

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Theoretical framework

##### 1. Error

In the process of study, it could not be deny that every student makes error in their exercise or their test. Errors are all incorrect forms made by the learner that caused by lack of knowledge about the target language (English) or by incorrect assumption about it. It means errors can happen due to limited knowledge of the target language of the students or the false assumptions of the target language systems. Error happens when the learner has not learn the correct forms or has wrong assumption about target language system being learn and consistently ‘gets it wrong’. It will continue until she/he notices that she/he is wrong. Many teachers would likely be comfortable with a working definition error such as the following: error consist of morphological, syntactic, and lexical deviation from the grammatical rules of a language that violates the intuitions.<sup>1</sup> An error analysis of language is a procedure which is usually used by language researchers and teachers consist of sample collection, explanation of error and its classification based

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<sup>1</sup> Dana R. Ferris and John S. Hedgcock. *Teaching ESL Composition; Purpose, Process, and Practice*. (London: Lawrence Erlbaum Associates, 2005) p.264

on evaluation or the level of scoring of the errors. In addition, it can be concluded that an error is a false form made by the learner of target language consistently due to lack of knowledge of the target language or incorrect assumption of target language. An error is an indication of how well the learner understands the target language.

## 2. Student's Error

Students are important human element in the activities of educational interaction. According to Oxford learner's pocket dictionary, student is a person who is learning at a college or university, or sometimes at a school.<sup>2</sup> In another source, student is defined as the people who receive the influences from someone or the group of people that doing education activity.<sup>3</sup> They used as a subject in all educational activities and teaching motion. As the subject matter, the students have a position which occupies a decisive position in an interaction.

As human potential, in the inside of the students there is a power that can grow and develop along his age. Potential students are as available power, while education as a powerful tool to develop that power. In reducing error, the

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<sup>2</sup> Victoria Bull ed., *OxfordLearner Pocket*, (UK: Oxford University Pers,2008), p. 286

<sup>3</sup>Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif*, (Jakarta: RinekaCipta, 2010), p.51

people must learn and learn because science and ability is not only gotten by learning. Prophet Muhammad SAW said in Bukhari is as follows:

وَقَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: مَنْ يُرِدِ اللَّهُ بِهِ خَيْرًا يُفْهِمَهُ وَإِنَّمَا الْعِلْمُ بِالتَّعْلِيمِ.  
(رواه البخاري)

“Prophet Muhammad SAW said: if people are desired well by Allah, he/she is given the understanding, and actually the science is only received in learning.”

In this study, the error that the researcher means is student’s error in their education in identifying types of Verb-Ing in sentence use. The researcher wants to know how well the students understand types of Verb-Ing in sentence use. It is identified by the error which is made by the students in identifying types of verb-Ing in sentence use.

### 3. Grammar

Grammar is the system of a language. The starting point in teaching grammar as ability is an understanding of what learners’ communicative needs are and the role of grammar in relation to these needs.<sup>5</sup> This does not mean developing a list of grammar points that will be used as the

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<sup>4</sup>Abi Abdillah Muhamad bin Ismail al-Bukhari, *Matan al-Bukhari, Part I*, (Jeddah: t.p., t.t.), p. 24.

<sup>5</sup> Jack C. Ricard and Randi Reppen, 2014. *Towards a Pedagogy of Grammar Instruction*. RELC Journal, Vol. 45(1) 5 –25

basis for sentence-level practice, but rather, identifying the learners' ability to use grammar appropriately in relation to different kinds of spoken and written texts.

In Linguists' attempt to codify or describe that grammar is system sounds of language in Phonology, as structure and form of words in Morphology, as the arrangement of words into larger units in Syntax and as the meanings of language in Semantics. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time.

#### **4. Teaching Grammar**

Grammar is an important part of writing. English grammar can be one of the most difficult subjects to master, both for non-native and native speakers. In another class during the same five-week period, an English teacher on the other side of the school campus taught grammar to

demographically similar tenth graders.<sup>6</sup> He agreed to cooperate with every aspect of the study, confident in the appropriateness of what he taught and how. He taught nouns, verbs, adjectives, and dependent and independent clauses during the five-week period of the study. His students read aloud daily and responded to his identification questions that focused on nouns, verbs, adjectives, and both dependent and independent clauses. He led his students through identification worksheets that contained sentences he wrote and others he cut from literature anthologies and pasted onto worksheets. He supplied cloze procedure worksheets that contained sentences with missing nouns, verbs, and adjectives so students could write the words they thought made the best sense into the blanks. In most class sessions, his students edited prepared sentences to make nouns and verbs agree, and completed non sentences (dependent clauses) by adding independent clauses. They also wrote extended discourse every day, following writing process stages depicted on a wall chart. The control class used the entire forty-seven minute period for grammar instruction and process writing, partly because the writing they did took so much more time than did the treatment students' writing, and

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<sup>6</sup>Leif Fearn and Nancy Farnan, 2007, *When Is a Verb? Using Functional Grammar to Teach Writing*. Journal of Basic Writing, Vol. 26, No. 1

partly because the worksheet activities were so time-intensive.

How long we have to spend on language study will depend on who the students are, what their level is and what element of language we are asking them to study. Many people contrasted two approaches in teaching; those are the deductive approach and the inductive approach.<sup>7</sup> In deductive approach, the students are given explanations or grammar rule, for example, and then, based on the explanations or rules, they make phrases and sentences using the new language. In inductive approach, thing happen the other way round. In other words, instead of going from the rules to the examples, students see examples of language and try to work out the rules. Based on the explanation above, the teaching approach that proper in the students' high level is inductive approach.

## **5. Verb-Ing**

### **a. Definition**

There are various types of verb-Ing in the Grammar rule. When verb-ing forms are used as verbs, adjectives, or adverbs, they are often called as present participle. When they are used as nouns, they are often

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<sup>7</sup> Jeremy Harmer, *How to Teach English New Edition*, (Malaysia: Pearson Education Limited, 2007), p. 81

called as gerunds.<sup>8</sup> Therefore, some grammarians tend to avoid the terms participle and gerund.

To know the kind of verb-Ing, we can compare these sentence; “*You’re **smoking** too much these days*” the verb-Ing on that sentence is the part of present progressive verb. The second sentence is “*There was a **smoking** cigarette end in the ashtray.*” On that sentence the verb-Ing is as adjective that describe *cigarette end*. The next example is the sentence “*She walked out of the room **smoking**.*” The verb-Ing is similar to an adverb. And the last is the sentence “***Smoking** is bad for you.*” Verb-Ing on that sentence is noun as a subject of sentence. Those are the example of various types of verb-Ing.

#### **b. Spelling of –Ing Form**

Basically, there are some rules in the spelling basic verb form into Verb-Ing. The rules are as follows<sup>9</sup>:

1. Verb that end in a consonant and –E

In this first rule, there are two parts. The first rule in the spelling basic verb form into Verb-Ing is

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<sup>8</sup> Michael Swan, *Practical English Usage*, (Oxford: Oxford University Press, 1995), p. 277

<sup>9</sup> Betty Schramper Azar, *Understanding and Using English Grammar third Edition*. (United States : Longman, 1999) p. 10

if the verb ends in –E, drop the –E and add –Ing. The example is the verb **Hope**. The ending of the verb hope is consonant P and E. So, to change in to verb-Ing form, the first is drop –E. After drop –E the word is become **Hop-** and then just add –Ing, and the result the word **Hope** is **Hoping** word. The other example Verb that end in a consonant and –E is verb date and injure. To change those words into –Ing form is same as the explanation before. So the verb **Date** changes into **Dating** and **Injure** changes into **injuring**.

The other words that include in the part of this spelling are word **rule**, **accuse**, and **include**. We can see the change of words **rule**, **accuse**, and **include** in sentence use from Jakarta post on title “Malaysia ex-leader Mahathir leads national bid to oust Najib” as follow:

“The declaration comes four days after Mahathir quit the **ruling** Malay party after **accusing** Najib of hijacking it to protect his own interests. In addition to Mahathir and key opposition figures, prominent civil society leaders and several ruling party lawmakers, **including** former Deputy Premier Muhyiddin Yassin, also signed the statement.”<sup>10</sup>

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<sup>10</sup>Eileen Ng, Associated Press, Kuala Lumpur, <http://www.thejakartapost.com/news/2016/03/04/malaysia-ex-leader->

The second is if a verb ends in –EE, the final –E is not dropped. The example verb for this rule is the word **See**. The ending of the verb see is EE. So, to change this verb into verb-Ing form just adds -Ing in the end of the word without any dropping. The verb **see** will change into Ing form to be **seeing**. The other example verb ends in –EE is verbs agree and free. To change those verbs into –Ing form is same as the explanation before. So the verb **Agree** changes into **agreeing** and **free** changes into **freeing**.

2. Verbs that end in a vowel and a consonant

a. One Syllable Verbs

If there is 1 vowel so the end consonant will be double. The example is verb stop. The end of this verb is in a vowel and consonant, and also include into one syllable. So, to change this verb into Ing form just adds the same letter as the end the verb. In the verb stop the end letter is P, so P will be written double. The verb stop changes into stopping. The other examples are verbs rob and beg. To change those verbs into –Ing form is same as the explanation

before. So the words rob changes into **robbing** and **bag** changes into **bagging**.

The word **step** is also part of this spelling because the end of this verb is in a vowel and consonant, and also include into one syllable. We can see the word **step** in sentence use from Jakarta post on title “Malaysia ex-leader Mahathir leads national bid to oust Najib” as follow:

“Mahathir was prime minister for 22 years before **stepping** down in 2003. He remains an influential political figure and since last year has led calls for Najib to resign.”<sup>11</sup>

There is exception if the verb is ended in –W and –X. For the verb that have the end letter –W and –X, the end of the verb is not double. The example is verb plow. To change this word only adds –Ing in the end of verb. So, the verb plow changes into plowing. The other example is verb fix. To change that verb into –Ing form is same as the explanation before. So the word **Fix** changes into **fixing**.

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<sup>11</sup>Eileen Ng, Associated Press, Kuala Lumpur, <http://www.thejakartapost.com/news/2016/03/04/malaysia-ex-leader-mahathir-leads-national-bid-oust-najib.html>. accessed on Saturday, 5<sup>th</sup> March 2016 at 10.00 WIB

The other words that can be as the example is word **follow** and **grow**. We can see the words follow and **grow** in sentence use from Jakarta post on title “Malaysia ex-leader Mahathir leads national bid to oust Najib” as follow:

“Former Malaysian Prime Minister Mahathir Mohamad smiles as he leaves **following** a special press conference in Putrajaya, Malaysia, Feb. 29.”

“Najib is resisting **growing** pressure to step down after documents leaked last July showed more than US\$700 million was deposited in his private bank accounts. The attorney general decided in January not to prosecute Najib, saying most of the money was a personal donation from Saudi Arabia's royal family.”<sup>12</sup>

If there are 2 vowels before the last word so the end consonant will not be double. The example of this rule is the verb rain. The two vowels in this verb are letters A and I in the middle of verb. Because of that, so to change it into verb-Ing is without adding the same letter as the end of the verb. The verb **Rain** changes

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<sup>12</sup>Eileen Ng, Associated Press, Kuala Lumpur, <http://www.thejakartapost.com/news/2016/03/04/malaysia-ex-leader-mahathir-leads-national-bid-oust-najib.html>. accessed on Saturday, 5<sup>th</sup> March 2016 at 10.00 WIB

into **Raining**. The other examples are the verbs fool and dream that change into **fooling** and **dreaming**. The rule to change that verb into –Ing form is same as the explanation before.

The same word that has rule such as the rule above is the word **meet**. The word **meet** has 2 vowels before the last word. It can be conclude that the changing word **meet** follows this rule. We can see the words **meet** in sentence use from Jakarta post on title “Jakarta Port to Revise Burdensome Storage Penalties” as follow:

“We will coordinate a **meeting** on Monday [March 21] and hopefully the revision will take effect the Monday after," Bay said.”<sup>13</sup>

#### b. Two Syllable Verbs

If the first syllable is stressed so the end consonant will not be double. The example of this rule is the verb Listen. The verb listen is stressed at the first syllable. So, to change this verb into verb-Ing is only add –Ing in the end of the word. The verb **listen** changes into

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<sup>13</sup>Anton Hermansyah, thejakartapost.com, Jakarta, <http://www.thejakartapost.com/news/2016/03/21/jakarta-port-revise-burdensome-storage-penalties.html>. accessed on Saturday, 19<sup>th</sup> March 2016 at 19.48 WIB

**listening**. The other examples are **offer** became **offering**, **Open** became **Opening**.

If the second syllable is stressed so the end consonant will be double. The example is **Begin** changes into **Beginning**. In this word the stressed is in the second syllable. The other example is **Prefer** to be **Preferring** and **Control** to be **Controlling**.

### 3. Verb That End in Two Consonant

If the word ends in two consonants, just add the ending. The verbs **Start, fold, and demand** are as the example for this rule. Because those words end in two consonant (start; rt, fold; ld, demand; nd) so, we just add –Ing in the last of the verb. Those words change into **Starting, Folding and Demanding**.

There are other words that include this rule. The other words are found in Jakarta post on title “Ahok Eyes City Civil Servant as Second Options for Running Mate” and “Cigarette ad Ban Gets Irate Manufacturers in a Puff”. In that news we can find many word that follow this rule. Those words are used in sentence, as follows:

“The Jakarta Legislative Council’s (DPRD) plan to pass a law **implementing** no-smoking zones highlights ongoing efforts to protect non-smokers from the harmful effects of cigarette smoke. Under the bylaw, stores that sell cigarettes could no longer display them openly. Displaying the name or logo of any brand of cigarettes would be prohibited as well.

The council handed the draft bylaw to the city administration in a plenary meeting on March 11. In the plenary meeting, attended by Jakarta Governor Basuki “Ahok” Tjahaja Purnama, the City Council’s Legislation Body (Balegda) explained that the draft bylaw on no-smoking zones was not aimed at **prohibiting** people from smoking. Rather, it added, it is aimed at regulating smoking in the hope of **protecting** people from secondhand smoke exposure and preventing the up-take of smoking.”<sup>14</sup>

“The deadline for the PDI-P to make a decision about whether to allow Djarot to run with Ahok is March 11, Ahok said, **adding** that the Friends of Ahok needed to acquire a deputy governor's name as soon as possible in order to arrange the candidacy plans.”<sup>15</sup>

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<sup>14</sup>EllyBurhainiFaizal, thejakartapost.com, Jakarta, <http://www.thejakartapost.com/news/2016/03/21/cigarette-ad-ban-gets-irate-manufacturers-a-puff.html#sthash.y75hEemM.dpuf>. accessed on Saturday, 19<sup>th</sup> March 2016 at 19.48 WIB

<sup>15</sup>CallistasiaAnggunWijaya, thejakartapost.com, Jakarta, <http://www.thejakartapost.com/news/2016/03/05/ahok-eyes-city-civil->

The words **implementing, prohibiting, protecting, and adding** are the word that ends in two consonants. Moreover, those words include the word that the changing into verb-Ing follows this rule.

#### 4. Verb That End in –Y

If –Y is preceded by a vowel, keep the –Y. let see the example. The verb Enjoy changes to Enjoying, Pray changes into Praying and Buy changes into Buying. The verb enjoy, pray, and buy before the letter Y s preceded by a vowel, so to change it into verb-Ing just adds –ing in the end of verb and keep the –Y.

It will be same changing if –Y is preceded by consonant. We just keep –Y and add –Ing. The example verbs of this rule are **Study** changes into **Studying**, **Try** changes into **Trying** and **Reply** changes into **Replaying**.

For the more examples we can look for in the news paper such as in the Jakarta Post the news on title “Cigarette ad Ban Gets Irate Manufacturers in a Puff” and “Jakarta Port to Revise Burdensome Storage Penalties” as follows:

“FX Ridwan Handoyo of the Indonesian Association of Advertising Companies (PPPI) said that in **carrying** out its business, Indonesia’s advertising industry was governed by a code of ethics stipulated in an advertising guide called Kitab Etika Pariwara Indonesia (EPI, or the Pariwara Book of Ethics). This guide, he said, placed some restrictions on cigarette advertising, such as sponsorship at sporting events.”<sup>16</sup>

“On March 1, a new scheme was introduced that had a similar rates, **applying** no penalty on the first day of storage. From the second to fourth days, the JICT levies a penalty of 900 percent of the applied rate. After fourth day, the JICT has the right to disposed of a container”<sup>17</sup>

##### 5. Verb That End in –IE

The last rule to change verb into verb-Ing is Change –IE to –Y and then add –Ing to the verb that end in –IE. The example is verb die. The end of verb die is letter I and E, so just change the letter I and E into Y. the verb **die** will changes into

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<sup>16</sup>EllyBurhainiFaizal, thejakartapost.com, Jakarta, <http://www.thejakartapost.com/news/2016/03/21/cigarette-ad-ban-gets-irate-manufacturers-a-puff.html#sthash.y75hEemM.dpuf>. accessed on Saturday, 19<sup>th</sup> March 2016 at 19.48 WIB

<sup>17</sup>Anton Hermansyah, thejakartapost.com, Jakarta, <http://www.thejakartapost.com/news/2016/03/21/jakarta-port-revise-burdensome-storage-penalties.html>. accessed on Saturday, 19<sup>th</sup> March 2016 at 19.48 WIB

**dying**. It also happens on the verbs **lie** that changes into **lying**.

c. **Kinds of V-ing**

1. **Gerund**

Verb-Ing has various types that it is studied in the Grammar material. One of them is gerund. A gerund is the –Ing form of a verb used as the noun.<sup>18</sup> A gerund is used in the same ways as a noun, i.e, as a subject or as an object. The examples are (a) **Playing** tennis is fun (b) We enjoy **playing** tennis and (c) He is excited about **playing** tennis. In example (a), playing is a gerund. It is used as the subject of the sentence. In example (b), playing is a gerund that used as the object of the verb enjoy, and in example (c) playing is a gerund used as the object of the preposition about.

It should be noted that corresponding tenses of gerund and the participle do not differ in form.<sup>19</sup> The distinction between the gerund and the participle lies not in form but in function. The gerund functions as a substantive, but the participle as an adjective. The

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<sup>18</sup>Betty Schramper Azar, *Understanding and Using English Grammar third Edition*. (United Stated: Longman, 1999) p. 297

<sup>19</sup> Claude W. Faulkner, *Writing good sentences; A functional approach to sentence structure, grammar, and punctuation*. (Charles Scribner's Sons: New York, 1957) p. 50

following sentences compare the participle sentence and the gerund. The sentence “*the winning car passed the line.*” and the sentence “*Winning is pleasant*”. The first sentence shows that the word *winning* is as adjective and its participle sentence. In the second sentence the word *winning* is as gerund or verbal noun. The other example that shows the distinction between gerund and participle are the sentence “*having failed, he tried again*” and the sentence “*having failed did not discourage him*”.

A gerund is frequently used as the object of preposition. For the example are (a) We talked about **going** to Canada for our vacation. (b) Sue is in charge of **organizing** the meeting. (c) I’m interested in **learning** more about your work. The example a, b, and c are gerunds that used as the object of preposition. Other example is “*I’m used to sleeping with the window open.*”<sup>20</sup> In this example *to* is a preposition, not part of infinitive form, so a gerund follows.

There are common preposition combinations followed by gerund as follows; *be excited, be worried* are followed the preposition *about doing it*.

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<sup>20</sup>Betty Schramper Azar. *Understanding and Using English Grammar third Edition*. (United Stated: Longman, 1999) p. 298

*Complain, dream, talk, and think* are followed the preposition *about of doing it*. *Apologize, blame (someone), forgive (someone) , have an excuse, have a reason, be responsible, thank (someone)* are followed the preposition *for doing it*. Next are *keep (someone), prevent (someone), prohibit (someone), and stop (someone)*. Those word are followed the preposition *from doing it*. Then, the words *believe, be interested, participate, and succeed* are followed preposition *in doing it*. The next are words *be accused, be capable, for the purpose, be guilty, instead, take advantage, take care, be tired* are followed preposition *of doing it*. The word *insist* is followed the preposition *on doing it*. Others words that followed by preposition are *be accustomed, in addition, be committed, be devoted, look forward, object, be opposed, and be used* are followed by the preposition *to doing it*. For the example (a) Kostas went to bed **instead of finishing** his work, (b) I **thanked** my friend **for lending** his book. Those are the example of common preposition combinations followed by gerund

Gerund is used as the objects of certain verbs. Here are some more verbs that are followed by –

ing<sup>21</sup>: *Stop, Imagine, Admit, Practice, Delay, Involve, Deny, Finish, Postpone, Consider, Miss, Avoid, Risk, and Fancy.*

The examples for the certain verb above are (a) suddenly, everybody **stopped talking**. There was silent. (b) I'll do the shopping when I've **finished cleaning** the flat. (c) He tried **to avoid answering** my questions. (d) I don't **fancy going** out this evening. (e) Have you ever **considered going** to live in another country?. In the example (a) there is a word stop that must be followed by –ing form. So, after stop is not followed word to talk but talking. It is also same as the example b, c, d, and e.

We also use –ing not to.... after *enjoy, mind,* and *suggest*. Look at these examples (a) *I **enjoy dancing***. (not 'I enjoy to dance), (b) *Would you **mind closing the door?*** (not 'mind to close), (c) *Ian **suggested going to the cinema.*** (not 'to....). As mentioned in the examples, we use –Ing after *enjoy, mind,* and *suggest*.

Not only after *enjoy, mind, and suggest,* we also use –ing after *Give up (=stop), Put off (= postpone), Carry on/ go on (= continue,* and *Keep or*

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<sup>21</sup>Raymond Murphy et.al., *Grammar in Use; Reference and Practice for Intermediate Students of English* (United States: Cambridge University Press, 1998) p.104

*keep on* (= *do something continuously or repeatedly*.) There are the examples for the use of -Ing after those phrases (a) *Paula has given up smoking*. (b) *We must do something*. (c) *Don't keep interrupting me while I'm speaking*. (d) *We can't carry on living like this!*

## 2. Reference List of Verbs Followed by Gerund

Basically, there are some verbs that must be followed by gerund. Here the list of verb followed by gerund<sup>22</sup>:

<b>Verb</b>	<b>Example</b>
<i>Admit</i>	<i>He admitted stealing the money.</i>
<i>Advice</i>	<i>She advised waiting until tomorrow.</i>
<i>Anticipate</i>	<i>I anticipated having 3 good time on vacation</i>
<i>Appreciate</i>	<i>I appreciated hearing from them.</i>
<i>Avoid</i>	<i>He avoided answering my question.</i>
<i>Can't bear</i>	<i>I can't bear waiting for a long time.</i>
<i>Begin</i>	<i>It began raining.</i>
<i>Complete</i>	<i>I finally completed my term paper.</i>
<i>Consider</i>	<i>I will consider going with you.</i>
<i>Continue</i>	<i>He continued speaking.</i>
<i>Delay</i>	<i>He delayed leaving for school.</i>
<i>Deny</i>	<i>She denied committing the crime.</i>
<i>Discuss</i>	<i>They discussed opening a new business.</i>
<i>Dislike</i>	<i>I dislike driving long distance.</i>
<i>Enjoy</i>	<i>We enjoyed visiting them.</i>

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<sup>22</sup>Betty Schramper Azar, *Understanding and Using English Grammar third Edition*. (United States : Longman, 1999) p. 318

<i>Finish</i>	<i>She finished studying about ten.</i>
<i>Forget</i>	<i>I'll never forget visiting Napoleon's tomb.</i>
<i>Help</i>	<i>I hate making silly mistake.</i>
<i>Can't help</i>	<i>I can't help worrying about it.</i>
<i>Keep</i>	<i>I keep hoping he will come.</i>
<i>Like</i>	<i>I like going to movies.</i>
<i>Love</i>	<i>I love going to opera.</i>
<i>Mention</i>	<i>She mentioned going to cinema.</i>
<i>Mind</i>	<i>Would you mind helping me with this?</i>
<i>Miss</i>	<i>I miss being with my family.</i>
<i>Postpone</i>	<i>Let's postpone leaving until tomorrow.</i>
<i>Practice</i>	<i>The athlete practiced throwing the ball.</i>
<i>Prefer</i>	<i>Ann prefers walking to driving to work.</i>
<i>Quit</i>	<i>He quit trying to solve the problem.</i>
<i>Recall</i>	<i>I don't recall meeting him before.</i>
<i>Recollect</i>	<i>I don't recollect meeting him before.</i>
<i>Recommend</i>	<i>She recommended seeing the show.</i>
<i>Regret</i>	<i>I regret telling him about my secret.</i>
<i>Remember</i>	<i>I can remember meeting him when I was a child.</i>
<i>Resent</i>	<i>I resent her interfering in my business.</i>
<i>Resist</i>	<i>I couldn't resist eating the desert.</i>
<i>Risk</i>	<i>She risks losing all of her money.</i>
<i>Can't stand</i>	<i>I can't stand waiting in long lines.</i>
<i>Start</i>	<i>It started raining.</i>
<i>Stop</i>	<i>She stopped going to classes when she got sick.</i>
<i>Suggest</i>	<i>She suggested going to a movie.</i>

<i>Tolerate</i>	<i>She won't tolerate cheating during examination.</i>
<i>Try</i>	<i>I tried changing the light bulb, but the lamp still didn't work.</i>
<i>Understand</i>	<i>I don't understand his leaving school.</i>

### 3. Present participle

Present participle is the –Ing form of the verb. It is part of the verb when it is preceded by some form of the verb *be*. The example is “*the girl is talking to his mother.*” In this sentence talking is part of the verb because it is accompanied by *is*. The next example is “*the girl talking to his mother is a clever girl in my class.*” In this sentence talking is an adjective and not part of verb because it is not accompanied by some form of *be*. It can be concluded that a present participle is an adjective when it is not accompanied by some form of the verb *be*. There are special expression followed by –Ing<sup>23</sup>. Ing forms follow certain special expression as follows:

- a. Have fun/ good time + -ing  
Example: *we had fun playing volleyball.*
- b. Have trouble/difficulty + ing  
Example: *I had trouble finding his house.*

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<sup>23</sup>Betty Schramper Azar, *Understanding and Using English Grammar third Edition.* (United States: Longman, 1999) p. 304

- c. Have a hard time/difficult time + ing  
 Example: *I had a difficult time finding his house.*
- d. Spend + *expression of time or money* + ing  
 Waste + *expression of time or money* + ing  
 Example: *Sam spends most of his time studying.*
- e. Sit + *expression of place* + ing  
 Stand + *expression of place* + ing  
 Lie + *expression of place* + ing  
 Example: *she sat at her desk writing a letter.*
- f. Find + (pro) noun + ing  
 Catch + (pro) noun + ing  
 Example: *when I walked in to my office, I found George using my telephone.*

#### 4. Present Progressive Tense

In English there are sixteen tenses. One of them is present progressive tense or present continuous tense. The present progressive express an activity that is in progress at the moment of speaking.<sup>24</sup> It is a temporary activity that began in the past, is continuing at present, and will probably

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<sup>24</sup>Betty Schramper Azar, *Understanding and Using English Grammar third Edition*. (United Stated : Longman, 1999) p. 13

end at some point in the future. The examples are (a) John is sleeping right now. (b) I need an umbrella because it is raining. (c) The students are sitting at their desk right now.

Based on the examples above, we can take formula for present progressive tense as follows:

(+) S + is/am/are + V-ing + O/C

(-) S + is/am/are + not +Ving + O/C

(?) Is/am/are + S + O/C

The forms of be (Is, am, and are) have particular subject. For the subject *He, she, it* are followed by form *Is*, subject *I* is followed by the form *am*, and the subject *you, they, we* are followed by form *are*.

We also use the present continuous when we talk about something that is happening around the time of speaking, but not necessarily exactly at the time of speaking.<sup>25</sup> Study this example situation:

*“Tom and Ann are talking and having coffee in a cafe. Tom says: “I’m reading an interesting book at the moment. I’ll lend you when I have finished it.”*

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<sup>25</sup>Raymond Murphy et.al., *Grammar in Use; Reference and Practice for Intermediate Students of English* (United States: Cambridge University Press, 1998) p.2

On the situation above, Tom is not reading the book at the time of speaking. He means that he has begun the book and hasn't finished it yet. He is in the middle of reading it.

Another condition in using present continuous is when we talk about thing happening in a period around now (for example, today/ this week/ this evening etc.). The examples are (a) you're **working** hard today.' 'yes, I have a lot to do'(not 'you work hard today) and (b) '**Is** Susan **working** this week?' 'No, she is on holiday'

The last condition in using present continuous is when we talk about changes happening around now. For examples are (a) The population of the world is rising very fast. (not 'rises') and (b) Is your English getting better? (not 'does your English get better).

## 6. Sentence

A sentence is a group of words that contains at least one subject and one verb and expresses a complete thought. It is also defined in oxford learner dictionary, that sentence is a group of words that express a statement, question, etc.<sup>26</sup>Basically, there are four basic sentences in English.

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<sup>26</sup> Victoria Bull ed., *oxford learner pocket*, (UK: Oxford University Pers,2008), p. 3

Those are simple sentences, compound sentences, complex sentences, and compound-complex sentences.<sup>27</sup>

The first basic sentence is simple sentence. A simple sentence is a sentence that has one subject-verb combination. The subject may be compound, and the verb may also be compound. What is important is that there is only one subject-verb combination in a simple sentence. Next is a compound sentence. A compound sentence is two simple sentence connected by a comma and a coordinating conjunction. The third basic sentence is complex sentence. The meaning of complex sentence is the sentence which has one independent clause and at least one dependent clause. An independent clause (unlike a dependent clause) can stand alone as a sentence. The last basic sentence is compound-complex sentence. A compound-complex sentence is a sentence that has at least two independent clauses and at least one dependent clause.

## **7. Writing**

Writing and speaking are productive skill. That means they involve producing language rather than receiving it. Writing is one of the four language skills: reading, writing,

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<sup>27</sup> Ann Hogue. *First Steps in Academic Writing*. (United State: Longman, 1996) p. 18

listening and speaking.<sup>28</sup> Moreover writing skill is more complicated than others skills in English language. Writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements. Because of the difficulties, some efforts have been done to solve the problems, the purpose is to make writing became easier and interest to learn for students.

Good writing is more than just using correct grammar. It is also means thinking, planning, checking and revising. After we have written, the last section is editing. There are several steps in the editing process.<sup>29</sup> First, check the meaning. Read your paragraph silently to yourself. Does it communicate what you want it to? Is the meaning of all sentences clear? If not, make changes. Next, check the mechanic. Read it silently again. This time, look for mistakes in punctuation, grammar, and spelling. If you find any mistakes, fix them. Third, have your partner check the meaning. Read your paragraph aloud to your partner. Ask your partner if any information is incorrect or if any sentences are unclear. If the answer is yes, make changes. Finally, have your partner check the mechanics. Ask your

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<sup>28</sup>Hidayati, 2015. *Journal publication The Use of Phrases in WritinRecount Text by The Students of SMA Negeri 1Karanganyar in Academic Year of 2013 – 2014*

<sup>29</sup> Ann Hogue. *First Steps in Academic Writing*. (United State: Longman, 1996) p. 6-7

partner to read your paragraph silently and to check it for mistakes in punctuation and spelling. If he or she finds any mistakes, fix them. If you and your partner don't agree about a possible mistake, ask a third student or the teacher.

## **B. Previous Research**

As the comparison matter in this research, the researcher examines some of previous research to avoid the same object in the research. The previous research that researcher referred such as Fatwa, entitled "*An Error Analysis in Using Verb-ing Forms*".<sup>30</sup> The objective of this study is to analyze the students' grammatical error in using verb-ing forms at the eleventh year students of SMA Darul Muttaqin academic year 2013/2014. The subject of this study consists of 28 students. It's to classify the students' error based on Dullay's surface structure taxonomy.

The writer used descriptive analysis which concerns on a qualitative analysis by using formula:  $P = F/N$ . This research used case study method by collecting data from a test. The data is taken from the student's test. In collecting the data, the test about verb-Ing form was given to the students.

The result showed the highest error which most students made is omission. Its frequency is 63 errors or 49.60 %. Then the second common error is mmisformation with 55 errors or 43.30

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<sup>30</sup>Dita Fatwa (107014000720). 2010. *An Error Analysis in Using Verb-ing Form (A Case Study at the Eleventh Year Students of SMA DarulMuttaqin)*. Jakarta: UIN Syarif Hidayatullah p. 12

%. The third common error is addition with 9 errors or 7.08%. The causes of these errors are intralingual error and interlingual transfer error.

There are some differences and similarities about the previous study to the researcher study. The similarity of this research is the concern about identifying Verb-Ing in the sentence. The differences are the object. In this research, the object is the English Department freshmen students, but in the previous research is eleventh year students of senior high school.

The second previous research is Adib, entitled “Grammatical Error Analysis on Speaking Competence of English Department Student (A Study at 2010 Speaking Class of ELT Department of Tarbiyah Faculty of IAIN Walisongo)”.<sup>31</sup> It describes the grammatical errors on speaking competence made by 2010 Speaking Class of ELT Department of IAIN Walisongo. The writer used the qualitative approach of which the data were obtained from the students’ monolog speaking.

The writer analyzed with eight students, and the percentages of errors are Azis: 27% of errors; Nila: 81.8% of errors; Jannah: 66.6% of errors; Desi: 53.8% of errors; Heni: 27.7% of errors; Eras: 42.8% of errors; Muna: 50% of errors; Vina: 58.8% of errors. From the result, the writer can conclude

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<sup>31</sup> Adib, Qowimul (073411095). 2012. *Grammatical Error Analysis on Speaking Competence of English Department Student (A Study at 2010 Speaking Class of ELT Department of Tarbiyah Faculty of IAIN Walisongo)*. Semarang: IAIN Walisongo p.58

that the possible causes of errors are interlingua transfer and intralingua transfer.

There are some differences and similarities about the previous study to the researcher study. The similarity of this research is identifying students' error. The difference is in the previous research the material was grammatical error in speaking but in this research are types of Verb-Ing in sentence use.