AN ANALYSIS OF STUDENTS’ ERRORS IN USING GERUND AT THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT
MUHAMMADIYAH UNIVERSITY OF PURWOKERTO

A Thesis
Submitted to English Education Department as a Partial Fulfillment of Requirement for S. Pd Degree

By:
CITRA SUSILANING DEWI
1101050015

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF PURWOKERTO
2015
Title: AN ANALYSIS OF STUDENTS’ ERRORS IN USING GERUND AT THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT MUHAMMADIYAH UNIVERSITY OF PURWOKERTO

Name: Citra Susilaning Dewi

NIM: 1101050015

Faculty: Teacher Training and Education

Department: English Education

Supervisor: Dra. Titi Wahyukti, M. Pd.

Approved by,

Supervisor

Dra. Titi Wahyukti, M. Pd.
NIP. 19530325 198312 2 001
DEDICATION

With the mercy of Allah SWT, the writer accomplished this thesis that is dedicated to:

❤️ My beloved father Juwahir and my mother Isti Rokhati who always support and pray the best for me. I love you so much

❤️ My sister Rizka Asrining Hapsari and my brother Ginanjar Wisnu Pamungkas. You are the best siblings ever

❤️ My uncle H.Teguh Budiono and family who are very kind. Thanks for everything given to me until now

❤️ Kim Sung Kyu, thanks for always being with me and giving me INFINITE spirit to get through hardest time

❤️ Mas Anggriawan Nova Prasetyo who gives me life lessons. Thanks for everything. Keep adorning the Sky

❤️ Mas Septian Adi Susanto. You are my oppa, my motivator, and my advisor. Thank you so much for your kindness

❤️ Setyo Aji (Joon) who makes great change to my life. Thanks for your support and consolation

❤️ My friends Meliana, Izzah, and Uswatun. You bring rainbow colors into my life
My PPL friends: Desi, Dewi, Wigi, Mega, Ikha, Sulung, Idid, Septian, Riya, Evi, Lia, Ghani, Deka, Musa, and Rasem. I enjoy best time with you all

My friends in class A who are so amazing. I will always remember our togetherness

And for all who always supports me. Thank you so much
MOTTO

♥ Eat failure and you will know the taste of success
♥ Learn from the past, live for today, and plan for tomorrow
♥ If you can dream it, you can do it
♥ Do good and good things will come to you
♥ Do your best and Allah will take care of the rest
♥ Don’t be a follower, be a leader
♥ Life is never ending struggle. Fighting!
PREFACE

First of all, the writer would like to praise Allah SWT for His guidance so that she could accomplish her thesis as a partial fulfilment of the requirement for S. Pd, degree at the English Education Department of Teacher Training and Education Faculty, Muhammadiyah University of Purwokerto.

This thesis would not be completed without any help and guide from many people. Therefore, the writer would like to express thousands of gratitude to:

1. Drs. Pudiyono, M. Hum., as the Head of English Department of Teacher Training and Education Faculty of Muhammadiyah University of Purwokerto.

2. Dra. Titi Wahyukti, M. Pd., as the writer’s supervisor, who gave her guidance, advice, correction, suggestion, and information from the beginning to the completion of this thesis.

3. All lecturers of English Education Department, who guided the writer during the study in Muhammadiyah University of Purwokerto.

4. All of fourth semester English Education Department students academic year 2014/2015, who participated in this research.

Finally, the writer hopes that this thesis will be valuable for the English Education Department and those who are interested in.

Purwokerto, July 2015

The writer
TABLE OF CONTENTS

| TITLE | ................................................................. | i |
| APPROVAL | ....................................................................... | ii |
| DEDICATION | ....................................................................... | iii |
| MOTTO | ....................................................................... | v |
| PREFACE | ....................................................................... | vi |
| TABLE OF CONTENTS | ....................................................................... | vii |
| LIST OF APPENDICES | ....................................................................... | ix |
| ABSTRACT | ....................................................................... | x |

CHAPTER I INTRODUCTION

A. Background of Research .......................................................... 1
B. Reasons for Choosing the Topic .................................................. 3
C. Problems of the Research .......................................................... 3
D. Aims of the Research ............................................................... 4
E. Limitation of the Research ........................................................ 4
F. Contribution of the Research ...................................................... 4
G. Clarification of the Terms .......................................................... 5

CHAPTER II LITERATURE REVIEW

A. The Importance of Learning Grammar ........................................ 7
B. Gerund .................................................................................. 9
   1. The Definition of Gerund ..................................................... 9
   2. The Function of Gerund ..................................................... 9
C. Error Analysis ....................................................................... 13
D. Procedure of Error Analysis .................................................. 20
CHAPTER III RESEARCH METHODOLOGY

A. Research Methodology ................................................................. 21
B. Place and Time of the Research ..................................................... 21
C. Subject of the Research ................................................................. 22
D. Technique of Collecting Data ......................................................... 23
E. Technique of Analyzing Data ......................................................... 30

CHAPTER IV RESULT AND DISCUSSION

A. Result of Research ........................................................................ 34
B. Discussion .................................................................................... 41

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion ................................................................................... 43
B. Suggestion .................................................................................. 44

REFERENCES

APPENDICES
LIST OF APPENDICES

Appendix 1 : Instrument of the Test
Appendix 2 : Validity, Reliability, and Item Difficulty of Tryout Test
Appendix 3 : Validity, Reliability, and Item Difficulty of Research Subject
Appendix 4 : Calculation of Test Validity
Appendix 5 : Calculation of Test Reliability
Appendix 6 : Calculation of Item Difficulty
Appendix 7 : Students’ Individual Mastery
Appendix 8 : Error Category
Appendix 9 : Table of Error Comparison among Types of Gerund
Appendix 10 : Table of Students’ Answer to each Item
Appendix 11 : R Table value
ABSTRACT
AN ANALYSIS OF STUDENTS’ ERRORS IN USING GERUND AT THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT MUHAMMADIYAH UNIVERSITY OF PURWOKERTO

By:
CITRA SUSILANING DEWI
1101050015

The research was aimed at (1) knowing the category of the fourth semester English Education Department students in mastering English grammar, especially in using gerund, (2) knowing the order of gerund from the most difficult type to the easiest one, and (3) knowing the types of error made by the students related to gerund. This research used descriptive method. The population was the fourth semester students of English Education Department Muhammadiyah University of Purwokerto in academic year 2014/2015. The total population were 117 students, and the writer took sample by using random sampling technique. The number of subject of the research was 30 students. After conducting the research, the writer found that (1) students’ mastery in using gerund belonged to good category because the mean of students’ mastery was 63.2, (2) order of gerund from the most difficult type to the easiest one was: gerund as object of preposition (53.3%), gerund as direct object (46%), gerund after preposition (38.7%), gerund after possessive adjective and demonstrative adjective (30%), gerund as subjective complement and gerund as subject (26%), and (3) two types of error were appeared. They were overgeneralization and false concept hypothesized.