CHAPTER II

THEORETICAL REVIEW

A. Grammar

1. Definition of Grammar

Grammar is a description of the ways in which words can change their form and can be combined into sentences (Harmer, 1987: 12). In Grolier International Dictionary (1968: 572), grammar is the study of language as a systematically composed body of words that exhibit discernible regulated of structure (morphology) and arrangement into sentences (syntax), sometimes including such aspects of language as the pronunciation of word (phonology), the meaning of words (semantics) and the history of word (etymology). So, grammar is the important thing to learn.

2. The Importance of Learning Grammar

Grammar is a basic knowledge of language to use English as foreign language effectively.

To be able to read newspaper, magazine and English book, it is necessary for the readers to be supplied by many vocabularies and of course by sufficient grammar. Having many vocabularies without a good grammar is impossible for us to be able to understand a literature well and the other hand that having a good grammar without enough vocabulary, a literature cannot be read well (Yusran, 2003: 1).

Based on the statement above, the writer concludes that grammar is as one of the important things to mastery English. If the students have knowledge about grammar, they will be able to use English well,
make good sentence in English, and speak English well. But, if the students have no knowledge about grammar, they will not be able to use English well. The students will not be able to arrange English sentence well, and they can not speak English well, etc. Without grammar, a language is meaningless. So, students cannot leave learning the grammar. Because without knowing the grammar of language, students can not be said to have learned the language, and Gerund is one of grammar form.

B. Gerund

1. The Definition of Gerund

Thomson and Martinet (1986: 228), state that gerund has exactly the same form as the present participle: running, working etc. Gerund is the \(-ing\) form of an English verb when used as a noun (Hornby, 1985: 359). According to Slamet (2007: 87), gerund is the verb \(-ing\) form that is used as a noun.

2. Gerund Usage

a. The Positions of Gerund in Sentence

There are some positions of gerund in sentence, and those are:

1) Gerund as Subject

Gerund can be the subject of a sentence when an action is being considered in a general sense.
Example:

Reading is my hobby.

Swimming is good for our body.

Running is good for our health.

*Reading, swimming and running* are used as the subject of the sentence.

Gerund can be the subject of clause placed after; *consider, think, believe, finds, etc.*

Example:

I think that discussing this topic is very interesting.

She believe that reading is important.

2) Gerund as Object

Gerund can be the object of a sentence when an action is being considered in a general sense.

Example:

He loves hunting.

They finish speaking.

I don’t like smoking.

*Hunting, speaking, smoking* are used the objects of certain verb.
3) Gerund as Subjective Complement

Since gerund can be used as noun they can serve as subject complements as well. In the following sentences the gerund phrases like true noun complements are equivalent to the object.

Example:

My favorite past time is **singing**.

His favorite sport is **riding** bicycle.

4) Object of the Preposition

Like other nouns, a gerund often follows a preposition. It is used in all cases where an action or state is being referred to.

Example:

I have no objection **to hearing** your story again.

Touch you toes **without bending** your kness.

b. The Other Uses of Gerund

1) Gerund is used as appositive.

Example:

She has a bad habit, **gambling**.

Her favorite exercise, **swimming** in the pool, makes her body strong.
The example above, that *gambling, swimming* are used as appositive in forming gerund.

2) Gerund is used after possessive adjective or possessive noun

Such as; *his, my, her, their, our, your*

Example:

My friend brings his writing to me.

Her writing is good.

Their speaking is nice to be heard.

Mr. Ridho complained about us coming to class late.

*Writing, speaking, and coming* are gerunds used after possessive adjective.

3) Gerund is used after demonstrative adjective.

Such as; *this, that, those, these.*

Example:

This working makes me tired.

That reading is very good.

Those playings attacked the jury.

These writings is interesting.

*Working, reading, playing, are gerunds used after demonstrative adjective.*
4) Gerund is used after preposition.
   such as; without, after, before, about, by, and instead of.

Example:

Before leaving the house, I locked the door.

We talked about going to Canada for our vacation.

I went home after sleeping.

They live by hunting.

Leaving, going, sleeping, hunting, are used as object of the preposition. When verb is placed immediately after a preposition gerund from must be used.

5) Gerund is used after verb+preposition.

Some of verb+ preposition take the gerund:

- tired of
- give up
- confess to
- accused of
- go on
- think of
- approve of
- keep on
- worry about
- count on
- put on
- be better of
- depends on
- dream about
- succeed in
- insist on

Example:

Beni gave up smoking because of his doctor advice.

Linda is thinking of going to London.

The magician succeed in showing.
6) Gerund is used after adjective + preposition

Some of adjective+preposition take the gerund:

accustomed to  capable of  succesful in
afraid of  intention  sorry for
fond of  interested in  tired of

Example:

We are interested in reading this book.

I am sorry for waking you up.

7) Gerund is used after noun + preposition

Some of noun+preposition take the gerund:

choice of  intention of  possibility of
excuse for  idea of  chance of
right of  habit of
reason for  importance of

Example:

There are the reasons for leaving so early.

John has no excuse for dropping out of school.
8) Gerund is used after verb

<table>
<thead>
<tr>
<th>admit</th>
<th>delay</th>
<th>can’t help</th>
<th>quint</th>
<th>Resist</th>
</tr>
</thead>
<tbody>
<tr>
<td>advise</td>
<td>deny</td>
<td>keep</td>
<td>recall</td>
<td>discuss</td>
</tr>
<tr>
<td>anticipate</td>
<td>mention</td>
<td>recollect</td>
<td>suggest</td>
<td>Risk</td>
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<tr>
<td>appreciate</td>
<td>dislike</td>
<td>mind</td>
<td>enjoy</td>
<td>Regret</td>
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<tr>
<td>complete</td>
<td>avoid</td>
<td>recommend</td>
<td>practice</td>
<td>Miss</td>
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<tr>
<td>finish</td>
<td>etc.</td>
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</tbody>
</table>

Example:

They enjoy playing badminton.

Let us stop laughing.

9) Gerund follows need.

Example:

The dog needs washing. He’s been digging in the mud.

My shirt is wrinkled. It needs ironing.

In certain situations, a gerund may follow need. In this case, the gerund carries a passive meaning usually the situation involve fixing or improving something.
3. **The Active and Passive Gerund**

The gerund is structurally as simple as the rest of English morphology; problems and disagreements arise only when people argue about such things as the subject of the gerund, whether a perfect gerund should be used instead of a present one or an infinitive instead of a gerund in a particular instance.

Examples of gerunds:

**Active:**

Present: I am interested in seeing it.

Perfect: He couldn't remember having seen it.

**Passive:**

Present: I don't like being seen in your company.

Perfect: He didn't like having been seen in my company.

In other words, for a passive gerund, form of the passive auxiliary (*be*) is needed.

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.
The writer uses the students’ competence in mastering gerund based on the position of gerund and using gerund in other positions after certain words to evaluate. The positions of gerund in sentences are as subject, gerund as object, gerund as subjective complement, and as object of the preposition. Using gerund in other uses of gerund positions are gerund is used as appositive, gerund is used after possessive adjective or possessive noun, gerund is used after demonstrative adjective, gerund is used after preposition, gerund is used after verb + preposition, gerund is used after adjective + preposition, gerund is used after noun + preposition, gerund is used after verb, and gerund follows need.

C. Concept of Errors

In learning process, learners sometimes are afraid of making mistakes or errors. Error is different from mistake, error is caused by the students’ competence. It means that students have not understood yet the linguistic use of language. Whereas mistake is caused by the students’ performance. It means that the students only forget in applying a certain sound, word, word order or stress of the word or sentence etc. It is difficult to judge whether an error is a mistake or error.

The characteristics that distinguish them are mistakes do not happen on purpose and can be easily corrected by the speaker, whereas error can not be corrected easily and quickly because the speaker does not
reliaze that he or she has made an error. The characteristic of error is that the speaker of target language uses it regularly and systematically. The speaker of target language can only correct that error of the teacher, native speaker or someone who has more competence of that language shows it (Utami, 1993: 13). To clarify the distinction between mistakes and errors, Tarigan (1990: 75) compares them as follows:

<table>
<thead>
<tr>
<th>Category/ Point of View</th>
<th>Error</th>
<th>Mistake</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Resources</td>
<td>Competence</td>
<td>Performance</td>
</tr>
<tr>
<td>2. Character</td>
<td>Systematic</td>
<td>Unsystematic</td>
</tr>
<tr>
<td>3. Duration</td>
<td>Consistent</td>
<td>Temporal</td>
</tr>
<tr>
<td>4. Linguistic system</td>
<td>Complete</td>
<td>Incomplete</td>
</tr>
<tr>
<td>5. Result</td>
<td>Deviation</td>
<td>Deviation</td>
</tr>
<tr>
<td>6. Remedy/reparation</td>
<td>Helped by the teacher; training, remedial teaching</td>
<td>Repaired by the students; pay attention</td>
</tr>
</tbody>
</table>

Table 1.1. The Differences and Similarities between Mistake and Error
D. Error Analysis

Richard (1974: 25) states that “mistake” refers to performance and it is unsystematic. While “error” refers to the systematic grammar of learner from which we are able to reconstruct his knowledge of the language, his transitional competence. Nababan (1993: 13) states that mistakes do not occur consistently. In this case, the language users are making mistakes because they have understood the language rulers well or not least ever known it before. So, they are able to reconstruct their language immediately. In the reverse, errors may occur consistently. The language users are usually not conscious of making errors because they have not understood or even do not knows at all the language rules should be applied, they are not able to reconstruct their language immediately.

Richard (1974: 173) mentions that there are two factors of errors: Interlanguage errors and intralingual error:

1. Interlingual Error

This error is caused by the interference of the first language to the target language being learned, such as errors in phonology, morphology, syntax, vocabulary, and culture.

2. Intralingual Error

These errors are caused by students difficulties in learning the target language itself. Here, there is no interference of mother tongue to target language. There are four categories of intralingual errors.
Those are over-generalization, ignorance of the rule restrictions, incomplete application of rules, and false concepts hypothesized.

a. Over- Generalization

Over generalization is a device used when the items do not carry any obvious contrast for the learner. The students makes deviation structure based on his experience about other structure in target language. They explain the norm of the target language not in right position.

Here, the students make incorrect patterns based on their experience about other pattern within the target language. It seems that they have not understand that every language has certain rule.

For example:

“He enjoys plays football”.
In the above sentence, the object following enjoy is infinitive, not a gerund. It must be gerund, so the correct answer is: “he enjoys playing football”.

“She refuses meeting me”.
In the above sentences, the second verb (meeting) must not be followed by gerund, because the word “refuse” is one of the verb that must be followed by the infinitive verb. The correct answer is: “She refuses to meet me ” or “She avoids meeting me”.

b. Ignorance of Rule Restrictions

Ignorance of rules restrictions is error that occurs when rules are extended to contexts where in target language usage does not apply. It has close relationship with over generalization. The students get the failure to apply the norm of the target language.

In this case, the students’ usually make a mistake by dropping or ending unnecessary addition. It has close relationship with over generalization stated above that the errors occure because the students fail in observing the context that does not expect the application.

For example:

1) *It stopped to rain.*

In the above sentence, the object following stop is to + infinitive, not a gerund. It must be gerund, so the correct answer is: “It stopped raining” because there is verb (stopped) which is followed by gerund.

2) *I’m looking forward to hear you.*

In the above sentence, the object following “looking forward to” is infinitive, not a gerund. It should be followed by gerund. So the correct answer must be “I’m looking forward to hearing you” because after preposition (to) must be followed by gerund.
c. Incomplete Application of Rules

The students do not apply the complete norm of the target language. It involves a failure to learn more complex type of structure because the learner can achieve communication by using relatively simple rules. These are incorrect rules but acceptable. Errors caused by the deviation of structures that describe level of rule development. Dealing with gerund, it is hardly ever found out the error or mistakes in applying the rule.

d. False Concept Hypothesized

The students have the wrong concept of language system. They often make errors because of misleading explanation from the teacher, faulty presentation of structure or word on textbook, misleading definition, word or grammatical generation.

These errors are caused by the incorrectness’ insight on the differences in the target language itself.

For example:
The students consider that the –ing form means “sedang” in sentences. In this case we can find when the students are asked to translate the sentences from english into indonesian.
The steps in analyzing the error according to Van Eks in Utari (1993: 137-138) are:

1. Identifying Errors

Here teacher should be sensitive in recognizing the errors form make by the students.

2. Describing Error

On a rather global level, error can be describe as error in addition, omission, substitution, and reading and coding of the word.

3. Reconstruction the Form

Here the teacher should reconstruct the wrong sentences become correct sentences.

4. Classifying Error

Here the teacher should look for the causal factor based on the category of errors.

5. Evaluating Error

Analyzing data quantitatively or qualitatively does it.

6. Avoiding Error

The teacher should make a remedial exercise. It deals with errors made by learners both structural and non-structural form.