classified reliable.

**The Example Of Statistical Analysis As Shown At The Table of  
Item Index Difficulty**

**Rumus**

$$TK = \frac{\text{The number of the students who got bad scores}}{\text{The number of the students taking the test}} \times 100\%$$

**Criterion**

TK	Criterion
0% ≤ TK ≤ 27%	Easy
27% < TK ≤ 72%	Sustain
72% < TK < 100%	Difficult

**Calculation**

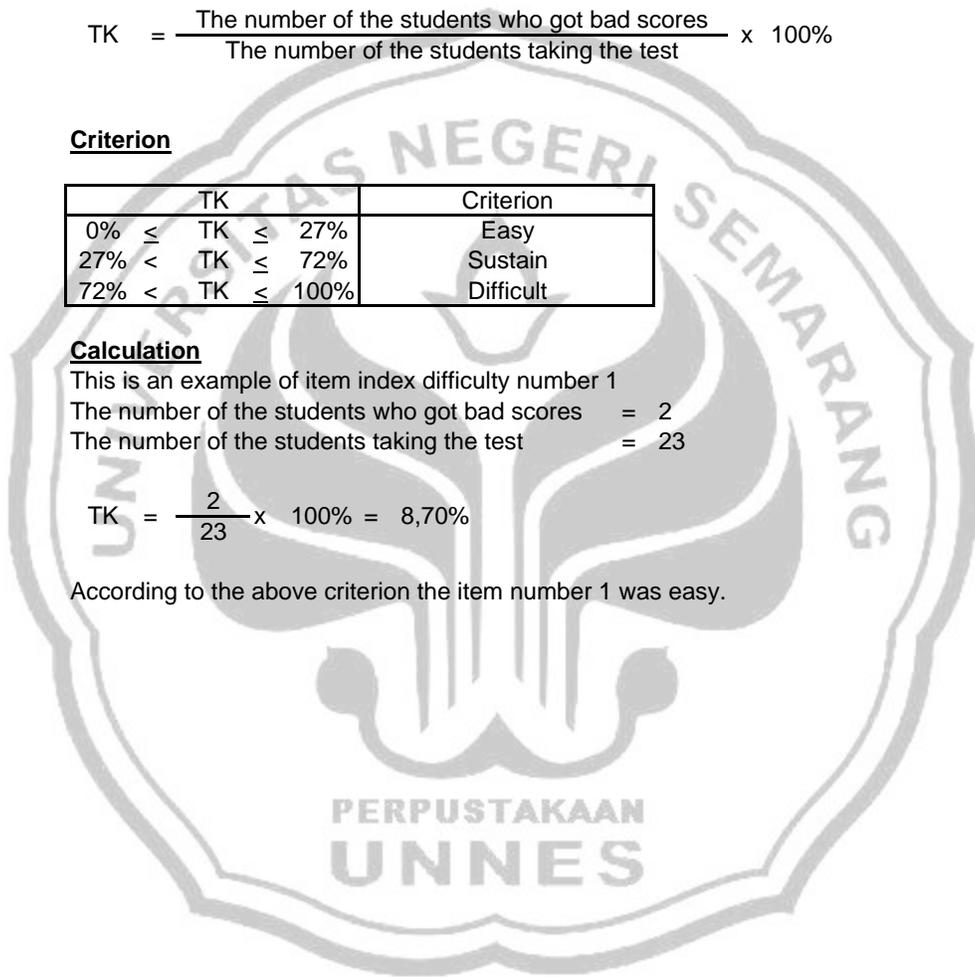
This is an example of item index difficulty number 1

The number of the students who got bad scores = 2

The number of the students taking the test = 23

$$TK = \frac{2}{23} \times 100\% = 8,70\%$$

According to the above criterion the item number 1 was easy.



**The Example Of Statistical Analysis As Shown At The Table of Item Discriminating Power**

**Formula**

$$t = \frac{M_H - M_L}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_i(n_i - 1)}}$$

Which:

- t : t-test
- M<sub>H</sub> : Mean for upper group
- M<sub>L</sub> : Mean for lower group
- Σx<sub>1</sub><sup>2</sup> : The sum of deviation scores for upper group
- Σx<sub>2</sub><sup>2</sup> : The sum of deviation scores for lower group
- n<sub>i</sub> : The number of students for upper or lower group (27% x N)
- N : The number of the students taking the test

**Criterion**

The item has the significant discriminating power if  $t > t_{\text{tabel}}$

Calculation

Upper group				Lower group			
No	Kode	Nilai	(Xi-M <sub>H</sub> ) <sup>2</sup>	No	Kode	Nilai	(Xi-M <sub>L</sub> ) <sup>2</sup>
1	TO-18	3	0,000	1	TO-21	3	1,000
2	TO-15	3	0,000	2	TO-22	3	1,000
3	TO-01	3	0,000	3	TO-24	3	1,000
4	TO-26	3	0,000	4	TO-07	2	0,000
5	TO-08	3	0,000	5	TO-02	3	1,000
6	TO-12	3	0,000	6	TO-09	0	4,000
7	TO-04	3	0,000	7	TO-16	2	0,000
8	TO-05	3	0,000	8	TO-14	0	4,000
Sum		24	0,000	Sum		16	12,000
M <sub>H</sub>		3,00		M <sub>L</sub>		2,00	

$$t = \frac{3,000 - 2,000}{\sqrt{\frac{0,000 + 12,000}{8(8-1)}}} = 2,160$$

Pada  $\alpha = 5\%$  dan  $dk = 8 + 8 - 2 = 14$ , the  $t_{\text{table}} = 1,76$

Since  $t > t_{\text{table}}$ , the item no 1 was classified significant.

## Appendix 8

**Instrument of the Test**

## I. Text

Put the words in the bracket into the correct form!

**Persistent**

I crossed the street to avoid (meet)<sup>1</sup> him, but he saw me and came running towards me. It was no use pretending that I (have)<sup>2</sup> not seen him, so I waved to him. I never enjoy (meet)<sup>3</sup> Bert Dykes. He never has anything to do. No matter how busy you are, he always insists on (come)<sup>4</sup> with you. I had to think of a way of preventing him from following me around all morning.

'Hullo, Bert, 'I said. 'Fancy meeting you here!'

'Hullo, Elizabeth, 'Bert answered. 'I was just wondering how (spend)<sup>5</sup> the morning- until I saw you. You're not busy doing anything, (be)<sup>6</sup> you?'

'No, not at all, 'I answered. 'I'm going to ...'

'Would you mind my (come)<sup>7</sup> with you?' he asked, before I had finished speaking.

'Not at all, 'I lied, 'but I'm going to the dentist.'

'Then I'll come with you, 'he (answer)<sup>8</sup>. 'There's always plenty to read in the waiting room!'

### Mary Had a Little Lamb

Mary and her husband Dimitri lived in the tiny village of Perachora in southern Greece. One of Mary's possessions (be)<sup>1</sup> a little white lamb which her husband had given her. She kept it tied to a tree in a field during the day and went (fetch)<sup>2</sup> it every evening. One evening, however, the lamb was missing. The rope had been cut, so it was obvious that the lamb had been stolen.

When Dimitri came in from the fields, his wife told him what happened. Dimitri at once set out (find)<sup>3</sup> the thief. He knew it would not prove difficult in such a small village. After telling several of his friends about the theft, Dimitri found out that his neighbour, Aleko, had suddenly acquired a new lamb. Dimitri immediately went to Aleko's house and angrily accused him of (steal)<sup>4</sup> the lamb. He told him he had better return it or he would call the police. Aleko denied (take)<sup>5</sup> it and led Dimitri into his backyard. It was true that he had just bought a lamb, he explained, but *his* lamb was black. Ashamed of (have)<sup>6</sup> acted so rashly, Dimitri apologized to Aleko for (have)<sup>7</sup> accused him. While they were talking it began (rain)<sup>8</sup> and Dimitri stayed in Aleko's house until the rain stopped. When he went outside half an hour later, he was astonished (find)<sup>9</sup> that the little black lamb was almost white. Its wool, which had been dyed black, had been washed clean by the rain!

## II. Translation

Translate the following sentences into good English!

1. Saya sangat suka berenang.
2. Kegemaran Tommy mengoleksi perangko.
3. Apa yang kamu lakukan setiap hari?
4. “Tidak ada yang menghentikannya”, kata Ibu.
5. Memberikan suara dalam setiap pemilihan umum itu penting.
6. Apa yang sedang kamu lakukan pada waktu seperti ini kemarin?
7. Yang kita inginkan membuat kelompok belajar.
8. Apa yang akan kamu lakukan besok?
9. Mengirim telegram lebih cepat daripada mengirim surat.
10. Olahraga favoritnya bersepeda.
11. Foto, gambar, dan perangko mungkin disimpan di dalam album.
12. Air yang di kolam renang itu sangat kotor.
13. Tidak diperbolehkan merokok di ruang kelas ini.
14. Melihat dia (wanita) begitu kurus dan pucat membuat dia(pria) terkejut.
15. Ayahku mencoba untuk berhenti merokok.
16. Gunung Merbabu dapat dilihat dari bukit itu.
17. Tidak ada yang menyangkal bahwa dia sangat pandai.
18. Kewajibannya menyetir mobil.

## Outline of Instrument of the Test

### I. Text

1. Gerunds as Subjects	: -
2. Gerunds as Direct Objects	: 1, 3
3. Gerunds as Subjective Complement	: -
4. Gerunds as Objects of Preposition	: 4
5. Gerunds Used in the Negative Adjective 'No'	: -
6. Gerunds Used after Possessive	: 7
1. Gerunds as Subjects	: -
2. Gerunds as Direct Objects	: 6
3. Gerunds as Subjective Complement	: -
4. Gerunds as Objects of Preposition	: 5, 7, 8
5. Gerunds Used in the Negative Adjective 'No'	: -
6. Gerunds Used after Possessive	: -

## II. Translation

1. Gerunds as Subjects : 1, 6, 11, 16
2. Gerunds as Direct Objects : 2, 17
3. Gerunds as Subjective Complement : 3, 8, 12, 20
4. Gerunds as Objects of Preposition :-
5. Gerunds Used in the Negative Adjective 'No' : 5, 9, 15, 19
6. Gerunds Used after Possessive :-



## Appendix 9

**Answer Key of Test**

## I. Text

**1) Persistent**

1. meeting
2. had
3. meeting
4. coming
5. to spend
6. are
7. coming
8. answered

**2) Mary Had a Little Lamb**

1. was
2. to fetch
3. to find
4. stealing
5. taking
6. having
7. having
8. to rain
9. to find



## II. Translation

1. I like swimming very much.
2. Tommy's hobby is collecting stamps.
3. What do you do every day?
4. "There is no stopping him", said mother.
5. Voting in every election is important.
6. What were you doing at this time yesterday?
7. What we want is making a study club.
8. What will you do tomorrow?
9. Sending a telegram was faster than writing a letter.
10. His favorite sport is bicycle riding.
11. Photographs, pictures, and stamps may be kept in an album.
12. The water in that swimming pool is very dirty.
13. No smoking is allowed in this classroom.
14. Seeing her so thin and pale shocked him.
15. My father tries to stop smoking.
16. The Merbabu Mountain can be seen from the hill.
17. There is no denying that she is very clever.
18. His responsibility is driving a car.

## ERROR ANALYSIS OF GERUNDS

Number	Subject	Gerunds as Subjects					Gerunds as Direct objects						
		12	14	17	Score	Percentage of error	1	2	6	9	18	Score	Percentage of error
1	S-01	1	0	2	3	66,67	3	3	0	3	0	9	40,00
2	S-02	1	3	2	6	33,33	0	3	0	3	3	9	40,00
3	S-03	1	0	3	4	55,56	3	3	0	3	3	12	20,00
4	S-04	0	3	0	3	66,67	3	3	0	2	0	8	46,67
5	S-05	2	3	2	7	22,22	3	0	3	3	0	9	40,00
6	S-06	2	2	2	6	33,33	3	3	0	3	0	9	40,00
7	S-07	2	3	1	6	33,33	3	3	3	3	3	15	0,00
8	S-08	1	0	2	3	66,67	3	3	0	3	3	12	20,00
9	S-09	1	3	0	4	55,56	3	3	3	3	0	12	20,00
10	S-10	0	0	3	3	66,67	3	3	3	3	3	15	0,00
11	S-11	2	3	2	7	22,22	3	3	3	3	3	15	0,00
12	S-12	1	3	0	4	55,56	3	3	3	2	3	14	6,67
13	S-13	0	0	2	2	77,78	0	3	0	3	3	9	40,00
14	S-14	3	3	0	6	33,33	3	3	3	2	3	14	6,67
15	S-15	1	3	2	6	33,33	3	3	3	2	3	14	6,67
16	S-16	1	0	3	4	55,56	3	3	3	3	3	15	0,00
17	S-17	0	3	0	3	66,67	3	3	3	3	3	15	0,00
18	S-18	2	3	0	5	44,44	3	3	3	3	3	15	0,00
19	S-19	1	3	1	5	44,44	3	0	3	3	3	12	20,00
20	S-20	3	0	0	3	66,67	3	0	0	0	0	3	80,00
21	S-21	0	3	3	6	33,33	3	3	0	3	3	12	20,00
22	S-22	3	3	2	8	11,11	3	0	0	3	3	9	40,00
23	S-23	1	0	0	1	88,89	3	0	0	3	0	6	60,00
24	S-24	0	0	3	3	66,67	0	0	0	3	3	6	60,00
25	S-25	1	2	0	3	66,67	3	3	0	3	0	9	40,00
26	S-26	1	0	1	2	77,78	3	3	3	3	3	15	0,00
27	S-27	0	3	2	5	44,44	0	0	0	3	3	6	60,00
28	S-28	3	3	0	6	33,33	3	3	0	2	0	8	46,67
29	S-29	3	0	2	5	44,44	3	0	0	3	0	6	60,00
30	S-30	1	3	0	4	55,56	3	0	0	3	0	6	60,00
31	S-31	0	3	2	5	44,44	0	0	3	3	3	9	40,00
32	S-32	3	3	2	8	11,11	3	0	0	3	3	9	40,00
33	S-33	0	2	0	2	77,78	3	3	0	3	0	9	40,00
34	S-34	3	2	3	8	11,11	3	3	0	3	0	9	40,00
35	S-35	1	3	2	6	33,33	3	3	0	3	3	12	20,00
36	S-36	0	0	0	0	100,00	0	3	0	3	0	6	60,00
37	S-37	1	0	0	1	88,89	3	0	0	2	3	8	46,67
38	S-38	2	0	1	3	66,67	3	0	0	3	0	6	60,00
39	S-39	3	3	2	8	11,11	3	0	0	3	3	9	40,00
40	S-40	0	3	0	3	66,67	0	3	0	3	0	6	60,00
41	S-41	1	3	3	7	22,22	3	3	0	3	3	12	20,00
42	S-42	3	2	2	7	22,22	3	3	0	3	0	9	40,00
43	S-43	3	3	2	8	11,11	3	0	0	3	3	9	40,00
44	S-44	1	3	2	6	33,33	3	3	3	3	2	14	6,67
45	S-45	3	3	2	8	11,11	3	0	0	3	3	9	40,00
46	S-46	1	3	3	7	22,22	3	3	3	3	3	15	0,00
47	S-47	1	0	3	4	55,56	3	3	3	3	3	15	0,00
48	S-48	1	3	3	7	22,22	3	3	0	2	3	11	26,67
49	S-49	2	0	2	4	55,56	3	0	0	3	3	9	40,00
Sum		67	94	74		2288,89	126	96	51	137	95		1533,33
Percentage of error		54,4	36,1	49,7		46,71	14,3	34,7	65,3	6,8	35,37		31,29

Number	Subject	Gerunds as Subjective Complements						Gerunds as objects of Preposition					
		10	13	15	20	Score	Percentage of error	3	5	7	8	Score	Percentage of error
1	S-01	3	0	3	3	9	25,00	3	3	3	3	12	0,00
2	S-02	3	0	3	3	9	25,00	3	3	3	3	12	0,00
3	S-03	0	3	0	3	6	50,00	0	3	3	0	6	50,00
4	S-04	0	0	3	0	3	75,00	0	3	3	3	9	25,00
5	S-05	2	0	3	3	8	33,33	3	3	3	3	12	0,00
6	S-06	3	2	0	3	8	33,33	3	3	3	3	12	0,00
7	S-07	3	3	0	2	8	33,33	3	3	0	0	6	50,00
8	S-08	3	0	3	3	9	25,00	3	3	3	3	12	0,00
9	S-09	3	0	3	3	9	25,00	3	3	3	3	12	0,00
10	S-10	3	0	3	0	6	50,00	3	3	0	3	9	25,00
11	S-11	3	3	3	3	12	0,00	3	3	3	3	12	0,00
12	S-12	3	3	3	3	12	0,00	3	3	3	3	12	0,00
13	S-13	2	1	3	3	9	25,00	0	0	3	3	6	50,00
14	S-14	3	3	3	2	11	8,33	3	3	3	3	12	0,00
15	S-15	3	3	3	3	12	0,00	3	3	3	3	12	0,00
16	S-16	2	0	3	0	5	58,33	3	3	3	3	12	0,00
17	S-17	1	0	3	2	6	50,00	3	3	3	3	12	0,00
18	S-18	3	0	3	2	8	33,33	3	3	3	3	12	0,00
19	S-19	3	3	3	0	9	25,00	3	3	3	3	12	0,00
20	S-20	0	0	0	0	0	100,00	3	0	3	0	6	50,00
21	S-21	2	0	0	2	4	66,67	3	3	3	3	12	0,00
22	S-22	3	3	3	2	11	8,33	0	3	3	0	6	50,00
23	S-23	2	1	2	0	5	58,33	3	3	3	3	12	0,00
24	S-24	3	1	2	3	9	25,00	0	3	0	0	3	75,00
25	S-25	2	1	3	2	8	33,33	3	3	3	3	12	0,00
26	S-26	3	0	3	0	6	50,00	3	3	3	3	12	0,00
27	S-27	2	0	3	3	8	33,33	3	3	3	3	12	0,00
28	S-28	3	3	0	2	8	33,33	3	3	0	3	9	25,00
29	S-29	3	1	3	2	9	25,00	0	0	0	0	0	100,00
30	S-30	3	0	3	0	6	50,00	0	0	0	0	0	100,00
31	S-31	3	2	3	2	10	16,67	3	3	0	0	6	50,00
32	S-32	3	3	3	2	11	8,33	0	3	3	3	9	25,00
33	S-33	3	0	3	2	8	33,33	3	0	0	0	3	75,00
34	S-34	0	1	2	2	5	58,33	3	3	3	0	9	25,00
35	S-35	3	1	3	2	9	25,00	3	0	0	3	6	50,00
36	S-36	3	0	2	2	7	41,67	3	0	0	0	3	75,00
37	S-37	3	1	3	0	7	41,67	3	3	3	3	12	0,00
38	S-38	3	0	3	3	9	25,00	0	0	0	0	0	100,00
39	S-39	3	2	3	2	10	16,67	3	3	3	3	12	0,00
40	S-40	3	0	3	2	8	33,33	3	0	0	0	3	75,00
41	S-41	3	3	2	3	11	8,33	3	3	3	3	12	0,00
42	S-42	2	0	3	3	8	33,33	3	0	0	3	6	50,00
43	S-43	2	2	3	0	7	41,67	0	0	3	3	6	50,00
44	S-44	2	1	3	0	6	50,00	3	3	3	3	12	0,00
45	S-45	3	2	3	2	10	16,67	0	3	3	3	9	25,00
46	S-46	3	1	3	3	10	16,67	3	3	3	3	12	0,00
47	S-47	3	3	3	3	12	0,00	3	3	3	3	12	0,00
48	S-48	3	0	0	2	5	58,33	3	3	3	3	12	0,00
49	S-49	3	0	3	3	9	25,00	0	0	0	0	0	100,00
Sum		123	56	121	95		1608,33	111	111	105	105		1300,00
Percentage of error		16,3	61,9	17,7	35,4		32,82	24,5	24,5	28,6	28,6		26,53

Number	Subject	Gerunds Used in the negative adjective 'No"					Gerunds used after possessive	
		11	16	19	Score	Percentage of error	4	Percentage of error
1	S-01	0	0	1	1	88,89	0	100
2	S-02	0	0	1	1	88,89	0	100
3	S-03	0	1	1	2	77,78	0	100
4	S-04	0	0	0	0	100,00	3	0
5	S-05	1	0	1	2	77,78	0	100
6	S-06	1	1	1	3	66,67	3	0
7	S-07	1	2	1	4	55,56	3	0
8	S-08	0	3	1	4	55,56	3	0
9	S-09	0	1	1	2	77,78	3	0
10	S-10	1	1	1	3	66,67	3	0
11	S-11	1	1	1	3	66,67	3	0
12	S-12	1	3	0	4	55,56	3	0
13	S-13	0	0	1	1	88,89	0	100
14	S-14	0	2	0	2	77,78	3	0
15	S-15	1	2	1	4	55,56	3	0
16	S-16	1	1	0	2	77,78	3	0
17	S-17	1	1	0	2	77,78	3	0
18	S-18	0	1	1	2	77,78	3	0
19	S-19	1	3	1	5	44,44	3	0
20	S-20	1	3	1	5	44,44	3	0
21	S-21	1	0	1	2	77,78	3	0
22	S-22	1	3	1	5	44,44	3	0
23	S-23	0	1	0	1	88,89	3	0
24	S-24	1	3	0	4	55,56	0	100
25	S-25	1	1	0	2	77,78	3	0
26	S-26	0	1	0	1	88,89	3	0
27	S-27	1	3	1	5	44,44	0	100
28	S-28	0	3	0	3	66,67	3	0
29	S-29	1	3	1	5	44,44	3	0
30	S-30	1	3	1	5	44,44	0	100
31	S-31	0	3	1	4	55,56	3	0
32	S-32	1	3	1	5	44,44	3	0
33	S-33	0	0	0	0	100,00	3	0
34	S-34	0	1	0	1	88,89	3	0
35	S-35	1	0	0	1	88,89	3	0
36	S-36	1	3	1	5	44,44	3	0
37	S-37	1	3	1	5	44,44	3	0
38	S-38	1	0	0	1	88,89	3	0
39	S-39	1	3	1	5	44,44	3	0
40	S-40	0	0	0	0	100,00	3	0
41	S-41	0	0	1	1	88,89	3	0
42	S-42	0	3	0	3	66,67	3	0
43	S-43	1	2	0	3	66,67	3	0
44	S-44	1	3	0	4	55,56	3	0
45	S-45	1	1	1	3	66,67	3	0
46	S-46	1	3	0	4	55,56	3	0
47	S-47	0	1	0	1	88,89	3	0
48	S-48	0	1	1	2	77,78	3	0
49	S-49	1	0	1	2	77,78	3	0
Sum		29	77	29		3400,00	123	
Percentage of error		80,3	47,6	80,3		69,39	16,33	16,33

### 1) Error Analysis of Gerunds as Subjects

Number	Subject (S)	Gerunds as Subjects
		Percentage of error (X)
1	S-01	66.67
2	S-02	33.33
3	S-03	55.56
4	S-04	66.67
5	S-05	22.22
6	S-06	33.33
7	S-07	33.33
8	S-08	66.67
9	S-09	55.56
10	S-10	66.67
11	S-11	22.22
12	S-12	55.56
13	S-13	77.78
14	S-14	33.33
15	S-15	33.33
16	S-16	55.56
17	S-17	66.67
18	S-18	44.44
19	S-19	44.44
20	S-20	66.67
21	S-21	33.33
22	S-22	11.11
23	S-23	88.89
24	S-24	66.67
25	S-25	66.67
26	S-26	77.78
27	S-27	44.44
28	S-28	33.33
29	S-29	44.44
30	S-30	55.56
31	S-31	44.44
32	S-32	11.11
33	S-33	77.78
34	S-34	11.11
35	S-35	33.33
36	S-36	100.00
37	S-37	88.89
38	S-38	66.67
39	S-39	11.11
40	S-40	66.67

41	S-41	22.22
42	S-42	22.22
43	S-43	11.11
44	S-44	33.33
45	S-45	11.11
46	S-46	22.22
47	S-47	55.56
48	S-48	22.22
49	S-49	55.56
Sum		2288.89
Percentage of error (Y <sub>1</sub> )		46.71

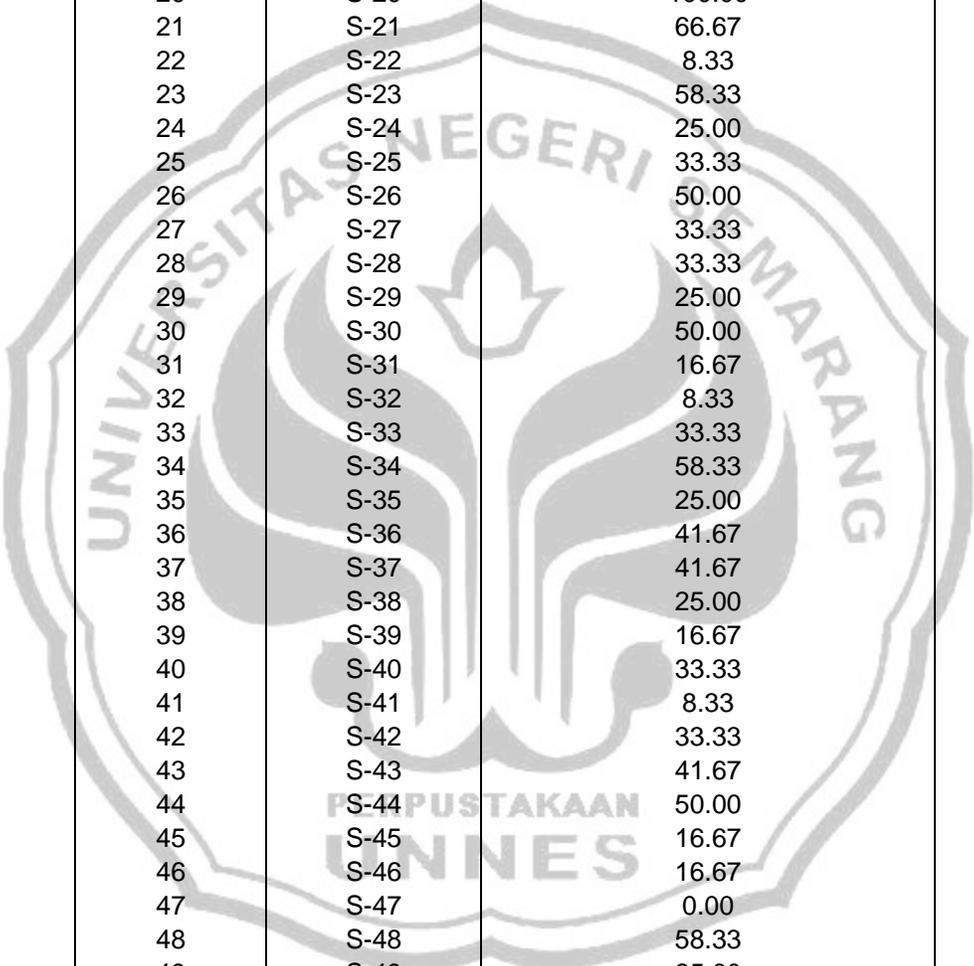
## 2) Error Analysis of Gerunds as Direct Object

Number	Subject (S)	Gerunds as Direct Objects
		Percentage of error (X)
1	S-01	40.00
2	S-02	40.00
3	S-03	20.00
4	S-04	46.67
5	S-05	40.00
6	S-06	40.00
7	S-07	0.00
8	S-08	20.00
9	S-09	20.00
10	S-10	0.00
11	S-11	0.00
12	S-12	6.67
13	S-13	40.00
14	S-14	6.67
15	S-15	6.67
16	S-16	0.00
17	S-17	0.00
18	S-18	0.00
19	S-19	20.00
20	S-20	80.00
21	S-21	20.00
22	S-22	40.00
23	S-23	60.00
24	S-24	60.00
25	S-25	40.00
26	S-26	0.00

27	S-27	60.00
28	S-28	46.67
29	S-29	60.00
30	S-30	60.00
31	S-31	40.00
32	S-32	40.00
33	S-33	40.00
34	S-34	40.00
35	S-35	20.00
36	S-36	60.00
37	S-37	46.67
38	S-38	60.00
39	S-39	40.00
40	S-40	60.00
41	S-41	20.00
42	S-42	40.00
43	S-43	40.00
44	S-44	6.67
45	S-45	40.00
46	S-46	0.00
47	S-47	0.00
48	S-48	26.67
49	S-49	40.00
Sum		1533.33
Percentage of error (Y <sub>2</sub> )		31.29

### 3) Error Analysis of Gerunds as Subjective Complements

Number	Subject (S)	Gerunds as Subjective Complements
		Percentage of error (X)
1	S-01	25.00
2	S-02	25.00
3	S-03	50.00
4	S-04	75.00
5	S-05	33.33
6	S-06	33.33
7	S-07	33.33
8	S-08	25.00
9	S-09	25.00
10	S-10	50.00
11	S-11	0.00
12	S-12	0.00



13	S-13	25.00
14	S-14	8.33
15	S-15	0.00
16	S-16	58.33
17	S-17	50.00
18	S-18	33.33
19	S-19	25.00
20	S-20	100.00
21	S-21	66.67
22	S-22	8.33
23	S-23	58.33
24	S-24	25.00
25	S-25	33.33
26	S-26	50.00
27	S-27	33.33
28	S-28	33.33
29	S-29	25.00
30	S-30	50.00
31	S-31	16.67
32	S-32	8.33
33	S-33	33.33
34	S-34	58.33
35	S-35	25.00
36	S-36	41.67
37	S-37	41.67
38	S-38	25.00
39	S-39	16.67
40	S-40	33.33
41	S-41	8.33
42	S-42	33.33
43	S-43	41.67
44	S-44	50.00
45	S-45	16.67
46	S-46	16.67
47	S-47	0.00
48	S-48	58.33
49	S-49	25.00
Sum		1608.33
Percentage of error (Y <sub>3</sub> )		32.82

#### 4) Error Analysis of Gerunds as Objects of Preposition

Number	Subject (S)	Gerunds as objects of Preposition
		Percentage of error (X)
1	S-01	0.00
2	S-02	0.00
3	S-03	50.00
4	S-04	25.00
5	S-05	0.00
6	S-06	0.00
7	S-07	50.00
8	S-08	0.00
9	S-09	0.00
10	S-10	25.00
11	S-11	0.00
12	S-12	0.00
13	S-13	50.00
14	S-14	0.00
15	S-15	0.00
16	S-16	0.00
17	S-17	0.00
18	S-18	0.00
19	S-19	0.00
20	S-20	50.00
21	S-21	0.00
22	S-22	50.00
23	S-23	0.00
24	S-24	75.00
25	S-25	0.00
26	S-26	0.00
27	S-27	0.00
28	S-28	25.00
29	S-29	100.00
30	S-30	100.00
31	S-31	50.00
32	S-32	25.00
33	S-33	75.00
34	S-34	25.00
35	S-35	50.00
36	S-36	75.00
37	S-37	0.00
38	S-38	100.00
39	S-39	0.00
40	S-40	75.00

41	S-41	0.00
42	S-42	50.00
43	S-43	50.00
44	S-44	0.00
45	S-45	25.00
46	S-46	0.00
47	S-47	0.00
48	S-48	0.00
49	S-49	100.00
Sum		1300.00
Percentage of error (Y <sub>4</sub> )		26.53

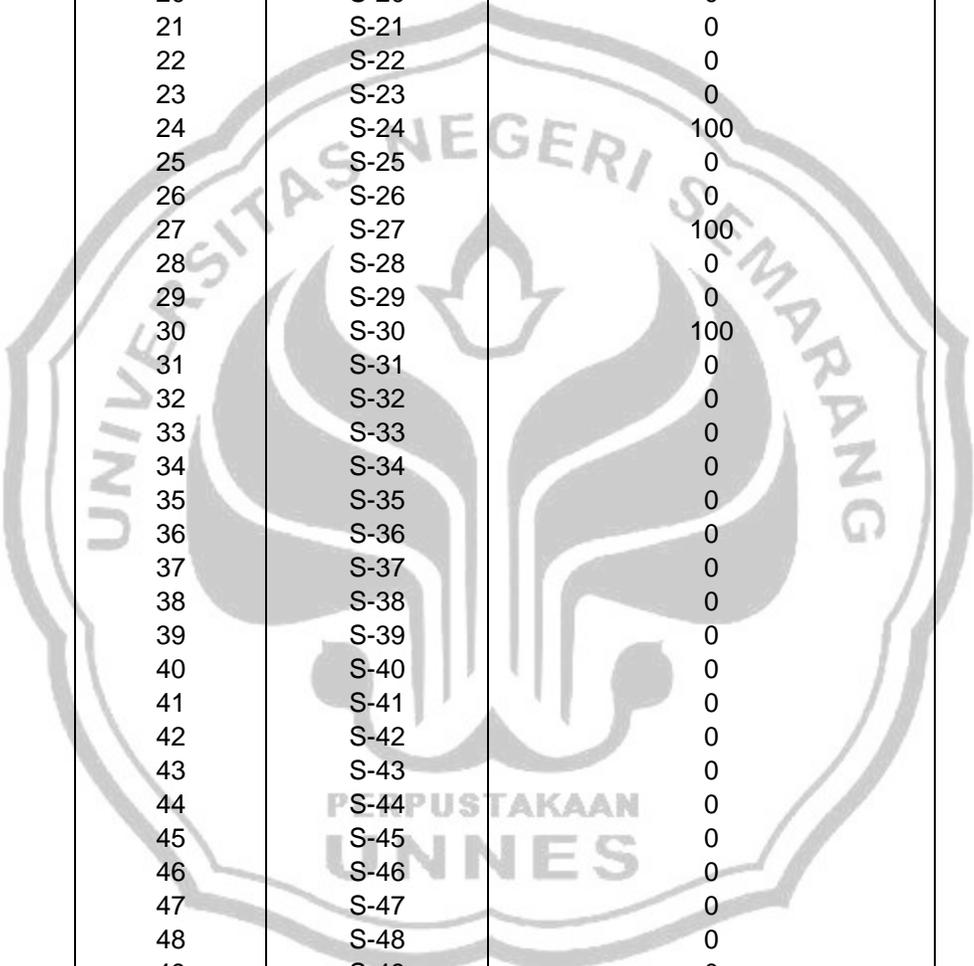
**5) Error Analysis of Gerunds Used in the Negative Adjective 'No'**

Number	Subject	Gerunds Used in the negative adjective 'No'
		Percentage of error
1	S-01	88.89
2	S-02	88.89
3	S-03	77.78
4	S-04	100.00
5	S-05	77.78
6	S-06	66.67
7	S-07	55.56
8	S-08	55.56
9	S-09	77.78
10	S-10	66.67
11	S-11	66.67
12	S-12	55.56
13	S-13	88.89
14	S-14	77.78
15	S-15	55.56
16	S-16	77.78
17	S-17	77.78
18	S-18	77.78
19	S-19	44.44
20	S-20	44.44
21	S-21	77.78
22	S-22	44.44
23	S-23	88.89
24	S-24	55.56
25	S-25	77.78
26	S-26	88.89

27	S-27	44.44
28	S-28	66.67
29	S-29	44.44
30	S-30	44.44
31	S-31	55.56
32	S-32	44.44
33	S-33	100.00
34	S-34	88.89
35	S-35	88.89
36	S-36	44.44
37	S-37	44.44
38	S-38	88.89
39	S-39	44.44
40	S-40	100.00
41	S-41	88.89
42	S-42	66.67
43	S-43	66.67
44	S-44	55.56
45	S-45	66.67
46	S-46	55.56
47	S-47	88.89
48	S-48	77.78
49	S-49	77.78
Sum		3400.00
Percentage of error		69.39

**6) Error Analysis of Gerunds Used after Possessive**

Number	Subject (S)	Gerunds used after possessive
		Percentage of error (X)
1	S-01	100
2	S-02	100
3	S-03	100
4	S-04	0
5	S-05	100
6	S-06	0
7	S-07	0
8	S-08	0
9	S-09	0
10	S-10	0
11	S-11	0
12	S-12	0



13	S-13	100
14	S-14	0
15	S-15	0
16	S-16	0
17	S-17	0
18	S-18	0
19	S-19	0
20	S-20	0
21	S-21	0
22	S-22	0
23	S-23	0
24	S-24	100
25	S-25	0
26	S-26	0
27	S-27	100
28	S-28	0
29	S-29	0
30	S-30	100
31	S-31	0
32	S-32	0
33	S-33	0
34	S-34	0
35	S-35	0
36	S-36	0
37	S-37	0
38	S-38	0
39	S-39	0
40	S-40	0
41	S-41	0
42	S-42	0
43	S-43	0
44	PS-44	0
45	S-45	0
46	S-46	0
47	S-47	0
48	S-48	0
49	S-49	0
Sum		800
Percentage of error ( $Y_6$ )		16.33

