

AN ANALYSIS OF STUDENTS' ERRORS IN USING QUANTIFIERS OF THE FIRST SEMESTER AT INSTITUTE AGAMA ISLAM AL-AZHAAR LUBUK LINGGAU

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ABSTRACT

This research aimed at finding out the types of students' error in using quantifiers and to finding out the causes of students' error in using quantifiers made by the students of first semester at Institute Agama Islam (IAI) Al-Azhaar Lubuklinggau. The design of this research was descriptive. The subjects were the students of first semester at Institute Agama Islam Al-Azhaar Lubuklinggau who attended English subject at Tarbiyah faculty with total of 31 students. The instruments were list of types of errors and list of causes of errors. The researcher focused the study on using countable noun and uncountable noun. The findings revealed that there were 165 errors found in using quantifiers made by the students. The errors were classified into six quantifiers, namely, "much", "many", "a few", "a little", "a number", and "amount" with the most dominant error was in using "a few". Moreover, there were three causes of quantifier errors, namely; carelessness, first language, and translation. However, the dominant cause was translation. Another causes of errors were lack of vocabulary and lack of grammar. It can be concluded that the most dominant type of quantifiers error made by the students was in using "a few" which is caused by the students' inability to find the suitable word in their writing.

Key Words: Quantifier, Error Analysis, Cause of Errors

ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis kesalahan siswa dalam menggunakan bilangan dan untuk mengetahui penyebab kesalahan siswa dalam menggunakan bilangan yang dibuat oleh mahasiswa semester satu di Institut Agama Islam (IAI) Al-Azhaar Lubuklinggau. Desain penelitian ini adalah deskriptif. Subjek penelitian ini adalah mahasiswa semester satu Institut Agama Islam Al-Azhaar Lubuklinggau yang mengikuti mata kuliah Bahasa Inggris di fakultas Tarbiyah yang berjumlah 31 mahasiswa. Instrumen yang digunakan adalah daftar jenis kesalahan dan daftar penyebab kesalahan. Peneliti memfokuskan studi pada penggunaan kata benda yang dapat dihitung dan kata benda yang tidak dapat dihitung. Hasil penelitian menunjukkan bahwa terdapat 165 kesalahan dalam penggunaan bilangan yang dibuat oleh siswa. Kesalahan diklasifikasikan menjadi enam bilangan, yaitu "banyak", "banyak", "sedikit", "sedikit", "angka", dan "jumlah" dengan kesalahan yang paling dominan adalah penggunaan "sedikit". Selain itu, ada tiga penyebab kesalahan pembilang, yaitu; kecerobohan, bahasa pertama, dan terjemahan. Namun, penyebab dominannya adalah terjemahan. Penyebab lain kesalahan adalah kurangnya kosakata dan tata bahasa. Dapat disimpulkan bahwa jenis kesalahan bilangan yang paling dominan dilakukan oleh siswa adalah pada penggunaan 'sedikit' yang disebabkan oleh ketidakmampuan siswa untuk menemukan kata yang cocok dalam tulisannya.

Kata Kunci: Bilangan, Analisis Kesalahan, Penyebab Kesalahan

INTRODUCTION

Harmer (2004) defines grammar as the description of the ways in which words can change their forms and can be combined into sentence in that language. The expert said that there are regulations or rules of how language is constructed and used in communication. According to Harmer (2004), 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 learned as grammar. Having known the definition of grammar, it is not hard to understand why grammar is useful and important. Without knowing the grammar of a language, one cannot be said to have learnt the language. Besides, it seems impossible to learn a language without learning the grammar because it tells us how to use the language.

One of the grammar items that must be mastered by the students is quantifier. According to Hornby (2006) 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. Quantifier is an important grammar component that must be mastered by students, because to determine amount or quantity the students have to know the function of quantifier, whereas the researcher still found some mistakes made by students in using quantifiers.

Based on the pre-observation which was done at second semester English students at Institute Agama Islam Al-Azhar Lubuk Linggau on February 18th, 2019, some students admitted that they still did some mistakes and errors in using quantifiers. The researcher asked 31 students to write sentences using quantifiers. As whole examples of the students' writing, it was found that there were more than half of students made errors in using quantifiers. As a consequence, the errors influenced the students' writing quality. Moreover, the researcher also did an interview to the English lecturer who teaches grammar subject. The interview results showed that in learning English, some students at first semester at Institute Agama Islam Al-Azhaar Lubuklinggau often found the difficulties in mastering grammar about quantifiers. It was known from Lecture of first semester at Institute Agama Islam Al-Azhaar Lubuklinggau who said that the students' score grammar about quantifiers were low.

Since there are still many errors found in the pre-observation study at second semester English students at Institute Agama Islam Al-Azhaar Lubuklinggau. It is interesting them to know the causes of the errors made by the students. By analyzing the causes of errors, it is hoped that the errors done by the learners can be corrected so the errors in writing can be solved and the learners can write an English paragraph well. The sources and cause probably by the students' inability to find the suitable word in their writing (most of them directly translate the words into the words which is familiar to them). The difficulty may cause some errors in students' works.

Since there is no study which conducted about the causes of quantifiers errors made by the students, therefore the researcher needs to conduct research entitled "An Analysis of Students' Error in using Quantifiers in the Students of First Semester at Institute Agama Islam Al-Azhaar Lubuklinggau.

METHODOLOGY

The design of this research was descriptive research. This research also was called as descriptive qualitative research. The subject of this investigation was students of first semester at Institute Agama Islam Al-Azhaar Lubuklinggau who

enrolled English subject at Tarbiyah faculty with total 31 students. The researcher used two kinds of instrument to collect the data. The instruments were list of types of errors and list of causes of errors. The researcher used list of errors to find out the types of errors made by the students in using quantifiers, the researcher used the list of causes of errors to know whether the students' errors are caused by carelessness, first language, and translation. The researcher collected the data by conducting some stages; First, the researcher gave the students' task to write 12 simple sentences, after the students finish their writing, the researcher collected the students' writing, then the researcher identified the errors words or sentences. Moreover, the researcher analyzed and classified the most common errors made by students. The researcher analyzed and made the types of error percentage which the most frequently from the students' writing. The researcher distributed the causes of errors questionnaire to the students who made errors in using quantifiers.

FINDINGS AND DISCUSSION

Types of Quantifier Errors

The researcher analyzed the types of quantifier errors made by students. The

types of quantifier made by students was in the following table.

Table 1. Types of Quantifiers Errors

Types of Quantifier	Total	Percentage (%)
Much	36	15,19%
Many	36	15,19%
A few	47	19,83%
A little	45	18,99%
A number	33	13,92%
Amount	40	16,88%
TOTAL	237	100%

There were 237 errors found in using quantifier made by first semester Tarbiyah Faculty students. The errors are classified into six types of quantifiers, namely; much, many, a few, a little, a number, amount. There were 36 or 15,19% errors found in using much quantifier, 36 errors or 15,19% for many quantifiers, 47 errors or 19,83% for a few quantifiers, 45 errors or 18,99% and 33 errors or 13,92% for a little and a number quantifiers, and 40 errors or 16,88% for amount quantifier. Therefore, it can be concluded that the most dominant error was a few quantifier with percentage 19,83%. Moreover, the classification of types of errors based on countable and uncountable noun was in the following table.

Table 2. Uncountable and Countable Quantifier Errors

Uncountable Quantifier	F	P (%)	Countable Quantifier	F	P (%)
Much	36	15,19%	Many	36	15,19%
A little	45	18,99%	A few	47	19,83%
Amount	40	16,88%	A Number	33	13,92%
TOTAL	121	51,06%	TOTAL	116	48,94%

Regarding to Table 2, it was found that the errors of uncountable quantifier were 121 or 51,06% and the errors of countable quantifier were 116 or 48,94%. It can be concluded that the most dominant error was in using uncountable quantifier, the quantifiers were much, a little, and amount.

The researcher divided the causes of quantifier into three; carelessness, first language, and translation. The causes of quantifier of this research were displayed in following table. Moreover, the conclusion of the causes of quantifier from all class was in the table 3.

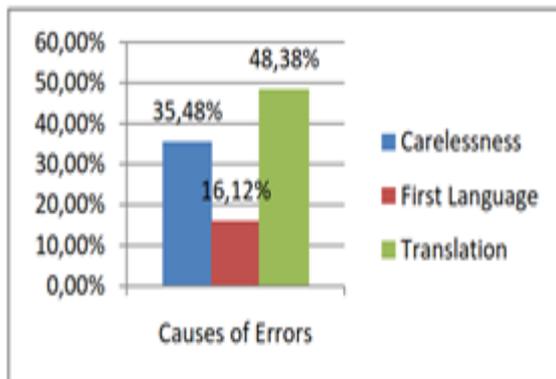
Table 3. Causes of Quantifiers Errors

Causes of Quantifier	Total	Percentage
Carelessness	11	35,48%
First Language	5	16,12%
Translation	15	48,38%
TOTAL	31	100%

Regarding to table above, it was found that there were 11 students who answered carelessness as the causes of quantifier then there were 5 students who answered first language, and 15 students who answered translation as the causes of quantifier. Therefore, it can be concluded that the dominant case of quantifier was translation. Moreover, another causes of students' quantifier were lack of

vocabulary and grammar. It can be showed in the following chart.

Chart 1. Causes of Quantifiers Errors



Some students answered that carelessness as the cause of quantifiers errors they made. As student 1 said “disebabkan oleh capek (perjalanan jauh) kurang konsentrasi namun masih tetap semangat dan berjuang (caused of less concentration but still fighting)”. Then student 2 said “karena kecerobohan saya, sering lupa (because of my carelessness, I often forget)”. Moreover, another student said “saya sering ceroboh karena saya banyak pikiran, jadi sering salah (I am careless one because I have many things in my mind, so I often make errors)”.

Then, some students also answered that first language as the causes of errors in using quantifier. As student 5 said “because first of all English is not our mother language. Our mother language for Indonesia is Melayu language. The Melayu language also use in another country like our neighbour country Malaysia, Singapore, Suriname, etc. So of that a lot of quantifier error is caused of English is not

our first language”. Then another student said “because I don't understand the question every sentence for make good sentence with grammar”. The students confirmed that first language becomes one of causes of quantifiers errors. In addition, the students also mentioned some reasons why translation becomes the dominant causes of quantifiers errors. As student 6 said “karena masih lemah dalam penerjemahan (because they were still lack of translation)”, then student 5 said “karena kurang mengerti arti dari kalimat sehingga tidak bisa menterjemah kalimat dengan baik dan benar (because they did not understand about the meaning of the sentence therefore they cannot translate the sentence in correct form)”. Another student said “probably still not clear on what the translation is always take the first word for it”.

Moreover, student 8 said “karena saya tidak terlalu paham bahasa Inggris, itu sebabnya saya sering salah dalam menerjemahkan bahasa Inggris (because I don't really understand English, that is why I often make errors in English translation)”. More than forty percent of students agreed that translation as dominant cause of errors in using quantifiers. The students also answered that they made errors because of lack of grammar and vocabulary as another causes of errors. Lack of grammar rule understanding and vocabulary made them difficult to write English sentence using quantifiers. It can be concluded that the most dominant type of quantifiers error made by the

students was in using a few which is probably caused by the students' inability to find the suitable word in their writing (most of them directly translate the words into the words which is familiar to them).

DISCUSSION

The findings of this research showed that there were 237 errors found in using quantifier made by first semester Tarbiyah Faculty students. The errors studied in this study were related to the countable and uncountable types of quantifiers. The errors are classified into six quantifiers, namely; much, many, a few, a little, a number, amount. There were 36 or 15,19% errors found in using much quantifier, 36 errors or 15,19% for many quantifiers, 47 errors or 19,83% for a few quantifiers, 45 errors or 18,99% and 33 errors or 13,92% for a little and a number quantifiers, and 40 errors or 16,88% for amount quantifier. Therefore, it can be concluded that the most dominant error was in using a few quantifier with percentage of 19,83%. Moreover, it was found that the errors of uncountable quantifier were 121 or 51,06% and the errors of countable quantifier were 116 or 48,94%. It can be concluded that the most dominant error was in using uncountable quantifier, the quantifiers were much, a little, and amount.

The students made errors in using much quantifier. Much can be used with uncountable nouns. The students in this research used much followed by uncountable noun. The students mostly made errors in using much because they

made mistake in choosing the noun, for instance; "much people", it should be "many people". Therefore, they made errors in using "much" quantifier. Then the students were also made errors in using amount. Amount is only used for uncountable noun, while the researcher found that many students made errors in using amount by adding countable noun, for example; "amount of book". The student must use a number of books. Therefore many of students got confused and made errors in using amount quantifier. Another type of quantifier was in using a number.

A number quantifier should be followed by countable noun and it should be in plural noun. However, there were many students wrote sentence using a number quantifier without followed by plural noun. For example; "a number of sugar", it should be "amount of sugar". Moreover, the students made errors in using many, a few, and a little quantifier. In using many quantifier, mostly the students did not put plural noun after many, then the students also still got confused using a few and a little quantifier. The students are still confused to differentiate the use of a few and a little quantifier. 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. Quantifiers

can be classified in terms of their meaning. Some quantifiers have a meaning of inclusiveness. Others quantifiers are noninclusive and have a meaning related to size and quantity. For example, many and much refer to large quantities, some to moderate quantity, and a little and few to small quantities. According to Azzar (1993:216), quantifiers are words that describe the number or amount of a noun.

According to Spillner (1991), errors are information in contrastive linguistics; they are thought to be caused by unconscious transfer of mother tongue structures to the system of the target language and give information about both systems. Also, in the inter language hypothesis of second language acquisition, errors are indicative of the different intermediate learning level and are useful pedagogical feedback. In both cases, error analysis is an essential methodological tool for the diagnosis and evaluation of the language acquisition process. Errors also give information in psycho analysis (for example, the Freudian slip), in language universal research, and in other fields of linguistics, such as linguistic change. According to S.P Corder(1981) 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 (1983) 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 a result of the practice work accompanying the examples, or from the learners" processing of these materials."

There were three previous studies related to this present research. First, a study from Marindra (2017) entitled *An Analysis Of The Second Year Students" Problems In Using Quantifiers In Writing Simple Sentence In Simple Present Tense At English Department Of Bung Hatta University*. Based on data analysis, it was found that 6 students (16.21%) have problems in using quantifiers in writing simple sentence in simple present tense. Specifically, from data analysis of writing test, it showed that 5 students (13.51%) had problem in using quantifiers for plural countable noun and 6 students (16.21%) had problem in using quantifiers for uncountable noun.

The second previous study was conducted by Renytasari (2007) under the title

"Grammatical Errors In Using Quantifiers Made By The Second Year Students Of Smpn 1 Tulungagung". 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. The last previous study is guided by Mahabbah (2003) entitled *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*.

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. There were three causes of quantifier errors made by students, namely; carelessness, first language, and translation. Moreover, the dominant cause was translation. Another causes of quantifier were lack of vocabulary and lack of grammar. Translation becomes the dominant causes of errors made by students in using quantifier. Mostly the students make quantifier

error because of the translation method by using google translate or online dictionary. As one of students said that they often used google translate to translate some sentences. Therefore, it might make the students' errors in using quantifier. Another student also said that "Because translation make me confuse like translation in google translate, there is a high words that we dont reach it before. We just understand about simple words because it is easy to write down". Moreover, the carelessness also becomes the cause of erros, as student said that "Because sometimes I am lazy for reading a book, so it makes me not too good in English and because of it, it makes me lack of vocabulaies so when I use quantifier it feels difficult". As Norrish (1983) stated that translation is one of the causes of errors. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.

This finding also supported by Hutchins and Somers (2012) who stated that the translation produced by Google Translate seems to be awkward sometimes, hence, there is still a need to have a human touch to ensure the quality of output of the target text. Likewise, Juan (1994) suggests that the problem of using machine translation lays on the output of language, meaning as well as the cultural differences that are produced by machine translation, as some of the languages might not have culture similarities like the use of figurative language. Moreover, the students

admitted that they have another causes of misinformation besides carelessness, first language, and translation. Moreover, mostly the students answered that another causes of quantifier errors were lack of vocabulary and lack of grammar. They had limited vocabulary and often dismiss the rule of grammar while using quantifier in a sentence.

Moreover, interlingual transfer of first language is a significant source of error for all learners. The beginning 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. The students were also answered that they made errors because of lack of grammar and vocabulary as another causes of errors. Lack of grammar rule understanding and vocabulary made them difficult to write English sentence using quantifiers.

From the explanation above, the researcher compared this study 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 have less understanding how different kinds of meaning are created through the use of different grammatical forms so that some students' texts were not meaningful. The writer acknowledge the Limitation of this research it was the limitation of the number of quantifiers which were investigated in this research and also the limitation of question given to students. Therefore this research cannot investigate the types of quantifiers errors more deeply. However the general conclusion would hopefully still valid.

CONCLUSION AND SUGGESTION

Based on research findings, the conclusion of this research as follows: First, there are two types of errors in using quantifiers in the students' work, namely, Countable noun and uncountable noun. The types of quantifier error done by the students in writing were much, many, a few, a little, a number, and amount. While the most dominant errors is using a few quantifier at first semester students of Tarbiyah Faculty of Institute Agama Islam Al-Azhaar Lubuklinggau. Second, the causes of quantifier error done by the students in were carelessness, first language, and translation. Moreover, the dominant cause of quantifier error done by the students was translation at first semester students of Tarbiyah Faculty of Institute Agama Islam Al-Azhaar Lubuklinggau.

Based on the results of this research, the researcher suggests for students to practice English especially using quantifier more frequently to minimize the quantifier errors in writing sentences. It will be better if the students did not use google translate or online dictionary much to minimize the causes of quantifier error related to the translation. For lecturer of English subject, the results of this study can be one form of evaluation that can be used to know the students' causes of quantifier and find out some ways to overcome the causes. By overcoming the causes of quantifier and giving motivation to the students to write carefully, it can carry out better and quality teaching and learning activities especially writing skill.

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