

**AN ANALYSIS OF THE STUDENTS' ERRORS IN USING  
QUANTIFIERS ON THE STUDENTS' RECOUNT TEXT AT  
THE EIGHTH GRADE STUDENTS OF *MTS*  
*MANBA'UL'ULUM CIREBON*  
(A *QUALITATIVE RESEARCH*)**

**A THESIS**

**Presented to**  
**English Education Department of *Tarbiyah* Faculty of**  
***Syekh Nurjati* State Institute for Islamic Studies**  
**In Partial Fulfillment of the Requirements for the**  
**Degree of *Sarjana Pendidikan Islam (S.Pd.I)***



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**2013**

## ABSTRACT

**ULFATUL MAHABBAH : An Analysis of the Students' Error in Using Quantifiers On Students' Recount Text at the Eighth Grade Students of MTs Manba'ul'ulum Cirebon (Qualitative Research)**

Learning a different language is sometimes difficult since the target language has different elements compared to the native language. These differences cause students to make errors when using it. The researcher found some mistakes of students spoken and written English. Students only use much in expressing "banyak", and the researcher found some errors of students' recount text in her first observation, because of these problems; the researcher would to know deeply about the students' error of recount text especially in using quantifier.

Finally this research would give the answer to the researcher about what the researcher wants to know. This research has aims to find out the quantifiers' errors that found on students' recount text, to determine the most dominant type of quantifiers' error and the last to know the teacher's effort to overcome the errors.

To get the brief data in analyzing the students' errors in using quantifiers on their recount text, the researcher did some methodologies to reach the result of her research. The researcher used qualitative method in the form of case study. In collecting data the researcher used study documentation, interview and observation. And the last in the technique of analysis data the researcher used the steps based on Ellis theory in analyzing data.

From the research that has been done by the researcher, that the researcher found some mistakes on students' recount text in using quantifier, and the most dominant type quantifiers error did by the students was *all*, there were fifteen errors in using it. Based on the grammatical problems that faced by the students, the English teacher of the eighth grade students at MTs Manba'ul'ulum has some efforts to overcome the problems. The teacher obligated students to memorize countable and uncountable noun, to memorize irregular and regular verbs and to memorize one day one tenses with the patterns and examples and the last to strengthen their ability in grammar, the teacher obligated them to write everything in English on their diaries.

Keywords: *Analysis, quantifier, recount text*

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ON THE STUDENTS' RECOUNT TEXT AT THE EIGHTH GRADE  
STUDENTS OF *MTS MANBA'UL'ULUM CIREBON*  
(A QUALITATIVE RESEARCH)**

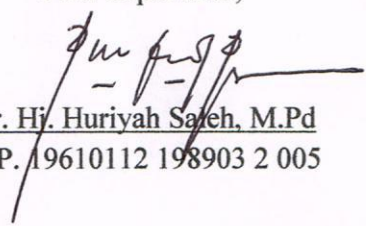
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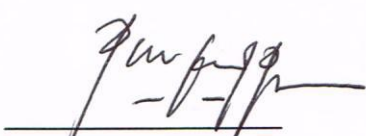


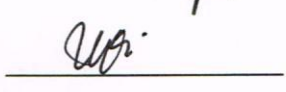
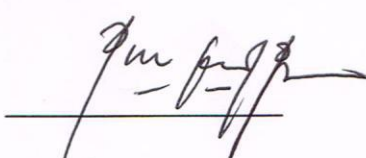
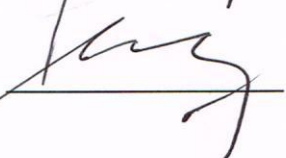
  
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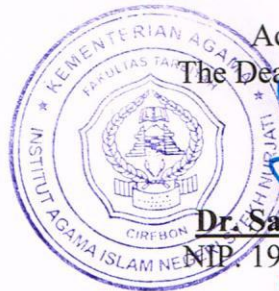
  
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## RATIFICATION

The thesis entitled “AN ANALYSIS OF THE STUDENTS’ ERRORS IN USING QUANTIFIERS ON THE STUDENTS’ RECOUNT TEXTS AT THE EIGHTH GRADE STUDENTS OF MTS MANBA’UL’ULUM” written by **Ulfatul Mahabbah** whose registration number is **59430519** has been examined on August 19<sup>th</sup>, 2013. It has been recognized as one of the requirements for undergraduate degree at the English Education Faculty of *Tarbiyah* of the Institute for Islamic Studies (*IAIN*) *Syekh Nurjati* Cirebon.

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**OFFICIAL NOTE**

The Chairwoman of English Education Department of *Tarbiyah* Faculty  
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*Assalamualaikum warohmatullahi wabarokatuh,*

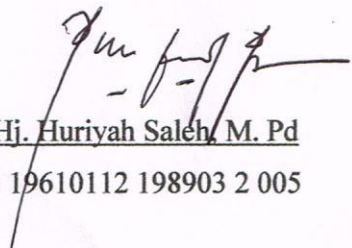
After guiding, analyzing, briefing and correcting the writing of Ulfatul Mahabbah's thesis with the student's registration number 59430519 entitled "AN ANALYSIS OF THE STUDENTS' ERROR IN USING QUANTIFIERS ON THE STUDNETS' RECOUNT TEXT AT THE EIGHTH GRADE STUDENTS OF *MTS MANBA'UL'ULUM CIREBON* (A QUALITATIVE RESEARCH)" we are of the opinion that her thesis can be offered to be presented to the *Tarbiyah* Faculty of *IAIN Syekh Nurjati* Cirebon.

*Wassalamu'alaikum warohmatullahi wabarokatuh.*

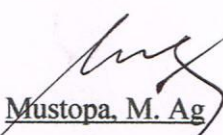
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## LETTER OF AUTHENTICITY

Bismillahirrahmanirrahiim

I herewith acknowledge that this thesis entitled **“AN ANALYSIS OF THE STUDENTS’ ERROR IN USING QUANTIFIERS ON THE STUDENTS’ RECOUNT TEXT AT THE EIGHTH GRADE STUDENTS OF *MTS MANBA’UL’ULUM CIREBON* (A QUALITATIVE RESEARCH)** “is really my own writing with some quotations from some sources by using the acceptable scientific method of writing.

Honestly speaking, I have written this letter of authenticity according to the truth. I will be responsible for any risks happen in the future if it is proven to offend the ethic of scientific writing.

Cirebon, July 2013



The writer,

  
Umatul Mahabbah

# **MOTTO**

THINK BIG

FEEL STRONG

AND PRAY HARD FOR DEEP HEART

SUCCESS IS MINE

## **DEDICATION**

To Allah, The Merciful, I dedicate this humble work.

To My parents who are very enthusiastic and proud of their daughter. Thanks to Mom and Dad for your everlasting love and warmth. My daddy H. Nawawi and my mom Hj. Nuriyah. They are my strongest energy of my soul.

To my beloved husband Duan Muwardi, M.Pd thanks for your everlasting love and support, you are my power.

To my mother in law and father in law Mr. Muhyidin and Mrs. Wasi'ah for your kindness and affection for me.

To My Sisters Hj. Mamnuatin, S.Ag, Hj. Ummi Kulsum, S.Pd.I, Siti Hindun, Munawarohm S.Pd.I, Neneng Nurlatifah (almh), Mariatul Qibtiyah, S.Pd.I for their

encouragement and spirit.

To My Brothers H. Mukhlis, S.Ag, Bashirun, S.Pd.I, Mahbub Junaedi, S.Pd.I, and Lukmanul Hakim, S.Pd.I for their sincere support and love for me.

To my nephews and nieces Alan Muhajir, Ilman Hasbiallah, Azhar Bahrul Mubarak, Haidar al-ghifari, Asykar Sinatria Dzikrillah, Waterford Ebrahim Zachary, Muh. Syadaq Alfiras (alm), Fina Nurfadhilah, Silva Ailina, Firda Rihatul Jannah, Nihayatussa'adah, Sela Arysa Rahma, Alycia Rahma Kamila Putri Mukhlis, Zulfa, Hilwa, and Afa for our togetherness and entertaining me with your behavior.

To all power rangers, PBI A members especially Tia Septiani, Umu Habibah, Nurkholifah, Dea Secilia for togetherness, spirit and love.



## AUTOBIOGRAPHY



The researcher was born on May 19<sup>th</sup> 1991 in Cirebon, West Java Indonesia. She is the eleventh children from eleven or the last children in her family called *Bungsu*. She has six sisters and four brothers. Mamnuatin S. Ag, Mukhlis, S. Ag, Umi Kulsum, S.Pd. I, Siti Hindun, Munawaroh, S.Pd.I, Bashirun, S.Pd.I, Mahbub Junaedi S.Pd.I, Neneng Nurlatifah (almh), Lukmanul Hakim, S.Pd.I, and Mariatul Qibtiyah, S.Pd.I. She grows up in a very humble and very nice big family with her parents, H. Nawawi and Hj. Nuriah.

The researcher graduated from a kindergarten school *RA Manba'ul'ulum* that located near her house in Blok Kadutilu in her village. Then she continued her study to an Elementary School that located in Cangkoak, MIN Cangkoak, in 1997. Then, she directly continued her study to Islamic Boarding School of *Manba'ul'ulum* Cirebon that consist of MTs *Manba'ul'ulum* and MAS *Manba'ul'ulum* she passed her study from those schools in 2009. She was an active student in her Islamic Boarding School. She joined some organizations inside and outside of Islamic Boarding School. Some of them are: *ISMU* (Ikatan Santri *Manba'ul'ulum*), *SABU* (Sanggar Sastra Bushido), a reporter of *ESKUL* Cirebon student' tabloid, *FOKUSTIC* (Forum Komunikasi Santri Se-wilayah 3 Cirebon), *PII* (Pelajar Islam Indonesia). She got many achievements from some competitions that she followed such as third winner of Arabic smart contest in STAIN Cirebon in 2008, third winner of Arabic speech contest in *Khusnul Khotimah* Kuningan in 2008, first winner of Arabic speech contest in Caruban Nagari Cisaat in 2009, and the last runner up of reading poem in *Darul Ulum* Majalengka in 2009.

After she got her graduation from her Islamic Boarding School, she directly continued her study to *Syekh Nurjati* state institute for Islamic studies in 2009. In her campus, the researcher only joined one organization, English Department of Students Association (EDSA) that helped her much in improving her ability in English, especially speaking. While she was studying in that campus she was teaching English at MTs *Manba'ul'ulum* until now.

## PREFACE

Great thanks to Allah, The Almighty, for granting me the energy and power to continue my efforts to prepare this research, In arranging this thesis, there are so many people participated, helped and advised directly or indirectly. So in this opportunity, the writer would like to conferee his sincerely thankfulness to:

1. Prof. Dr. H. Maksum Mukhtar, M. A. the Rector of *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.
2. Dr. Saefudin Zuhri, M. Ag, the Dean of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute For Islamic Studies
3. Dr. Hj. Huriyah Saleh M. Pd, the Chairwoman of English Education Department at *Tarbiyah* Faculty of *Syekh Nurjati* State Institute For Islamic Studies. And the first supervisor
4. Mustopa, M. Ag as the second supervisor and as my father in the campus.
5. Hengky, S. Pd. I as the cheaf of MTs Manba'ul'ulum

I would like also to thanks to the chief of MTs Manba'ul'ulum for providing me chance to do the research. For all teachers, thank you so much they help me in the process of my research. Especially the English teacher at the eighth grade students of MTs Manba'ul'ulum.

To the eighth grade students of MTs Manba'ululum big thanks for their supports, their participation, their times, so that I could finish my research hopefully this research would give the best strategy for them in mastering English

I would like to extend my thanks to my beloved husband Duan Muwardi, M. Pd for his patience and passionate guiding me to finish this very important project. For his great and unpredictable encouragement. He is the one who leads me to the key of success of my thesis.

I would like to send my special thanks to my mother and father you are my power, always prays for me for my succeed. I will give my success for you my angels.

To all my six sisters and four brothers in my family thank you for your encouragement and support me, thanks for your helps material and nonmaterial until I can finish my study in this college. You are my big motivation.

I would like to express my special thanks to my colleagues in the university with whom I spent a fruitful time which I will never forget in my life, especially for all my best friends at PBI-A and for Tia Septiani, Nur Kholifah, Umu Habibh, Dea Secilia big thanks for their support and everlasting help.

I would like to express my special regards to my excellent lecturers in the Faculty of English Education at Syekh Nurjati State Institute for Islamic Studies in general, and in the Department of English Education in specific. Especially for MRs. Septi Gumiandari and Mr. Lala as my inspiration lecturers in this department. Thanks are also due to the examining committee members for agreeing to take part in examining this thesis.

Cirebon, July 2013

Writer

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## CHAPTER I INTRODUCTION

### A. Background of The Problem

Linguistic is a field of study composed of many different pursuits, researching sounds, grammar, language learning, language history, conversational implicative, turn taking and more. In this discussion of previous research, the researcher provides some previous research related to the analysis of students' error in grammar. There are so many researchers observe and analyze about the students' error in grammar, because sometimes students argue that grammar is very difficult subject, so that they often do errors in grammar.

During the 1980's, Noam Chomsky introduced a theory of universal Grammar (UG), which stated that the knowledge of grammar was dependent on two components: principles, properties shared by all languages, and the parameters, the way in which this properties vary.

According to Frank Palmer in Alwasilah (1993: 16) that grammar of language is found only in the written language, spoken languages have no grammar or at least fluctuates much that they are only partially grammatical. Based on the explanation above, many researchers do their research of grammar in written language as the researcher did in her research. Still according to Frank Palmer that grammar is something that can be good or bad, correct and incorrect, so it is important to analyze deeply about the using of grammar students in learning English.

Jannatun Siti Aisyah, Muhammad Sukirian, and Budi Kadaryanto in their research entitled *Increasing Students' Ability in Writing of Recount Text through Peer Correction* find out whether there is significant increase students' ability after they are taught using peer correction. The result of the research shows that t-value (16, 233) was higher than t-table (2.045). The result of the research shows that it was significant increase of students' ability in writing recount text after being taught through peer teaching.



Toni Haryanto on his research untitled grammatical errors analysis in students' recount text the case study of the twelfth year students of SMAN 1 Slawi Tegal. In his research he classified the errors into seven groups, there were errors in producing verbs group, errors in subject-verb agreement, errors in the use of articles, errors in the use of preposition, errors in pluralization, errors in the pronoun, and errors in the use of conjunctions. From seven groups that mentioned there is not a quantifier group on his research, so the researcher in this thesis would analyze the errors of quantifiers on students' recount text.

From the previous study that the researcher explained above that there is no research in recount text that analyzed the quantifiers' errors on the students' recount text, so it is important for the researcher in this project to analyze the students' errors in using quantifier.

In the journal of quantifier written by Stanley Peters and Dag Westerstahl (2002: 1) the logical study of quantification is as old as logic itself, beginning in the work of Aristotle. This thread of research focuses on the meaning and inferential characteristics of quantifiers. Linguistic study of quantifiers originates with XXX, and until recently focused more on the grammatical expression of quantification than on its meaning.

S.C. Kleene in his research of his paper under the title *Recursive Functional and Quantifiers of finite types I* had explained and observed the transactions on hierarchies obtained by quantifying variables of recursive predicates. He had found that in recursive predicates and quantifiers variables for natural numbers were quantified, and in arithmetical predicates and function quantifier also variables for one-place number-theoretic functions.

Kevin B Paterson et. all in their research They have reviewed research into the processing and interpretation of quantifiers, focusing on two topics that are considerable current interest in the linguistics and psycholinguistic literature. What should be clear from their review is that quantifiers are not just about conveying quantities but serve much broader discourse function.

Another researcher observed about quantifiers was Eko Sulistiyono which observed the students' error in using quantifiers (2010) it was found in his research that the mean score was 50,3 the error made by the students in using quantifiers was false concept of hypothesis because they still had difficulty in determining kinds of quantifiers when the students made the sentence.

Based on Eko Sulistiyono's research the researcher in this thesis took the same problem with his research that an analysis of students' error in using quantifiers. This research was important because there are many students had difficulty in using quantifiers such as the result of eko's research. But the researcher in this research used different way in doing her research and different in providing the data.

MTs Manba'ul'ulum is a junior high school at islamic boarding school of Manba'ul'ulum Dukupuntang Cirebon. The school with special programs because of the students of MTs. S Manba'ul'ulum are also study in islamic boarding school. Both of them are have strong relation, students who study in MTs. S Manba'ul'ulum they study also in Manba'ul'ulum Islamic boarding school. MTs Manba'ul'ulum is for formal education and Islamic Boarding School is for informal education.

The main programs of Manba'ul'ulum Islamic boarding school is Intensive English and Arabic Language. The role of the institution is very fundamental in improving the quality of the languages skills of the students. The institution is responsible to administrate, design and plan the intensive language used of English and Arabic languages across the students.

Institution designed the curriculum in learning English and Arabic language. In the learning process the teacher of English and Arabic language should combine the language usage while learning process. To strengthen the students English and Arabic language, the institution obligated to all students to speak everyday by English and Arabic language.

The possession of English language in this Islamic boarding school is very important, because the institution very aware to the development of

globalization nowadays that English is the most widely used language around the world. English was became the first language that used to communicate around the world. When people will communicate to different people in different countries and languages, and they do not understand the language each other, so the alternative language that used is English. Because English is familiar language and English was became the global language.

In this institution, English is considered as a foreign language that should be mastered by all students, so that the institutions obligated them to speak every day in English language. Because of that obligation, many students speak English not as well as the foreigners speak. There were many students speak English without considering the grammatical structure.

The researcher often visits this institution, because the researcher graduated from this institution. When the researcher visiting this place, she heard some students spoke English without considering the grammatical structure. The researcher heard that students say “banyak” is only using much, they didn’t consider countable and uncountable noun so that they only use much as the quantifier. They very seldom use many when they express “banyak”.

Not only in the spoken language the researcher found some mistakes, in her first observation at 7<sup>th</sup> June 2013 the researcher also found the errors in the written English language the researcher found some mistakes in using quantifier. The researcher got some students’ written work of making recount text. From the students’ texts the researcher found some mistakes, such as follows:

1. *In the zoo I see the many animal’s*, it should be “many animals” the word *the* should be omitted, the student also put an apostrophe in the word *animal* this also should be omitted.
2. *In the zoo we looked animals, there are: monkey, birds, tiger, bear, elephant, paradise, crocodile, camel, hippopotamus etc. Because very much and the last we go to Ciater.* The sentence “because very much” is

wrong, it should be because so many. To say the large quantity in countable noun.

3. *Animals in zoo Bandung that is: elephant, snake, leopard, tiger, crocodile, and very much.* the student use very much to tell the quantity of countable noun in her text. It should be “so many” for countable noun. (See in appendix)

These are the three examples that found by the researcher, actually there are so many examples of the wrong sentences in her first observation, but the researcher only write three examples above. Paying attention to the problems above, the writer took the research which entitled: “An Analysis of the Students’ Error in Using Quantifiers on the Students’ Recount Text at the Eighth Grade Students of MTs Manba’ul’ulum Cirebon. The researcher considers that it is very important to analyze deeply the students’ error in using quantifiers on the students’ recount text.

Jeffrey Coghill and Stacy Magedanz (2003: xv) the grammar of language is the set of rules that govern its structure, grammar determines how words are arranged to form meaningful units. In learning English, there are some components that must be mastered by students in order to use English correctly. Such as spelling, grammar, vocabulary, and pronunciation which must be taught to the students.

According to Sydney Greenbaum (1996: 13) Grammars of English focus on the standard language, grammars of standard language have applications in the teaching of English to foreigner. One of the important language components is structure or grammar. It is very essential for students to learn English. Grammar is an important part of language, which supports the mastery all language skills, such as speaking, reading, writing and listening. According to Nasr, (1980:52) Grammar is part of any language or the part of language that represent the instruments by which we indicate structural meaning.

Grammar is not the most important thing in the world. But if people make a lot of mistakes people may be more difficult to understand.

And some kinds of other people may look down on them or not take them seriously. Hardly anybody speaks or writes a foreign language perfectly. Some people will communicate more successfully if people can make their English reasonably correct. Although knowledge of grammar will not on its own create writing skills, there is good reason to think that understanding the structure of sentences help to increase sensitivity to some of the important factors that distinguish good writing from bad.

According to Bruce L. Liles in A. Chaedar Alwasilah (1993: 19) every day the native speaker hears, reads, and creates new sentences, sentences which seem so ordinary that he is not aware that they have never been used before. An adequate grammar of English should enable a person to produce not just those sentences that have said in the past, but all the sentences that a native speaker is capable of creating or understanding.

When the students are learning English in their schools, they must learn grammar as the basic components of the language skills. The grammar lesson is usually integrated in learning productive skills like speaking and writing. In this case, the language aspects are usually given during or after the process of reaching the targeted skill. It means that the teaching of grammar is often conducted not as the skill focus but the supplementary activities to reinforce the students' basic knowledge of constructing the correct sentences.

Accordingly, this has to be conducted intensively since grammar is the essential part of the quality of language acquisition. Every time students speak or write a sentence, students mind is choosing words from the eight part of speech: noun, pronoun, verbs, adverbs, adjective, preposition, conjunction, and interjection. Studying these different kinds of words and the basic pattern of English sentences steadily develops the skills and concepts students need to communicate effectively.

In order to produce good sentences in writing skills and effective communication, the students must have good grammatical competence. One of the grammar items that must be mastered by the students is *quantifier*.

According to AS Hornby (2006: 1187) that quantifier is a determiner or pronoun that expresses quantity. Quantifiers can be a single word or a phrase and are used with nouns. They can be used with both a countable and an uncountable to express amount or quantity. Quantifiers are a type of determiner which denotes imprecise quantity. They differ from numbers or numerals which indicate precise quantity.

Quantifiers are the basic grammar rule, but most of students still confuse to use it. They cannot distinguish the using quantifiers in countable and uncountable noun. Based on the researcher's observation at the eighth grade students of MTs Manba'ul'ulum Sindangmekar Cirebon that most of them confuse in distinguishing the using of quantifiers. This indicates that they have less understanding in using quantifiers.

Quantifier is an important grammar component that must be mastered by students, because to determine amount or quantity the students must know the function of quantifier, whereas the researcher still found some mistakes made by students in using quantifiers, the example of mistakes found by the writer in her first observation from the students' text. The researcher found some mistakes of students' recount text in using quantifier.

## **B. The Identification of The Problem**

### **1. The Research Area**

Error analysis enables the researcher to find out the sources of errors and take pedagogical precautions towards them. Thus the analysis of learner language has become an essential need to overcome some questions and propose solutions regarding different aspects.

This thesis, which entitled "An Analysis of Students' errors in Using Quantifiers on the Students' Recount Text at The Eighth Grade students of MTs Manba'ul'ulum Cirebon, focused on Grammar field that is quantifiers. Distinguishing the using of quantifiers for countable and

uncountable noun was something difficult for students at eighth grade students of MTs Manba'ul'ulum.

The quantifiers' error that the researcher observed was few, a few, little, a little, much and many, all, both, one, each, and the last is every. The researcher usually found some students' errors in using quantifiers even in written or spoken. So the researcher interested to find out their problem and their understanding in using quantifiers. Hopes the result of this research will useful for English teacher especially in Grammar lesson.

## **2. The Kinds of Problem**

Based on the background of the problem explained above, the researcher identify there are some problems, the problems as follows:

- a. Students consider that grammar is difficult to learn and to understand
- b. There was no good strategy to understand the distinguishing of using quantifiers.
- c. Students did not memorize the kinds of quantifiers and the using of it.
- d. Students confuse and difficult to distinguish the using of quantifiers in countable and uncountable noun.
- e. Students could not apply their grammar knowledge especially in using quantifiers.
- f. Students didn't have good knowledge which countable and uncountable noun.
- g. Students less comprehension of sentences.
- h. Students difficult to decide whether the sentence has positive idea and the sentence that has negative idea.
- i. Students didn't pay attention to grammatical structure when they write in English

### **3. The Main Problem**

The main problem of the research that would be observed by the researcher was the errors in using quantifiers. These problems are often occurred in students' daily life, although in written and spoken. They confuse to distinguish the using of quantifiers for countable and uncountable noun. The researcher observed on students' recount text, because students at the eighth grade were studying about recount text when the researcher did the research. So it was important to analyze their recount text to know their ability in using quantifiers on their texts.

### **C. The Limitation of The Problem**

In order to produce good sentences in making recount text, the students must have good grammatical competence. One of the grammar competences that must be mastered is quantifiers. There are many kinds of quantifiers, so that the researcher limits the research only on quantifiers of noun such as few, a few, little, a little, much and many, all, both, one, each, and the last is every and the object of this research is only the eighth grade of MTs Manba'ul'ulum Sindangmekar Dukupuntang Cirebon.

### **D. The Questions of The Research**

According to David Nunan (1992:2) that research is a systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, (3) analysis and interpretation of data. Based on the explanation above, the researcher had constructed some questions that related to her research which were used to guide her in finishing her thesis, namely:

1. What are quantifiers' errors that found on students' recount text?
2. Which type of quantifiers' error is the most dominant?
3. What are the teacher's efforts to overcome the errors?



### **E. The Aims of The Research**

From those questions that have been mentioned above, the researcher had constructed her own aims for her research, there are:

1. To find out the quantifiers' errors that found on students' recount text.
2. To determine the most dominant type of quantifiers' errors.
3. To know the teacher's effort to overcome the errors.

### **F. The Use of The Research**

In the end of this research, the researcher expected this research could be used to:

1. Theoretically

The usefulness of the research theoretically is to give contributions for deciding the appropriate strategy in learning grammar especially in learning quantifiers. Because it was the basic rule of grammar.

2. Practically

Finally have different general objectives and their learners differ in their interest, some learner study grammar because they wish to improve their use of the language. Others feel themselves competent in the language and are interested in learning about the language in studying grammar for its own sake and not necessarily for practical application.

After doing the research, the writer hopes the result of the research gives help as the reference for the teacher to evaluate the teaching and learning process especially in grammar lesson. The writer also hopes the result of this research can be useful for the learners to know how to use quantifiers correctly and will give information to the readers about the students' difficulties in studying quantifiers and how far the students' ability in using quantifiers and to find out the better strategy to avoid the errors made by the students in using quantifiers.

After understanding and mastering the using of quantifiers, so that the students could write or make the recount text easily and they could write good recount text with good sentences.

## **CHAPTER II**

### **THEORETICAL FOUNDATION**

#### **A. The Nature of Learning**

There are many different theories of how people learn. What follows is a variety of them, and it is useful to consider their application to how the students learn and also how the teacher teaches educational programs. It is interesting to think about particular way of learning and to recognize does everyone does not learn in the same ways.

According to Burn (1995: 99) conceives of learning as a relatively permanent change in behavior with behavior including both observable activity and internal processes such as thinking, attitudes, and emotion. It is clear that Burn includes motivation in this definition of learning . Burn considers that learning might not manifest itself in observable behavior until some time after the educational program has taken place.

The researcher here collected various theory of learning according some experts, that there were six theories related to the theory of learning, here are the six theories:

##### **1. Sensory Stimulation Theory**

Traditional sensory stimulation theory has as its basic premise that effective learning occurs when the senses are stimulated (Laird, 1985) Laird quotes research that found that the vast majority of knowledge held by adults (75%) is learned through seeing. Hearing is the next most affective (about 13%) and other senses-touch, smell and taste account for 12% of what we know. This theory says that if multi-senses are stimulated greater learning takes place. Stimulation through the senses is achieved through a greater variety of colors, volume levels, strong statements, facts presented visually, use of a variety of techniques and media.

##### **2. Reinforcement Theory**

This theory was developed by the behaviorist school of psychology, notably by B.F Skinner earlier in this century (Laird 1985, Burn 1995) Skinner believes that behavior is a function of its consequences. The learner will repeat at the desired behavior if positive reinforcement follows the behavior.

Positive reinforcement or rewards can include verbal reinforcement such as 'that's great' or 'you're certainly on the right track' through to more tangible rewards such as certificate at the end of the course or promotion to a higher level in an organization.

Negative reinforcement also strengthens a behavior and refers to a situation when negative condition is stopped or avoided as a consequence of the behavior. Punishment, on the other hand, weakens a behavior because a negative condition is introduced or experienced as a consequence of the behavior and teaches the individual not to repeat the behavior which was negatively reinforced.

### 3. Cognitive-Gestalt Approaches

The emphasis here is on the importance of experience, meaning, problem-solving and the development of insights (burn 1995: 112). Burn notes that his theory has developed the concept that individuals have different need and concern at different times, and that they have subjective interpretations in different contexts

### 4. Holistic Learning Theory

The basic premise of this theory is that the 'individuals personality consist of many elements specifically. The intellect, emotions, the body impulse (or desire), intuition and imagination (Laird, 1985: 121) that all require activation if learning is to be more effective.

### 5. Facilitation Theory (The Humanist Approach)

Carl Rogers and others have developed the theory of facilitative learning. The basic premise of this theory is that learning will occur by the educator acting as a facilitator, that is by establishing an atmosphere in

which learners feel comfortable to consider new ideas and are not threatened by external factors (Lair, 1985)

## 6. Experiential Learning

Kolb proposed a four-stage learning process with a model that is often referred to in describing experiential learning (McGill & Beaty 1995). The process can begin at any of the stages and is continuous; there is no limit to the number of cycles learners can make in learning situation. This theory asserts that without reflection we would simply continue to repeat the learners' mistake. [www.brokes.ac.uk](http://www.brokes.ac.uk)

## **B. The Nature of Grammar**

### **1. The Meaning of Grammar**

To begin the discussion in this chapter about grammar, the researcher in this research explains about the definition of grammar. The word grammar has several meanings and there is no universally accepted definition. Different experts define the term of grammar differently. There is no fixed definition of grammar.

According to Scott Thornbory (1999: 1) "Grammar is partly the study of what forms (or structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis of the level of the sentence". Thus a grammar is a description of the rules that govern how language's sentences are formed.

It is relevant to what H. Douglas Brown (1998:27) definition that grammar is a system of the rules governing the conventional arrangements and relationships of words in a sentence.

Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language.

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use

language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone--not only teachers of English, but teachers of anything, for all teaching are ultimately a matter of getting to grips with meaning. (David Crystal, "In Word and Deed," TES Teacher, April 30, 2004)

According to Richard Nordquist in [grammar.about.com](http://grammar.about.com) his article said that grammar has two definitions: firstly, the systematic study and description of a language. Secondly, a set of rules and examples dealing with the syntax and word structure of a language, usually intended as an aid to the learning of that language.

Having known the definition of grammar above, it is not hard for us to understand why grammar is useful and important. Without knowing the grammar of a language, one cannot be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells people how to use the language.

People learn how to construct a good message based on the rules they have known and try to convey the message to the others. These rules are termed as grammar.

The mechanism of grammar cannot be seen concretely, because it is rather abstractly represented in the human mind, but we know it is there because it works. One way of describing this mechanism is by means of a set of rules which allows us to put words together in certain ways which do not allow others. The meaning of message conveyed by language has to be converted into words put together according to grammatical rules and these words are then conveyed by sounds.

## **2. The Importance For Studying Grammar**

From time to time there are public debates about the teaching of grammar in schools. Educational fashions change, and after a period of over twenty-five years since the formal teaching of grammar was abandoned in most state schools there have been recent calls in Indonesia for the reintroduction of grammar teaching as part of English lesson. Study of the English language can help students develop their ability to adjust their language appropriately to different contexts.

Students should be aware of the expectations that Standard English is the norm for public writing, and they will need to learn to adopt the conventions for public writing in grammar, vocabulary, spelling, and punctuation. Grammar is generally regarded as central to linguistics, and it should therefore be included in a linguistic curriculum on its own terms. Many educationists have denied that a study of grammar can improve the ability to write English correctly and effectively.

According to Beverly Derewianka (2012: 1) there are six reasons for studying grammar:

- 1) Be able to reflect on how the English language works.
- 2) Be able to use language effectively, appropriately and accurately
- 3) Understand how different kinds of meaning are created through the use of different grammatical forms so that we can control and shape those meanings more skillfully and effectively ourselves.
- 4) Critically analyze texts so we can understand how grammar has been used to achieve certain effects.
- 5) Examine patterns of language and words choices so that we can appreciate, interpret, and create well-constructed texts.
- 6) Have a shared language for teaching and learning about the main features of the English language.

English as a foreign language in Indonesia is important for most students including the students of university and lecture or teacher. Every language in the world has its own grammar. Someone who wants to study English has to study grammar as well.

Swan (1987:ii) said that grammar is a hierarchy of the structural pattern of language work more specifically. It means that grammar is the study of the language system and the pattern that operate in a language to give meaning an utterance or in a sentence.

Based on the explanation above, we can conclude that grammar is a set of rules of a language system to give meaning to on utterance, so it is

important to learn grammar in order to give meaning in utterance that cause the communication process will be effective.

Grammar is basic knowledge of language by which we can use English effectively. If students don't have the knowledge of grammar, they will not be able to use English well and without grammar the language is flat. We cannot leave or avoid learning grammar, because without knowing the grammar of language especially English grammar, the students cannot be said to have learned the language.

According to Kresti Borjars and Kate Burridge in their book *Introducing English Grammar* (2001:8- 12) there are five reasons why study English Grammar is important:

1) Typology

For instance, we might be interested in comparing English with other languages, and in order to do so, we need a detailed description of English.

2) Universal Grammar

For a number of linguists, the ultimate goal of the study of the grammars of individual languages is not to compare languages, but to find out how the human brain deals with language.

3) Speech Therapy

Even though the two motivations for doing English grammar which we have mentioned so far have important repercussions in other fields- for instance, psychology or anthropology- the people who work within these two approaches are usually people who are interested in linguistics for its own sake- they are grammarians, or syntacticians.

4) Foreign Language Learning

Foreign language learning is another obvious practical application of the study of English grammar.

5) Stylistics

There is one branch of linguistics called stylistics which is devoted to the study of how language is used in literature. But also in non-literary text you will find grammatical analysis a useful tool.

The study of grammar all by itself will not necessarily make students a better writer. But by gaining a clearer understanding of how the language works, students should also gain greater control over the way students shape words into sentences and sentences into paragraph. In short, studying grammar may help students become a more effective write.

### 3. The Nature of Text

#### a. Text Types

According to Mark Anderson and Kathy Anderson (1997:3) text divided into two types; literary text and factual text. Literary text consists of narrative, poetry, drama. Factual text consists of recount, explanation, discussion, information report, exposition, procedure and response. In the table below are all ten text types and the purpose of each that stated by Mark Anderson and Kathy Anderson in the book of *Text Types in English 1* (1997:4):

Table 1: Text Type

Text Type	Example of text	Purpose
Literary-Poetic	Backboard, hoop-to me they call, slamming, jamming; the game with it all. Three pointer, foul, attack and defend, Take the shot-play basket ball  (Sam bouncing a basketball slowly with a sullen look on his face as Mum enters)	To express the feelings or experience of the poet so as to describe, praise or criticize.
Literary-Dramatic	Mum: It's not the end of the world, you know.  Sam: I should 'a got that last	To portray human experience through enactment, sometimes in order to make social comment



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Text types	Example of text	Purpose
Literary- Narrative	Once upon a time there lived a young basketball player named Sam.	To construct a view of the world that entertains or informs the reader or listener
Response	Slam Dunk 3, the latest in the series on great moments in basketball, was released today by Sportz Filmz.....	To respond to an artistic work by providing a description of the work and a judgment.
Discussion	Basketball is better than cricket. Discuss. Both basketball and cricket are popular sport. There are arguments for and against basketball being better the better game.	To present differing opinions on a subject to the reader or listener.
Explanation	A foul in basketball can occur for several reasons. Deliberate contact made by a player on an opposing player result in a foul.	To explain how or why something occurs.
Exposition	Basketball is the best game to watch. Firstly, when basketball went fully professional in 1979,....	To argue or persuade by presenting one side of an issue.
Information report	Basketball is a team sport that is growing in popularity in Australia.....	To classify, describe or to present information about subject.
Recount	Last night our family went to the Balldome to watch the kings	To retell a series of events, usually in the

Procedure	play of Shooter..... The following is a method for improving basketball shooting skills. You will need a basketball, hoop with backboard and chalk. 1. Measure three metres from the pole and draw a line with the chalk 2. Stand at this line 3. ....etc.	order they occurred. To instruct someone on how something can be done
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From ten text types above the researcher choose one text type as the object of her research. The researcher choose a recount text as the object in her research at the eighth grade MTs Manba'ul'ulum to know their ability in using quantifiers in the recount text. The researcher analyzes the students' errors in using quantifiers on the students' recount text. It was appropriate with curriculum that the researcher taken from the syllabus, the text which learnt by the students at the eighth grade is recount text. And below the researcher would explain about a recount text.

b. Recount Text

In the table above the researcher had explain about types of text that consists of ten text types. One of the texts above is recount text. Often people will want to tell other people about something that has happened in their life. People might want to tell about what they did at the past. It might be about exciting things that happened when people were on holidays last year. Speaking or writing about past events is called a recount.

According to Mark Anderson and Kathy Anderson (1997:48) stated that recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a

description of what occurred and when it occurred. The examples of recount text types are; newspaper reports, conversation, speeches, television interviews, eyewitness accounts and letters.

From the explanation above the researcher concludes that recount is a reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tenses; such as simple past, past perfect, past continuous, past perfect continuous tenses.

Recount text has its features, here the researcher explains the features of a recount that taken from *Text Types in English 1* Book written by Mark Anderson and Kathy Anderson (1997:50):

1) Constructing a written recount

The recount text type retells past events, usually in the order in which they happened. The steps for constructing a written recount are:

- a) A first paragraph that gives background information about who, what, where, and when (called an orientation)
- b) A series of paragraph that retells the events in the order in which they happened
- c) A concluding paragraph (not always necessary)

2) Language features in a recount

The language features usually found in a recount text are:

- a) Proper nouns to identify those involved in the text.
- b) Descriptive words to give details about who, what, when, where and how
- c) The use of the past tense to retell the events
- d) Words that show the order of events (for example, *first, next, then*)

#### **4. The Nature of Quantifiers**

##### **a. The Definition of Quantifiers**

There are several definitions of quantifiers, the researcher in this discussion written some definitions of it. It was important to explain

and discuss about the definitions of quantifiers before discussing other discussions related with quantifiers. This explanation as a guide to the next explanations of quantifiers.

Kevin B Pateron et.all (2004:2-3) defined quantifiers to some definitions. Firstly, quantifiers are ubiquitous in natural language and, in addition to providing information about quantity, they serve important discourse functions. Secondly, quantifiers are ubiquitous in natural language, and include expressions such as *some, all, most, none, a few, few, a large number, a small proportion, lots, and a significant amount.*

The meaning of quantifier is the word that express of quantity or a mount, quantifier can be single word or phrase and used with noun, they can be used in countable noun or uncountable noun to express amount or quantity such as, some, much, many, few, little, a lot of, plenty of, etc.

The researcher got from another source said that quantifier is category of determiner or pronoun and generally used to express quantity or show quantity and usually use much, many, a lot, to indicate a large quantity of something and “little or few’ to indicate small amount.

From the definitions above about quantifier the researcher concludes that quantifiers are a type of determiner which denotes imprecise quantity. They differ from numbers or numerals which indicate precise quantity. The most common examples: the most common quantifiers used in English are: *some/any, much, many, a lot, a few, several, enough, each, every, one, etc.*

Based on the definitions above also the researcher concludes that there are three types of quantifier; neutral quantifiers, quantifiers of large quantity, and quantifiers of small quantity

1) Neutral quantifiers: *some, any, several, a number of, enough.*

In many books read by the researcher explained that some and any are both quantifiers and articles. In many contexts, some is the plural indefinite article, the plural of “a” or “an”; but more often some implies a limited quantity, and for this reason has the value of quantifier. Some is used in affirmative statements; it is replaced with any in negative and interrogative context.

Examples:

- *I've got some apples in my basket and some water in my bottle*
- *I haven't got any apples in my basket, nor any water in my bottle.*
- *Have you got any apples in your basket? Have you got any water in your bottle?*

Several and a number of imply “ *more than one, but less than a lot*”. They are not usually used in negative or interrogative structures, only in affirmative statements.

Example:

- *There are several books/ a number of books by Azar in our library*
- *Several people/ a number of people said that they'd seen the missing child.*

Enough implies a *sufficient quantity*; it is used in affirmations, negations and questions.

Example:

- *We can get tickets for the concert, I've got enough money now.*
- *Have you got enough money for the tickets?*

## 2) Large quantity quantifiers

*much, many, lots of, plenty of, numerous, a large number of, etc.* much and many: much is used with no count nouns (always in

the singular); many is used with count nouns in the plural. Much and many are not often used, in modern spoken English, in affirmative statements; but they are very commonly used in interrogative and negative contexts.

Example:

- *I have many reasons for thinking.....*

It is acceptable, but rather formal; most English speakers would more naturally say:

- *I have plenty of/ a lot of/ a large number of reasons for thinking*
- *Much water is of very good quality.*

This sentence is technically acceptable, but not probable in modern English. Most people would say and write:

- *A lot of water / a good proportion of water / plenty of water.*

Lots of, a lot of, plenty of, a large number of, numerous these expressions all mean more or less exactly the same.

### 3) Small quantity quantifiers

*few, a few, little, a little, not many, not much, a small number of, etc.*

These quantifiers are normally only used in affirmative statements, to which they give a negative coloring. Little, a little, not much are used with non count nouns and few, a few, not many are used with count nouns in the plural.

Example:

- *Few people can speak more than three languages*
- *A few paintings in this gallery are really good.*
- *There's little point in trying to mend it.*
- *I've got a little money left (www.grammarabout.com)*

### **b. Types of Quantifier**

Types of quantifiers divided into three types: first type quantifiers that are used with countable nouns, such as many, few. The second type

is quantifiers that are used with uncountable nouns such as little, much and the third type is quantifiers that used with both of quantifiers countable nouns or uncountable nouns.

Table 2: The Using Of Quantifier Both Of Countable And Uncountable Noun

<b>With countable noun</b>	<b>With uncountable noun</b>	<b>With countable and uncountable noun</b>
Many Few Several Each Both	Much Little	More Most All Enough Both A lot of Any

According to Betty Schramper Azar (1999: 119), there are some expressions of quantifiers, and here the researcher would explain what Betty Schramper Azar wrote in her book *Understanding And Using English Grammar* in the table bellow:

Table 3: Expressions of Quantifiers

<b>Expressions of Quantity</b>	<b>Used With Count Nouns</b>	<b>Used With Noncount Nouns</b>	An expression of quantity may precede a noun. Some
(a) One	One apple	Ø	
Each	Each apple	Ø	
Every	Every apple	Ø	

(b) Two, etc. Both A couple of A few Several Many A number of	Two apples Both apples A couple of apples A few apples Several apples Many apples A number of apples	∅ ∅ ∅ ∅ ∅ ∅ ∅	expressions of quantity are used only with count nouns, as in (a) and (b).
(c) A little Much A great deal of	∅ ∅ ∅	A little rice Much rice A great deal of rice	Some are used only with noncount nouns, as in (c).
(d) No Some/any A lot of/lots of Plenty of Most all	No apples Some/any apples A lot of/lots of apples Plenty of apples Most apples All apples	No rice Some/any rice A lot of/lots of rice Plenty of rice Most rice All rice	Some are used with both count and noncount nouns as in (d).

Note: ∅= not used. For example, you can say” I ate one apple” but NOT “I ate one rice”.

From the explanation what the researcher wrote above, so the researcher decides some quantifiers that would be observe in her research. The researcher choose one, each, every, all, both, many, much, few, a few, little, and a little. the researcher decide those quantifiers to analyze in students’ recount text because those quantifiers are often used by students in their written.



- 1) The use of quantifier (one, each, every, both, all, little, a little, few, a few much, many)

The uses of quantifiers are to determine the quantity or amount of something either countable noun or uncountable noun, here some quantifiers have the same meaning, but they are different in function.

There are some kinds of quantifier. The researcher likes to take the quantifiers that frequently used in daily communication. In this research the researcher took six of quantifiers they are: *one, each, every, both, all, little, a little, few, a few, much and many* be the objects of her research.

To know the differences function among *one, each, every, both, all, little, a little, few, a few, much and many* the researcher would explain them below:

- a) One, each, and every

One, each, and every are used in singular expressions of quantity. Here are the researcher wrote the table as Betty Schramper Azar explained (1999: 128) in the book such as follows:

Table 4: Singular Expressions of Quantity

<b>Singular Expressions Of Quantity: One, Each, Every</b>	
(a) <i>One student</i> was late to class. (b) <i>Each student</i> has a schedule. (c) <i>Every Students</i> has a schedule	<i>One, each, and every</i> are followed immediately by singular count nouns (never plural nouns, never noncount nouns).
(d) <i>One of the students</i> was late to class (e) <i>Each (one) of the students</i> has a schedule. (f) <i>Every one of the students</i> has a schedule	<i>One of, each of, and every one of*</i> are followed specific plural count nouns (never singular nouns; never noncount nouns).

Compare:

*Every one* (two words) in expression of quantity; e.g., *I have read every one of those books.*

*Everyone* (one word) is an indefinite pronoun; it has the same meaning as *everybody*; e.g., *everyone/ everybody has a schedule.*

Note:

*Each and every* have essentially the same meaning. *Each* is used when the speaker is thinking of one person/thing at a time: *Each student has a schedule. = Mary has a schedule Hiroshi has a schedule. Carlos has a schedule. Sabrina has a schedule. (etc).*

*Every* is used when the speaker means “all”: *every students has a schedule. = All of the students have schedules.*

b) All (of) and Both (of)

Taken from Betty Schramper Azar (1999: 126). The researcher wrote in the table the explanation about all (of) and both (of), Such as follows:

Table 5: The Using of *All* and *Both*

<b>All (of) And Both (of)</b>	
(a) Correct: <i>All of the students</i> in my class are here.	When a noun is specific (e.g., <i>the students</i> ), using <i>of</i> after <i>all</i> is optional as in (a) and (b). When a noun is nonspecific, <i>of</i> does NOT follow <i>all</i> , as in (c).
(b) Correct: <i>All the students</i> in my class are here.	
(c) Correct: <i>All students</i> must have an I.D card.	
(d) Incorrect: <i>All Students</i> must have an I.D card.	
(e) I know <i>both (of) those men</i>	Similarly, using <i>of</i> after <i>both</i> is optional when the noun is specific, as in (e). When a noun is nonspecific, <i>of</i>
(f) Correct: I know <i>both men</i>	
(g) Incorrect: I know <i>both of men.</i>	

	does NOT follow <i>both</i> , as in (f).
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c) Little and a little

Taken from Betty Schramper Azar (1999: 123). Little and a little had the same meaning (small amount) but different in function, little give a negative idea; they indicate that something is largely absent and a little give positive idea; they indicate that something exist, is present.

Table 6: The Using of *A Little* and *Little*

A Little	Little
Positive Idea - I am glad having a little time left - he has a little money with him - will you have a little cofee. - please give me a little cheese - they have a little money, so they are not poor (they have some money)	Negative Idea - I have little time to do it -he was sorry to find that he had little money -there is a little hope for him to recover -there is little petrol in this drum

d) Few and a few

According to Betty S. Azhar (1999:123) few and a few are used with plural count nouns. Few gives negative idea; this indicate that something is largely absent. And a few gives a positive idea; they indicate that something exists, is present.

Table 7: The Using of *Few* and *A Few*

<b>Few</b>	<b>A few</b>
<p><b>Negative Idea</b></p> <ul style="list-style-type: none"> <li>- I feel sorry for her, she has few friends</li>   <li>- many people are multilingual, but few people speak more than ten languages</li>   <li>- because the family is very poor, the children have few toys</li> </ul>	<p><b>Positive Idea</b></p> <ul style="list-style-type: none"> <li>- She has been here only two weeks, but she has already made a few friends</li>   <li>- do you have a few minutes?</li>   <li>- I like to listen to a few music after dinner before I begin studying</li> </ul>

e) Much and many

Much and many are used with plural nouns. Much is used for non count nouns or uncountable nouns and many is used for count nouns or uncountable noun.

Table 8: The Using of *Much* and *Many*

<b>Much</b>	<b>Many</b>
<ul style="list-style-type: none"> <li>- there is not much money in my bank account</li>   <li>- I haven't gotten much mail lately</li>   <li>- there are too much furniture in Anna's living</li>   <li>- there isn't much traffic today</li> </ul>	<ul style="list-style-type: none"> <li>- I haven't visited many cities in the United States</li>   <li>- I don't get many letters</li>   <li>- I haven't met many people since I came here</li>   <li>- the doctor has so many patience with incompetence</li> </ul>

<p style="text-align: center;"><b>Introgative sentences</b></p> <p>- how much homework did the teacher assign?</p> <p>- how much postage does this letter need?</p>	<p style="text-align: center;"><b>Introgative Sentences</b></p> <p>- how many tooth does the average person have?</p> <p>- how many fishes are there in the ocean?</p>
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## C. The Nature of Error

### 1. The Definition of Error

According to S.P Corder in Saptarini (2011: 8) “Error are the result of interference in the learning of a second language from the habits of the first language”. It means that error can be found in the writing covering a phoneme, a word, a phrase, a clause, a sentence, a discourse.

In another statement, John Norrish in Saptarini (2011:9), “errors may arise from the choice of the materials itself; from its teaching poinys being presented a certain order; from the ordering of the examples of the language; as aresult of the practice work accompanying the examples, or from the learners’ processing of these materials.”

From the explanation above the researcher concluded that errors are caused by deficiency in competence and a shortcoming in the knowledge of language learners make errors when they have not learnt something correctly.

### 2. Difference between errors and Mistakes

Errors are different from mistake. According to Brown (2000: 217), technically mistakes and errors are very different phenomena. A mistake refers to a performance error that is either a random guess or a “slip” in that it is failure to utilize a known system correctly. An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of t he learner.

An error cannot be self –corrected, according to James ( 1998:83) in Brown on his book *Principles of Language Learning and Teaching* (2000: 217-218), while mistakes can be self corrected if the deviation is

pointed out to the speaker. But the learner's capacity for self-correction; therefore, if no such self-correction occurs, we are still left with no means to identify error vs. mistakes.

From the explanation above, the writer conclude that error cannot be self-corrected and mistake can be self corrected. And it depends on learner's capacity for self-correction. If the learner does not have self-correction, it is hard to identify error and mistakes.

Tarigan (1995: 76) compares them as Follows:

Table 9: The Comparison of Mistake and Error

<b>Categories point of views</b>	<b>Mistake</b>	<b>Error</b>
Source	Perormance	Competent
Characteristic	It is not systematic	It is systematic
Duration	It is not permanent	It is not permanent
Linguistic system	The learner has understood the system	The leaner has no understood the system
Result	Deviation from the correct rules	Deviation from the correct rules
Improvement Method	It is corrected by the learner	It is corrected by the teacher though exercise and remedial teaching.

#### **D. Source of Error**

By trying to identify sources we can take another step toward understanding how the learner's cognitive and affective processes relate to the linguistic system and to formulate an integrated understanding of the process of second language acquisition (Brown, 2000: 223). According to Brown, there are four sources of error, such as:

### 1. Interlingual Transfer

Interlingual transfer is a significant source of error for all learners. The beginnings stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. It is not always clear that an error is the result of transfer from the native language, many such errors detectable in learner speech. Fluent knowledge or even familiarity with a learner's native language of course aids the teacher in detecting and analyzing such errors.

### 2. Intralingual Transfer

One of the major contributions of learner language research has been its recognition of sources of error that extend beyond interlingual errors in learning a second language. It is now clear that intralingual transfer (within the target language itself) is a major factor in second language learning. Researchers (see Jaszczolt 1995; Taylor 1975) have found that the early stages of language are characterized by a predominance of interference (interlingual transfer), but once learners have begun to acquire parts of the new system, more and more intralingual transfer-generalization within the target language is manifested.

The teacher or researcher cannot always be certain of the source of an apparent intralingual error, but repeated systematic observation of a learner's speech data will often remove the ambiguity of a single observation of an error.

### 3. Context of Learning

A third major source of error, although it overlaps both types of transfer, is the context of learning. "context" refers, for example, to the classroom with its teacher and its materials in the case school learning or the social situation in the case of untutored second language learning.

Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in textbook, or even because of a pattern that was rotary memorized in a drill but improperly contextualized. Another manifestation of language learned in classroom context is the occasional tendency on the part of learners to give unconstructed and inappropriate formal from language.

The sociolinguistic context of natural, untutored language acquisition can give rise to certain dialect acquisition that may itself be a source of errors.

#### 4. Communication strategies

Communication strategies were defined and related to learning style. Learners objectively use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of errors. Once an ESL learner said, “: let us work for the well done of our country.” While it exhibited a nice little twist of humor, the sentence had an incorrect approximation of the word *well-fare*. Likewise, word coinage, circumlocution, false cognates (From tarone 1981), and prefabricated pattern can all be sources of error.



## **CHAPTER III**

### **THE RESEACRH METHODOLOGY**

#### **A. The Methodology of The Research**

##### **1. The Objective of The Research**

According to Mahsun (2005:40), objective of the research contains the specific aim that wants to be achieved from the research that will be carried out. From this definition, the objective of this research is to analyze the students' errors grammatically in quantifiers on students' recount text. After analyzing the students' errors grammatically in quantifiers on students' text, the researcher find out the teacher's effort to overcome the students' error in using quantifier.

##### **2. The Object and Time of The Research**

###### **a. The Object of The Research**

The object of this research is students' recount texts that written by the students at eighth grade of MTs Manba'ul'ulum Sindangmekar Dukupuntang Cirebon. The researcher chooses this object of her research because of her observation in this school that most of students are confused by the using of quantifiers. There were many errors done by the students in distinguishing quantifiers. The researcher only focused on eleven quantifiers that will be analyzed one, each, every, all (of), both (of), little, a little, few, a few, much and many. These are the quantifiers that common in using.

###### **b. The Time of The Research**

In doing research, the researcher need to limit the time, in order to make the research effectively. On this research, the researcher limit the time from 1<sup>st</sup> June to 30<sup>th</sup> June2013.

##### **3. The Method of The Research**

In the previous discussion of this research, researcher has explained the purpose of the research. Her research has a purpose to

analyze the students' error in using quantifiers on their recount text. To get the result of her purpose, the researcher uses a method of research.

There are two methods in the research there are quantitative and qualitative. When we use the quantitative method, we have to use the statistics formula and this kind of method is shorter in time of collecting data. On the other hand, when we use the qualitative method, we need to take longer time to collect data but we don't need to use statistics formula to carry it out.

In this research, the researcher is used qualitative method in the form of case study. Merriam in Nunan (1992: 77) stated that the qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Based on the explanation above the researcher conclude that case study generally aim to provide a holistic description of language learning or use within a specific population and setting.

Robert R. (1982:46) stated that descriptive research is used in the literal sense of describing situations or events. It is the accumulation of a data base that is solely descriptive-it does not necessarily seek or explain relationship, test hypotheses, make prediction, or get at meanings and implications, although research aimed at these more powerful purposes may incorporate descriptive methods.

Frankle and Wallen (19973:7) states: research can mean any sort of careful, systematic, patient study and investigation in some field of knowledge, undertaken to discover or establish fact and principles. Based on the explanation above the writer can conclude that method of research can properly refer to the theoretical analysis of the method appropriate to a field of study and principles particular to branch knowledge.

In this research, the writer has aim to make description systematically, factually and accurately about the students' competence and students' error in doing test related to the quantifier: little, a little, few, and a few, much and many, in a sentence. Descriptive research is

used to obtain information concerning the current status of the phenomena to describe with respect to condition in a situation.

#### **4. The Source of Data**

Lofland (1984:47) as cited in Moelong (2004:157) explain that “source of data in qualitative research is word and action, and in addition is like document and so on.”

According to Fraenkel (2012: 427) qualitative data are collected in the form of words or pictures rather than numbers. The kind of data collected in qualitative research include interview transcripts, field notes, photograph, audio, recording, videotapes, diaries, personal comment, memos, official record, textbook passages, and anything else that can convey the actual words or action of people.

In her research, the researcher took one class as a participant of her research. Students of eighth grade are as the participant of her research. There are two classes of eighth grade in MTs S Manba’ul’ulum, Girls class and boys class, so the researcher decided VIII B class or the girls class as the participant of the research.

There are thirty students at VIII B, the researcher analyze all students’ recount text, but after the researcher rank the students’ errors in using quantifiers there were two groups, that one group consist of fifteen students that have good competences in using quantifiers on their recount text, and the second group consists fifteen students that have very low competences in using quantifiers on their recount text, so the researcher decided the second group as the participant of her research and she only provided fifteen analysis of the students’ errors in using quantifiers on their recount text in her thesis and it will be provided in the chapter four.

From the explanation above, the researcher the primary data in her research is the important data in the research. The primary data of this research is the students’ recount text that will be analyzed the using of quantifiers in it.

## **5. The Instrument of The Research**

Research instrument is helpful tool that chosen and used by the researcher in collecting data in order to make it systematic and easier (Arikunto, 2007: 101). In this study, the instrument is the researcher. The researcher collects the data and the information for the research. The data that collected by the researcher is from the students' recount texts or called the study of documentation as the first instrument.

After collecting the students' recount text, and knowing the students' problems in using quantifiers, the researcher wants to know the teacher's efforts to overcome the errors so that the researcher collected the data from interview as the second instrument used the mobile phone recorder. The researcher got this data was from the English teacher of eighth grade at MTs Manba'ul'ulum. And other way to get the data was from the observation as the third instrument, to know the students' activity in acquiring English language; it presented using filed note.

## **6. The Technique of Collecting Data**

Sudaryanto (2005: 120) stated that technique is way to carry out the research. In comparison method, there are several techniques in collecting data. The term data refers to the kinds of information researchers obtain on the subject of their research.

According to Fraenkel (2012:436) in qualitative research, the data is usually obtained from observation. The technique researchers most often use to analyze their data is called coding. In Jack Fraenkel's book that cited from Strauss and Corbin (1998) define coding in qualitative studies "as the analytic process through which data are fractured, conceptualized and integrated to from the theory."

Qualitative researchers use three main technique to collect and analyze their data:

- a) Observing people as they go about their daily activities and recording what they do;

- b) Conducting in-depth interviews with people about their ideas, their opinions, and their experiences; and
- c) Analyzing documents or other forms of communication (content analysis).

Based on the explanation above, the researcher would use some of them for her research, namely:

a. Observation

Observations are useful that provide the researcher with the opportunity to collect large amounts of rich data on the participants' behavior and action within a particular context. Observation usually refers to methods of generative data which involve the researcher immersing (him or herself) in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on within in it.

When collecting data using observational technique, the researcher aim to provide careful descriptions of students' activities without unduly influences the events in which the students are engaged.

The researcher used field note which can involve detailed impressions of the researcher intuitions, impressions, and even question as she emerge. Audio and visual recording which allow the researcher to analyze and observe the students' activities in acquiring English language. The observation conducted from the beginning of the process until the end, in order to get a holistic view about the activities.

b. Documentation Study

In collecting the data, Sudaryanto (1993:133) reveals two kinds of method of collecting data; they are participant observation method and non-participant method. In this research, the writer uses non-participant observation method. This method does not

involve the writer in language production. This method of collecting data done is a documentation method.

Content or documentation analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristic of the materials. The materials analyzed can be textbooks, newspaper, speeches, television program, advertisements, musical compositions, or any of host of other types of documents (Donald Ary, et al. 7<sup>th</sup> Edition: 464)

In this research, the researcher collects the data from the result of students' grammar quantifiers' exercise. And this data is analyzed to get the result of this research.

c. Interview

Interview can allow the researcher to investigate phenomena that are not directly observable, such as students' self-reported perceptions or attitude. The researcher hold interview to know the teacher's efforts to overcome the errors in using quantifier.

A number of different types can be employed to gather data for qualitative research. The researcher used *retrospective interview* type where the interview can be structured, semi structured or informal interview (Fraenkel et al, 2012). To get the deep and real, natural, and holistic information about the case, the researcher need to conduct informal interview with some students and opinion or feeling questions are delivered. The open-ended questions used for the research. The respondents are not restricted to particular ideas to answer the questions (Fraenkel et al, 2012). The researcher use tape recorder and cell phone recorder as the instrument of the interview. The researcher believes that this way is effective to know the process of students in distinguishing the using of quantifiers.

## 7. The Technique of Analysis Data

According to Burns, data analysis means “to find meaning from the data and a process by which the investigator can interpret the data “ (cited by Ozsevik 2010:73). In analyzing the data, the researcher use error analysis method. Corder as quoted by Ellis (1994: 48) suggests the following steps to conduct an error analysis research:

Table 10: step in conducting error analysis

No	Steps	Explanation
1.	Collection of samples of learner language	Deciding what samples of learner language to use for the analysis and how to collect these samples
2.	Identification of errors	Identifying the errors by underlying the errors the learner made.
3.	Classification of errors	Grouping the errors that have been found and stating the classes of the errors
4.	Explanation of errors	Explaining the errors by establishing the source of the errors and calculating how often the errors appear
5.	Evaluation of errors	Evaluating the errors step involves tabelizing the errors and drawing conclusion

Referring to the steps of error analysis method above, the data will be analyzed as follows:

### 1. Collection of sample

The first step in analysis the data the researcher collected the sample students' recount text. There was fifteen students' recount text that collected in this analysis. Fifteen students' recount text got after the researcher rank the students' error in using quantifier on their recount text. From thirty students at eighth grade of MTs

Manba'ul'ulum, the researcher got fifteen students that have low competences in using quantifier on their recount text.

2. Identification of errors

In this step, the researcher studied the required data and tried to find out the grammatical errors of using quantifiers on students' recount text by italicize and bold the errors sentence. The researcher tried to analyze the data as objective as possible. The researcher gave the correct sentence in this discussion and explains the students' error that found by the researcher.

3. Classification of errors

Once the errors have been identified, the researcher classified them into six categories, they are:

- a. Errors in using one
- b. Errors in using each
- c. Errors in using every
- d. Errors in using all
- e. Errors in using both
- f. Errors in using few
- g. Errors in using a few
- h. Errors in using little
- i. Errors in using a little
- j. Errors in using much
- k. Errors in using man

4. Tabelizing the data

After classified the data, the researcher wrote in table the result of the analysis. This table is meant to ease the identification of the percentage of each error. Therefore, the result of the analysis of the errors quantifiers exercise done by the students of MTs Manba'ul'ulum the eighth grade is presented in the form of a table. From the result of this tabelizing, the researcher would know which



type of quantifiers' error is the most dominant that found on students' recount text.

5. Drawing a conclusion

The last step would be drawing a conclusion based on the analysis. In this step, the researcher has to make a valid conclusion in the form of a brief description of the errors done by the students in using quantifier that found in their recount text.

## **CHAPTER IV**

### **THE RESEARCH FINDINGS AND DISCUSSION**

In this chapter the researcher would describe about the findings of her research, this discussion is related to the questions of the research, all discussions are based on the research questions. There are points of research question: (1) quantifiers errors on students' recount text, (2) the most dominant type of quantifier, (3) the teacher's effort to overcome the students' error. The researcher used study documentation to get the first and second point that she got in her second observation at 8<sup>th</sup> June 2013. For the third point the researcher got the data from her third observation at 29<sup>th</sup> June 2013, she hold an informal interview with the English teacher at the eighth grade of MTs Manba'ul'ulum.

#### **A. General Description of MTs Manba'ul'ulum**

This general description of MTs Manba'ul'ulum the researcher got from her first observation at 7<sup>th</sup> June 2013. MTs Manba'ul'ulum is a junior high school in islamic boarding school of Manba'ul'ulum Dukupuntang Cirebon. The school with special programs because the students of MTs. S Manba'ul'ulum are also study in islamic boarding school. Both of them are have strong relation, students who study in MTs. S Manba'ul'ulum they study also in Manba'ul'ulum Islamic boarding school. Because both of them are inside of one institution. MTs S Manba'ul'ulum is for formal education and Islamic Boarding School is for informal education

The main programs of Manba'ul'ulum islamic boarding school is Intensive English and Arabic Language. The role of the institution is very fundamental in improving the quality of the languages skills of the students. The institution is responsible to administrate, design and plan the intensive language used of English and Arabic languages across the students.

The institution designed the curriculum in learning English and Arabic language. In the learning process the teaceher of English and Arabic language shoul combine the language usage while learning process. To strengthen the

students English and Arabic language, the institution obligated to all students to speak everyday by English and Arabic language.

In learning English the institution hold many programs that employed to develop students skill in English. There are some programs and activities outside of class in developing students' mastery in English language. There is a program called MEC (Manba'ul'ulum English Course) the outside class program for students at MTs. S Manba'ul'ulum from class one to class three who interest in English and wants to master English deeply. It hold after class at 02.00 p.m to 03.30 p.m.

Another program called muhadatsah , the programs for all students of MTs (Madrasah Tsanawiyah) or even for MA (Madrasah Aliyah) the junior high school students and senior high school students of Manba'ul'ulum are obligated to follow the program before morning class and in the night before sleeping.

## B. Quantifiers Errors on Students' Recount Text

In this discussion, the researcher analyzed the students' recount texts. The researcher got the data from her second observation at 8<sup>th</sup> June 2013, after conducting the first observation at 7<sup>th</sup> June 2013. The researcher in analyzing students' recount texts used the documentation study.

Student one:

1. On holiday, I traveled with ***all family*** to Bandung city.

*All family* in the sentence above should be ***all families***, "all" for countable noun plural should be added by "s" behind the word of family.

2. I visited to my sister's house, and ***much place***, to zoo, to Kampung Gajah, and to strawberry garden.

*Much place* in the sentence above should be ***many places***, "place" is countable noun it should use "many" if the writer means the place more than one place. And also behind the word "place" the writer should added by "s" that tells plural noun.

3. In Kampung Gajah ***there is much big elephant*** and small elephant.

*Is much big elephant* in the sentence above should be ***there are many big elephants***, the writer means that the elephant in Kampung Gajah more than one elephant, so the writer have to use “are” for to be in plural sentence, “many” for telling countable noun which more than one and added by “s” behind the word of “elephant”.

4. But ***little elephant*** in the field.

*Little elephant* in the sentence above should be ***few elephants***. Little is used for uncountable noun. Elephant in this sentence is countable noun. The writer means in this sentence that almost no elephant in the field. This sentence is has negative idea. The writer has to use “few” and add “s” behind the word elephant.

5. In the zoo, there is animal as, elephant, giraffe, tiger, panda, snake, and etc. ***All of animals*** in this zoo.

*All of animals* in the sentence above should be ***all of the animals***. There are three ways in using all. The writer could write one of them; all of the animals, all the animals, and all animals. If the writer put “of” in the sentence, so it should be all of the animals. It’s mean that a noun is specific.

6. When arrive night, I and ***all of my family***,

*All of my family* in sentence above should be ***all of my families***. The writer should add “s” behind the word “family”.

Student two :

1. One day, Agna wants take one flower near fishpond. ***Each flowers*** beautiful and colorful.

*Each flowers* in the sentence above should be ***each flower***. Each is followed immediately by singular countable noun never plural countable and never uncountable noun. The writer added “s” behind the word “flower” it’s mean the flower is more than one or plural, so “s” behind the word flower should be omitted.

2. And Agna called her mother but her brother and her sisters comes, **many peoples** near fishpond.

*Many peoples* in the sentence above should be **many people**. “s” in the word “people” should be omitted, because people without added by “s” is plural.

3. Agna Cry, **every flowers** broken.

*Every flowers* in the sentence above should be **every flower**. “Every” is followed immediately by singular countable noun never plural countable and never uncountable noun. The writer added “s” behind the word “flower” it’s mean the flower is more than one or plural, so “s” behind the word flower should be omitted.

Student three :

1. My friend have **few toy**

*Few toy* in the sentence above should be **few toys**. Few is used with plural countable noun, few in this sentence give a negative idea, this indicate that something is largely absent. The writer also should add”s” behind the word “toy” for indicating that this word is plural countable noun.

2. My friend not has **many money**.

*Many money* in the sentence above should be **much money**. Money is uncountable noun that should use much as the quantifier of uncountable noun “money”. Many is only for countable noun.

3. We go to market, my friend want to buy toy, **all the toy** very expensive

*All the toy* in the sentence above should be **all toys**. The researcher indicated that a noun in this sentence in nonspecific noun, because there are many toys in the market. “all” for nonspecific noun without “the”, and added by “s” behind the word “toy”.

Student four :

1. Diana she was gone to Geology museum in Bandung with her friends and ***all teacher*** when she class six.

*All teacher* in the sentence above should be ***all the teachers***. The researcher indicated that “the teacher in this sentence is specific, its mean the teacher in class six. All for specific noun is using of after all or the after all. For plural countable noun added “s” behind the word noun. The writer in this sentence omits “s” behind the word “teacher”.

2. There is not ***many traffic*** today in the trip.

*Many traffic* in the sentence above should be ***much traffic***. Traffic is uncountable noun that have to use much as the quantifier. “many” is used for countable noun plural.

3. She is very happy, she wrote ***much story*** in her diary.

*Much story* in the sentence above should be ***many stories***. Much is used for uncountable noun. “Story” in this sentence is countable noun. The writer means that “story” in this sentence more than one story, so it is plural noun, it should be added by “es” behind the word “story”.

Student five :

1. One day, Lia traveled with Lia’s friends, ***all of the member*** of class six.

*All of the member* in the sentences above should be ***all of the members***. The writer only should added “s” behind the word “member” that indicate plural countable noun.

2. Lia with lia’s friends pay tickets in locket, ***one tickets*** is Rp. 10.000.

*One tickets* in the sentence above should be ***one ticket***. One is for singular. Singular countable noun is without added “s” behind the noun. so “s” in the sentence above should be omitted.

3. There are ***much people*** in the swimming pool.

*Much people* in the sentence above should be ***many people***. “People” in this sentence is countable noun and it is plural noun. Quantifier that used in this sentence should be “many”.

4. Lia search bathroom for change clothes, there is two bathrooms but **both bathroom** closed.

*Both bathroom* in the sentence above should be **both of those bathrooms**. Similarly, using all, using “of” after “both” is optional when the noun is specific using “of”, when a noun is nonspecific, “of” does not follow “both”. In this sentence noun is specific, so the writer should use “of”.

Student six :

1. She went to sea word with **all family** used Xenia cars.

*All family* in the sentence above should be **all of the families**. “Family” in this sentence is specific. So it can be *all of the families* using of after all, or it can be *all the families*.

2. In the way Ghina felt dizzy and she is drank **many waters**.

*Many waters* in the sentence above should be **much water**. Water is uncountable noun; *much* is used for uncountable noun. Because of water is uncountable “s” behind the word “water” should be omitted.

3. **Every one of my family** has a picture.

*Every one of my family* in the sentence above should be **every one of my families**. *Every one of* is followed by specific plural count nouns never singular noun, never uncountable noun. Family in plural is added by “es” behind it. So it becomes “families”, this indicate that plural by adding “s” behind countable noun.

4. And take a picture her self and **all family**.

*All family* in the sentence above should be **all families**. This is the identity for plural noun, adding “s” behind the countable noun.

5. Over there, there is piranha fish, duyung fish, nemo fish and **very much**.

*Very much* in the sentence above should be **very many**. The researcher analyzed the sentence before that indicated countable noun. There are more than one animal that the writer wrote in the sentence above. This indicated the plural countable noun, so it should be *many* not *much*.

Student seven :

1. ***Few minutes*** later adzan in the mosque.

*Few minutes* in the sentence above should be ***a few minutes***. The sentence above has positive idea, this indicate that something exist is present. It should be added by an article “a” before few.

2. In the mosque very ***much boy friend***.

*Very much boy friend* in the sentence above should be ***so many boy friends***. Much is used for uncountable noun, and also the writer should add “s” behind the word friend that indicates as plural countable noun.

Student eight :

1. ***There are many peoples*** came to this place for worship to Allah SWT.

*There are many peoples* in the sentence above should be ***there are many people***. People is plural countable noun, so without added by “s” this indicated plural countable noun

2. ***There are many history*** place like Nabi Muhammad grave yard and his friendship.

*There are many history* in the sentence above should be ***there are many histories***. History is countable noun, if the writer means that there are more than one history, so the writer should add “es” behind he word history.

3. ***There are many experience*** in this place.

*There are many experience* in the sentence above should be ***there are many experiences***. The writer only needs to add “s” behind the word experience. This indicated plural uncountable noun, that there are more than one experience in that place.

4. Qonita and ***the all story*** wind up with happy.

*The all story* in the sentence above should be ***all the stories***. the writer should arrange correctly, all is put before the and than the noun should be added by “es” that indicate plural countable noun.



Student nine :

1. One day *Emi with family* traveled to Kubah Mas Bogor.

*Emi with family* in the sentence above should be ***all the families***. In this sentence “family” is specific noun, because only Emis’ family in this story, so the writer should used all the families of all of the families.

2. Situation over there fine, clean, and beauty, *little rubbish*.

*Little rubbish* in the sentence above should be ***a little rubbish*** it can be seen from the sentence before that indicate positive idea. Little is for negative; add an article “a” before the word little.

3. Over there also *many seller*.

*Many seller* in the sentence above should be ***many sellers***. For plural countable noun it should be added by ”s” behind the word seller, because there are more than one seller.

Student ten :

1. I go to Bandung and in Bandung I visit *one museums*, Ciater and the zoo in Bandung.

*One museums* in the table above should be ***one museum***. one is quantifier that used in singular countable noun. In singular countable noun there is no “s” behind the noun. So the writer should omit “s” behind the word museum.

2. And in Bandung I see *many fossil*, photograph, and hold on the snakes.

*Many fossil* in the sentence above should be ***many fossils***. “s” is important to indentify the plural countable noun. In the sentence above the writer said that there are more than one fossil that she saw in Bandung. The word fossil should added by “s” behind it.

3. In Ciater I take bath in pool is *warm water very many*.

*Warm water very much* in the sentence above should be ***warm water very much***. Water is uncountable noun that should use much as the quantifier. “Many” is only for plural countable noun.

4. I see every *animal so much in the zoo*.

*So much in the zoo* in the sentence above should be ***so many animals in the zoo***. There are more than one animal in the story, this indicate plural countable noun. So it should be many not much, much is only for uncountable noun. And also it should be added by “s” behind the word animals as the identity of plural countable noun.

Student eleven :

1. That time I class five SD, I am and ***all the friend*** watching film horror.  
*All the friend* in the sentence above should be ***all the friends***. The writer wrote “all” in this sentence, this indicates that plural for noun after noun. But in this sentence “s” is omitted. For identify the nou as the plural noun, it should be added by “s” behind the noun.
2. ***One friends*** the name is Amel don’t stop laugh because pocong is funny.  
*One friends* in the sentence above should be ***one friend***. The researcher explained in the number before that “one” is quantifier for identifying a singular countable noun. “S” is for identifying plural countable noun, so “s” in this sentence should be omitted.
3. ***Every films*** has afraid feeling.  
*Every films* in the sentence above should be ***every film***. Every is followed by singular countable noun. films with “s” is indicate plural countable noun. “S” in the word films in this sentence should be omitted.

Student twelve:

1. Khofifa very recover in Guci because over there Khofifa do ***very much activities***.  
*Very much activities* in the sentence above should be ***very many activities***. Much is used for uncountable noun not for countable noun. activities is plural countable noun, it should us many as quantifier in this sentence.
2. ***She has few money***, so she ride horse with my sister.  
*She has few money* in the sentence above should be ***she has much money***. From the context of the sentence above that the researcher analyzed, she in

the story above could ride a horse, it's mean she have money. It means that she has "much money" not few money. Much is used for plural uncountable noun.

3. She bought *many carrot* for her rabbit in her house.

*Many carrot* in the sentence above should be *many carrots*. The story told that she bought more than one carrot, it means carrot here is plural countable noun that should added "s" behind the word carrot.

Student thirteen :

1. Once day, in the elementary school want went to Bandung, and her pay a visit to *three place's*.

*Three place's* in the sentence above should be *three places*. Plural countable noun added by "s" without apostrophe before "s". Apostrophe in the word place doesn't indicate the plural noun. So it should be omitted for identifying the plural countable noun of place.

2. In the zoo, Lifa saw *much animal's*

*Much animal's* in the sentence above should be *many animals*. As the researcher explained above that apostrophe is not for identifying the plural countable noun, it should be omitted, only add "s" behind the word without apostrophe. Much is used for uncountable noun, many is the appropriate quantifier for this sentence.

Student fourteen:

1. In semester holiday, I with my mother and *all teacher* (my mother's friends) go to Jakarta by bus.

*All teacher* in the sentence above should be *all the teachers*. The researcher indicated that "the teacher in this sentence is specific, it's mean the teachers of her mother's friend. All for specific noun is using of after all or the after all. For plural countable noun added "s" behind the word noun. The writer in this sentence omits "s" behind the word "teacher".

2. I think Jakarta city is noisy, hot and over there **very much high large building**.

*Very much high large building* in the sentence above should be **very many high large buildings**. This sentence means that there is more than one high and large buildings in Jakarta city, but the writer wrote in the wrong way, the quantifier in this sentence should be many not much, because building in this sentence is countable noun. And of course the writer should add “s” behind the word “building”.

3. In Ragunan zoo I look animals and eat with **the teachers**.

*The teachers* in the sentence above should be **all the teachers**. The researcher indicated that “the teacher in this sentence is specific. All for specific noun is using of after all or the after all. In this sentence the writer omitted “all” as the quantifier.

Student fifteen :

1. One day Silpi **all friend** want to celebrate they are passing after finished national examination.

*All friend* in the sentence above should be **all of the friends**. The sentence above shows very clear that all friend in the sentence above is silpi’s friend, it’s mean that noun in this sentence is specific noun. “All” in this sentence indicate plural noun, so it should be added “s” behind the noun. The appropriate quantifier for specific plural noun is *all of the friends*.

2. They are agree will visited **much place** to Owabong.

*Much place* in the sentence above should be **many places**. The researcher indicated that the writer of this sentence has understood well how to use plural noun, but the writer didn’t consider countable noun and uncountable noun in this sentence. It caused the writer wrote much before countable noun and omitted “s” behind the word “place”. The appropriate quantifier for plural countable noun is many.

3. Silpi and *all friend* felt tired and hungry.

*All friend* in the sentence above should be *all of the friends*. The sentence above same as the error in the number one, that the sentence shows very clear that all friend in the sentence above is silpi's friend, it's mean that noun in this sentence is specific noun. "All" in this sentence indicate plural noun, so it should be added "s" behind the noun. The appropriate quantifier for specific plural noun is *all of the friends*

### C. The Most Dominant Type of Quantifiers Error

To know the most dominant type of quantifier done by the students at eighth grade on their recount text, the researcher would provide the all students' error in the table in order to know the errors clearly, and it help the researcher to classify the errors and than easy to know the most dominant type of quantifier errors on students' recount text.

Table 11: quantifiers errors on students' recount text

No	Quantifiers Errors	Correct Quantifier
1.	All family	All families
2.	Much place	Many places
3.	Much big elephant	Many big elephants
4.	Little elephant	Few elephants
5.	All of animals	All of the animals
6.	All of my family	All of my families
7.	Each flowers	Each flower
8.	Many peoples	Many people
9.	Every flowers	Every flower
10.	Few toy	Few toys
11.	Many money	Much money
12.	All the toy	All toys
13.	All teacher	All the teachers
14.	Many traffic	Much traffic

15.	Much story	Many stories
16.	All of the member	All of the members
17.	One tickets	One ticket
18.	Much people	Many people
19.	Both bathroom	Both of those bathrooms
20.	All family	All of the families
21.	Many waters	Much waters
22.	Every one of my family	Every one of my families
23.	All family	All families
24.	Very much	Very many
25.	Few minutes	A few minutes
26.	Very much boy friend	So many boy friends
27.	There are many peoples	There are many people
28.	There are many history	There are many histories
29.	There are many experience	There are many Experiences
30.	The all story	The all of stories
31.	Emi with family	Emi with all the families
32.	Little rubbish	A little rubbish
33.	Many seller	Many sellers
34.	One museums	One museum
35.	Many fossil	Many fossils
36.	Very many	Very much
37.	Animal so much in the zoo	So many animals
38.	All the friend	All the friends
39.	One friends	One friend
40.	Every films	Every film
41.	Very much activities	Very many activities
42.	She has view money	She has much money
43.	Many carrot	Many carrots

44.	Three place's	Three places
45.	Much animal's	Much animals
46.	All teacher	All the teachers
47.	Very much high large building	Very many high large buildings
48.	The teachers	All the teachers
49.	All friend	All of the friends
50.	Much place	Many places
51.	All friend	All of the friends

The table above shows that there were many students didn't understand well the using of quantifiers. There were fifteen recount texts from fifteen students, the table above shows that there were fifty one errors done by the students that found in the students' recount text. There were various kinds of quantifiers' errors done by the students when they wrote the recount text. Some of them still confuse to determine and distinguish the using of countable noun and uncountable noun. They confused to choose the appropriate quantifiers for countable and uncountable noun. And also they still confuse in addition "s" when they faced singular or plural noun. The researcher conclude that for mastering quantifier the students have to master first all about noun.

To determine which type of quantifier are the most dominant errors in the students' recount text, so the researcher would classify the errors in the table above to some tables depend on the quantifiers that found in the students' recount text. This way is the most effective way to know the most dominant quantifiers' errors that found in the students' recount text.

In the chapter one the researcher has discussed and explained the limitation of her research. There were only eleven quantifiers that would be analyzed by the researcher in the students' recount text such as; one, each, every, both of, all, few, a few, little, a little, much, many, but the table above shows that not all quantifiers object consist in the students'

recount text. So the researcher only provided the quantifiers' errors tables that consist in the students' recount text.

After tabelizing the quantifiers' errors found in the students' recount text. The researcher would calculate them in order to know the most dominant quantifiers' errors done by the students. This research is descriptive qualitative research, so the researcher would not provide the calculation in the numeral calculation. The researcher used adverb of frequency such as often, seldom and never.

Table 12: the errors in using *all*

No	Quantifiers Errors	Correct Quantifiers
1.	All family	All families
2.	All of animals	All of the animals
3.	All of my family	All of my families
4.	All the toy	All toys
5.	All teacher	All the teachers
6.	All of the member	All of the members
7.	All family	All of the families
8.	All family	All families
9.	The all story	All the stories
10.	Emi with family	Emi with all the families
11.	All the friend	All the friends
12.	All teacher	All the teachers
13.	The teachers	All the teachers
14.	All friend	All of the friends
15.	All friend	All of the friends

The table above shows that there were many students used quantifier *all* on their recount texts. This indicates that the students often use quantifier *all* on their written text. The researcher got fifteen errors in using *all* from ten students. Student one wrote three quantifiers *all*,



students three, four, five, eight, nine, eleven, fourteen and fifteen are only wrote one quantifier *all*. So the researcher concluded that the most dominant type of quantifier errors is error in using *all* with fifteen errors.

Table 13: the Error in Using *Both*

No	Quantifiers Errors	Correct Quantifiers
1.	Both bathroom	Both of those bathrooms

Only one student that used both in the recount text, this indicates that not all students understood the using of quantifier *both*. One student wrote quantifier *both* in her text, but also she had wrong in using quantifier *both*. Student five is who wrote the quantifier *both*.

Table 14: the Errors in Using *One*

No	Quantifiers Errors	Correct Quantifiers
1.	One tickets	One ticket
2.	One museums	One museum
3.	One friends	One friend

The table above shows that the student didn't understand the using of singular and plural noun, it can be seen that three errors above shown that all singular noun is added by "s". Student five, student ten and student eleven were used quantifier *one* in the wrong way. "S" in the noun above should be omitted which indicate the singular noun.

Table 15: the Error in Using *Each*

No	Quantifier Error	Correct Quantifier
1.	Each flowers	Each flower

There was only one student used quantifier each in her recount text. This problem was same as the problem in the table above in the

using of *one*. The student considers that each is for plural noun, so that she added “s” behind the noun.

Table 16: the Errors in Using *Every*

No	Quantifiers Errors	Correct Quantifiers
1.	Every flowers	every flower
2.	Every one of my families	Every one of my family
3.	Every films	Every film

This table is still has relation with two tables above, because three of them are used only for singular noun never plural noun. Student two, student six and student eleven considered that every is for plural, so they added “s” behind the noun.

Table 17: the Errors in Using *Much*

No	Quantifiers Errors	Correct Quantifiers
1.	Much place	Many places
2.	Much big elephant	Many big elephants
3.	Much story	Many stories
4.	Very much boy friend	So many boy friends
5.	Animal so much in the zoo	So many animals in the zoo
6.	Very much activities	Very many activities
7.	Much animals	Many animals
8.	Very much high large building	Very many high large buildings
9	Much place	Many places

The errors in using much is *often* done by the students although not as much as the errors in using *all*. Here the table above shows that there were nine errors in using much. Student one has two errors in using quantifier *much*. Student that has only one error in using it are student four, five, six, seven, ten, twelve, thirteen, fourteen, and fifteen. The table

above shows that the students could not distinguish the using of *much* for uncountable noun or countable noun, So that many students exchange in using countable noun and uncountable noun for *much*.

Table 18: the Errors in Using *Many*

No	Quantifiers Errors	Correct Quantifiers
1.	Many peoples	Many people
2.	Many money	Much money
3.	Many traffic	Much traffic
4.	Many waters	Much waters
5.	There are many peoples	There are many people
6.	There are many history	There are many histories
7.	Many seller	Many sellers
8.	Many fossil	Many fossils
9.	Very many	Very much
10.	Many carrot	Many carrots

The errors in using many were became the second highest errors after the using of quantifier *all*. It can be seen from the table above that there were ten students' errors in using *many*. Student eight was done three errors of using it, student ten was done two errors and student two, three, four, six, nine and eleven are only done one error in using *many*. The students' problem of using many same as the students' problem in using much, they could not distinguish the using *many* for countable noun and for uncountable noun.

Table 19: the Errors in Using *Little*

No	Quantifiers Errors	Correct Quantifiers
1.	Little elephant	Few elephants
2.	Little rubbish	A little rubbish

Quantifier little, a little are considered that quantifier with difficult pattern, because students have to consider the positive idea and negative

idea in the sentence. It can be shown from the table above that there were only two students used those quantifiers. The main factor is that the students confused to use it. Only student one and student nine used quantifier little on their text.

Table 20: the Errors in Using *Few*

No	Quantifiers Errors	Correct Quantifiers
1.	Few toy	Few toys
2.	Few minutes	A view minutes
3.	She has few money	She has much money

Quantifier *few* and *a few* are considered that quantifier with difficult pattern, because students have to consider the positive idea and negative idea in the sentence. It can be shown from the table above that there were only three students used those quantifiers. It has same problem with the students' errors in using quantifier *little* and *a little*. Only student three, seven and twelve used quantifier *few* on their recount texts.

#### **D. The Teacher's Effort To Overcome The Errors**

After analyzing the data and the researcher found some students' errors in using quantifiers on their recount texts, the researcher would to know the teacher's effort to overcome the errors. It's important to know the teacher's effort in overcoming the errors of student in order to know the solution for solving the students' error in using quantifiers on their recount text, not only in errors of quantifier but also the other errors that might be occur when students write the texts. The teacher is the main role in the process of students learning, so it is important for teacher to overcome the errors. Here the researcher used initial for her respondent which an English teacher at eighth grade of MTs Manba'ul'ulum that Mr. Dodi. This interview was hold at 29<sup>th</sup> June 2013 in her third observation.

for improving students' ability in writing, the teacher often give them assignments for writing in English which texts that be taught in eighth grade such as narrative text, descriptive text, and recount text. Students often face the difficulties when they write the text, students difficult to arrange the sentence with appropriate grammatical structure until the sentences they made not arranged clearly and correctly.

Based on the facts that the teacher has explained above, this indicate that students have not understand yet deeply about grammar. So, when the students write the texts, they didn't use grammar that has been learnt on their text.

For overcoming the students' errors especially on Grammar when they write, the teacher gave some strategies with use some activities that would help them in mastering Grammar deeply. Here are four strategies that the teacher gave for students at eighth grade:

Firstly, the teacher gave them the duty for memorizing countable noun and uncountable noun that obligated for them to memorize one day five countable noun and uncountable noun.

Secondly, the teacher gave the duty for students to memorize some regular verbs and irregular verb in verb one, verb two, and verb three that should be memorized one day five regular verbs and five irregular verbs.

Thirdly, for mastering tenses in Grammar, after the first and the second duty have done by the students, the teacher obligated them again for memorizing eight tenses in Grammar, such as; simple present, present continuous, simple past, past continuous, simple future, etc. one day they obligated to memorize one tenses with the patterns and examples, from positive sentence, negative sentence and interrogative sentence.

Fourthly as the last strategy in the second semester, the teacher obligated them to have one diary book special for writing everything in that diary in English. Through this method I very sure students' grammar knowledge that have been memorized on the first, second and the third duty could be used in their writing so that they would not forget. And this

way would increase students' skills not only grammar skills but also writing skills.

## **E. Discussion**

Grammar as the part skill in English that very important to be mastered by all English learners, especially for students who study English, it is very essential for student to learn grammar for supporting their ability in English. Students use English successfully if students can make their English reasonably correct in grammatically either in spoken or written English.

Jefery Coghil and Stacy Magedanz (2003:xv) said that Grammar of language is the set of rules that govern its structure, grammar determine how words are arranged to form meaningful units. It can be concluded that if student know well about Grammar, they can determine how words are arranged to form meaningful units. In this research, the researcher found that some students could arrange words to meaningful unit, it can be shown on their recount texts.

According to Beverly Derewianka (2012:1) there are six reasons for studying grammar:

1. Be able to reflect on how the English language works
2. Be able to use language effectively, appropriately and accurately
3. Understand how different kinds of meaning are created through the use of different grammatical forms so that we can control and shape those meanings more skillfully and effectively ourselves.
4. Critically analyze texts so we can understand how grammar has been used to achieve certain effects.
5. Examine patterns of language and words choices so that we can appreciate, interpret, and create well-constructed texts.
6. Have a shared language for teaching and learning about the main features of the English language.

From the explanation above, the researcher compared with her findings in her research that some students use English less effectively, appropriately and accurately because there were some errors in using quantifiers, it was the evidence that student less in understanding Grammar.

In the third point of the explanation above, the teacher compared also with her findings in her research, that the students less understanding how different kinds of meaning are created through the use of different grammatical forms so that some students' texts were not meaningful.

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### A. Conclusion

After conducting her research, the researcher found several facts that answered her research questions as the aim of her research. The researcher in this research had found out the quantifiers' errors that found on students' recount text, secondly, the researcher had determined the most dominant type of quantifiers' error on students' recount text and the last the researcher had known the teacher's effort to overcome the errors.

1. The quantifiers errors that found on students' recount texts were *one, every, each, all, both, much, many, few, a few, little, and a little*.
2. The most dominant type of quantifier error was *all*.
3. The teacher's effort to overcome the errors, Firstly, the teacher obligated them to memorize countable noun and uncountable noun one day five noun of each. Secondly, the teacher obligated them to memorize one day five regular verbs and five irregular verbs with verb one, verb two and verb three of each. Thirdly, the teacher obligated them to memorize eight tenses that one day one tenses complete with the pattern and the examples of each. And the last, the teacher obligated them to write everything in English on their diary to strengthen students grammar skills.

#### B. Suggestion

1. Suggestion for Chief of MTs. Manba'ul'ulum

It is important to provide students many good facilities to develop their English skills, it will help them in increasing English by using those facilities. And also provide them more English programs that update and variously, this ways is very effective to develop their English skill.

2. Suggestion For English teacher at MTs Manba'ul'ulum

The students at eighth grade of MTs Manba'ul'ulum have good basic for mastering English, so the teacher have to keep it and develop



more and more in order they could master English well. The teacher has to pay attention to all aspects so that they master not only in one aspect but also all English aspect.

3. Suggestion for Students at MTs Manba'ul'ulum

You have good basic for mastering English, you have good facilities at your school to develop your English, your institution had provide good program for increasing your skills in English. Your duty is only to use all your facilities at your school effectively, this is important to develop your English.

4. Suggestion for my lecturers in English department

It is not easy for doing the research in partial fulfillment of the requirement for the degree of *Sarjana Pendidikan Islam (S.Pd.I)*, your help and advise in doing this research is very important, in order to make the research effectively and correctly. Never allow the students to do their research lonely, your supervise always accompany them in doing research.

5. Suggestion for students at English department

In the last semester you will face partial fulfillment of the requirement for the degree. I suggest to you all that don't waste your time with something useless, you have prepare well for this duty long time before you are in the last semester, so that you can done the project as quickly as possible.

6. Suggestion For further research

The researcher in this research analyzed the using of quantifier on students' recount text, the researcher suggest for next researcher to analyze the using of quantifiers in the students speaking, because students often make the errors in spoken language especially in using quantifiers. And do the research in different way.

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## FIELD NOTE

Date : 7<sup>th</sup> June 2013

Before conducting the research, the researcher observes the institution to know deeply about the situations for her research namely MTs Manba'ul'ulum. The researcher went to MTs Manaba'ul'ulum on 5<sup>th</sup> June 2013. The researcher before going to that place has listed what to do in MTs Manba'ul'ulum.

The researcher in her first observation wants to know students situation in learning English. This was important conducted in the first observation in order to know what the next appropriate technique of collecting data in her research. In her first observation, the researcher joined the class at the eighth grade of MTs Manba'ul'ulum. The researcher got that the teacher obligated to the students to bring an English dictionary to English class. And all of them brought an English dictionary.

Based on this result, the researcher concluded that students of eighth grade of MTs Manba'ul'ulum have good spirit in learning English. They obey the teacher obligation or rule that given by the teacher to them to improve their English. When the researcher was following the learning process the researcher saw that there were good communication between student and teacher. The teacher tried to speak English in his explanation and the students could respond well.

The teacher closed the class, it was time to stop the observation today. The researcher got many things that can be used for data to do the next step in her research. The researcher continued her observation tomorrow to get the data about how students acquire English and what students' English activity in that institution. In this observation, the researcher got three students'

## **Appendix 1:**

### **FIELD NOTE**

Date : 8<sup>th</sup> June 2013

The second observation was hold on 6<sup>th</sup> June, in the second observation, the researcher wants to know how the students acquire English, and also wants to know students' English activities that provided by the institution. It was important to measure the students' English ability, in order to know what the appropriate instrument for getting the data.

The researcher looked for many data to know the students activities in acquire English and in improving English. For the second observation, the researcher got that there were many activities that hold by this school to improve their English ability.

The researcher observed that all activities that hold by the institution for students were very good activities that help students to improve their English. Some of them are; students obligated to speak in English everyday, students obligated to join *muhadatsah* or memorizing some vocabularies, students obligated to join English course after study at school, and for practicing their English ability students obligated to follow *muhadhoroh* or English contest that obligated them to speech in English or Arabic language.

From the explanation above, it was clear that students at MTs Manba'ul'ulm is supported by many English activities that very good for developing their English ability. So that, the researcher got the appropriate research to know their English ability that the analysis of students' errors in using quantifier on students' recount text. For the next observation, the researcher would ask their recount text that would be analyzed and would to interview the English teacher in that place.

## **FIELD NOTE**

Date : 29<sup>th</sup> June 2013

After long time ago the researcher holds the first and second observation, the researcher hold the third observation on 29<sup>th</sup> June 2013. It was so long time from the first and the second observation, because the researcher has to prepare well all needs for the third observation, this observation was the main important part of research observation.

In the third observation, the researcher collected students recount text from the teacher so that the researcher could analyze the students' recount text effectively, the researcher copied students text and analyze the text at researcher house. Than, the researcher hold the interview to the English teacher at the eighth grade students of MTs Manba'ul'ulum to find supported data for her research. The researcher gave him some questions that supporting her research.

It was the last observation that holds by the researcher to this school. After that the researcher provide the observation result from first observation, second observation and the third observation on her thesis, and explained in some chapters.

## Appendix 2:

### INTERVIEW GUIDE

1. Apakah bapak sering memberikan tugas menulis pada siswa?
2. Apakah kesulitan-kesulitan yang siswa hadapi ketika menulis?
3. Bagaimana kemampuan Grammar siswa bapak di kelas?
4. Apakah yang bapak lakukan untuk mengatasi kesalahan siswa ketika menulis, khususnya kesulitan siswa pada grammar?

*“Untuk meningkatkan kemampuan menulis siswa, saya sering memberikan mereka tugas untuk menulis dalam bahasa Inggris yaitu teks-teks yang diajarkan di kelas delapan seperti narrative, descriptive dan recount text.”*

“ for improving students’ ability in writing, I often give them assignments for writing in English which texts that be taught in eighth grade such as narrative text, descriptive text, and recount text.” (Author’s translation)

*“siswa sering menghadapi banyak kesulitan-kesulitan ketika menulis, siswa sulit untuk menyusun kalimat dengan grammatical structure yang sesuai sehingga kalimat yang mereka buat tidak tersusun dengan baik dan benar.*

“Students often face the difficulties when they write the text, students difficult to arrange the sentence with appropriate grammatical structure until the sentences they made not arranged clearly and correctly.” (Author’s translation)

*“Berdasarkan fakta yang telah saya paparkan sebelumnya, ini mengindikasikan bahwa siswa belum menguasai secara dalam mengenai grammar, sehingga ketika mereka menulis text mereka tidak menggunakan grammar yang telah mereka pelajari pada text yang mereka buat”*

“Based on the facts that I have explained before, this indicate that students have not understand yet deeply about grammar. So, when the students



write the texts, they didn't use grammar that has been learnt on their text.”  
(Author's translation)

*“Untuk mengatasi kesalahan siswa pada grammar khususnya ketika mereka menulis, saya telah memberikan beberapa strategi dengan menggunakan beberapa kegiatan yang akan membantu siswa untuk menguasai grammar lebih dalam.”*

“For overcoming the students' errors especially on Grammar when they write, I gave some strategies with use some activities that would help them in mastering Grammar deeply.” (Author's translation)

*“Pertama, saya memberikan tugas kepada mereka untuk menghafal kata benda yang dapat dihitung dan kata benda yang tidak dapat dihitung yang wajib mereka hafalkan satu hari lima kata benda yang dapat dihitung dan lima kata benda yang tidak dapat dihitung.”*

“Firstly, I gave them the duty for memorizing countable noun and uncountable noun that obligated for them to memorize one day five countable noun and uncountable noun.”

*“Kedua, saya memberikan tugas kepada mereka untuk menghafal beberapa kata kerja regular dan irregular bentuk kata kerja pertama, kata kerja kedua dan kata kerja ketiga yang harus mereka hafalkan satu hari minimal 5 kata kerja regular dan 5 kata kerja irregular.”*

“Secondly, I gave the duty for students to memorize some regular verbs and irregular verb in verb one, verb two, and verb three that should be memorized one day five regular verbs and five irregular verbs.” (Author's translation)

*“Ketiga, untuk menguasai tenses dalam grammar, setelah tugas yang pertama dan yang kedua diselesaikan oleh siswa, saya mewajibkan kembali siswa untuk menghafal delapan tenses dalam grammar, seperti ; simple present, present continuous, simple past, past continuous, simple future, dan lain-lain. Satu hari mereka*

*wajib menyetor satu tenses beserta rumus dan contoh-contohnya, dari kalimat positif, negative dan interogatif.”*

“Thirdly, for mastering tenses in Grammar, after the first and the second duty have done by the students, I obligated them again for memorizing eight tenses in Grammar, such as; simple present, present continuous, simple past, past continuous, simple future, etc. one day they obligated to memorize one tenses with the patterns and examples, from positive sentence, negative sentence and interrogative sentence.” (Author’s translation)

*“Keempat, di semester kedua, saya mewajibkan mereka untuk mempunyai satu buku diary khusus untuk menulis apa saja di dalam buku tersebut dalam bahasa Inggris. Dengan metode ini saya yakin pengetahuan grammar siswa yang telah mereka hafal pada tugas pertama, kedua dan ketiga dapat diaplikasikan dalam tulisan sehingga mereka tidak akan lupa. Dan hal ini juga akan menambah kemampuan tidak hanya dalam grammar akan tetapi juga kemampuan menulis mereka.”*

“Fourthly, in the second semester, I obligated them to have one diary book special for writing everything in that diary in English. Through this method I very sure students’ grammar knowledge that have been memorized on the first, second and the third duty could be used in their writing so that they would not forget. And this way would increase students’ skills not only grammar skills but also writing skills.” (Author’s translation)

## **SYLLABUS**







**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Sekolah : MTs Manba'ul'ulum**

**Kelas/Semester : VIII B-2/II**

**Tema : Recount**

**Skill : Writing**

**Waktu : 2 x 40 menit**

**Pertemuan ke :IX (sembilan)**

**A. Standar Kompetensi**

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar.

**B. Kompetensi Dasar**

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount*.

**C. Tujuan Pembelajaran**

Diakhir pembelajaran siswa dapat:

- a. Mengidentifikasi cerita dari potongan gambar
- b. Membuat cerita recount secara benar
- c. Membedakan beberapa jenis teks

Karakter yang diharapkan : Dapat dipercaya ( *Trustworthines* )

Rasa hormat dan perhatian ( *respect* )

Tekun ( *diligence* )

**D. Materi Pembelajaran**

Halaman 115-117

## **E. Metode Pembelajaran**

Picture and picture

## **F. Langkah-langkah Pembelajaran**

### **1. Pendahuluan (10 menit)**

- a. Guru menyapa siswa, menanyakan kondisi siswa dan mengabsen.
- b. Apersepsi  
Memberikan beberapa pertanyaan kepada siswa

### **2. Kegiatan Inti (60 menit)**

#### **a. Eksplorasi**

- ❖ Guru memberikan gambar kepada siswa
- ❖ Guru meminta siswa mengidentifikasi gambar
- ❖ Guru meminta siswa untuk merangkai gambar menjadi sebuah teks cerita

#### **b. Elaborasi**

- ❖ Siswa merangkai cerita dari gambar yang telah diberikan
- ❖ Siswa menjawab pertanyaan sebagai alur cerita
- ❖ Siswa membuat teks recount dari gambar yang telah diberikan

#### **c. Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ❖ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ❖ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan



### 3. Penutup (10 menit)

- ❖ Guru dan siswa membuat kesimpulan
- ❖ Guru memberikan tugas melengkapi sebuah teks
- ❖ Guru menutup kegiatan pembelajaran

### G. Sumber dan Media Pembelajaran

Sumber : buku (Contextual English Developing Competence in English Use for SMP)

Media : gambar, papan tulis dan spidol

### H. Evaluasi

Complete the following sentences with the words provided!

Dentist                      surgeon                      patients

Nurse                      pharmacist

1. His job was doing medical operations. He was a.....
2. My uncle knew all about medicine but he was not a doctor. He was a.....
3. Andi has a got toothache. He should go to see a.....
4. Mrs Rini was a.....She looked after the patients.
5. Some of the.....must take their medicine three times a day.

Answer :

1. Surgeon
2. Pharmacist
3. Dentist
4. Nurse
5. patients

Penilaian : setiap nomer memiliki nilai 20 poin, jadi  $20 \times 5 = 100$

**Cirebon, Februari 2013**

**Mengetahui,  
Kepala Sekolah**

**Guru Mapel**

**(Hengky, S. Pd.I)**

**(Dodi Falah)**