

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer would like to present some theories related to the topic of the study. These theories are expected to give significant information to the study.

2.1 Theory

2.1.1 Definition of Gerund

Swan defined that gerund is “the-ing form of a verb, used like a noun (for instance as the subject of sentence, or after preposition)” According to Azar, Gerund is “the-Ing form of a verb used as a noun. A gerund is used in the same ways as a noun, i.e. as a subject or an object”. Thomson and Martinet stated that when a verb is immediately after a preposition the gerund form must be used”. Foley and Hall stated in Longman Advanced Learner’s Grammar: A Self-Study Reference and Practice Book with Answer, they stated that “The –ing and infinitive forms of verbs are very common in English and can act as subject, object, and compliment of verbs. When used like noun, -ing form are often referred to as „Gerund“. From the quotations above, it can be concluded that gerund is the ing form of a verb, used as a noun, as it can function as subject or an object sentence, and also as an object preposition.

2.1.2 Forms of Gerund

The gerund is the –ing form of the verb used as a noun. Notice that the gerund has same form as the present participle. However, it functions differently in the sentence. Gerund is a noun and can function in any noun position.

According to Sinclair and Prowse, there are some rules on adding –ing to the verb when forming the gerund.

- a) If the verb ends in “e”, drop the “e” before “ing” e.g. dance dancing If the verb ends in “ee”, make no change. e.g. see seeing
- b) If the verbs have no one syllable and ends in a vowel + consonant, put double consonants before “ing”. e.g. put putting cut cutting
- c) If the verb end in Y, W, X, or in two consonants, or in two vowels, make no change. e.g. say saying push pushing
- d) If the last syllable of a longer verb is stressed, double the consonant before “ing”.
forget forgetting

2.1.3 Uses of Gerund

According to the definition above, here the writer would like to explain the usages of gerund in the sentence widely.

a. Gerund as Subject of a Sentence

The subject is a noun. Gerund is a noun. It means that gerund can function as subject of a sentence. When its position is in front of the sentence. Gerund can be the subject of the sentence when an action is being considered in a general sense. Example:

- 1) Gambling can't make someone rich.
- 2) Praying is the Mowlem's duty.
- 3) Singing is my hobby.

b. Gerund as Object of Preposition

Swan stated that gerund is used after all prepositions (including to, when “to” is a preposition). Example:

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

c. Gerund as Direct Object of Certain Verb

The verb that comes after the verb is a noun. A noun that comes directly after the verb is an object of the verb. When gerunds follow verbs, they function as direct objects of those verbs. Wisnon and Burks noted verbs frequently followed by gerunds.

List of Verbs Frequently Followed by Gerund by George E. W. & Julia M. B.

1.	admit	The thief <i>admitted stealing</i> money.
2.	appreciate	Patrice would <i>appreciate hearing</i> from you.
3.	avoid	After their quarrel, she has <i>avoided meeting</i> him.
4.	consider	Joel has already <i>considered continuing</i> his studies.
5.	continue	He will <i>continue studying</i> .
6.	defer	Please <i>differ paying</i> the bill until after January.
7.	delay	He <i>delayed writing</i> the letter until the last minute.
8.	deny	When questioned the boy <i>denied cheating</i> on the exam.
9.	detest	How I <i>detest her singing</i> .
10.	enjoy	After a hectic week, they <i>enjoyed spending</i> a week at Home.

11.	escape	By some miracle Jerry <i>escaped being</i> hurt in the fight.
12.	finish	When the light went out, he had barely <i>finished putting</i> his room in order.
13.	forgive	I cannot <i>forgive</i> you not <i>writing</i> to me.
14.	imagine	I cannot <i>imagine doing</i> that again!
15.	keep/continue	Angela is so homesick she <i>keeps hoping</i> for a letter from home.
16.	mind/dislike	I don't <i>mind walking</i> this summer.
17.	miss	Since I moved to the city, I <i>miss walking</i> in the woods.
18.	notice	Have you <i>noticed</i> Danny's <i>swimming</i> lately?
19.	postpone	Howard had to <i>postpone leaving</i> for college.
20.	practice	Please <i>practice writing</i> .
21.	quite	<i>Quit chatting</i> and carry on with your work.
22.	prevent	Nothing can <i>prevent John's swimming</i> the race.
23.	resent	Lisa <i>resent having</i> to work overtime.
24.	resist	She cannot <i>resist buying</i> every pretty dress she sees.
25.	risk	I would not <i>risk missing</i> the buss.
26.	suggest	I <i>suggest having</i> a cup of coffee before we leave.
27.	stop	Jerry's father <i>stopped stuttering</i> when he relaxed.
28.	try(experiment)	Please <i>try solving</i> the problem by yourself.
29.	understand	I really <i>cannot understand his doing</i> something like that.

d. Gerund as the Complement of a Sentence

Gerund can be used as the complement of a sentence. However, as complement, gerund usually sounds more like normal spoken English. If this sounds confusing, just remembering that 90% of the time, one will use a gerund as the subject or complement of a sentence.

Example:

- 1) My uncle's favorite hobby is reading.
- 2) His job is photographing.
- 3) The last lesson is speaking.

Beside the explanation above, there are some words that are followed by gerund. They are go and no. According to Betty Schramper Azar the word "go" is followed by gerund in certain idiomatic expression to express, for the most part, recreational activities.

Example:

- a. go boating
- b. go camping
- c. go fishing

According to Michael Swan "no" is often used with an -ing form to say that something is not allowed, or impossible. The structure often occurs alone in notice; it can also follow there is. Examples:

- a. No smoking
- b. Sorry, no smoking here.

Betty Schramper Azar said that some verbs can be followed by either infinitive or gerund, sometimes with no difference in meaning and sometimes with a different meaning.

a. Verbs + Infinitive or gerund (with no difference in meaning)

- begin - like - hate
- start - love - can't stand
- continue - prefer

Example:

- It began to rain (verb + infinitive)
- It began raining (verb + gerund) - can't bear

There's no difference between "began to rain" and "began raining"

b. Verbs + Infinitive or gerund (with a difference in meaning)

- forget - regret - remember - try

Example:

1) Forget + Gerund: forget something that happened in the past.

Example: I will never forget seeing the Alps for the first time.

Forget + Infinitive: forget to perform responsibility, duty, or task.

Example: Sam often forgets to lock the door.

2) Regret + Gerund: regret something that happened in the past.

Example: I regret lending him some money. He never paid me back.

Regret + Infinitive: regret to tell, to say, to inform someone of some bad news.

Example: I regret to tell you that you failed the exam.

3) Remember + Gerund: remember (recall) something that happened in the past.

Example: I remember seeing the Alps for the first time.

Remember + Infinitive: remember to perform responsibility, duty, or task.

Example: Judy always remember to lock the door.

4) Try + Gerund: experiment with a new or different approach to see if it works.

Example: The room was hot. I tried opening the window.

Try + Infinitive: make an effort

Example: I am trying to learn English.

2.2 Review of Previous Studies

In this sub chapter, the writer presents the review of the previous studies which theoretically inspire the writer to conduct the study.

Marnianti (2013) conducted a study entitled "A Study On the Ability in Using Gerund of the Eleventh Grade Students of Smak Sint Carolus Kupang in The School Year 2013/2014". This study was conducted in order to answer the following questions (1) Are eleventh grade students of SMAK Sint Carolus able to use gerund in sentences? (2) What is the students level of ability in using gerund? The method employed in this study was

the gathering was method that indicates how to collect and describe the data. The instrument used in data was a test consisting of multiple choice test and translation. The total number of test items were the subject of the study was the eleventh grade students of SMAK Sint Carolus Kupang in the school year 2013/2014 with the total number of 40 students. Based on the data analysis she could state that the eleventh grade students of SMAK Sint Carolus Kupang used gerund and level of their ability was fairly good (70.25). The writer also proposed suggestion that it might be useful for the English Teacher, that The English Teacher should pay more attention in teaching structure or grammar especially gerunds as subject, object and object of preposition.

Eugenio (2008) conducted a study entitled "A Study On Mastering the Use of Gerund in Sentences by The Second Semester Students of English Departement at Widya Mandira Catholic University of Kupang in The Academic Year 2007/2008", It was conducted in order to answer the following questions:

1. Did the second semester students of English Department at Widya Mandira Catholic University Kupang master the use of gerund in sentences?
2. What was the students' mastery level?

The objectives of this study were to find out and to measure whether the second semester students of English Department of Widya Mandira Catholic University of Kupang have mastered the use of gerund in sentences and also to find out what was their mastery level of using gerund.

There were 40 students (49%) taken from 81 students of the second semester students randomly in the study. The research method used in this study was normative

method; it was the method that canvases the present practice with respective planning of norms set up through testing and measurement.

In the process of the data gathering the writer used a test in the form of multiple choices, sentence translation and the form of true and false, with the total number of 50 items of test.

The result of the analysis of the data showed that the second semester students of English Study Program of UNWIRA have mastered the use of gerund in sentences. The result analysis on table 3 showed that, the highest numbers of the students with very good level of mastery were 9 students (22%); the students with good level of mastery were 12 students (30%); while 19 students (48) were in enough (average) level of mastery. None of the s students was in below of average, less than below and very bad level.

The result of the test showed that most of the students had mastered the use of gerund in sentences, but, there were still some weaknesses that need the attention from the English grammar lecturers such as: word choice, spelling, and the proper use of possessive pronoun written by the students. Therefore, it was recommended for more attention and learning to fix mistakes. Related to this matter, the English grammar lecturers should also focus his attention to the use of gerund in sentences particularly gerund as subject, indirect object and object of position because most students got low on them.

2.3 Conceptual Framework

Eichelberger (1989: 76) states that a final product of the review of related literature is the framework that is used to understand and conceptualize a problem or issue. This may be a comprehensive model that include all relevant variables in the situation. More often it is a listing of the most important variables that must be addressed in study of the problem and the associated rationales for the inclusion of those variables.

There are in general two kinds of skills of learning a language: basic skills and sub skills. Basic skills cover listening, speaking, reading, and writing. Sub skills consist of four also: vocabulary, grammar, pronunciation, and spelling. This study concentrates in grammar especially gerund.

