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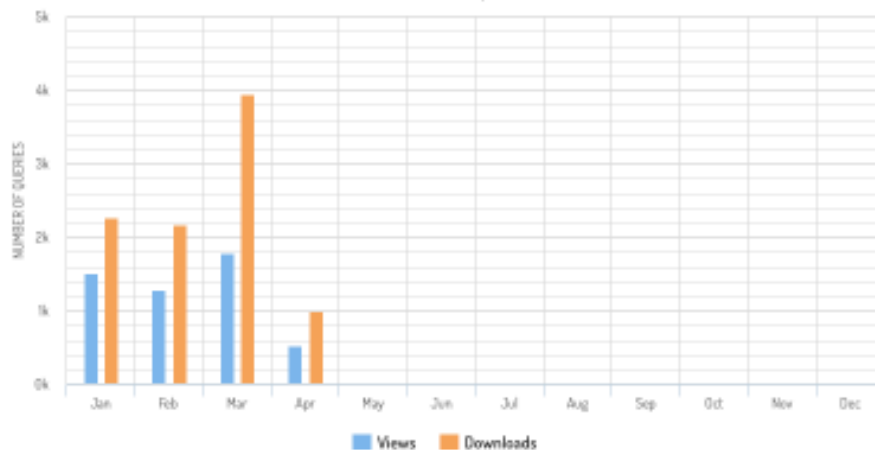
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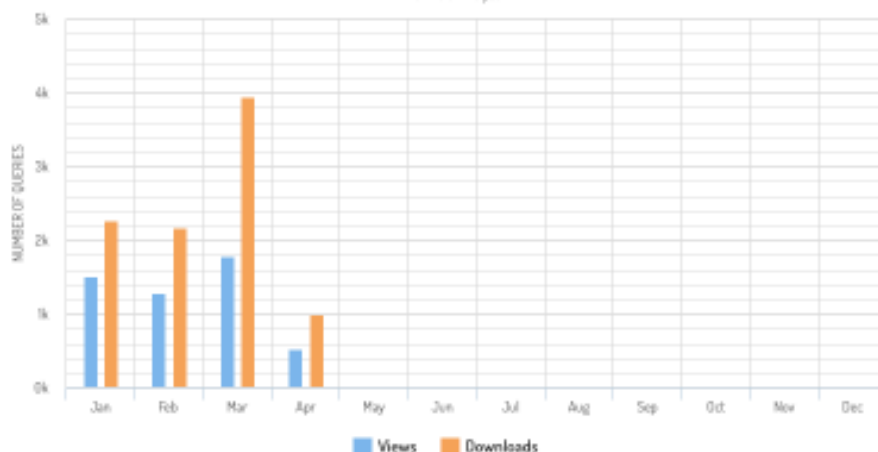
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
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Is it Truly Easy for Second Language Learners to Compose -ing Form Construction?

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Abstract

English rules are occasionally restricted, for instance, -ing form. This form is acquired in the early stage of natural acceptance and whether the earliest will guarantee ESL students to understand and compose it easily. This research is designated to investigate errors, sources of errors, and error tendencies made by students in composing -ing form. This research was carried out at UAD University in the English Department. Writing essay test was utilized to diagnose the tendency of -ing form misconception. Erroneous data were identified and categorized based on surface structure taxonomies and communication effect taxonomies. The findings prove that -ing form construction is not that easy for students to compose. Misformation frequently appears due to some inappropriate formulation, mainly when students are asked to compose the -ing form as the constituent of phrase or clause, the direct object of certain verbs, and object of preposition with a particle of preposition *to*. The main factor affecting the deviation is caused by the distinct linguistic system of both English and Indonesian. The lack of knowledge towards the target language or incomplete instruction additionally makes students over-generalize every aspect of English rule which is occasionally restricted.

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Is it Truly Easy for Second Language Learners to Compose *-ing* Form Construction?

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ABSTRACT

English rules are occasionally restricted, for instance, *-ing* form. This form is acquired in the early stage of natural acceptance and whether the earliest will guarantee ESL students to understand and compose it easily. This research is designated to investigate errors, sources of errors, and error tendencies made by students in composing *-ing* form. This research was carried out at UAD University in the English Department. Writing essay test was utilized to diagnose the tendency of *-ing* form misconception. Erroneous data were identified and categorized based on surface structure taxonomies and communication effect taxonomies. The findings prove that *-ing* form construction is not that easy for students to compose. Misformation frequently appears due to some inappropriate formulation, mainly when students are asked to compose the *-ing* form as the constituent of phrase or clause, the direct object of certain verbs, and object of preposition with a particle of preposition *to*. The main factor affecting the deviation is caused by the distinct linguistic system of both English and Indonesian. The lack of knowledge towards the target language or incomplete instruction additionally makes students over-generalize every aspect of English rule which is occasionally restricted.

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1. Introduction

The development of adult learners' language (interlanguage) happens in which the level of cognition is fully grown and already digests information received and understand complicated utterances of first language. It means that the maturity of cognition is not the only factor causing difficulties and errors. Brown stated that it is affected by distinct linguistic features between two languages: mother tongue and target language (Brown, 1980). There are some other factors causing errors—the complexity of internal language system “intralingual transfer” and interlingual transfer, incomplete learning and instruction, learning and teaching strategies, and inappropriate instruction book. However, the researcher only concerns linguistic factors (intralingual and interlingual factors) that cause some errors produced by university students.

The similarity between two languages is a dominant factor for L2 learners to understand target language easily. Indonesian Indonesia (BI) has distinct linguistic features from those of English—that leads to rejection and syntactic and semantic ambiguity when inappropriately constructed. The more similar the linguistic features of certain language have, the easier L2 learners understand and learn it. English is characteristically poly-

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morphemic but Indonesian is not. The insertion of certain affix in English may be interpreted within various words in Indonesian. Thus, it causes some complexities for L2 learners, mainly university students.

Previous research is already investigated by Saadiyah (2009) “*Error Analysis of the Written English Essays of Secondary School Students in Malaysia: A Case Study*”. In her paper suggests that second language errors are still found due to either interlingual or intralingual transfer that includes a number of linguistic aspects influenced by errors, namely verb aspect, agreement, spelling, redundancy, and so forth. Additional research by Yoseph (2014) “*A Linguistic Analysis of Errors in Learners’ Compositions: The Case of Arba Minch University Students*” suggests that language errors are caused by either interlingual or intralingual transfer that includes a number of linguistic aspects; spelling, morphology, syntax, mechanism, and meaning.

Why does the researcher prefer to discuss it further? It is based on the hypothesis of natural order which is investigated in the second language acquisition, particularly morpheme acquisition. It was conducted as an effort to observe how L2 acquisition of an adult learner corresponds to L1 acquisition of a child. The hypothesis is already proposed by a number of previous researchers. Brown (1973) points out the explicit description on morpheme acquisition order of first language (English).

The morpheme acquisition order of first language is then examined within the natural order acquisition of target language by Dulay & Burt, Makino, and Fathman quoted in Krashen (1987). It aims at simplifying L2 learners about the comprehension of given grammatical construction based on the stage of linguistic competence. It is therefore mastered by L2 learners without any significant hardship. There are some of similar acquisition orders although it is not totally correct. The one natural order hypotheses conducted proved that suffix *-ing* construction is acquired in the earliest stage and regarded the simplest of all. Thus, the researcher then assumes whether or not *-ing* form construction is truly easy for university students to produce (mainly the functions and characteristics).

To provide evidence-based argument, the researcher already conducted a preliminary observation. University students include a number of language proficiency levels ranging from basic up to pre-advance. After conducting the observation, the students made some errors in using *-ing* construction such as (1) *The airplane delay to taking the boarding time*, (2) *Rido is the headmaster whose boring*. Sentence (1) shows that the students constructed this sentence inaccurately since the researcher identified addition of constituent (particle *to*). Sentence (2) shows that the students also suffer from misconception in which the researcher identified the phrase *<whose boring>* which is not the post-modification. The preliminary findings prove that *-ing* form is not that easy for university students to compose, mainly EFL students in Indonesia.

This article attempts to find out a range of error categories and sources in the usage of *-ing* construction which originally tend to be produced by students. The analysis primarily concerns the deviation of linguistic feature; *-ing* form construction which is then stated in the following questions:

- a. What errors are made by students in the usage of *-ing* form construction?
- b. What are the examples of students’ *-ing* form construction which tend to appear in their composition?
- c. What are the factors of error affecting students’ deviation?

2. Research Method

This research was conducted at Universitas Ahmad Dahlan Yogyakarta in the English department. It is located in Jl. Kapas, Semaki, Umbulharjo, Yogyakarta. The research subjects were 30 students of the English Department at UAD Yogyakarta. The sources of data employed for the research were obtained from 1) Essay writing of UAD’s Students in the English Department.

To support the observation, the researcher organized the stage of observation within the following systematic outline; 1) Observation, the first stage to put closer attention on students’ problem in learning English as second language, and teaching and learning model situated in the classroom practice, 2) Essay writing test was carried out during teaching and learning process in order to realize the student’s comprehension and elicit erroneous data mainly *-ing* form construction. and 3) Documentation (*simak-catat*), the researcher also took a note.

The researcher organized and managed the instrument of the study, which was utilized to provide the data. The instrument consists of observation utilized to identify teaching and learning process, and essay writing utilized to elicit erroneous data produced by students mainly *-ing* form—to make sure the accuracy of student’s writing correctness. To ensure the validity of the instrument, the instrument was already reviewed and studied by experts who concern the field of morpho-syntactic. The researcher confirms that this essay writing test was not designated to measure student’s language proficiency, but the tool of eliciting the data.

After collecting the data, the next step was to analyze the result of students' errors in essay writing and the apparent tendency in constructing *-ing* form. The researcher took the procedures as follows: 1) identifying errors, 2) classifying erroneous data to find out kinds and sources of error and 3) interpreting the data; in this case, the researcher employed the qualitative method for the data treatment.

3. Results and Discussion

Before the students composed the sentence, the researcher asked students to compose sentences containing *-ing* form which serves to distinguish nine functions (subject, subject complement, direct object, appositive, adjectival complement, prepositional complement, adverbial clause, noun modification, and the main verb). The researcher provided approximately ten words. Students were then asked to compose three sentences based on ten words given in advance. From the composition, the researcher found 291 erroneous data which are identified as morpho-syntactic errors. The researcher then identified that there are four types of error category which are proposed by Dulay et al., namely addition, misformation, misordering, and omission. The examples and detailed explanation are illustrated in the Table 1:

Table 1. Analysis of errors

| No | Types of errors | Number of errors | Percentage | Mean |
|-------|-----------------|------------------|------------|-------|
| 1 | Omission | 44 | 15,12% | 10,56 |
| 2 | Addition | 73 | 25,08% | 24,33 |
| 3 | Misordering | 7 | 2,40% | 0,46 |
| 4 | Misformation | 167 | 57,38% | 60,12 |
| Total | | 291 | 100% | |

From the description in the table above, the findings prove that four kinds of error are frequently found in university students' composition, as follows: 1) Misformation with mean value (60,2), 2) addition (24,33), 3) omission (10,56), and 4) misordering (0,46). Misformation frequently appears the most and misordering is the least of all.

Misformation frequently appears because of the incorrect construction of morphemes or a word, the incorrect function, and the incorrect word choices. Addition errors refer to the existence of certain elements or a form which are not required to come out in a standard linguistic rule. Omission errors refer to disappearance of item that must be found in a standard linguistic rule. Misordering errors come about as a result of inaccurate distribution of morphemes or a word. The examples and detailed explanation of error production found in the students' composition are illustrated in the subsequent Table 2.1 and Table 2.2:

Table 2.1. Error identification 1

| No | -ing form function | Identification of errors | Types of errors | | | | Reflection |
|--|----------------------|---------------------------------------|-----------------|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | |
| 1. | Phrase constituents | | | | | | |
| | a. Pre-modification | a. Pre-modification | | | | | |
| | | 1. Annoying person | √ | | | | 1. the <i>annoying</i> person |
| | b. Head | 2. He is annoying person | √ | | | | 2. He is the annoying person. |
| | c. Post-modification | 3. Your smile interesting your friend | | | √ | | 3. Your <i>interesting</i> smile makes your friends pay attention to what you are saying. |
| | | 4. I'm boring to eat my breakfast. | | | | √ | 4. I'm <i>bored</i> to eat breakfast. |
| | | b. Head | | | | | |
| | | 5. Write quickly | | | √ | √ | 5. quick <i>writing</i> |
| | | 6. I reading book | | | | | 6. I am <i>reading</i> a book. |
| | | c. Post-Modification | √ | | | | |
| | | 7. Barking dog is annoying for me | | | √ | | 7. The dog <i>barking</i> at me is annoying. |
| 2 | Subject | 1. Give me the book | √ | | | √ | 1. <i>Giving</i> me the book makes him require additional book. |
| | | 2. Your arriving is my happiness. | | | | √ | 2. Your <i>arrival</i> is my happiness. |
| Surface Structure Errors: 1) Omission, 2) Addition, 3) Misordering, 4) Misformation | | | | | | | |

Table 2.2. Error identification 2

| No | -ing form function | Identification of errors | Types of errors | | | | Reflection |
|----|--------------------------|---|-----------------|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | |
| 1. | Main verb | 1. I am watch you 2. I watching a television 3. he is knowing me | √ | | | √ | 1. I <i>am looking at</i> you. 2. I <i>am watching</i> TV. 3. He <i>knows</i> me. |
| 2. | Subject complement | 1. They disturbing our activity 2. My father was frying fried rice for dinner | | | | √ | 1. Disturbing our activity is often performed by him during our sleep. 2. My father's first cooking for dinner was <i>frying</i> fried-rice. |
| 3. | Direct object | 1. I hope you visiting me 2. I enjoy when i watching TV 3. Sriwijaya air delay taked at adisucipto airport | | √ | | √ | 1. I hope that you will <i>visit</i> me. 2. I enjoy <i>watching</i> TV 3. Sriwijaya air delay <i>taking off</i> at Adisucipto Airport. |
| 4. | Adjective complement | 1. I busy writing thesis. 2. I am ready to helping you 3. A great telling story man come from west | √ | √ | | √ | 1. I am busy <i>writing</i> thesis. 2. I am ready <i>to help</i> you 3. The great man <i>telling</i> the story comes from the western country. |
| 5. | Prepositional complement | 1. I'm disappointed to inviting him in my birthday party 2. We must to winning the game | | √ | | √ | 1. I'm disappointed to <i>invite</i> him to my birthday party. 2. We must <i>win</i> the game |
| 6. | Adverbial clauses | 1. You are finding me around the stadium 2. Finding you in America | | √ | | √ | 1. Your <i>finding</i> me around the stadium, he does not believe at all. 2. <i>Finding</i> you in America, i called you. |
| 7. | Appositive | 1. My father sit down on the chair 2. I will taking a new phone tomorrow 3. The boy who is sitting in front of class is my friend | √ | | √ | √ | 1. Someone, <i>sitting</i> on the chair, is my father. 2. I will <i>take</i> a new mobile phone tomorrow. 3. The boy, <i>sitting</i> at the front of class, is my friend. |

Surface Structure Errors: 1) Omission, 2) Addition, 3) Misordering, 4) Misformation

The table above describes that student's composition may contain one or more types of error. A large number of errors are caused by the lack of knowledge towards the target language. In addition, English linguistic features are very distinct from those of Indonesian. The internal complexity of English linguistic system then leads students to some misconception. The students also over-generalize the concept of *-ing* form which is nevertheless misleading. For that reason, the intralingual factors cause student's deviation of language production.

The results above then demonstrate that *-ing* form is not easy for students to compose. As stated that *-ing* form serves to distinguish nine functions (Quirk et al., 1985).

- a. Subject : Eating fried rice in the food stall is cheaper.
- b. Subject complement : His first activity in the morning is helping my mother.
- c. Direct object : They enjoy eating Chinese cuisine.
- d. Appositive : His first instruction, teaching at the state university, did not take a longer time.
- e. Adjectival complement : Reno is busy finishing his task.
- f. Prepositional complement : I am accustomed to waking up at 4 a.m.
- g. Adverbial clause : Giving much money, he tends to coddle his son.
- h. The main verb : She is going to the tourism place now.
- i. Elements of noun phrase
 - 1) Pre-modification : The *barking* dog is frightening.
 - 2) Head : The cooking impressed the judge.
 - 3) Post-modification : The animal eating under the tree seems like a cow.

Characteristics of –ing form when constructed in a sentence as well contain some restrictions and typical appearances. It is based on whether it is a part of phrase or non-finite clause. 1) –ing clause is typically used with the genitive case despite the marker of phrase (Quirk et al., 1985) (e.g. They have no objection to my *giving* speech). In sentence Richard (1974), the –ing form is not regarded as a verbal noun that is typically found in the phrase form. However, the sentence contains the direct object (speech) that follows –ing form, which demonstrates that the –ing form is influenced with verbal characteristic. The possessive adjective embedded (which is any of determiners in noun phrases), on the other hand, demonstrates a nominal characteristic (nominal verb). 2) nominal –ing clause probably means a fact or an action (Quirk et al., 1985), (e.g. Rudi’s taking part in the party makes me envious and Rudi’s taking part in the party took longer than we expected), 3) some verbs and adjectives are typically followed by –ing form construction to state the actual performance or to state the complete performance (Quirk et al., 1985), (e.g. They enjoy eating themselves without me and Reno is busy finishing his task), –ing clause can be restrictive that is a constituent of clause structure and non-restrictive (apposition) that implies the subordinator and puts any punctuation (,) (e.g. restrictive: The lady singing on the stage is a Canadian, and non-restrictive; The lady, singing on the stage, is a Canadian).

In addition, –ing form is restricted/avoided: 1) when it occurs alone or attached with a genitive and may substitute concrete deverbal nouns or abstract verbal noun itself. It may be syntactically ambiguous as a product of action or an action itself (Quirk et al., 1985), (e.g. Their hobby is *swimming* and Rudi likes our *singing*), 2) when the subject is not implied in the matrix clause (independent) (Quirk et al., 1985). (e.g. ?Eating very spicy food, lips are hurt), 3) when –ing clause is directly preceded by preposition which serves as adverbial (Quirk et al., 1985) (On reaching the peak of the mountain, the scene frightened me), 4) when the subject of the participle is not personal pronoun, none of personal reference, and lengthy phrases, the genitive is avoided (Quirk et al., 1985), (e.g. I avoid the bike’s crashing my younger sister).

The complexity of –ing form construction therefore mislead students in composing the sentences. The following are some errors made by students in their writing, in which the sentences contain one or more types of error. The error identification is further explained below.

Error Identification

a) Phrase Constituents (Omission, Misordering, and Misformation)

Pre-modification

- (1) *Annoying person*
- (2) *He is annoying person*
- (3) *Your smile interesting your friend*
- (4) *I’m boring to eat my breakfast.*

Head

- (5) *Write quickly*
- (6) *I reading book*

Post-modification

- (7) *Barking dog is annoying for me*

Omission errors refer to disappearance of item that must be found in a standard linguistic rule. Misordering errors come about as a result of inaccurate distribution of morphemes or a word. Misformation frequently appears because of the incorrect construction of morphemes or a word, the incorrect function (Dulay, Burt, & Krashen, 1982).

Students are directed to compose a sentence containing –ing form that serves to be parts of phrase constituent—pre-modification (Quirk et al., 1985). Yet, they compose the sentence incompletely which is grammatically ambiguous whether it is a product of action (phrase) or an action itself (clause) as what is stated (Quirk et al., 1985). In sentence (1) and (2), they are likely to be mode of an action. They are considered as thought they were not a verbal noun (phrase) constituents instead of a nominal verb (clause). They probably mean <who annoys a person is he>, because the object <a person> following the –ing form <annoying> indicates the utility of verb. The additional article <the> is preferred to indicate a product of action (phrase). Therefore the sentences omit some determiners as the mark of phrase that indicates the product of an action.

In sentence (3), it does not serve to be pre-modification instead of post-modification. The sentence is conversely ordered to be <your interesting smile>. The –ing form “interesting” then modifies the head noun<smile>. In sentence (4), it is inappropriately formulated to be pre-modification. It is the subject

complement that modifies how the doer feels. In addition, the *-ing* form is incorrect. Thus, inflectional suffix *-ed* is preferred to attach.

Students are directed to compose a sentence containing *-ing* form that serves to be parts of phrase constituent—head. In sentence (5), the *-ing* form is omitted and the sentence order is incorrect. Thus, the phrase <quick writing> is regarded appropriate with the phrase <writing> as the head of phrase”. In sentence (6), it is not the construction of phrase. the head containing *-ing* form is not expressed. Thus, the sentence is inaccurately formulated as the head constituent.

Students are directed to compose a sentence containing *-ing* form that serves to be parts of phrase constituent—Post-modification. In sentence (7), the formulation is ordered incorrectly. Post-modification is distributed after the head of phrase <dog>. The sentence <The dog barking at me is annoying.> is regarded more appropriately. Therefore, the *-ing* form “barking at me” serves to be post-modification.

b) Subject (Omission and Misformation)

(8) *Give me the book*

(9) *Your arriving is my happiness.*

Omission errors refer to disappearance of item that must be found in a standard linguistic rule. Misformation frequently appears because of the incorrect construction of morphemes or a word, the incorrect function (Dulay et al., 1982).

Students are directed to compose a sentence containing *-ing* form that serves to be subject (Quirk et al., 1985). In sentence (8), however, the *-ing* form is not attached and the construction does not function as subject which is a constituent of clause. Hence, the sentence <giving me the book makes him require additional book> seems more appropriate. The *-ing* form “giving me the book” then functions as a subject.

In sentence (9), the punctual verb “arrive” is separately substituted by deverbal noun “arrival”. The *-ing* form <arriving> seems awkward without additional adjunct due to the nominal verb which allows any other constituent such as object and adverb. Hence, English normally allows the sentence <your arrival is my happiness> (Quirk et al., 1985).

c) Main Verb (Omission, Addition, and Misformation)

(10) *I am watch you*

(11) *I watching a television*

(12) *he is knowing me*

Omission errors refer to disappearance of item that must be found in a standard linguistic rule. Misformation errors come about as the result of incorrect construction of morphemes or a word. Addition errors refer to the existence of certain element or a form which are not required to come out in a standard linguistic rule (Dulay et al., 1982).

Students are directed to compose a sentence containing *-ing* form that serves to be a main verb (Quirk et al., 1985). In sentence (10), the *-ing* form is omitted to explain the progressive action. Yet, the verb watch seems awkward. The verb “watch” is normally used to state a longer and intentional action meanwhile the phrase <look at> indicates a brief or unplanned action. Thus, English allows the construction <i am looking at you>”. In sentence (11), the auxiliary is omitted. The auxiliary is normally attached in the preceding main verb “watching”. In sentence (12), the verb <know> as the opinion is not normally stated in progressive tense. Thus, the additional suffix *-ing* is not required to attach.

d) Subject Complement (Misformation)

(13) *They disturbing our activity*

(14) *My father was frying fried rice for dinner*

Misformation frequently appears because of the incorrect construction of morphemes or a word, the incorrect function (Dulay et al., 1982).

Students are directed to compose a sentence containing *-ing* form that serves to be subject complement (Quirk et al., 1985). The subject complement is normally expressed when preceded by auxiliaries or stative verbs. However, in sentence (13), it is not constructed as directed and the *-ing* form is not required to attach. Yet, it does not function as a subject complement instead. In sentence (14), the construction normally expresses

the *-ing* form and the auxiliary <was> is attached earlier. The construction, somehow, does not function as a subject complement instead of stating the progressive tense.

- e) Direct object (Addition and Misformation)
 - (15) *I hope you visiting me*
 - (16) *I enjoy when i watching TV*
 - (17) *Sriwijaya air delay taked at adisucipto airport*

Misformation frequently appears because of the incorrect construction of morphemes or a word, the incorrect function Addition errors refer to the existence of certain element or a form which are not required to come out in a standard linguistic rule (Dulay et al., 1982).

Students are directed to compose a sentence containing *-ing* form that serves to be direct object (Quirk et al., 1985). certain verbs are typically followed by *-ing* form; stating the actual performance or performance for longer period. In sentence (15), the main verb hope is not typically followed by *-ing* form instead of infinitive that indicates the potentiality for acting. In sentence (16), the direct object is not constructed instead of a complete sentence. Sentence (17) takes inappropriate inflection *-ed* instead of *-ing* form. The verb “taking off” seems normal to attach, indicating that the airplane launches.

- f) Adjective Complement (Omission, Addition, Misordering and Misformation)
 - (18) *I busy writing thesis.*
 - (19) *I am ready to helping you*
 - (20) *A great telling story man come from west*

Omission errors refer to disappearance of item that must be found in a standard linguistic rule. Misordering errors come about as a result of inaccurate distribution of morphemes or a word. Misformation frequently appears because of the incorrect construction of morphemes or a word, the incorrect function Addition errors refer to the existence of certain element or a form which are not required to come out in a standard linguistic rule (Dulay et al., 1982).

Students are directed to compose a sentence containing *-ing* form that serves to be adjective complement (Quirk et al., 1985). In sentence (18), the construction is nearly correct. Yet, the main verb (am) in the clause is not expressed. In sentence (19), certain adjectives are not typically followed by *-ing* form. The adjective <ready> is normally followed by infinitive without additional suffix. Sentence (20) does not express any complementary constituent of adjective. However, English allows the construction <The great man *telling* the story comes from the western country>. The *-ing* form functions as a post-modification.

- g) Prepositional Complement (Addition and Misformation)
 - (21) *I'm disappointed to inviting him in my birthday party*
 - (22) *We must to winning the game*

Misformation frequently appears because of the incorrect construction of morphemes or a word, the incorrect function Addition errors refer to the existence of certain element or a form which are not required to come out in a standard linguistic rule (Dulay et al., 1982).

Students are directed to compose a sentence containing *-ing* form that serves to be prepositional complement (Quirk et al., 1985). In sentence (21), the particle *to* probably belongs to a part of preposition or the infinitive marker. However, the particle seems the infinitive marker which is not typically added by any suffixes. In sentence (22), the modality is usually followed by infinitive. The construction also does not express any complementary constituent of preposition.

- h) Adverbial clauses (Addition and Misformation)
 - (23) *You are finding me around the stadium*
 - (24) *Finding you in America*

Misformation frequently appears because of the incorrect construction of morphemes or a word, the incorrect function Addition errors refer to the existence of certain element or a form which are not required to come out in a standard linguistic rule (Dulay et al., 1982).

Quirk et al. (1985) Students are directed to compose a sentence containing *-ing* form that serves to be adverbial clauses. The characteristic of adverb itself typically functions to explain another clause. Therefore, *-ing* form is probably introduced as the subordinator and includes correlative conjunct.

Sentence (23) does not express any adverbial clause that serves to modify the independent clause and typically puts any punctuations (comma) as non-restrictive clause. The verb “find” is not typically constructed in the progressive tense in this case. The verb actually states the opinion, feeling, sense, and so on. Thus, English allows the clause <you find me around the stadium> which is also compared to the clause <you see me around the stadium.> In sentence (24), it is not clear to understand because the matrix clause is not expressed. Thus, English allows the sentence “Finding you in America, i called you”

- i) Appositive (Omission, Addition, and Misformation)
 - (25) *My father sit down on the chair*
 - (26) *I will taking a new phone tomorrow*
 - (27) *The boy who is sitting in front of class is my friend*

Misformation frequently appears because of the incorrect construction of morphemes or a word, the incorrect function Omission errors refer to disappearance of item that must be found in a standard linguistic rule. Addition errors refer to the existence of certain element or a form which are not required to come out in a standard linguistic rule (Dulay et al., 1982).

It is stated that appositive is different from relative clause (restrictive) (Quirk et al., 1985). Appositive is also regarded as a non-restrictive clause which is typically introduced by conjunction (subordinator). In sentence (25), (26), and (27) the clauses do not express any apposition that is used for additional explanation and puts comma (,) as a non-restrictive. In sentence (26), *-ing* form is unnecessarily attached. The modality is usually followed by the infinitive. In sentence (27), the punctuation is not put as the marker of non-restrictive clause. In addition, phrases <who and is> are normally omitted because *-ing* clause itself clearly correlates the apposed item and no subject and auxiliary implied. Hence, English allows the sentence <The boy, *sitting* at the front of class, is my friend.>

This research has investigated the manner in which university students comprehend *-ing* form construction and their tendency in constructing it. On the other hand, EA can assist instructors to identify errors systematically, and to realize student’s difficulty in learning grammar mainly *-ing* form. It is also helpful for instructors to organize effective teaching material and can prevent additional errors and diminish erroneous construction (mainly when students are asked to compose the *-ing* form as the constituent of phrase or clause, the direct object of certain verbs, and object of preposition with a particle of preposition *to*). However, this research is not completely ideal. The research was only carried out in one university with thirty students. This research will provide a good result and more in depth that another researcher will carry out the observation in numerous universities and many more students.

4. Conclusion and Suggestion

The findings eventually prove that *-ing* form construction is not that easy for students to compose. The students still made errors in their composition. Misformation is the most frequent error. Students do not compose a sentence which is given in the direction. The deviation frequently appears mainly when students are asked to compose the *-ing* form as the constituent of phrase or clause, the direct object of certain verbs, and object of preposition with a particle of preposition *to*. The main factor affecting the deviation is caused by the distinction of internal linguistic features between English and Indonesian. The internal complexity of English linguistic system then leads students to some misconception. Students also over-generalize the concept of *-ing* form which is nevertheless misleading. For that reason, the intralingual factors cause student’s deviation of language production.

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