

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher attempts to demonstrate research result and discussion. For the comprehensive illustration of result and discussion, the researcher first described results illustrated in tables and figures and the discussion afterward.

A. Results

1. Data Illustration of Students' Tendency in Using *-ing* Form

To examine whether or not the frequency of linguistic feature occurrences in the linguistic corpus fits to students' use in the composition of *-ing* form, the scoring was determined in the term of the total possible constructions students composed. Every student only got a single word to be composed into 2 or 4 constructions. So that five students in each group actually got the same word. 5 students are then multiplied by two possible construction using the word (interesting) or four using words (building, studying, painting, trying) and they make 10 or 20. Twenty or ten is then multiplied by 4 groups of semester and they make 40 or 80.

Thus, the total possible constructions students made are 320 in which 80 possible constructions are multiplied by 4 words (studying, building, painting, and trying). Meanwhile, 40 possible constructions of the word (interesting) were then add to 320 so that the total possible constructions students can made with 5 words sent to them are 360. The scores are illustrated in the following table for the representative explanation.

Table 13.

The Total Count of –ing Form Frequency Used by Students

No	Word	Function	Corpus Frequency (BNC)		Students' use of –ing form				Total	%
			Frq	%	Semester					
					1	3	5	7		
1	Studying	Nominal	69/200	36%	1	6	1	5	13/80	16,3%
		Predicative	80/200	40%	19	13	19	15	66/80	82,5%
		Adverbial	4/200	2%	-	1	-	-	1/80	1,25%
		Adjectival	24/200	12%	-	-	-	-	-	-
2	Building	Nominal	116/200	58%	17	14	16	12	59/80	73,8%
		Predicative	2/200	1%	3	6	4	4	17/80	21,3%
		Adverbial	7/200	3,5%	-	-	-	1	1/80	1,25%
		Adjectival	4/200	2%	-	-	-	3	3/80	3,75%
3	Painting	Nominal	141/200	70,5%	16	17	11	13	57/80	71,3%
		Predicative	34/200	3%	4	3	9	2	18/80	22,5%
		Adverbial	2/200	1%	-	-	-	-	-	-
		Adjectival	6/200	17%	-	-	-	5	5/80	6,25%
4	Interesting	Nominal	0/200	-	1	-	-	-	1/40	1,25%
		Predicative	0/200	-	-	1	-	-	1/40	1,25%
		Adverbial	1/200	0,5%	-	-	-	-	-	-
		Adjectival	198/200	99%	9	9	10	10	38/40	95%
5	Trying	Nominal	52/200	26%	2	5	-	4	11/80	13,8%
		Predicative	93/200	46,5%	18	15	20	12	65/80	81,3%
		Adverbial	15/200	7,5%	-	-	-	2	2/80	2,5%
		Adjectival	25/200	12,5%	-	-	-	2	2/80	2,5%
Total					90	90	90	90	360/360	100%

Note. Frq=frequency %=percentage

The findings in table 13 confirm that the high frequency of particular linguistic features allowed to be accessed in the actual use of communication as reconsidered in corpus linguistics appears to correspond with the common constructions of –ing form as students compose. For example, the word ‘studying’ was composed at 13 of 80 occurrences or 16,3% as nominal, 66 of 80 occurrences or 82,5% as predicative, 1 of 80 occurrences or 1,25% as adverbial, 0 of 32 occurrences or 0% as adjectival. The word ‘building’ was constructed 59 of 80 or 73,8% as nominal, 17 of 80 occurrences or 21,3% as predicative, 1 of 80

occurrences or 1,25% as adverbial, and 3 of 80 occurrences or 3,75% as adjectival.

The word 'painting' was constructed 57 of 80 occurrences or 71,3% as nominal, 18 of 80 occurrences or 22,5% as predicative, 0 of 80 occurrences or 0% as adverbial, and 5 of 80 occurrences or 6,25% as adjectival. The word 'trying' was constructed 11 of 80 occurrences or 13,8% as nominal, 65 of 80 occurrences or 81,3% as predicative, 2 of 80 occurrences or 2,5% as adverbial, and 2 of 80 occurrences or 2,5% as adjective. The word 'interesting' was constructed 1 of 40 occurrences or 1,25% as nominal, 1 of 40 occurrences or 1,25% as predicative, 0 of 40 occurrences or 0% as adverbial, and 38 of 40 occurrences or 95% as adjectival.

Students at all levels of proficiency or different group of semester are more likely to avoid type of *-ing* form constructions which occur rarely. For example when particular *-ing* form tends to be lexically noun, students automatically construct compose *-ing* form constructions in the term of its lexical specificity. The students are more likely to avoid particular constructions which are not related to their explicit understanding of its lexical specificity.

The subsequent table also demonstrates the result of students' use in constructing *-ing* forms as either nominal, predicative, adverbial, and adjectival among different groups of semester.

Table 14.

Students' Tendency in Using –ing Form

No	Word	Students' Frequency		Students tendency	Semester	Students' use in the composition of –ing form
		Frq	%			
1	Studying	66/80	82,5 %	Predicative	1	She was studying in Irlandia last year.
					3	I bother him when he is studying
					5	Sarah had been studying for 3 hours.
					7	My parents were studying at oxford university.
2	Building	59/80	73,8 %	Nominal	1	I like this building, it so beautiful.
					3	The beautiful building.
					5	That building in front of you is mine
					7	The building was made by my father.
3	Painting	57/80	71,3 %	Nominal	1	It's beautiful painting.
					3	Who is the owner of painting?
					5	The sky is so beautiful painting.
					7	Graffiti painting is a little bit difficult to do for beginner.
4	Interesting	38/40	95%	Adjectival	1	Your voice very interesting
					3	I'm interesting with your plan
					5	It was such an interesting house.
					7	Your offer looks interesting
5	Trying	65/80	81,3 %	Predicative	1	Are trying to protect her now?
					3	I am trying to be a good wife.
					5	I am trying to forget him
					7	My friend is trying to climb the wall

The additional result in table 14 demonstrates that students are more likely to use –ing form in their composition according to high frequency of particular type of –ing form usage as previously demonstrated in table 13. Among the groups of semester show the identical tendency in using particular of –ing form. For instance, students in all groups of semester tend to use the word 'studying' as predicative, the word 'building' as nominal, the word 'painting' as nominal, the word 'interesting' as adjectival, and the word 'trying' as predicative, no matter if

the constructions are incorrect. Even though the results confirm the different accuracy of constructions, all students tend to create identical constructions.

The following figure is provided so as to more comprehensively explain the result of student tendency in the composition of *-ing* form.

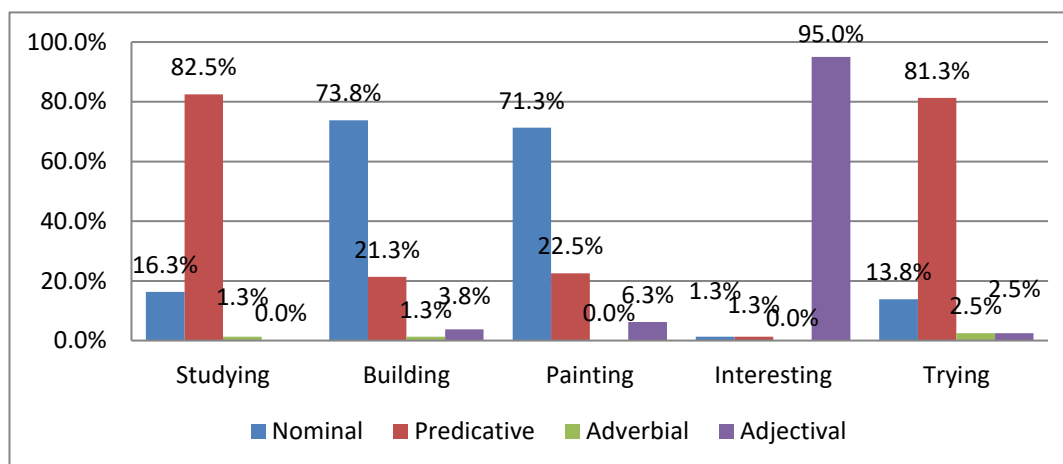


Figure 1. Students' tendency in the *-ing* form constructions

Moreover figure 1 illustrates that high frequency corresponds with and students' use in composing *-ing* form. Four different colours refer to students' use frequency in composing *-ing* form (blue-coloured refers to nominal, red-coloured to predicative, green-coloured to adverbial, purple to adjectival). The word "studying" more often acts for predicative in BNC corpus at 80-of-200 occurrences or 40% and it corresponds with students' use frequency in composing *-ing* form as-predicative at 66 of-80occurrences or 82,5%.

The word "building" more often acts for nominal in BNC corpus at 116 of 200occurrences or 58% and it corresponds with students' use frequency in composing *-ing* form as nominal at 59-of 80occurrences or-73,8%. The word "painting" more often acts for in BNC corpus at 171 of 200 occurrences or 86%

and it corresponds with students' use frequency in composing *-ing* form as nominal at 57 of 80-occurrences or 71,3%.

The word "trying" more often acts for predicative in BNC corpus 93 of-200 occurrences or 46,5% and it corresponds with students' use frequency in composing *-ing* form as predicative at 65 of 80-occurrences or 81,3%. The word "interesting" more often acts for predicative in BNC corpus at 198 of-200 occurrences or-98%-and it corresponds with students' use frequency in composing *-ing* form as adjectival at 38 of 40-occurrences or 95%.

2. Data Illustration of Students' Scores

The subsequent table demonstrates the result of students' scores among different groups of semester. The scores described the accuracy in composing *-ing* form structures.

Table 15.
Students' Scores

Sem.	Total participant	Total correct scores	Percentage	Mean	SD
1	25	46/90	51%	1,84	0,37
3	25	58/90	64,4%	2,32	0,85
5	25	68/90	75,5%	2,72	0,61
7	25	83/90	92%	3,32	2,11
	100	255/360	70,2%	2,53	2,06

Each semester consisted of 25 participants and got one type of 5 different words and 5 participants were also got one similar word. Four words (studying, building, painting, and trying) were constructed into four (4) possible constructions multiplied by (5) different participants and (4) words. It thus made (80). The word (interesting) was probably constructed into (2) possible constructions multiplied by (5) different participants. It thus made (10). Therefore, the total possible

corrections students could compose would be (90), respectively for the group. In the table 15 above, students in 7th semester group got the peak scores at 83 of 90 or 92%, following 68 of 90 or 75,5% for participants of the 5th semester group, 58 of 90 or 64,4% for participants of the 3rd semester group, and the lowest scores for students in the 1st semester group at 46 of 90 or 51%. The scoring was taken from each group of semester.

Table 16 additionally illustrates comparison among groups of semester related to students' accuracy in composing *-ing* form. The researcher just includes accuracy of students' composition at the first and the seventh semester due to the lowest and the highest of all. The researcher just includes compositions of two semesters because of simplifying the content as illustrated in the appendices at details.

Table 16.
Students' Accuracy in Composing -ing form

Sem	Score	%	<i>-ing</i> form			
			Word	Lexical	Grammatical	Sentence
1	46/90	51%	Studying	Verb	Nominal	Studying is not the same as doing homework.
					Predicative	Are studying now?
			Building	Noun	Nominal	Do you she beautiful building?
				Verb	Predicative	President have to building hospital
				Verb	Nominal	Building Indonesia from the village through contextual education
			Painting	Noun	Nominal	It's beautiful painting.
				Verb	Nominal	This house needs painting.
				Verb	Predicative	I painting your face in my book.
			Interesting	Adjectival	Adjectival	My interesting is playing football.
				Adjective	Adjectival	Your voice very interesting
			Trying	Verb	Nominal	Trying new experiences teaches us about a true life

			Verb	Predicative	She is trying to study hard	
7	83/90	92%	Studying	Verb	Nominal	Studying abroad isn't difficult thing to do.
				Verb	Predicative	My friend is not studying English.
			Building	Noun	Nominal	This old building is very beautiful.
				Verb	Predicative	Building a mosque spends much fund.
				Verb	Predicative	Roni is building sand castle.
				Noun	Adjectival	My brother works in a building project.
				Verb	Adjectival	I see your father building Ratna's house.
			Painting	Noun	Nominal	My mom likes a beautiful painting.
				Verb	Nominal	I decorate a living room by painting a footballer.
				Verb	Predicative	William is painting a four-leg duck.
				Noun	Adjectival	A painting competition will be held in January.
				Verb	Adjectival	People painting the wall of public places is regarded as vandals.
			Interesting	Adjective	Predicative	You are very interesting people
			Trying	Noun	Nominal	Trying to complete the task is not easy.
				Verb	Predicative	I have been trying to finish this exam.
				Verb	Adjectival	The government trying to issue new traffic regulation was protested by drivers.
				Verb	Adverbial	Dina and matt come to my house trying my bycle

Even though higher frequency of particular *-ing* form usage found in corpus linguistics corresponds with students' tendency in using *-ing* form in their composition, it does not guarantee that students' constructions of *-ing* form are totally correct. The lower semester students run the lower scores they got (semester 1) meanwhile the higher semester students run the higher scores they got (semester 7) as illustrated in table 16.

Students at the higher semester appear to use *-ing* form more correctly and more variously meanwhile students at the lower semester appear to use *-ing* form less correctly and restricted to what they acquire in the previous learning and tend to internalize *-ing* form in the term of lexical specificity. For instance, the first semester students are just restricted to use *-ing* forms into 12 lexical categories and grammatical functions as well as some constructions are not totally correct. Whereas the seventh semester students can variously use *-ing* forms into 17 lexical categories and grammatical functions and most constructions are correct as the sentence constructions are illustrated in table above. The following figure is provided so as to more comprehensively explain the result of student accuracy in the composition of *-ing* form.

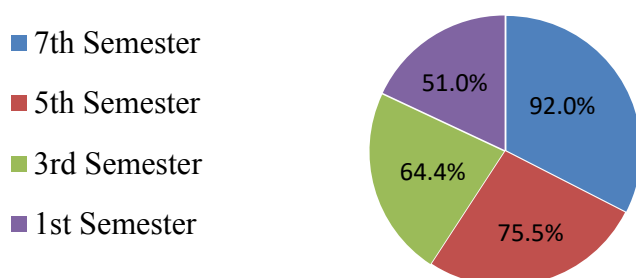


Figure 2. Students' scores of correct construction

Figure 2 demonstrates a clear description that the higher-semester of academic-year students run appeared to affect students' linguistic proficiency. Meanwhile, that the lower semester students run appeared to describe their lower experience with the target language so that affected their linguistic proficiency. The figure contains rates the lowest 0 till 100 percent the highest that shows the development of students' proficiency particularly *-ing* form constructions. The scores or accuracy is confirmed from the highest to the lowest. The blue-coloured piece

makes a mark on the group of 7th semester's score at 92 %. The red-coloured piece makes a mark on the group of 5th semester's score at 75,5 %. The green-coloured piece makes a mark on the group of 3rd semester's score at 64,4 %. The purple-coloured piece makes a mark on the group of 1st semester's score at 51,0 %.

3. Common-Deviant Constructions

The subsequent table demonstrates the count of students' misconceptions in the construction of *-ing* form structures. The table merely includes a number of dominant errors in the construction.

Table 17.

Types of Misconception in The Construction of -ing Form

No	Misconception	Freq	Mean	Sentences
1	Ignorance of rule restriction	23/360	6,3%	[4] Any-likes to painting-the nature [5] He always painting fruit on the white board. [6] You must a building to be confidence.
	Incomplete application of rules	54/360	15%	[4] Are trying to protect her now? [5] The student trying to learn English. [6] Rima and Tina went to exhibition to looking some painters
	False concept hypothesized	28/360	7,7%	[4] I was interesting with the new model of those brand shoes. [5] Painting is such a refreshing thing to do [6] Spiderman needs building to swing.

Most deviation constructions are respectively ignorance of rule restriction, incomplete application of rules and false concept hypothesized. The total possible answers students can produce were 360 compositions derived from 5 different words that consist of 18 possible constructions and multiplied by 4 different groups. The scores are emergent from the remaining scores (105) of students

correct scores (255). The remaining scores (105) is subdivided into (23) ignorance of restriction), (54) incomplete application of rules, and (28) false concept hypothesized.

Incomplete application of rules is an error type most widely perceived by learners at 54 of 360 occurrences or 15%. Ignorance of rule restriction was at 23 of 360-occurrences or 6,3-%. False concepts hypothesized was at 28 of 360-occurrences or 7,7%. The deviant productions occurred due to a range of reasons. The errors were mostly produced owing to lower frequency of particular *-ing* form mainly a group with lower semester students. To support misconceptions perceived by learners, the researchers includes the reason for students composing the constructions of *-ing* form as illustrated in the table below;

Table 18.

Students' Perception

No	Types of misconceptions	Students' Perception
1.	Ignorance of rule restriction	Students perceived types of <i>-ing</i> form is just restricted to the only gerundive or participle that affects them to over-generalize all <i>-ing</i> form construction.
2.	Incomplete application of rules	Students perceived they have to omit or add other constituent that affects them to construct <i>-ing</i> form incompletely.
3.	False concept hypothesized	Students perceived particular <i>-ing</i> form is just restricted to the specific meaning that makes them confuse to distinguish or select particular types of <i>-ing</i> form.

B. Discussion

1. What *-ing* Forms Are Students More Likely To Use in The Constructions?

According to the scoring measures previously conducted in the analysis of students' tendency in using *-ing* form constructions, students tend to create the same constructions as the higher frequency. Nonetheless the constructions are just restricted to the particular construction mainly for lower semester students. The result confirms that high frequency of particular *-ing* form usage or occurrences on BNC corpus corresponded with students' tendency or use in composing *-ing* form and. As the word *painting* and *building* are respectively used as nominal in the usage frequency of corpus, it also corresponds with students' tendency in using the words as nominal at 59 of 80 or 73,8% (*building*) and 57 of 80 or 71,3% (*painting*). As the word *trying* and *studying* are respectively used as predicative in the usage frequency of corpus, it also corresponds with students' tendency in using the words as predicative at 66 of 80 or 82,5% (*studying*) and 65 of 80 or 81,3% (*trying*). As the word *interesting* is used as adjectival in the usage frequency of corpus, it also corresponds with students' tendency in using the words as adjectival at 38 of 40 or 95%.

In addition, this is important to correctly interpret the results of tendency by providing sentences that contain *-ing* form constructions by learners. For instance, the words *painting* and *building* are frequently used as nominal, *studying* and *trying* as predicative, and *interesting* as adjectival. The nominal constructions are attributed to initial distribution as a subject, final distribution as an object, or prepositional constituent (e.g. it's beautiful *painting*) and *building* (e.g. the *building* was made by my father). The word *painting* and *building* are lexically specific words that typically act for nominal either as deverbial noun, verbal noun,

or gerundive. In fact, the word *painting* can also act for predicative, adjectival, and adverbial when distributed in different positions or linked to other constituents.

As the word *painting* and *building* precedes additional noun head (e.g. the *painting* competition, the *building* project), the words are related to an adjectival constructions. As the word *painting* proceeds auxiliaries in the affirmative progressive form (e.g. she is *painting* scenery, i am *building* a sand castle), the words are related to predicative constructions. As the word *painting* and *building* are parallel with the previous main verb that is neutral to every aspect (e.g. they sit under the tree *painting* scenery, John met Amanda when *building* his grandma's house), the words are related to adverbial constructions. In the term of many possible constructions (as predicative, adjectival, or adverbial), students are still more likely to construct the word *painting* and *building* as nominal indeed.

The word *studying* and *trying* are frequently used as predicative. The predicative constructions are attributed to medial distribution as a main verb or predicate (e.g. I bother him when he is *studying*) and *trying* (e.g. I am *trying* to be a good wife). The word *studying* and *trying* are lexically specific words that typically act for predicative. In fact, the words can also act for nominal, adjectival, and adverbial when distributed in different positions or linked to other constituents.

As the word *studying* and *trying* are so-called gerundive which is distributed in the initial position of a sentence as subject, as prepositional constituent, and as object (e.g. *studying* linguistics is not that easy; Retno enjoys trying new experiences, i am looking forward to *trying* that backpack), the words

are related to nominal constructions. As the word *studying* and *trying* proceed a noun as a post-modification or so-called as participle (e.g. my classmate *studying* phytoestrogen hormone appears serious to complete the task; the dog *trying* to bite people got fired to death by an unidentified man), the words are related to adjectival constructions. As the word *studying* and *trying* are parallel with the previous main verb that is neutral to every aspect (e.g. the police detained a man that allegedly killed his kid, *studying* the chronological motive; his *trying* to help me, my boyfriend feels jealous), the words are related to adverbial constructions. In the term of many possible constructions (as nominal, adjectival, and adverbial), students are still more likely to construct the word *studying* and *trying* as predicative indeed.

The word *interesting* is frequently used as adjectival which is so-called as deverbal adjective or participle. The adjectival constructions are attributed to noun phrase constituent as modification or medial distribution as subject complement (e.g. It was such an *interesting* house). The word *interesting* is a lexically specific word that typically acts for adjectival. In fact, the words can also act for nominal or adverbial when distributed in different positions or linked to other constituents. As the word *interesting* precedes a determiner or definite article *the* and is not bounded to a noun which indicates that specific noun is previously referred to (e.g. the *interesting* may entertain all attendance), the word is related to nominal constructions. As the word *interesting* is parallel with the previous main verb that is neutral to every aspect (e.g. today politic needs transparency as the entity of integrity, so *interesting* millennial to join the election), the word is related to

adverbial constructions. In the term of many possible constructions (as nominal, adjectival, and adverbial), students are still more likely to construct the word *interesting* as adjectival indeed.

This finding of current research is in line with the previous investigation such as Schwartz & Causarano, (2007) for Spanish L1 learners that learn English, Almulla, (2015) for Arabic L1 learners that learn English, and Keawchaum & Pongpairoj, (2017) for Thai L1 learners that learn English. Three previous studies look at the issues by employing the grammatical judgement test, word selection test. The current study is conducted in Indonesia as a different linguistic context and looks at issues by employing writing test to examine a different result in which students not only select *-ing* form or infinitive construction but also construct *-ing* form independently.

This current research is nonetheless restricted to use additional words more than five because potential constructions of *-ing* form are quiet many that requires longer time to analyze. The 200 count of occurrences is additional problem. The researcher cannot multiply the total occurrences so as to shorten the count processing of *-ing* form categories and constructions. This research was also conducted without any treatment delivered to students because this current research is just to examine the correspondence between higher frequency of *-ing* form usage in corpus linguistics and students' tendency.

The list of *-ing* forms in corpus linguistics is beneficial to identify the specific constructions that are frequently used. It is fairly essential to determine the course of learning that provides characteristics of *-ing* form. It is then good to

routinely bring specific *-ing* form constructions in students' mind to reinforce their linguistic representation towards the differences of *-ing* form constructions. For the further research, it is rather essential to establish the study by providing a lot more words, assign any treatment, use additional corpus tools, and draw many more occurrences.

This current study eventually confirms that higher frequency affects students' constructional or corresponds with students' automaticity in using *-ing* form either as nominal, predicative, adjectival, or adverbial. It is interesting to note that composing or writing a sentence is not simply attributed to the application of language structures and creative expression. Experiences with English practice are also necessary. Thus, students' routine actual experiences with the target language may help process *-ing* form constructions more easily. Writing activity also involves the chunking process as an adaptive system that regularly practices the language construction so as to strengthen memory capacity and constructional schema of abstract knowledge.

2. How Accurate Can Students Construct *-ing* Form?

According to the scoring measures previously conducted in the analysis of students' accuracy in using *-ing* form constructions, the high frequency of particular *-ing* form occurrences does not totally guarantee the accuracy in composing a sentence containing *-ing* form mainly for the lower-level students. The result shows that the higher semester students run the higher scores they got meanwhile the lower semester students run the lower scores they got. Students at the first semester group can correctly construct *-ing* form at 46/90 or 51%, the

third semester at 58/90 or 64,4%, the fifth semester at 68/90 or 75,5%, and the seventh semester 83/90 or 92%. So that the total constructions all students can compose are 255/360 or 70,2%.

In addition, this is important to correctly interpret the results of accuracy by providing sentences that contain *-ing* form constructions by learners. The instances of *-ing* form constructions are just derived from first and seven semester groups. It is because the first semester gets the lower score and the seventh semester is the higher ones. Nonetheless higher frequency of particular *-ing* form constructions affects students' tendency in composing a sentence, the first semester groups still appear to produce deviations such as "are *studying* now?". This can raise a number of possible constructions and meaning.

The word *studying* enables to act for nominal or the main subject as gerundive (e.g. are *studying* now exhausted for you?) or it enables to act for predicative by adding pronoun preceding the *-ing* form (e.g. are you *studying* now?). The word *building* in the sentence "President have to *building* hospital" enables to act for nominal as deverbal noun as the particle *to* disappears and the word *building* is pluralized and followed by preposition *of* (e.g. presidents have *buildings* of hospital).

The word *painting* in the sentence "i *painting* your face in my book" enables to act for adjectival as modification as the main verb potentially appears (e.g. i *painting* your face in my book is regarded as a skilful painter). So that the *-ing* form is required to include auxiliaries (e.g. i am *painting* your face in my book). The word *interesting* in the sentence "my *interesting* is playing football" is

required to include additional noun (e.g. my *interesting* activity is playing football). As the word *interesting* refers to the specific importance, *-ing* form is avoided (e.g. my *interest* is playing football). The *interesting* in the sentence “your voice very *interesting*” is not totally wrong. As the word *interesting* acts for adjectival which is categorized as a nominal construction, the sentence is preferred to include any auxiliary *is* (e.g. your voice *is* very *interesting*).

On the other hand, the seventh semester students can more accurately construct *-ing* forms. The seventh semester students can also create novel constructions which are not restricted to the usage frequency of particular *-ing* forms. The word *studying* in the sentence “*studying* abroad isn’t difficult thing to do”, for example, is acceptable which is lexically verb verb and inflectionally nominal as gerundive. As the word *studying* is widely used or occurred as predicative in the corpus linguistics, students construct the word *studying* as nominal otherwise.

The word *building* in the sentence “Roni is *building* sand castle” is acceptable which lexically verb and inflectionally verb. As the word *building* is widely used or occurred as nominal in the corpus linguistics, students construct the word *building* as predicative otherwise. The word *building* in the sentence “My brother works in a *building* project” is acceptable which is lexically noun and inflectionally adjective. As the word *building* is widely used or occurred as nominal in the corpus linguistics, students construct the word *building* as predicative otherwise. The word *building* in the sentence “I see your father *building* Ratna’s house” is acceptable which is lexically verb and inflectionally

adjective. As the word *building* is widely used or occurred as nominal in the corpus linguistics, students construct the word *building* as adjectival otherwise.

The word *painting* in the sentence “William is *painting* a four-leg duck” is acceptable which is lexically verb and inflectionally verb. As the word *painting* is widely used or occurred as nominal in the corpus linguistics, students construct the word *painting* as predicative otherwise. The word *painting* in the sentence “A *painting* competition will be held in January” is acceptable which is lexically noun and inflectionally adjective. As the word *painting* is widely used or occurred as nominal in the corpus linguistics, students construct the word *painting* as adjectival otherwise. The word *painting* in the sentence “A People *painting* the wall of public places is regarded as vandals” is acceptable which is lexically verb and inflectionally adjective. As the word *painting* is widely used or occurred as nominal in the corpus linguistics, students construct the word *painting* as adjectival otherwise.

The word *trying* in the sentence “*Trying* to complete the task is not easy” is acceptable which is lexically verb and inflectionally noun. As the word *trying* is widely used or occurred as predicative in the corpus linguistics, students construct the word *nominal* as adjectival otherwise. The word *trying* in the sentence “The government *trying* to issue new traffic regulation was protested by drivers” is acceptable which is lexically verb and inflectionally adjectival. As the word *trying* is widely used or occurred as predicative in the corpus linguistics, students construct the word *adjectival* as adjectival otherwise. The word *trying* in the sentence “Dina and matt come to my house *trying* my bicycle” is acceptable

which is lexically verb and inflectionally adverbial. As the word *trying* is widely used or occurred as predicative in the corpus linguistics, students construct the word *adjectival* as adverbial otherwise.

The finding is actually in line with the previous investigation such as Almulla, (2015) for Arabic L1 learners that learn English. The previous research looks at the issue by employing word selection test and grammatical judgment test. The study divides the students based on higher level proficiency and lower level proficiency. In the study by Almulla, (2015), frequency of particular *-ing* form does not affect students' accuracy mainly for low level learners. However a different result is found as Keawchaum & Pongpairoj, (2017) investigates Thai learners that learn English. The study confirm that frequency of particular *-ing* form fairly affect students' accuracy mainly lower level learners.

As explained in the previous finding that this current research employs a writing test to examine students' accuracy among different groups of semester, this current study supports the previous finding by Almulla, (2015) that Learners at lower-level proficiency or lower level semester appear to produce deviation in their composition of *-ing* form and it contrasts to investigation by Keawchaum & Pongpairoj, (2017).

However, this research is still restricted to the total participants include in the study. A larger number of students enable to observe the precise finding of the research. This current study does not perform any treatment of actual frequency effect to students and just counts on the usage frequency found in corpus linguistics as the view point of frequency effect. Any treatment is better

performed to observe the actual effect of frequency on students accuracy mainly low-level learners.

Even though different tests sent to students in examining frequency role on students' accuracy, the result shows that lower level students appear to get lower scores. It means that frequency does not totally work on students' accuracy in composing *-ing* form either with word selection test or writing test. In this current study precisely shows that frequency typically reacts to lexical specificity that students understand in mind. Thus, students automatically compose *-ing* form constructions according to particular lexemes. As students are expected to compose different constructions among five words, students mainly lower semester create deviation. It is caused by that the students do not totally comprehend how to construct additional *-ing* forms that lead them to omit or even add other constituents or failed to address the specific usage. However this current research is just restricted owing to none of treatment for learners. It happens because the researcher just want to examine whether or not higher frequency of *-ing* form constructions in corpus corresponds with students' accuracy.

It is as well important that writing activity includes a range of strategies. Therefore, learning to write in a foreign language mainly *-ing* form particularly engages in linguistic awareness and the term choices, syntactic arrangement, and cohesive devices. Writings are regarded as the novel expression composed from the writer's demand of grammatical and lexical comprehension. Learners utilize their comprehension on grammatical pattern to develop writings. Writing activity is different from word selection test which serves to observe the phenomenon of

input frequency contribution as carried out by a number of researchers in advance. Word selection test tends not to engage in explicitly-creative processing other than deciding any choices implicitly.

Writing activity needs more time as the characteristic of linguistic competence whereas word selection activity needs more input as the characteristic of linguistic performance. The researcher thus draws the conclusion that the generative perspective on linguistic competence is influential on students' accuracy (correction) and the usage-based perspective on linguistic performance is influential on students' fluency (constructional schema). For that reason, This current study does not perform any treatment of actual frequency effect to students and just counts on the usage frequency found in corpus linguistics as the view point of frequency effect. Any treatment is better performed to observe the actual effect of frequency on students accuracy mainly low-level learners.

3. What Types of Misconceptions Are Composed By Indonesia L2 Learners In The Constructions of *-ing* Form?

a. Incomplete Application of Rules

In table 17, the result illustrates that students mostly create this kinds of errors or the highest of all at 54/360 or 15%. Incomplete application of rules occurs because learners do not completely apply rules of the target language. Learners compose *-ing* form by replacing or putting additional elements or constituents. As students acknowledge and perceive in the talk of interview that they feel and have to omit or add other constituent that affects them to construct *-ing* form incompletely.

Respondent 6

Researcher : *'tulisan mas yang ini hey trying please maksudnya bagaimana?'*
'what do you mean with this hey trying please?'

Respondent : *'hey tolong coba!'*
'hey, try please!'

Researcher : *'kalau saya mengatakan try please! Itu berarti artinya sama gak?'*
'is it the same as try please?'

Respondent : *'ehm hehe gak tau mas'*
'ehmh, i'm sorry i'm not really sure'

Students perceive the word *trying* is acceptable as the imperative sentence *try please!* Students cannot completely construct *-ing* form and cannot differentiate the actual use between infinitive and *-ing* form.

Respondent 9

Researcher : *'tulisan mas yang ini Ahmad trying to teach us? Maksudnya bagaimana?'*
'what do you mean with this Ahmad trying to teach us?'

Respondent : *'Ahmad mencoba mengajari kita'*
'Ahmad is trying to teach us'

Researcher : *'kalau saya mengatakan Ahmad trying to teach us seems tired berarti gimana tuh maksudnya?'*
'what does the sentence Ahmad trying to teach us seems tired mean?'

Respondent : *'Ahmad mencoba mengajari kita...?? seems itu artinya apa e mas, lupa hehe'*
'Ahmad is trying to teach us..?? could you please tell me what the word seems mean?'

Students perceive the construction is an affirmative present form. yet the auxiliary *is* disappears. As the auxiliary is not exist, the *-ing* form precisely acts for modification. The students cannot completely construct *-ing* form and cannot differentiate the actual use of the affirmative present progressive form and present form or modification. In addition, table 18 reemphasize the reason of students'

constructions of *-ing* forms. Students perceived particular *-ing* form is just restricted to the specific meaning that makes them confuse to distinguish or select particular types of *-ing* form. In the term of such errors, the following instances include students' deviant constructions are explained more representative

[1] Are trying to protect her now?

[2] The student trying to learn English.

[3] Rima and Tina went to exhibition to looking some painters

Personal pronoun or non-personal pronoun can be the main subject of a sentence. The sentence does not make sense it will nonetheless include the subject as a doer. The *-ing* form construction is fairly acceptable. It just abolishes the main actor. Thus, the-construction is-preferred to be 'are you **trying** to protect her?' Sentence [2] the students considered the sentence was the affirmative present tense which do not need to add auxiliary afterwards. As students constructs the sentence, the *-ing* form following the pronoun appears to act for the modification of noun phrase other than the main verb. It is reasonable because *-ing* form probably acts for modifications (e.g. post modification, or pre-modification). Thus The-construction was preferred to-serve as predicative 'the-student **is trying** to learn-English.'

In sentence [3] applies the unavailable choice. The construction is incorrect because the construction is attached to *-er* suffix other than *-ing* suffix. The suffix *-er* may also serve as the nominal property and the word 'painter' is also attributed to deverbial noun. *-ing* form may take the same role as *-er* form 'deverbial noun'. Thus, the construction will be probably preferred to be 'Rima and Tina went to exhibition to look at some paintings.'

b. Ignorance of rule restriction

In table 17, the result illustrates ignorance of restriction is the second highest errors students mostly create 23/360 or 6,3%. This kind of error is caused by that learners over-generalize several constructions mainly owing to the same constituents. As students acknowledge and perceive types of *-ing* form is just restricted to the only gerundive or participle that affects them to over-generalize all *-ing* form construction.

Respondent 5

Researcher : *'tulisn mba yang ini today i learn to painting and coloring maksudnya bgimana?'*

'what do you mean with this i learn to painting and coloring?'

Respondent : *'saya belajar melukis dan mewarnai'*

'i learn to paint and colour'

Researcher : *'kalau saya mengatakan she takes a seat next to paintings itu berarti artinya dia duduk di samping beberapa lukisan atau dia duduk di samping juga melukis?'*

'what does the sentence she takes a seat next to paintings mean either dia duduk di samping Beberapa lukisan or dia duduk di samping melukis?'

Respondent : *'dia duduk di samping melukis'*

'she takes a seat and paints something'

Students perceive the word *painting* is acceptable as preceded by infinitive particle *to*. The *-ing* form is typically collocated to prepositional particle *to*. Students cannot completely construct *-ing* form and cannot differentiate the actual use between infinitive and *-ing* form.

Respondent 10

Researcher : *'tulisn mas yang ini the way is much painting maksudnya bagimana?'*

'what do you mean with this the way is much painting?'

Respondent : *'jalanya banyak lukisan'*

'The road is mostly painted'

Students perceive the word *painting* is acceptable as deverbal noun which is lexically noun and inflectionally nominal that means *lukisan* in Indonesian language. This construction is incorrect because much is actually collocated to non-count noun while deverbal noun enables to embed the inflectional suffix *-s* as the pluralisation. The construction is preferred to be *many paintings*. Students cannot completely construct *-ing* form and cannot differentiate the actual use between deverbal noun and non-count noun. In addition, table 18 reemphasize the reason of students' constructions of *-ing* forms. Students perceived particular *-ing* form is just restricted to the specific meaning that makes them confuse to distinguish or select particular types of *-ing* form. The deviant compositions of *-ing* form are still found in students' writing, for example;

[1] Any-loves to painting-the nature

[2] He always painting fruit on the white board.

[3] You must a building to be confidence.

The Sentence [1] is unacceptable since it was grammatically confusing. *-ing* form additionally can act for prepositional object. Therefore this construction seems intolerable. The word 'to' is distinguished into the infinitive particle or prepositional particle. Meanwhile, The verb *love* unnecessarily put any prepositional item that refers to the actual performance. Students considers that particle *to* is commonly acceptable with *-ing* form. The construction is preferred to be 'Any-loves **painting**-the nature.'

The student thought that [2] 'painting' could be applied to refer to the regularity. The *-ing* form is occasionally neutral to every aspect, without subject,

and enables the indication of regularity ‘always’, for example, ‘He plays himself in the living room, always **painting** fruits on the white board’. The sentence is the same as restrictive clause ‘he plays herself in the living room, and he always paints fruit on the white board.’ However, another matrix clause should take a role to indicate the regularity—which is equivalent to its dependent clause. In this case, the sentence is constructed as simple and there was no matrix clause as the property of regularity.

In addition, *-ing* form may serve as subject. If *-ing* form include personal pronoun, it is genitive. If the construction serves as subject, it enables to be ‘his always **painting** fruits on the white board precisely makes his mother easy to take care.’ The construction is similar to a restrictive clause ‘that he always paints fruits on the white board makes his mother easy to take care of.’ The construction was thus preferred to be ‘He always **paints** fruits on the white board’

In Sentence [3], the construction is erroneous. Modal auxiliary is normally embedded by bare infinitive. However, the sentence [3] precisely includes *-ing* form constituent other than infinitive itself. The *-ing* form in sentence [3] as well serve as nominal due to its determiner ‘a’ as the noun property.

-ing form is sometimes lexically and inflectionally different. *-ing* form is so-called as gerundive or *-ing* deverbial or verbal noun or was derivationally noun or verb and inflectionally noun, or as predicative lexically verb and inflectionally verb. Hence, the construction is preferred to be ‘you must build your confidence.’

c. False Concepts Hypothesized

In table 17, the result illustrates false-concept hypothesized is rarely made by Students 28/360 or 7,7%. False concept hypothesized is an error that has something to do with the faulty conception to distinguish particular lexical meaning which more fits to the specific constituent. Students acknowledge and perceive particular *-ing* form is just restricted to the specific meaning that makes them confuse to distinguish or select particular types of *-ing* form.

Respondent 1

Researcher : *'kalau kata interesting yang mas maksud disini i'm interesting with your plan maksudnya menarik atau tertarik dan kenapa bisa begitu?'*

What is meant by interesting as you compose in the construction?

Respondent : *'tertarik'*
'interested'

Students perceive the word *interesting* is acceptable that refers to someone's interest as *-ed* form. The *-ing* form typically refers to the attractive. Students cannot completely construct *-ing* form and cannot differentiate the actual use either the specific *-ing* form or *-ed* form. In addition, table 18 reemphasize the reason of students' constructions of *-ing* forms. Students perceived particular *-ing* form is just restricted to the specific meaning that makes them confuse to distinguish or select particular types of *-ing* form. The deviant compositions of *-ing* form are still found in students' writing, for example;

[1] I was interesting with the new model of those brand shoes.

[2] Painting is such a refreshing thing to do.

[3] Spiderman needs building to swing.

In sentence [1], learners seem to hardly defines the meaning of *interesting*. They consider ‘interesting’ refers to somebody’s interest which allows *-ed* form as an alternative. Meanwhile *-ing* form can refer to *-ing* participle or *-ing* deverbial adjective or verbal adjective was lexically adjective or verb but grammatically adjective.

What makes verbal adjective and *-ing* deverbial adjective and participle different is their lexical categories. Verbal adjective is lexically verb and inflectionally adjective because it forces the characteristic of verb, for example, ‘the **crying** baby’(Taher, 2015). The word ‘crying’ enable to extend in a clause constituent like ‘the baby is crying’. *-ing* deverbial adjective is lexically adjective and inflectionally adjective, for example, ‘the interesting souvenir’. The word ‘interesting’ is indeed lexically adjective.

The word ‘interesting’ enables to extend in a clause constituent like ‘the souvenir is interesting.’ The *-ing* construction was not accurately put in the construction so that *-ed* form which was collocated with prep-‘in’ was found better ‘i was **interested-in** the new-model of those shoe-brands.’

The sentence [2] was not completely erroneous yet the word *painting* was grammatically confusing. *-ing* form can refer to verbal noun (*-ing* deverbial noun) which is lexically-noun but grammatically nominal or as nominal verb (gerundive) which is lexically-verb but grammatically nominal. When adjective or determiner modifies *-ing* form, the *-ing* form construction refers to deverbial noun. Conversely, object or adverb comes after *-ing* form, it refers nominal verb or gerundive.

Moreover when *-ing* form stays alone or preceded by genitive case the construction is lexically and grammatically confusing. The students consider that ‘painting’ refers to the action (as gerundive) other than the product of action that may substitute the word *picture* (as deverbal noun). Yet this *-ing* construction is lexically and grammatically confusing because none of object or adverb following the *-ing* form. Thus, ‘painting’ requires the existence of additional object or adverbial so as to represent the mode of an action. The construction seems better to be ‘**painting-the scenery** is such a-refreshing thing to-do’.

The sentence [3] is also grammatically ambiguous. *-ing* form may denote to mode of interpretation (concrete or abstract noun) or mode of an action (gerundive) Spiderman needs building to swing. The word ‘building’ may sometimes serve as mode of interpretation or concrete noun that is attributed to a construction or in Indonesia language (*bangunan*), it additionally acts for mode of an action or gerundive that is attributed to an act of building a construction or in Indonesia language (hence *membangun*). Students appear to construct the word as mode of interpretation instead of action itself. The construction thus additional constituents to avoid any ambiguity by embedding determiners as the characteristic of noun phrase modification. Determiner, object and adverbial constituents is necessarily embedded to *-ing* form in order to avoid ambiguity(Quirk et al., 1985).

The construction is preferred to be ‘the spiderman needs **some building** to swing.’ Therefore, there are three main categories of errors student make in general; incomplete application of rule which is caused by that learners fail to

completely apply the rules of target language, ignorance of rule restriction which is caused by that learners overgeneralize the rule of target language, and false concept hypothesized which is something to do with the faulty conception to distinguish particular lexical meaning which more fits to the specific constituent. The research findings are important to the subsequent bodies. Firstly, it is fairly important for English language teachers as they are notified concerning on the nature of students' difficulties so that they can develop their teaching concept by reason of learners' difficulties and needs. Secondly, such analysis assists learners as they put closer attention on the errors with representative ways. The study also offers data based on curriculum creators and developers for modifying syllabuses and for preparing materials correspondingly. Thus, this current study contributes to clarify the second language learning in general and develops the-existing L2 learning and teaching-process.