GRAMMATICAL PROBLEMS IN GERUNDS AND TO INFINITIVES IN AGRGUMENTATIVE ESSAYS

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Abstract

This research entitled *Grammatical Problems in Gerunds and To Infinitives in Argumentative Essays* is about gerund and to infinitive usage made by students in their argumentative essays. The research identified grammatical problem occured in argumentative essays. This analysis aims to find grammatical problem in students' paper. This analysis used the theory of Dulay et al. about errors and Harmer modifying Purpura about grammar. The researcher used taxonomies in classifying errors into four types which are; omission, addition, misformation and misordering. Methods that used for this research are library research and field research. In collecting data, the researcher used students' paper which taken from final assignment of two classes in higher school. In conclusion, the researcher concluded that the most problem in grammar when using gerund and to infinitive is misformation. Students got problem in remembering the pattern of using gerund and to infinitive. It showed that practice is needed to solve grammatical problem that occured in students' writing.

Key words: Gerund, Grammatical Problem, To Infinitive.

INTRODUCTION

English have been declared by many countries as an official language (Suprayogi & Pranoto, 2020), (Puspita, 2021), (Ayu & Pratiwi, 2021). It has become very important in many institutions and a language of teaching and learning in school. However, English is not the mother tongue for some countries such as Indonesia (Sari, 2020). That is why many second language speakers are not proficient in English. Learning English needs some skills and components that should be mastered. Among those skills, the most difficult ones for students are in mastering tenses and grammar (Ayu & Pratiwi, 2021). Grammar is important because people will not be able to communicate and understand each other without grammar (Kardiansyah, 2021), (Kuswoyo, 2016), (Mandasari & Wahyudin, 2021).

Just as there is no language without sounds (at least no live or oral language), so there is no language without grammar." Based on his statement, grammar gives important rules when we learn English. The researcher concludes that grammar is a part that should be learnt in the process of acquiring language. Grammar must be understood and mastered by learner

in order to help someone in making a sentence or paragraph grammatically and meaningfully. 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 developed automatically (Kusniyati, 2016). It's really different when we learn *Bahasa Indonesia*. In *Bahasa,* a verb will never change in a situation. However, in English, a verb should be changed in a form of gerund when it was located in the beginning of a sentence (Mandasari, n.d.). In English, the *-ing* form can function as a noun, verb, adjective or sometimes adverb for certain sentences. The *–ing* form is sometimes a gerund and sometimes a participle (Unggul & Gulö, 2017). The difference between both forms is participles differ from gerunds in that they don't have any nominal features, but verbal features exclusively.

The functions of gerund are not only as a subject but also can be used as object, complements, object preposition and some other cases that usually found both written or spoken case (Aminatun, 2016), (Wahyudin, 2017). As important as gerund, to infinitives also mostly used by people in sentences (Unggul & Gulö, 2017). The term of gerund and to infinitive should be understood by everyone who thought English since they have many functions. Thus, learning gerund and to infinitive are important as a part of grammar especially for translating sentences into target language. Actually, both gerund and to infinitive had been introduced to students since they learned about grammar. English is taught as a compulsory subject from Junior High School up to even some semesters of college level (Handayani & Aminatun, 2020). It is also possible that children in elementary school in this era of globalization learned about gerund and to infinitive. However, there are some difficulties or problem in using grammar that happened to students even though they have been learned about gerund and to infinitive for years ago. The result of the learning grammar still considered unsatisfactory (Mandasari & Wahyudin, 2021). It is unable to be prevented that as a student of English Literature (Rido et al., 2021), (Rido, Kuswoyo, & Nuansa, 2020), (Rido, Kuswoyo, & Ayu, 2020), (Amelia, 2016), who learned about English as major usually gets problem in using gerund and to infinitive.

The use of gerund and to infinitive can be seen in written text. One of the samples of text is argumentative essays. The argumentative essay is a genre of writing that requires the student to investigate a topic and generate a topic. The researcher chose argumentative essays as the object of her research because *argumentative essay* is the most common type of writing assignment that made by students. In argumentative essay, the researcher found

another side of a particular issue based on someone's opinion. While every argument should be directed to the topic, the individual arguments should not simply be linked together as a random chain of implicitly related but distinct reasons. The argument made by students must be specific, reasoned, detailed, and supported. An argumentative essay must be logic to the end and should be written correctly. Second, argumentative essays show writing style of student in developing grammar. We can recognize student's ability and their comprehension of grammar in writing their opinion due to the topic. Students need to understand the use of grammar in sentences in order to make a good writing.

In this research, the researcher interested in doing an analysis due to grammatical problem of student's writing in using gerund and to infinitive. The researcher focused in one genre writing which is argumentative essays. The essays made by students of fifth semester of The Higher School of Foreign Language in academic year 2015/2016.

LITERATURE REVIEW

Speech Function

This chapter contains the review of the main theory, supporting theory and related studies.

In this term, the researcher uses the theory of speech function from Janet Holmes (2013) in order to understand what speech function is and the types of speech function. Janet Holmes was born in 1947. She is a professor of linguistics at Victoria University of Wellington (New Zealand). She specializes in sociolinguistics, language and gender issues, work place communication, and in New Zealand English. In the early 1990s, with Allan Bell and Mary Boyce, she conducted the first social dialect survey of New Zealand English in the Wellington area. Her publications include a textbook, An Introduction to Sociolinguistics, now in its fourth edition, a book of readings, Sociolinguistics, co-edited with John Pride, the first book of sociolinguistic and pragmatic articles on New Zealand English, New Zealand Ways of Speaking English, co-edited with Allan Bell, several books on language and gender, including Gendered Talk at Work, Women, Men and Politeness, the Blackwell Handbook of Language and Gender, co-edited with Miriam Meyerhoff, 2nd edition 2014, and an edited collection of papers Gendered Speech in Social Context.

Expressive Function

Expressive utterances express the speaker's feelings, *e.g. I'm feeling great today.* It shows expressive is the speaker's feelings. It talks about the feelings of speaker to the hearer. The speaker gives a message to hearer. Expressive conveys the speaker's emotion or feeling. What he feels today or he is speaking about. Expression tends to produce an impression of a certain emotion whether true of feigned. It means the addresser's own towards the content of the message is emphasized.

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Referential Function

Referential function utterances provide information, *e.g. At the third stroke it will be three o'clock precisely.* Referential function gives the information to the hearer. Referential is the facts of a topic and the reality outside language (Lestari & Wahyudin, 2020), (Sari, 2015), (Muliyah et al., 2020), (Wahyudin, 2015), (Qodriani & Wijana, 2020). We can say that informative texts provide topic of knowledge because it is all about information. Referential has a truth value, either it is true or false. Hence, they are important for logic. Referential function focuses on the context; it means referent or subject matter of discourse,

and what it refers to (Puspita & Pranoto, 2021), (Rido et al., 2017), (Eklesia & Rido, 2020), (Al Falaq & Puspita, 2021), (Ivana & Suprayogi, 2020). The aim referential function is to convey the information.

Metalinguistic Function

Metalinguistic utterances comment on language itself, *e.g. 'Hegemony' is not a common word*. Metalinguistic is language used to explain the language itself. It can be questions or explanations (Rido, 2019). This function is the use of language to discuss or describe itself (Pahdi et al., 2020). It focuses attention upon the code itself, to clarify it or negotiate it. This is the function of language about language.

METHOD

Research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data (Nani & Safitri, 2021). It means research design provides the collection, measurement and analysis of data from the researcher. The researcher is going to do in terms of framing the hyporesearch. In doing this research, the researcher applies descriptive qualitative method. The researcher also use library research in collecting data related with the topic (Baker & Edwards, 2012). In qualitative research, on the other hand, the information obtained from participants is not expressed in numerical form. Qualitative method focuses on describing the main issue which is limited in the research scope and for main issue which is analyzed from a certain literary works more detail (Eva Tuckyta et al., 2021). In this research the researcher uses library research to collect all data that have correlation to the research (Prasetyawan et al., 2018).

RESULTS AND DISCUSSION

The Classifaction and the Meaning of Speech Function

Finally, the researcher finds types of speech function were used by the main character in the movie (Mertania & Amelia, 2020), (Amelia & Dintasi, 2019). The complete comparison of speech functions used in *The Wolf of Wall Street* movie can be seen in the following table:

Table 1
Speech Function

SPEECH FUNCTION	TOTAL
Expressive Function	3
Directive Function	11
Referential Function	2
Metalinguistic Function	3
Phatic Function	3

Expressive Function

Expressive utterances express the speaker's feelings, *e.g. I'm feeling great today.* This movie shows the main character, Jordan Belfort used expressive function to express his feelings when he was excited to be part of a firm of Mark Hanna and he was really sorry when Donnie and Jordan talked each other then Donnie said that no one who's married is happy. From this theory, the researcher could figure out the classification and the meaning as follow elaborated below:

Datum 1

Sequence Time: 00:09:10- → 00:09:19

    Jordan   : Well, I got to say, <u>I'm incredibly excited to be a part of   your firm.</u>

                         I mean... The clients you have are absolutely...

    Mark Hanna   : Fuck the clients.

Holmes (2013) classifies expressive utterances express the speaker's feelings. It talks about the feelings of speaker to the hearer. The utterances above are between Mark Hanna and Jordan Belfort. Mark Hanna is the senior of Jordan. They talk about their job. For Jordan, it

was his first day on Wall Street. According to the dialogue, Jordan Belfort feels happy to be there. Jordan expresses it with smile in that scene. From the sentence : *I'm incredibly excited to be a part of your firm* means he feels happy when he can join with Mark Hanna in his first time of working.

Datum 2

Sequence Time: 00:11:05- → 00:11:09

Jordan   : That's incredible, sir. <u>I can't tell you how excited I am.</u>

Mark Hanna   : You should be.

The utterance is between Jordan and Mark Hanna. Hanna gives many explanations about the rules of Jordan's new job. He said that his top priority in this job: make us money. He also explains how to get much money. After hearing the explanation from Hanna, Jordan understands and gets excited and then he smiles. According to the dialogue, Jordan feels glad and he cannot tell what the reason is. The expressive sentence that we can underline is: *I can't tell you how excited I am.*

Datum 3

Sequence Time: 00:25:48 - → 00:25:55

Jordan   : You know what? If you're happy, God bless you, buddy.

Donnie Azoff   : No, I'm not fucking happy. No one who's married

                  is fucking happy.

Jordan   : <u>Well, I'm sorry to hear that, buddy.</u>

Donnie Azoff is preppy-looking, 25 years old, with horn-rims and bright white teeth. He approaches from the take out counter. It was their first time to meet. They lived in the same building. Donnie asks about Jordan's job because he does not trust that Jordan gets much money and then he did quit his job because he comes to work with Jordan. Jordan sits in

mid-conversation with Donnie over beers. They get high. They talks about life, especially about married, because Donnie married with his first cousin. Donnie said that no one who's married is happy. In this dialogue, Jordan felt sad because he thinks that his new friend will happy because of married but unfortunately, he did not feel that.

Directive Function

Holmes (2013) classifies that directive function utterances attempt to get someone to do something, *e.g. clear the table.* This movie shows that Jordan Belfort used directive function when he was a boss. There are many directives because Jordan's position is higher than others; he is superior in the office. He asked to his subordinate to act like they are working, pick up the phone and start dialing. Besides that, in the boat, he asked to Captain Ted that he wanted to go to Monaco. He asked Donnie to get off the phone. From this theory, the researcher could figure out the classification and the meaning as follow elaborated below:

Datum 1

Sequence Time: 00:45:56-→00:46:02

Janet : Jordan! Your dad's coming. Something about the

American Express bill.

Jordan : <u>Can you get him out of here?</u>

Janet : Yeah. Lick my twat.

Holmes (2013) defines that directive function utterances attempt to get someone to do something. It means someone asks to other people to do something. According to the dialogue above, the girl is the subordinate of Jordan. She talks to Jordan that his dad will come to his office. This is the Directive Function because Jordan asks to Janet that he

wants his dad to go out of the office. Jordan does not want to see his dad. The directive sentence that we can underline is: *Can you get him out of here?*

Datum 2

Sequence Time: 00:46:04- → 00:46:10

Jordan	: Fuck. Guys, <u>act like we're working.</u>
Jordan's Father	: You got any fucking stock forms?
Jordan	: He's coming, he's coming. <u>Make some shit up.</u>

There are two directive utterances here. The first is *act like we're working* and the second is *make some shit up.* The conversation is between Jordan and His father, named Max. Jordan hires her dad Max as defacto CFO and head of the Gestapo. Jordan calls him Mad Max because of his hair-trigger temper, which could be set off by something as innocuous as a ringing telephone. In this case, Max gets angry to his son, Jordan because he gets much money in one month. Jordan knows about the condition. Therefore, he asks to his partner works to pretend that they are working because he wants to avoid his father. The sentence *make some shit up* means Jordan wants his partner to fix or tidy up everything.

Datum 3

Sequence Time: 01:22:03- →01:22:13

Jordan	: All right, <u>get off this fucking stage! Get out of here</u>. All
	right, I want you all to focus for a second. See those
	little black boxes? They're called telephones.

In Stratton Oakmont, Jordan gathers all of employee in outside of Jordan's office and he wants to introduce Steve Madden, the shoe designer, was a childhood friend of Donnie's. Steve Madden is 30 years old; he dresses in wrinkled navy blazer, cargo pants and T-shirt, a baseball cap over his scraggly, thinning hair. Steve Madden approaches the mic and tries

to introduce him to public but when he tells about his job, the broker interrupts him and wants Steve go away from stage. In a flash, Jordan rushes over, grabs the mic and he asks Steve to go down from the stage. Jordan continues his speech to public and then, Steve listens to Jordan's speech.

CONCLUSION

From that explanation, the researcher can conclude that Jordan Belfort often produces directive utterances in his office. It is because he is a superior in the office. His position is higher than others. It states that the position can determine the speech function that will be used.

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