**CHAPTER I  
INTRODUCTION**

1. **Background of the Problem**

Students should able to communicate by using written form. By using written form, they can communicate through word or written language and arranging the words. This stands to reason because writing skill is the most complex language skill to master because writing skills involved knowledge of sentence structure, diction, organization of ideas, etc.[[1]](#footnote-2) Start from arrange the letter, combine the words to others, create a sentences, make a paragraph, until pour the topic or idea into a written form which able to be gotten the meaning by the readers. Writing can be used to express thought, ideas and feeling in the written form.

Writing is language skill that involves language production and therefore often referred to as productive skill”.[[2]](#footnote-3) As language production and therefore often referred to as productive writing can be used as a way to communicate because students can express ideas or thought and feeling in the interesting form on their papers since those are their stage where she or he can show what is on their mind and also provide new knowledge to the reader.

Writing can be defined as production mode to reinforce of grammatical concept.[[3]](#footnote-4) It means that writing does not only develop our thinking, but we also have to think about grammar, because in that way we can develop our grammar and know our ability in grammar.

Additionally, Brown states that grammar is a system of rules and governing in conventional arrangement relationship of words in a sentences.[[4]](#footnote-5) From statements of the experts above, the researcher concludes that grammar or structure is one of components that must be mastered by the students to learn English. It makes students know how to produce good sentences and to express ideas feelings. Without grammar, the meaning nuances can lose or cannot be submitted. It will be difficult for the students to construct a sentence and create a text.

In addition, the limited time to practice writing and lack of good knowledge of grammar and organization may cause great difficulties to someone especially the problem to compose good and correct sentences in English. Dulay et,al. States that studying learners’ errors serves two major purposes: (1) It provides data from which inferences about the nature of the language learning process can be made, and (2) It indicates to teachers curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner’s ability to communicate effectively.[[5]](#footnote-6)

In accordance with error classification, there are four kinds of descriptive taxonomies as Dulay et.al states to classify the types of errors, namely: Linguistic Category Taxonomy, Surface Strategy Taxonomy, Comparative Analysis Taxonomy, Communicative Effect Taxonomy.[[6]](#footnote-7)

Therefore to analyze the error of the students’ writing in simple sentence of using quantifier, the researcher used surface strategy taxonomy as the base for describing the classifications of the errors. Since this taxonomy focuses aspects on the errors themselves it emphasize on analyzing the ways surface structures are changed. Then, it has four error types: omission, addition, misformation and misordering which are commonly found in daily use of the English language learners.[[7]](#footnote-8)

Language learners of the students of junior high school probably will make error in using quantifier. Murcia said “Quantifiers are a fixed category of words which are used to express the indefinite quantity of a noun, rather than qualify them”.[[8]](#footnote-9) It happens probably because language learners do not yet have full understanding about the concept of quantifier countable or uncountable noun. The students sometimes are wrong in applying quantifier of countable and uncountable noun since language system between Bahasa Indonesia and English are different.

For example of errors made by students :

1. *She has visited much place in Japan.* The sentence *much* in the word is wrong because “*much*” is used for uncountable noun. It should be “*many*” for countable noun.

2. *I do not have many time today.* The sentence “*many*” is wrong, because many are used with plural noun for countable noun. It should be “*much*” for uncountable noun.

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, uncountable noun and “many” before a plural noun, or without a noun. According to Murcia “Quantifiers indicate nonspecific amount or quantity of the noun that follows’’.[[9]](#footnote-10) Quantifier can be classified into two forms, namely: quantifier in countable noun and uncountable noun. It indicates that noun is plural.

From the explanation above, it can be concluded that in grammar subject study about quantifier which consist of two forms. They are quantifier for uncountable nouns are nouns that cannot be caunted by number. Many pronouns quantifier can be followed by phrases with count or noncount nouns. Quantifier is a relationship of consist of two forms (such as : countable or ancountable noun) which a noun can be a place, thing, idea, emotion, or quantitiy. 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.

In preliminary research, the researcher got some data of students’ score. As a result, most of students got low scores in using quantifier in writing simple sentence. There were more students who got lower scores below the criteria of minimum mastery (KKM) at the school, which were 70. The researcher got more than 10% students of the Eighth grade did not pass the minimum achievement criteria of English subject of the Eighth grade at that school are 70 and that the teacher expected. Furthermore, this can be seen in the following table of students’ score for sentence writing below:

**Table 1**

**Students’ Score of Writing Simple Sentence at the Eighth Grade of SMP N 24 Bandar Lampung in the Academic Year of 2017/2018**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Students’ Score** | **Number of Students** | **Percentage** |
| 1 | ≥ 70 | 10 | 31.25 % |
| 2 | <70 | 22 | 68.75% |
| **Total** | | 32 | 100% |

Source: *The score from English teacher of SMP N24 Bandar Lampung*

From the data in table 1, it can be seen that from 32 students of the Eighth grade of SMP Negeri 24 Bandar Lampung, there were 10 students (31.25%) students who got a good score or over the criteria minimum mastery (KKM), which is 70. And there were 22 (68.75%) students who got under the criteria of minimum mastery. It indicates that most of students still face difficulties in mastering English.

Based on the preliminary research at SMPN 24 Bandar Lampung, the researcher asked for Ms. Yustika, S.pd as the English teacher about the students’ ability in quantifier mastery. She said that most of the students still got difficulties in using quantifier in countable and uncountable noun.[[10]](#footnote-11) From the statement above the researcher assumed that in learning writing, the teacher should know more than students, because it determines amount or quantity the students must know the function of quantifier.

The are some previous research that deal especially with error analysis (EA) in using of quantifier. The first research comes from, Ulfatuh Muhabbahin his study entilted “An Analysis of the Students ’ Errors in using Quantifiers on the Students’ Recount Text’’. On 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 to know the teacher’s effort to overcome the errors.

Another research “ Grammatical Errors in using Quantifiers made by the second year students of SMPN 1 Tulungagung”. This study tried to investigate the students’ errors and the frequency of occurrence of the errors made by the second year students of SMPN 1 Tulungagung in using quantifiers. researcher wanted to describe the students’ errors and to give information about the frequency of occurrence of the errors made by the students in using quantifiers by using objective measurement and statistical analysis of numeric data. Based on the result of the data analysis, it was found that there were 145 (29.23%) errors in using a little instead of a few 66 (13.31%) errors in using a few instead of a little 65 (13.10%) errors in using much instead of a lot of 56 (11.29%) errors in using some instead of any 39 (7.86%) errors in using much instead of a little; 36 (7.26%) errors in using many instead of a few 33 (6.65%) errors in using many instead of much 30 (6.05%) errors in using much instead of many and 26 (5.24%) errors in using any instead of some. In addition, the students also made errors in the use of each quantifier. That is they made 145 (29.23%) errors in using a little 134 (27.02%) errors in using much 69 (13.91%) errors in using many 66 (13.31%) errors in using a few 56 (11.29%) errors in using some 26 (5.24%) errors in using any and no errors in using a lot of and plenty of. It shows that the highest percentage of the frequency of occurrence of the errors is the error in using a little.

In contrast to previous studies, there were a significant different which was located on the result and the formulation of the problem. In this research only focus on what types and how many frequent of errors itself based on the Surface Strategy Taxonomy to analyzed students’ error. Realizing the fact that the researcher mentioned above, the researcher interests in conduct the research entitled: “Error Analysis of using Quantifier in Students’ Writing Simple Sentence at the First Semester of the Eighth Grade of SMPN 24 Bandar Lampung in the Academic Year of 2018/2019".

1. **Identification of the Problem**

The identification of problems of this research as follows:

1. The students were lack of using quantifier mastery.
2. The students still have difficulty in using quantifier especially in countable and uncountable noun in writing simple sentence.
3. Many students make error in the form and usage quantifier in countable noun and uncountable noun in writing simple sentence.
4. **Limitation of the Problem**

In this research, the researcher focuses on analyzing students’ error of using quantifier especially countable and uncountable noun in writing simple sentence at the First semester of the Eighth grade students at SMP N 24 Bandar Lampung in the Academic Year of 2018/2019.

1. **Formulation of the Problem**

Referring to the limitation, there are three problems formulated in this research are:

1. What types of errors made by students’ in using quantifier in writing simple sentence based on surface strategy taxonomy?.
2. How many percentages of students’ errors in using quantifier in students’ writing simple sentence based on surface strategy taxonomy?.
3. What are the causes of students’ errors in using quantifier in writing simple sentence?.
4. **Objective of the Research**

Related to the problem formulated above, the objective of the research :

1. To know what types of errors in using quantifier in students’ writing simple sentence based on surface strategy taxonomy.
2. To find out how many percentage of the error types in the students’ errors in using quantifier in writing simple sentence.
3. To know what causes of students’ errors in using quantifier in writing simple sentence.
4. **Use of the Research**
5. Theoretically

The usefulness of the research gave contributions for deciding the appropriate strategy in learning grammar especially in learning quantifier in writing simple sentence. The result of the research is expected to provide information about students’ errors in using quantifier countable noun and uncountable nouns based on surface strategy taxonomy. The result of the study can be used to improve the students’ mastery English in their writing skill, and can be used base complementary consideration for the other research that related to this study.

1. Practical Contribution

For practical contribution, the result of this research are expected that the teacher will be useful to find out the errors in using quantifier especially countable and uncountable noun and types of quantifier error that occur most frequently in students writing. The presence of this research can be a reminder to the teacher that there are many students who do not understand how to use quantifier properly.

After doing the research, the researcher hopes the result of the research gives a help as the reference for the teacher to evaluate the teaching and learning process in grammar lesson. The researcher also hopes the result of this research can be useful for the learners to know how to function quantifier correctly and give information to the readers about the students’ difficulties in studying quantifier 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 quantifier. After understanding and mastering the using of quantifier.

1. **Scope of the Research**
2. Subject of the Research

The subjects of this research is the First semester of the Eighth grade students at SMPN 24 Bandar Lampung in the academic year of 2018/2019.

1. Object of the Research

The research object is analyzing the students’ error in using quantifier in their writing simple sentence.

1. Place of the Research

The research was conducted at SMPN 24 Bandar Lampung.

1. Time of the Research

The research was conducted at the first semester in the academic year of 2018/2019.

1. Jeremy Harmer, *How to Teach Writing*, ( New York: Longman Publishing, 2004), p.1 [↑](#footnote-ref-2)
2. Jeremy Harmer, *The Practice of Language Teaching* ( New York: Longman Publishing, 2000). p.16 [↑](#footnote-ref-3)
3. H.D. Brown, *Principal of Language Learning and Teaching Englewood* (San Fransisco, State University,2001), p.335 [↑](#footnote-ref-4)
4. H. Doughlas Brown, *Longman English Grammar for ESL Learners*. (New York: The mac Graw-Hill Companies, Inc.2005). [↑](#footnote-ref-5)
5. Dulay, Burt and Krashen, *Op. Cit*, p. 138 [↑](#footnote-ref-6)
6. *Ibid*, p. 146 [↑](#footnote-ref-7)
7. *Ibid*, p. 150 [↑](#footnote-ref-8)
8. Subramaniam,R., & Khan, M.H. (2013). *Malaysian Journal of ELT Research*, Vol. 9(1).p.48 [↑](#footnote-ref-9)
9. Celce-Murcia, M., & Larsen-Freeman, D.*The grammar book: an ESL/EFL teacher’s guide (2nd edition.).*(Boston: MA: Heinle&Heinle 1999).p. 330 [↑](#footnote-ref-10)
10. Yustika, S.pd., the English teacher at SMP Negri 24 Bandar Lampung, on February 02th,2018*, An Interview* [↑](#footnote-ref-11)