**CHAPTER II**

**FRAME OF THEORIES**

1. **The Concept of Error and mistake**
2. **The Concept of Error**

Error is noticeable grammar from the adult of native speaker, reflecting the inter language competence of the students. This point out that there is a gap in student’s knowledge, they occur because the student’s does not know the correct ones.**[[1]](#footnote-2)** Furthermore, Chomsky in Dulay states that error resulting from lack of knowledge of the rules of the second language.[[2]](#footnote-3) It means that the students make language deviation. Here, she gets wrong or fail. Then, it can bestated that errors is regarded as a systematic deviation when a student has not learnt something and consistently then they finally get it wrong.

Error refers to language patterns which deviate from the standard rules of aspecific language. The error may also occur because the learners do not know well the language systems they learn.[[3]](#footnote-4) It means that the error is something that is caused because the students do not understand the rules in the target language so that it causes students deviation in learning the target language.

Errors may occur because the learners are lack of the necessary information in the second language or the intentional capacity to activate the appropriate second language routine. Then, finally the errors made by the pupils indicate the difficulties faced by the pupils with certain aspects of language as well as spelling, vocabulary, pronunciation, grammar, writing, etc**.**[[4]](#footnote-5)It means that error is something that happens to target language which has different rules with our mother tongue like grammar rules, vocabulary, pronunciation and others so that sometimes this difference cause errors in student.

Based on those explanation, it can be concluded that error is a frequent occurrence of the student in the target language because students do not understand the rules in the target language and it is different from the mother tongue. So that error often occur in their writing or speech and this can not be corrected by their own because of their lack of ability on target language.

1. **Concept of Mistake**

In learning English, the students often make errorsby the students who learn English as second language, it means the studentsdo not aware about what they do. and mistakes in their writing. Errors and mistake is being wrong or get wrong idea about something. Error is students’wrong utterance or sentence in speaking or writing because they have lack of knowledge of English structure in language rules.

The researcher sure that we know the differences between error and mistake, but they have assumption that error is the same meaning with mistake. Confirming to Keshavarz, in contrast to errors, mistakes are random deviations, unrelated to any system, and instead representing the same types of performance mistake that might occur in the speech or writing of native speakers, such as slips of the tongue or pen, false starts, lack of subject -verb agreement in a long complicated sentence, and the like.[[5]](#footnote-6) Mistake cannot be avoided in learning process.[[6]](#footnote-7) Therefore, mistake is different from error.Mistake can happen in the speech or writing native speaker. The reason that make the students do mistake is slip of tongue (only in speaking), false start, lack of subject-agreement in a sentence and etc.

As support by Corder, mistakes are akin to slips of the tongue. That is, they are generally one-time-only events. The speaker who makes a mistake is able to recognize it as a mistake and correct it if necessary.[[7]](#footnote-8) So, mistake usually is done only one time, more than one time, it is called error. Thespeaker or the writer who make a mistake, can realize that they wrong so they corrected by themselves.

As a result, the researcher concludes that mistake is a wrong result from the students or learneror all people in the worldthey slip of the tongue, false starts, lack ofsubject-verb agreement in a long complicated sentence,and etc.In their performanceand they can correct it by their self in making mistake generally one-time-only events.If students make mistake, it means the students have wrong response thought about it and they will realize what the right answer is.

**2. Classification of Error**

There are four useful and commonly used taxonomies in analyzing errors made by students, based on descriptive classification of Dullay, et.al.[[8]](#footnote-9)

1. **Linguistic Category taxonomy**

Linguistic category taxonomy classifies errors according to either or both the language components the error aspects. Here, language components include phonology (pronounciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary).

1. **Surface Strategy Taxonomy**

This category highlights the ways surface structure are altered in systematic and specific ways students error in this type are based on some logic as the result of some type of errors, such as addition, omission, misformation, misordering.[[9]](#footnote-10) In this research will focuses on using Surface Strategy Taxonomy to analyze errors made by students.

1. **Comparative Taxonomy**

Comparative taxonomy is the classification of errors based on comparison between the structure of errors and certain other types of construction.

1. **Communicative Effect Taxonomy**

While the surface strategy and comparative taxonomies focus on aspects oferrors themselves, the communicative effect classification with errors from perspective of their effect on their effect on the listener ar reader. It focuses on distinguishing errors that seem to cause miscommunication and those that do not.

In this research, the researcher focuses on the second classification that is surface strategy taxonomy.

1. **Definition of Error Analysis**

Confirming to Salville-Troike,EA is the first approach to the study of SLA which includes an internal focus on learners’ creative ability to construct language. It is based on the description and analysis of actual learner errors in L2, rather than on idealized linguistic structures attributed to native speakers of L1and L2 (as in CA).[[10]](#footnote-11)

It means that Error Analysis approach is different fromContractive Analysis although both of them are approach in study of SLA (second language acquisition) too. Contractive analysisis the approach that using the comparison between L1 (first language) and L2 (second langue) that involve a predicting and explaining learner problems to determine the differences and similarities, whereas error analysis focuses on internal; learners’ creative ability to construct language by describing and analyzing the actual learners error in L2.

According to Gass and Selingker, The study of errors is called error analysis. Error Analysis, as the name suggests, is a type of linguistic analysis that focuses on the errors learners make.[[11]](#footnote-12) According to her book, Susan as expert explains that Error Analysis focuses on errors made by learner. Unlike contractive analysis (CA) the comparison is made with the native language, whereas in error analysis it is made with the target language.

Brown state, the fact that learners make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner led to surge of study of the learners’ error, called error analysis*.*[[12]](#footnote-13) Hence, that error analysis is approach for observing, analyzing and describing the errors that made by the students. The point of observing, analyzing and describing are to divide the errors based on their types; omission, addition, misordering or misformation.

The researcher concludes that error analysis is the approach which we can learn in linguistics, focus on internal; learners’ creative ability to construct language different with contractive analysis; is the approach that using the comparison between L1 andL2 that involve a predicting and explaining learner problems to determine the differences and similarities.

**C. Concept of surface Strategy Taxonomy**

James states that surface strategy taxonomy is classification system “based on the ways in which the learner’s erroneous version is different from the presumed target version.[[13]](#footnote-14) It highlights by using surface strategy taxonomy the error classification can givea clear description about cognitive process that underlie the learner’s reconstruction of the new language or language being learned. It also makes us aware that learners’ errors result from their active way in using the interimprinciple to produce the target language. Furthermore, Dulay et al defines that the surface strategy taxonomy classification of language errors based on how the surface structures is altered, as follows:[[14]](#footnote-15)

1. Omission

Omission errors are characterized by the absence of item that must appear in a well-formed utterance. Although any morpheneme or word in the sentence is a potential candidate for omission, some types of morphemes is omitte more than others. For example “*I have a few cat in my home*”. Indicates that one items is omitted, which is*cat*. The sentence is incorrect sentence because of the use of wrong choice of verb form. The sentence is singular noun, so the correct verb form is plural noun. The correct sentence is “I have a few cats in my home.”

2. Addition

In opposite to omission is addition. Addition errors are characterized by the presence of an item which must not appear in well-formed utterance. Addition errors usually occur in the letter stages of second language acquistion, when the learner has already acquired some target language rules. As in this case of additions, misformations is usually not random. Three types of misformation can be frequenty reported in the literature; double marking, regularization, and simple addition. Here explanations:

a. Double Marking

Double marking happens two items rather than one is marked for the same feature. Many addition errors are more correctly described as the failure to delete certain items which are required in some linguistic constructions, but not in others. For example, *He doesn‟t knows my name.*

b. Regularization

Error in which a marker that is typically added to a linguistic item is erroneously add to exceptional items of given class that do not take a marker is called regularization errors. The example of this errorscan be seen in the term of regular an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular. For example, the verb “eat” does not become “eated” but “ate”.

c. Simple Addition

Simple addition is the use of an item which should not appear in well-formed utterance.[[15]](#footnote-16) For example, in*You may each have two a pieces of candy*, in the word is incorrect. There is should be the well- formed sentence is*You may each have two pieces of candy*.

1. Misformation

While in omission errors the item is not supplied et.al, in misformation errors the leaner supplies something, although it is incorrect.[[16]](#footnote-17) Like addition errors, misformations indicate that some learning has transpired and that barring certain attitudes or environmental circumstances, the learner is on his or her way to target language proficiency.[[17]](#footnote-18) It means the wrong form of the morpheme or structure is called misformation. The students make in this types because when they arrange the sentence, they still use their rules based on their first language. According to Dulay, Three types of misformation; regularization error,archi-forms and alternating forms.[[18]](#footnote-19) Therefore, the researcher tries to explain them:

**a. Regularization Error**

The one that relates to regular into irregular is called misformation. It means, regularization in misformation, the student is wrong in their word form such as; make a regular into irregular and vice versa.

For example,

As in *runned* for *run*

In the example, the student iswrong in choosing a word,the past tense of “run” is not “runned” but still *run*.

**b. Archi-Forms**

The form selected by learners are called archi-form. It means that the students by themselves choosing a word what they argue it is right.

As in :

I finish *to watch TV*

The sentence should be :

I finishwatching TV

So, when one verb is followed by another, the second verb can either be an infinitive or an -ing form. Therefore, after the word “finish”, another verb must be in –ing form.

**c. Alternating Form**

Since their vocabulary and their grammar grow up, the students free to choose the words when arranging a sentence.

as in:

Rina talks to me, *he* talks about everyting.

The sentence should be,

Rina talks to me, she talks about everyting.

In this case, the student use masculine “he” for feminine “Rina”.

4. Misordering

Misordering error is error that is characterized by the incorrect placement of morpheme or group morphemes in an utterance. For instance, “*Bayu has a got few tables*”. Revious example was incorrect form of verb. The correct sentence is “*Bayu has got a few tables*.”

**D. Source of Error**

It’s necessary to know strategies of learning basically hinge on general principles of learning. Brown states that strategies for production – discussed here under the rubic of “source of error” – take varied forms, some related to learing strategies and to other properties.[[19]](#footnote-20)

1. Interlingual Transfer

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

1. Intralingual Transfer

It is phenomenon is the negative transfer with in the target language itself, as the result of an adequate knowledge of the learners in the target language.

1. Context of Learning

Context refers to classroom with its teacher and its materials in the case of school learning. In a classroom context the teacher or the textbook may lead the learner to make faulty hypotheses about the language. The students often make errors because of misleading explanation from the teacher, faulty presentation of structure or word in a textbook, or even because of a pattern that was memorized rottenly in a drill but not properly contextualized.

1. Communication Strategies

Brown states that communication strategy is the conscious employment of verbal or nonverbal mechanism for communicating an idea when precise linguistic form are some reason not readily available to the learner at a point in communication,[[20]](#footnote-21) it is clear that the categories of communication strategies overlaps both inter- and interlingual transfer and context of learning.

1. Avoidance

Avoidance is a common communication strategy that can be broken down into several subcategories and thus distinguished from other types of strategies. The most common type of avoidance strategy is syntatic or lexical avoidance within a semantic category.

James’ idea parallels with Brown in talking about the sources of error as follows:

1. *Mother-tongue Influence: Interlingual Errors.* The error caused by the mother tongue interference. The learners are influenced by the persistence of their native language in using the target language.
2. *Target Language Causes: Interlingual Errors*. The learners in igrance of a target language form on any level and of any cass can do either of two things:
3. The learner can set about learning the needed item, engaging the learning strategies.
4. The learners can try to fill the gap resorting to communication strategies.
5. *Communication Strategy-Based Errors.* The error includes holistic strategies and analytic strategies.
6. *Holistic strategies*, the term ‘holistic’ refers to the learners’ assumption. The most general term for this approximation.
7. *Analytic strategies*, express the concept indirectly, by allusion rather than the dirrect reference: this is circumlocution.
8. *Induced Error* refers to the learner errors that result more from the classroom situation than from either the students’ incomplete comtence in English grammar (interlingual error) or first language interference (interlingual error). They are the result of being misled by the ways in which the teachers give definitions, examples, explanations, and arranged practice opportunities. Errors are caused by material-induced error, teacher-talk induced error, exercised-based induced error, errors induced by pedagogical priorities, and look-up errors.[[21]](#footnote-22)

Based on theory above, the researcher finding the sources of errors is intralingual transfer it is phenomenon the negative transfer with in the target language itself, as the result of an adequate knowledge of the learners in the target language that are face by the students at the first semester of eighth grade of SMPN 24 Bandar Lampung in academic year of 2018/2019.

**E. Procedure of Error Analysis**

It needs some steps or stages of procedure in conducting Error Analysis. According to Ellis and Barkhuizen the procedure of Error Analysis includes the following steps:

1. Collecting a sample of learner language.

Collecting a sample of learner language provides the data for the Error Analysis. The researcher needs to be aware that the nature of the sample that is collected may influence the nature and distribution of the errors observed.

1. Identification of Errors. The identification of errors involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context. The basic produce is as follow:
2. Prepare a reconstruction of the sample as this would have been produced by the learner‘s native speaker counterpart.
3. Assume that every utterance/sentence produced by the learner is erroneous and systematically eliminate those that an initial comparison with the native speaker sample shows to be wellformed. Those utterances/sentences remaining contain errors.
4. Identify which parts of each learner utterance/sentence differs from the reconstructed version.
5. Description of Errors.

The Description of errors is essentially a comparative process, the data being the original erroneous utterances and the reconstructed utterance. Thus, description of learner errors involves specifying how the forms produced by the learner differ from those produced by the learner‘s native-speaker counterparts.

1. Explanation of Errors.

Explaining errors involves determining their sources in order to account for why they were made. From the point of view of SLA (second language acquitision) research this is the most important stage in an Error Analysis.

1. Error Evaluation.

It involves determining the gravity of different errors with a view to deciding which ones should receive instruction.[[22]](#footnote-23)

Based on the explanation above, it can summed up that actually in the procedure of error analysis has the same stages to conduct, firstly is collecting the data, next the data is identified to find the errors made by students, thirdly the researcher decribes the error based on the error classifications and the she/he explains the causes the students’ error and the last stage the errors are counted to get the total of errors made by students as evaluation. The researcher used the procedure of error analysis which identified by Ellis and Barkhuizen to conduct the research.

**F. Causes of Error**

Norrish classifies causes of error into three types that is carelessness, first language interference and translation. The three types of causes of error will be discussed briefly below.

1. Carelessness

Carelessness is often closely related to back of motivation. Many teachers will admint that it is not always the student’s fault if he loses interest, perhaps the materials and/ or style of presentation do not suit him.

2. First language

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habbit formation. When someone tries to learn new habits the old ones will interference the new ones. This causes of error is called first language interference.

3. Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This probably the most common cause of error.[[23]](#footnote-24)

Morever, Richards classifies causes of error into to four classification above are explained briefly below.

1) Overgeneralization

Overgeneralization generally involved the creation of one deviant structure in place of two regular structures, for examples, “He can sings”, “we are hope”,”it is occurs”.

2) Incomplete Application of Rules

An example of incomplete application of rules can be seen in the question forms, very often are used, not to find out something, as they shold, but as means of eliciting questions through a transform exercise.

3) False concepts hypothesized

False concepts hypothesized are something due to poor gradation of teaching items. The form ‘was’ for example, may be interpreted as the marker of the past tense, as in “one day it was happened”.

4) Ignorance of rule retriction

Closely related to the generelization of deviant structures, tht is application of rules to context where they can not apply. They man who I say him violates the limitation on subjects in structure with who. This is again a type of generalization of transfer, since the learner is making use of previously acquired rule in a new situation.[[24]](#footnote-25)

Based on the explaination above, the researcher tended to use Richard‟s theory in finding the causes students errors of using quantifier in writing simple sentence.

**G. Concept of Grammar**

Purpura stated that grammar is defined as a systematic way accounting for a predicting an ideal speaker’s or hearer’s knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.[[25]](#footnote-26) It means, In language grammar can be defined as a rules of form a word or grammar is concerned as a language structure. Talking about structure, grammar can make conversation between speaker and hearer, writer and reader easier and understandable.

Grammar is partly the of what forms (or structures) are possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how language sentences are formed.[[26]](#footnote-27) Grammar makes and helps the students to know the meaning of certain message in a language. It means with good grammar the people can understand about the information meaning of material.

In line with Thornbury, Greenbaum and Nelson give definition about grammar. Both of them say grammar refers to the set of rules that allow us to combine words in our language into larger units.[[27]](#footnote-28) Hence, grammar is partly study of structure that allowsspeaker or writer to unite word by word. For example: the word “talk” can add or combine with other word, so it can be “talking to my mother”.

In conclusion, grammar is a part of study about a way to set our languageis understandable. Grammar does not only affect how units of language are combined in order to look right; it also affects their meaning. In other hand, grammar also means rules in language to make our language have a correct meaning.

**H. Concept of Writing**

Writing has been characterized as written thinking. The students have to express their feelings, ideas, and experience through writing in order to deliver information to the readers. Writing is an important skill of English language learning. Having writing skill is used for human to make good and smooth communication.[[28]](#footnote-29) It means that, writing can be said as a way to express idea, feeling and thought in written form. By writing, a writer can tell a message and information to readers. It is an activity that combines words to form meaningful message that writer wants to express to the reader.

Raimes in Padila Dewi says “writing is the effort to express ideas and the constant use of the eyes, hand and brain”.[[29]](#footnote-30) It means that writing is a way to convey what we feel to readers. Through writing readers will be able to understand what in our thoughts are and it will be understood if we use good grammar.

Additionally, Hyland states “writing is seen as a produces constructed from the writer’s command of grammatical and lexical knowledge”.[[30]](#footnote-31) As a result, writing as a result that is got by a process to construct some aspects of writing like grammatical and writer knowledge or experience. It means that writing is a concentrate in communicating and composing idea into comprehended writing but also must pay attention to the writing’s rule.

According to statement above, the researcher concluded that writing is an activity in which person express his/her ideas, through expression and feelings which is used for communicating to the readers in the written form. So, in writing as the way sending a message or information must have the purpose to the readers and the author must also pay attention to the rules in writing such as the use of correct grammar, lexical knowledge and also in the selection of words, so that the writing will be more interesting and easy to understand.

**I. Concept of Sentences**

Chafe in Wagiman states that a sentence is basically a structure of predication. An element that must be presented in all sentences is the predicate.[[31]](#footnote-32) Frank defines sentences is a full predication which contains a subject plus a predicate with a finite verb.[[32]](#footnote-33) It means that sentence is a structure of predication which contains of subject and predicate with a finite verb.

In addition, Devit and Stereny in Wagiman state that human beings apply the principle of referent refers to the conceptual, meaning of the works which are emboidied in the sentences, while the principle of structure refers to organization or combination of the words to form a sentence by means of structural rules.[[33]](#footnote-34) The sentences agreement may be symbolized by such formulas as S V O (Subject + Verb + Object), **N1 V N2** (Noun + Verb + Noun), or NP + VP (Noun Phrase + Verb Phrase).

Additionally, Frank states that sentence can be divided in two ways. The first is based on types namely; declarative sentence (statement), negative sentence, imperative sentence (command/request), and exclamatory sentence (exclamation). The second is based on the number of formal prediction namely; simple sentence, compound sentence, complex sentence and compound-complex sentence.[[34]](#footnote-35)

1. Declarative Sentences (Statements)

In a declarative sentence the subject and predicate have normal word order. The sentence ends with period in writing and a drop in pitch speech.

Example: The child ate his dinner.

1. Interrogative Sentences (Questions)

Ininterrogative sentence the subject and auxiliary are often reversed. The sentence ends with question mark (or, interrogation point) in writing.

Example: how many pens do you have?.

1. Imperative sentences (commands, requests)

In an imperative sentence, only the predicate is expressed. The simple form of the verb is used, regardless of person or tense. The imperative sentence ends with a period in writing and a drop in pitch in speech.

Example: open the door.

1. Exclamatory sentences (Exclamations)

Such sentences begin with an exclamatory phrase consisting of What or How plus a part of predicate. The exclamatory phrase is followed by the subject and the balance of the predicate. In writing, the exclamatory sentence ends with an exclamation mark(or, exclamation point)

Example: what a good dinner that was!.

Furthermore, based on the number of formal prediction, there are four classes of sentence namely; simple sentence, compound sentence, complex sentence, and compound-complex sentence.[[35]](#footnote-36)Bellow some kinds of sentence:

1. Simple Sentence

Such sentences have only one full prediction in the form of independent clause. Djuhari also states that a simple sentence in English must have at least subject and verb.

For example: “He has a few ties”. ”. The sentences “he” as a subject, “has” is verb and “a few ties” with plural noun.

1. Compound sentence

Compound sentence is a sequence of sentence that consist of two subjects and verbs that is connected by conjunction, such us: and, or, and but. Alexander states that compound sentence is two simple sentences which made to be one sentence by using a conjunction.[[36]](#footnote-37) Besides that, Alexander also states that we make a compound sentence when we join two or more simple sentence.[[37]](#footnote-38) In addition, Frank also states that compound sentence is such sentences have two of more full predictions in the form of independent clause.[[38]](#footnote-39)

For example :

She has one pen, buttwo papers.

The man wears hat and jacket

There are also few variations on these coordinate called correlative conjunctions which is the coordinateconjunction combined with another word or phrase. Tablebelowshows a complete list of coordinators.[[39]](#footnote-40)

**Table 3**

**List of Coordinators**

|  |  |  |
| --- | --- | --- |
| **Coordinate Conjunctions** | | **Correlative Conjunctions** |
| And | For | Both.... and |
| But | So | Not only...... but also |
| Or | Yet | Either... or |
| Nor |  | Neither... nor |

*Source: English Sentence Analysis; An Introductory Course(book)*

Another way to connect two main clauses and form a compound sentence is to put a semi-colon (;) among main clause.

For example:Whales have lungs instead of gills; they cannot breathe under water.

3. Complex sentence

A complex sentence is a sentence that contains at least one full dependent clause within own subject and predicate.[[40]](#footnote-41) It means complex Sentence at least has one independent clause and one dependent clause. For Instance; “Before he went to the job interview”, he got a haircut. Independent clause in complex sentence is called a main clause and the dependent clause which always functions as a noun or an adverb or an adjective is called the subordinate. From the example that researcher has given, “he got a haircut” as main clause and “Before he went to the job interview” as dependent clause.

4. Compound-Complex Sentence

Compound complex sentence contain two or more independent clause and one or more dependent clause.

For example: “She goes to work everyday while he travels a lot, and not one of them actually cares to take care of the family.”

Based on the explanation above, it can be concluded that, sentence is a group of words that communicates complete thought consist from subject and verb and starts with a capital letter and ends with a full stop, question mark or exclamation mark and many kinds. In this research the researcher focuses on analyze in students’ writing simple sentence of using quantifier.

**J. Concept of Simple Sentence**

Simple sentence is a simple sentence form. It is called simple because this sentence is only composed of one subject and one predicate only.[[41]](#footnote-42) It is supported by Alexander that a simple sentence is a complete unit of meaning which contains asubject and a verb, followed, necessary, by other words which make up the meaning.[[42]](#footnote-43)

For example:

* “All of music”is correct English but it is not a sentence because it doesn’t have a subject.
* “I really like listening all of the music” is a complete sentence with a subject and verb.

Furthermore, Demirezen explain about a simple sentence that the simple sentence has one independent clause that can stand on its own with a complete meaning. In many cases, the simple sentence structure starts with the subject. The subject is commonly the noun and its modifiers, but this is not always the case a simple sentence is an independent clause which must have a verb. There are five basic simple sentence structures in English; each type adds more elements one by one to the simple sentence.[[43]](#footnote-44)

1. **Subject + Verb**

The subject tells who or what about the verb. A verb, instead shows action or state of being. For example: “Jhon walks”. The sentences with subject and verb structures are very common in English sentence structure. They are made with intransitive verbs which do not require an object.

1. **Subject + verb + Object [(S+V+O)]**

Some verbs have an object which is generally always a noun or pronoun. The object is the person or thing affected by the action described in the verb. For Instance: “Mom buys **a few**guavas”. The sentence an object as a single complement follows a verb immediately. When compared with the first case. It is seen that having an object in a sentence is optional.

1. **Subject + Verb + Complement**

The complement completes the meaning of the subject. That why it is described as the subject complement. This type of clause uses a special type of verb, linking verbs, such as be (*am, is are*) *become, remain, seem, feel, look, grow, turn, appear, taste, sound, and smell.* Subject complements are generally made from the linking verbs. The following examples represent this fact:“There are **many** chairs in the class”.

1. **Subject + verb + Indirect Object + Direct Object**

Many times, the indirect object is found by asking to whom? Or To what? after the verb and the direct object. For instance: “He taught others the secret code”.

**K. Concept of Quantifier**

1. The Definition of Quantifier

Quantifiers are ubiquitous in natural language and in addition to providing information about quantity, they serve important discourse functions. Quantifiers is a type of determiner (kata penentu hadapan) which pre-modify a noun by preceding the noun head in a noun phrase. The types of quantifiers into five main categories: numerals, uncountable numbers, collective numbers, separate entities and fractions.[[44]](#footnote-45) These categories were identified based on the functions and the meaning of these quantifiers. Futhermore quantifiers are used for both count and mass nouns. However, an exception is mass referents as quantifiers which “Do not modify reduplicated nouns as they are unbounded mass referents”.[[45]](#footnote-46)It means, in the statement above that although reduplicated nouns are count nouns, they signify mass referents which are uncountable or indefinite in number and these categories are identified based on its function by the quantifier.

In order to know what determiner can occur with what noun, first we have to identify the noun in terms of its plurality and countableness. Leech and Startvik add that there are three classes of common nouns relevant to the choice of determiners: they are singular count n nouns (such as bottle), plural count nouns (such as bottles), and mass noun (such as music)[[46]](#footnote-47). Proper nouns normally take no determiner.

According to Leech and Startvik “Quantifier are determiners and pronouns denoting quantity or amount”.[[47]](#footnote-48) There are five main groups classification of quantifiers (A-E) which shows quantifiers that are determiners[[48]](#footnote-49).

**Table 2**

**Classification of quantifier**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Count | | Mass |
|  | Singular | Plural | Singular |
| Group (A)  Determiners of inclusive meaning | All  Every  Each  -  Half | All  -  -  Both  Half | All  -  -  -  Half |
| Group (B) :  Some and any words | Some  Any  Either | Some  Any  - | Some  Any  - |
| Group (c) : degress of quantity/ amount | -  -  -  -  -  -  - | Many  More  Most  Enough  A few  few  fewer/less  fewest  several | Much  More  Most  Enough  A little  Little  less  least |
| Group (D) : unitary | One | - | - |
| Group (E) : negative | No  Neither | No  - | No  - |

*source: A communicative grammar of English*

1. Group A

Words of general or inclusive meaning all, both, every, each and (sometimes) any are amount words of inclusive meaning.[[49]](#footnote-50) It means that the words of general are noun they refer to whole amount or separate items of inclusive meaning. To know what determiner can occur with what noun, first we have to identify the noun in terms of its plurality and countableness. That there are three classes of common nouns relevant to the choice of determiners: they are singular count n nouns, plural count nouns, and mass noun.[[50]](#footnote-51)

1. All is used for quantities of more than two. All occurs with singular, pluralcount nouns and mass nouns.

Example:

- *All the world* mourned his death (less usual than : the whole world)

- I’ve lost *all* my books. (plural)

- I’ve lost *all* my money. (singular)

- *All* the music (mass)

1. Every and each can be called distributive, because they pick out the members of a set group singly, rather than look at them all together. Each is like every except that it can be used when the set has only two members is used singular count noun. Every is a determiner that seems to identify the noun as a sample that represents a class but somehow the use of every is similar like all. A part from this difference, every has the same meaning as all.

Example :

* *Every* student will have to take the test. (singular)
* I enjoy *each* moment. (singular)

1. Both for quantities of two only and with used plural count noun.

Examples :

* *Both* carpets have been cleaned. (plural)

1. Half occurs with singular and plural count nouns and mass nouns.

Examples :

* He gave *half* the apple to his sister.
* He gave *half* the apples to his sister
* He gave *half* the food to his sister.

2. Group B

Some and any-words as determiners and pronoun tent to occur in different grammatical context, Some is the normal word to occur in positive statements and any is the normal word to occur in yes- no questions and after negatives.[[51]](#footnote-52) It means that some and any is the normal word as determiner and pronoun. To the differences grammatical context some and any with used singular and plural count nouns and mass nouns.

Some and any there are a number of terms which behave like some and any in this respect. Therefore we need to distinguish two classes of words, some words and any words are:

1. Some-words : some, someone, somebody, something, somewhere, sometime, already, somewhat, somehow, too (adverb of addition).
2. Any-words : any, anyone, anybody, anything, anywhere, ever, yet, at all, either.

Example :

* There was some book or other on this topic published last year (singular)
* I’ve found some glasses in the cupboard (plural)
* I’ve found some wine in the cupboard (mass)

3. Group C

Degres of quantity/ amount words specify more precisely the meaning some:

1. A large amount : with count nouns are *many, a lot, a large number* and with mass nouns are  *a lot , a great deal.*
2. A small amount : with count nouns are *a few, a small number* and *a little* with mass nouns. That *few* and *little* without a have a negative bias.
3. Not a large amount : with count nouns are *not many, few* and with mass nouns *not much, little*.

Other amount words have been illustrated above only where there is a definite ‘total’ or ‘sphere’ within which amounts are to be measured.[[52]](#footnote-53) According to startvik he number *one, two, three, etc* and the fraction words *half, third, etc* are also amount words where a definite total is being talked of. *Several* another amount word, means slightly more than a few. The comperative words *more, less* and superlative words *most, least*, are both count and mass but fewer is generally preferred to less with count nouns. Enough is used when the amount of the noun is matched with the portion of you needed. It is neither less nor too much.

Example :

* Did you see *many* cars on the road. The sentence many is used plural noun.
* We didn’t buy *much* food. The sentence much is used mass noun.

1. Group D

Apart from being a numeral and pronoun, one is used as an indefinite determiner in such context. One in quantifier a numeral and with used a singular count pronoun. No The determiner no is used with singular, plural,and mass noun. No is a determiner that used to express negative.

Example:

* One. Two, Three, for, etc.(numeral)
* One day i’ll come and visit you (at an indefinite time)

1. Group E

Negative pronoun and determiners. *No* is a negative determiner and is one of number of negative items in English with different function.*Neither*are determiner that usually used in negative sentence that we use either / neither to talk about two things or people.

Example :

* *No* problem is insoluble. (singular)
* He has almost *no money.* (mass)

From the explanation what the researcher wrote above, the researcher decides some quantifiers that would be observe in her research. The researcher choose many, much, a few and a little. The researcher decide those quantifiers to analyze in students’ writing simple sentence because those quantifiers are often used by students in their written.

In this case, The use of quantifier many, much, a few and a little. 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 and there are some kinds of quantifier. The researcher likes to take the quantifiers that frequently used in daily communication.

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