

## AN ANALYSIS OF STUDENTS ERROR IN USING QUANTIFIERS

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### **Abstract**

*This Research was aimed to find out the seventh grade students' errors in using quantifiers, to find out the percentages errors, and to describe out context learning influence students errors made by the seventh grade students in using quantifiers. The writer used the descriptive method in doing this research and thirty five students became the sample by the use of convenience sampling. The data were collected by using test. Test is used for measuring ability, achievement, interest, and traits. In collecting the data the writer used a written test consisting of twenty items. The test is the form of Essay (sentence writing) consisting seven items and true or false consisting thirteen items and the time allocation to do the test was forty five minutes. The written test is used to know the percentage the seventh grade students errors in using quantifiers. These problem are probably caused by having no mastery of countable and uncountable nouns. Based on fact the writer found some students at SMP Negeri 8 Lubuklinggau often found the errors in mastering grammar about quantifiers.*

**Keyword:** Grammar, Error Analysis, Quantifiers.

### **Introduction**

A language is a means of communication. People can communicate with each other by using language including brings idea, opinions, thoughts, and feelings. According to Brown (2007), language is systematic means of communicating ideas or feelings by the use of conventionalized sign, sounds, gestures, or marks having understood meaning. Most people in Indonesia use English as a foreign language which is important to transfer and gain knowledge.<sup>1</sup> In Indonesia, English has been taught in elementary school, junior high school and senior high school. Grammar is one of the language aspects in English. . According to Richard, et.al (1985), Grammar is description of structure of

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<sup>1</sup>Brown, H.Douglas. *Principle of language learning and teaching*. 5th edition (Fransisco University: Pearson, Longman, 2007), pg. 384.

language and the way in which linguistic units, such as words and phrases are combined to produce sentence in language. Grammar is a rule of the combination of word into sentences or syntax and the forms of words or morphology, so the sentence has a meaning and the reader can understand about sentence.<sup>2</sup>

The study of English grammar is considered an important aspect in learning of English in Indonesia. Grammar has very important rule to master patterns of sentences. English presents a lot of difficulties to both Indonesia students and the teachers of English in process of learning and teaching English. In the process of English learning many students make error in learning English grammar. Brown (1980) says that the students often make errors because of misleading explanation from the teacher, a faulty presentation of structure word in a textbook, a pattern that was rottenly memorized in drill but not properly contextualized<sup>3</sup>. Brown (2000) states that, learning a second language is long and complex undertaking. Whole person is affected as struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response are necessary to successfully send and receive messages in a second language. Many variables are involved in the acquisition process. Language learning is not a set of easy steps that can be programmed in a quick do it yourself. So much is at stake that courses in foreign language are often inadequate training grounds, in and of themselves, for the successful learning of second language..

Brown (2000) say that error analysis is the fact that the learner do 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' errors.<sup>4</sup>

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<sup>2</sup>Richard. C. Jack, Jhon Platt and Heidi Weber. *Longman Dictionary of Applied Linguistics*. (Essex: Longman Group Limited, 1985), pg. 125.

<sup>3</sup>Brown, H.Douglas. *Principle of Language Learning and Teaching*, ( London:Longman, 1980), pg. 174

<sup>4</sup>Brown, H.Douglas. *Principle of Language Learning and Teaching, Fourth Edition* (New York:Pearson Education, 2000). Pg. 1-128

In learning quantifiers, students must be able to distinguish between the concept of countable nouns and uncountable nouns. The mastery of both concepts will influence the students in using quantifiers such as *some, any, much, many, a lot of, a little and few* in the sentences. These problems are probably caused by having no mastery of countable and uncountable nouns. Based on fact the writer found some students at SMP Negeri 8 Lubuklinggau often found the errors in mastering grammar about quantifiers. It was known from English teacher of the seventh grade students of SMP Negeri 8 Lubuklinggau who said that the students' score grammar about quantifiers were low.

From this explanation above, why the writer was interest in doing the research entitled "the seventh grade students' errors in using quantifiers at SMP Negeri Lubuklinggau".

## **Literature Review**

### **The Concept of Errors**

According to Brown (1987) error is a natural part of learning language. It is because the students are in the process of learning the language system. The fact that there are still many students who make errors in using quantifiers.<sup>5</sup> Brown (1987:180) states that in addition, there are three major categories of sources of error. They are:

#### **a. Interlingual Transfer**

Some errors attributable to negative interlingual transfer. While it is not always clear that an error is the result of transfer from the native language.

#### **b. Intralingual Transfer**

Intralingual transfer is a major factor in language learning. It is generalization within the target language. This of course follows logically from the tenets of learning theory.

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<sup>5</sup>Brown, H. Douglas. *Principle of Language Learning and Teaching*. (New Jersey: Prentice-Hall, Inc, 1987), pg. 170-180

### c. Context of Learning

Context refer to the classroom with it is material in the case of school learning, or the social situation in the case untutored second language learning.

The student assessed using the clinical elicitation method (CE). Corder (1981:29) states that CE requires the learner to produce any voluntary data orally or in writing, while experimental methods use special tools to elicit data containing specific linguistic items. The CE method involves getting the informant to produce data of any sort, for example, by means of a general interview or by asking the learner to write a composition.<sup>6</sup>

Corder (1981) classifies errors in terms of the difference between the learner's utterance and the reconstructed version and proposes four different categories: omissions, additions, misformations and misorderings.

#### a.) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morpheme are omitted than others.

#### b.) Additional

Additional errors are the opposite of omission. They are characterized by the presence of an item, which must not appear in a well-formed utterance. Additional errors include double marking, regularization and simple addition that is an addition that is not double marking or regularization.

#### c) Misformation

Misformation errors are characterized by the use of the wrong form of morpheme or structure, while in omission errors the items is not supplied at all, in miss-formation errors the students. Supplies something although it is in correct.

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<sup>6</sup>Corder, S.P.. *Error Analysis and Interlanguage*. (London: Oxford University. Press, 1981), pg. 29

#### d) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group morphemes in a utterance.<sup>7</sup>

An error cannot be self-corrected, while According to James (1998), mistakes can be self corrected if the deviation is pointed out to the speaker. But the students' capacity for self-correction is objectively observable only if the students actually self-corrects.<sup>8</sup>

#### The Concept of Error Analysis

Error analysis is an activity to reveal errors found in writing and speaking, According to Saville-Troike (2012), Error analysis is the first approach to the study of second language acquisition which includes an internal focus on learners' creative ability to construct language.<sup>9</sup> Richard, et.al. (1995) state that analysis is a procedure for testing whether the difference among of two or more groups is significant. Therefore, analysis the study of something its parts and their relationship. Ellis (1997) states that to indentify errors we have to compare the sentences learners produce with what seem to be normal or correct sentences in the target language which correspond with them. Sometimes this is fairly straightforward.<sup>10</sup> Ellis (1997) states that, error is deviation in usage which result from gaps in learners' knowledge of the target language. When the student learn about target language, they make plenty of error is natural part of language acquisition process. How to know the student's errors are needed the error analysis. The writer need to distinguish errors and mistake. Errors reflect gaps in a learner's knowledge. They occur because the learner does not know what is

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<sup>7</sup>Corder, S.P. *Error analysis and interlanguage*. (London: Oxford University. Press, 1981), pg. 30.

<sup>8</sup>James, C. *Error in Language Learning and use*. (London and Newyork. Longman, 1998), pg. 83.

<sup>9</sup>Saville-Troike, Muriel. *Introducing Second Language Acquisition*. (University of Arizona: Cambridge University Press, 2006), pg. 37.

<sup>10</sup>Richard. et al. 1995. *Longman Dictionary of Applied Linguistics*. New York: Oxford University Press. pg.12.

correct. Mistake reflect occasional lapses in performance. They occur because in particular instance, the learners unable to perform what he or she know (Ellis, 1997).

According to Ellis (1997), The procedures analyzing learner errors includes the following steps :

- a. Collection of a sample of a learner language
- b. Identification of error
- c. Description of error
- d. Explaining of error
- e. Evaluation of error<sup>11</sup>

According to Corder (1981), error analysis has two functions. First, theoretical aspect of analysis is a part of methodology of investigating the language learning process. Second, partial aspect of error analysis is its function in guiding the remedial action must be taken to correct an unsatisfactory state of learners and teachers. In addition, Error analysis has two main objective:

- 1) To know the learning process of L2 and investigate the errors which students make.
- 2) To guard the remedial action and find out a feedback for the needs of text book arrangement and overcome the errors.<sup>12</sup>

Error analysis became distinguished from contrastive analysis by examination of errors attributable to all possible sources, not just those resulting from negative transfer to the native language.

A mistake refer to performance. An errors result from incomplete knowledge, and a mistake made by learner when writing or speaking and which is caused by lack attention, fatigue, carelessness, or some other aspect of

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<sup>11</sup>Ellis. R. *Second Language Acquisition*. ( New York: University Press, 1997), pg. 15-16.

<sup>12</sup>Corder, S.P. *Error Analysis...*, pg. 45.

performance (Richard,et.al.1985).<sup>13</sup> It means that the students do not fully understand the language system they learn.

From the explanation above, mistake is a performance of a speech, that does not cope with the concerned spoken language – words because of a slip of the tongue, anxiety etc, can be self corrected. However, an error is a performance that a speaker cannot correct by them self and this has to do with the learners’ acquired linguistic data. So, concerning errors can go on saying wrong thing without knowing that the learners’ do it.

Errors usually come up with L1, SL, or FL learners’.A Mistake and errors can occur with everyone performing a certain speech. In this study all students; incorrect answer to the given test and were judged as errors. There were terms which overlap one another. These terms are ‘sources of error’. To have a clear understanding, the following explanation will be helpful.

#### The Concept of Quantifiers

According to Azzar (1993), 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.

Quantifiers are words that describe the number or amount of a noun. The examples. Of common quantifiers are some, any, much, many, a lot of, a few, a little, etc.<sup>14</sup>

| Quantifiers | Used with countable nouns | Used with uncountable |
|-------------|---------------------------|-----------------------|
| Some        | Some mangoes              | Some rice             |
| Any         | Any rabbits               | Any rice              |

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<sup>13</sup>Richard. C. Jack, Jhon Platt and Heidi Weber. *Longman Dictionary of Applied Linguistics*. (Essex: Longman Group Limited, 1985), pg. 127.

<sup>14</sup>Azar, Betty Schramper. *Fundamental of English Grammar*. Second Edition. (Englewood Cliffs. New Jersey: prentice, 1993), Pg.216.

|          |                |                       |
|----------|----------------|-----------------------|
| A lot of | A lot of books | A lot of money        |
| Much     | .....          | Much sugar            |
| Many     | Many apples    | .....                 |
| A little | .....          | <u>A little money</u> |
| A few    | A few a chair  | .....                 |

## Method

### Research Design

In this research, the writer collected the data of the students errors in using quantifiers. Therefore, the writer used the descriptive method in doing this study. According to Isaac and Micheal (1985), the purposes of descriptive method is describe systematically the facts and characteristic of a given population or area of interest, factually and accurately.<sup>15</sup> The step for doing this research were as follows:

The writer adapted the steps in descriptive research, according to Sanjaya (2013) the following steps in descriptive research are as follow:

1. Defining the objectives clearly;
2. Designing the approach by determining
  - a. Subject of investigation
  - b. Technique for collecting the data
  - c. Technique for analyzing the data
3. Collecting the data;
4. Analyzing the data
5. Drawing conclusion;
6. Proposing suggestion;
7. Reporting the result<sup>16</sup>

### Subject of Investigation

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<sup>15</sup>Isaac, Sthepen and William B. Maechal. *Hand book in Research and Evaluation*. (California: Edits Publisher, 1985), pg. 46.

<sup>16</sup>Sanjaya. W. *Penelitian Pendidikan Jenis, Metode dan Prosedur*. (Jakarta: Kencana Prenada Media Group, 2013), pg. 61.



Subject of the study is a person or thing used to learn something. According to Frankle and Wallen (1993) the subject of this investigation are the seventh grade students of SMP Negeri 8 Lubuklinggau, which consisted of six classes. Subject of the study is the group to which the researchs would like the result of a study to be generalizable. It includes all individuals with certain specified characteristic. The writer would use cluster random sampling.<sup>17</sup>

Population is the most significant factor in conducting a research. Richard, et. al. (1985) population is any set of items, individuals, etc which share some common and observable characteristics and from which sample can be taken. Thus, one can speak of comparing test scores across a sample of a population of students.<sup>18</sup>The population that the writer used in this study was the seventh grade students of SMP Negeri 8Lubuklinggau in the academic year of 2014/2015. The total population of this study was 209 students.

According to Arikunto (2010) cluster random sampling is the way of taking the sample with use the strata or classes.<sup>19</sup> The step was simple, the writer wrote the number of each class on six small piece or paper. Then, put them in glass and then writer took one of them randomly as sample. The result was class VII.C as sample consisting of 35 Students.

#### Technique for Collecting Data

The data were collected by using test. Test is used for measuring ability, achivment, interest, and traits. According to Heaton (1988), test is device to assess for measuring ability, knowledge or performance.<sup>20</sup> In collecting the data the writer used a written test consisting of 20 items. The test is the form of Essay

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<sup>17</sup>Frankle, Jack. R and Norman E. Wallen. 1983. *How to Design and Statistic Evaluate Research in Education* . (New York: Mcgraw Hill. Inc,1983), pg. 553

<sup>18</sup>Richard. C. Jack, Jhon Platt and Heidi Weber. *Longman Dictionary of Applied...*, pg. 553

<sup>19</sup>SuharsimiArikunto, *Prosedur Penelitian Suatu pendekatan Praktek*. (Jakarta Rineka Cipta,2010), pg. 18.

<sup>20</sup>Heaton, JB. *Writing English Language Test*. (USA: Longman Group UK Limited,1988), pg. 6.

(sentence writing) consisting 7 items and true or false consisting 13 items and the time allocation to do the test was 45 minutes. The written test is used to know the percentage the seventh grade students errors in using quantifiers.

#### Technique for Analyzing Data

The data analyzed to find out students' errors in using quantifiers. The steps used in analyzing the data are as follows:

1. Collection of a sample of learners language
2. Description of students' errors
3. Identify the students' errors in using quantifiers *some, any, much, many, a little, a few and alot of*.
4. Calculating the avarage percentages of students' errors by using formula:

$$IS = \frac{R}{N} \times 100\%$$

Where:

IS : Percentage of Students' Error

R : Total Number of Incorrect Answer

N : Total Number of the students<sup>21</sup>

( Hatch and Farhady: 1982)

5. Describing the causes of errors in using quantifier

In this case the writer would find out the causes of errors in using quantifiers based on written test and based on questionner to students and teacher.

#### Findings

##### The Seventh Grade Students' Errors in Using Quantifiers

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<sup>21</sup>Hatch, Evelyn and Hossein Farhady. *Research Design and Statistic for Applied Linguistic* (Cambridge: Newbury House Publisher, 1982), pg. 43.

Based on the students' answers, the writer analyzed and found the students incorrect answer. The writer classified the students' error in using quantifiers *some, any, much, many, a little, a few, and alot of*.

a) Error in Using Some

- The omission of suffix s/es in noun

*I have some bag*

*There are some book*

- Misformation for interrogative sentences sentences

*Do you have some books?*

b) Error in Using Any

- The omission of suffix s/es in noun

*I have any table*

- Misformation for positive sentences

*I have any books*

c) Error in Using Much

- Misformation for countable noun

*I have much drawing book*

*I have much books*

- Misformation for positive sentence

*I have much sugar*

d) Error in Using Many

- The omission suffix s/es

*I have many pencil.*

- Misformation for uncountable noun

*I don't have many salt.*

e) Error in Using a Little

- Misformation for countable noun

*There is a little apple on the table.*

- Misformation for negative form

*He has not a little sugar.*

f) Error in Using A Few

- Misformation for uncountable noun

*We have a few water*

- Misformation for negative form

*She has not a few friends*

g) Error in Using A lot of

- Misformation for uncountable noun

*He has a lot of money*

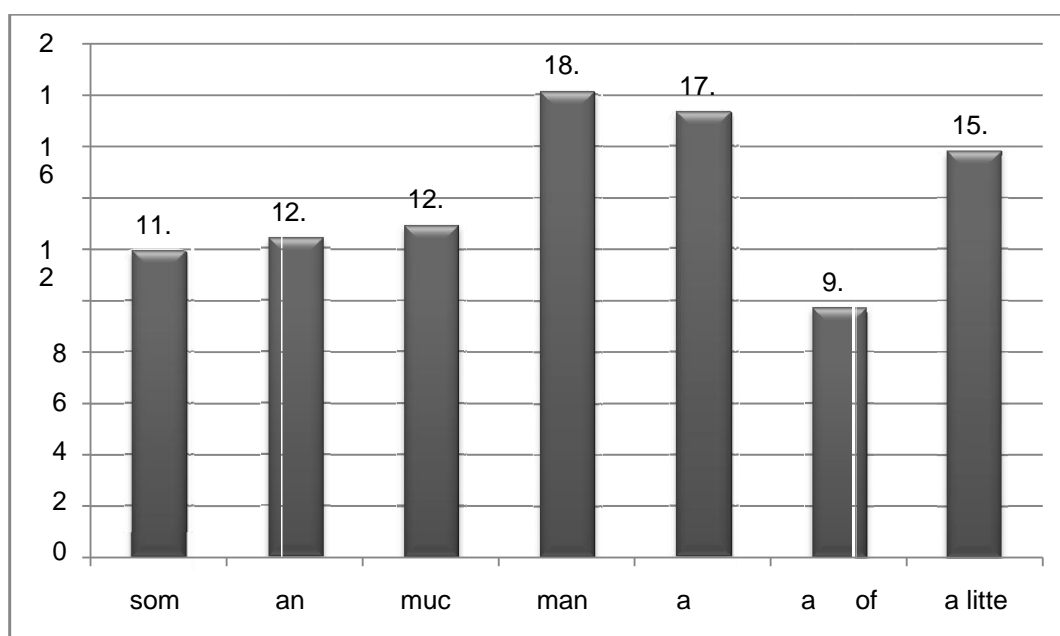
- Misformation for negative form

*She does not books.*

The Percentage of Students' Errors in Using Quantifiers

**Chart 1**

**Percentages of Students's Error in Using Quantifiers**



The percentage average of students errors in using quantifiers in sentence errors *some* was 11.9%, *any* was 12.4% , *much* was 12.9%, *many* was 18.1%, *a few* was 17.3%, *a lot of* was 9.7% and *a little* was 15.8%.

**3. The causes of students' errors**

From the result questionnaire, it can be concluded as folow: The students were not interested in learning because the students dificult to reading, writing and understanding about material especially in using quantifiers. Therefore the students seldom to studied English in their home. The students said their teacher did not explain quantifiers clearly. Therefore, the students did not understood about material quantifiers and students still confused in using countable and uncountable noun. many students did not like method or strategi of their teacher so the students sometime feel bored in learning English.

## Discussion

### The Discussion of the Seventh Grade Students' Errors in Using Quantifiers

In this research the writer found the seventh grade students' errors in using quantifiers. According to Azzar (1993), Quantifiers are words that describe the number or amount of a noun. Quantifiers can be classified in terms of their meaning. Some quantifiers have a meaning of inclusiveness. Other quantifiers are nonclusive 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 a few to small quantities.<sup>22</sup> The writer found many students' errors in using quantifiers: some, any, much, many, a few, a lot of and a little. Based on the students' answers, the writer analyzed and found the students' incorrect answers. The writer classified the students' error in using quantifiers: *some, any, much, many, a little, a few, and alot of*. The analysis is as follows:

#### a) Error in Using Some

*Some* is used with plural nouns of countable nouns and it also with uncountable nouns. Countable nouns are the name of separate objects, ideas which can be counted.

#### b) Error in Using Some

*Some* is used with plural nouns of countable nouns and it also with uncountable nouns. Countable nouns are the name of separate objects, ideas which can be counted.

The examples are below:

- some apples
- some pineapples
- some rice
- some water.
- *We bought some sugar*

*Sugar* is uncountable noun

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<sup>22</sup>Azar, Betty Schramper. *Fundamental ...*, Pg.216.

- *there are some books.*

Some used in affirmative/ positive sentences

Based on the sentences analysis many students did errors in using *some*. The example *I have some bag*. *Bag* is singular of countable nouns, therefore in the nouns must be added suffix “s/es”. Therefore the sentence should be *I have some bags*. In other example of *We bought some apple*. *Apple* is singular of countable nouns, therefore in the nouns must be added suffix “s/ es”. The correct the sentence should be *We bought some apples*.

The writer found the students did errors using *some* in negative form in negative sentences. The example *Do you have some book?*. The sentence in negative sentences, the correct sentence should be *some* is used in affirmative and positive sentences.

#### c) Errors in Using Any

*Any* is used with plural nouns of countable nouns and it also with uncountable nouns. *Any* is used in negative sentences and Interrogative sentences. Examples in English:

- *I haven't any tables*

Nouns “*Tables*” is plural of countable noun and “*haven't*” showed in negative sentences.

- *Do you have any milk?*

*Any* is used in negative sentences and interrogative sentence.

Based on the sentences analysis, many students did errors in using *any*. Examples of students error: *I have any table*. Noun *table* is singular of countable noun and the sentence in affirmative sentence. Therefore noun table must be added suffix s/ es and sentence used in negative sentence.

In other example *Do you have any dress?* Noun *dress* is singular of countable of noun. Therefore, the sentence should be *Do you have any dresses?*

#### d) Errors in Using Much

*Much* is used with singular nouns of uncountable nouns and can be used in negative and question form. The example are below:

- *There is not much water in the pail*

Nouns *water* is singular noun of uncountable noun.

- *Is there much water in the pail?*

The sentence in negative form.

- *I have not much money.*

The sentence in negative form.

Based on the sentence analysis many students did error in using *much*. The examples *I have much drawing book*. Noun *drawing book* is countable noun meanwhile *much* used in uncountable noun.

In other example *I have much sugar*. In the sentence of positive form. Meanwhile *much* is used in negative and question form. Therefore the sentence should be *I have not much sugar*, because sugar is uncountable nouns.

#### e) Error in Using Many

*Many* is used with plural noun of countable and can be used in negative and question force. The examples are bellow:

- *I don't have many books.*

Noun *books* countable noun and *don't* showed in negative sentence.

- *How many girl are there in the class?*

*How* is showed in question force

Based on the sentences analysis many students did error in using *many*. For example: *I have many pencil*. Nouns *many* must be followed by plural "*pencils*". The sentence should be in negative forms *I have not many pencils*.

In other example *I dont have many salt*. Noun *salt* is uncountable of noun. Meanwhile *many* used in plural of countable noun.

#### f) Errors in Using A little

*A little* is used positive force, it stresses the presence of something, although in a small quantity. It is followed by uncountable nouns. For example:



- *I have only a little money in my pocket.*
- *There is a little salt in your cooking, so it is not delicious*

But the students was error in the use of plural of countable noun. The example *There is a little apple on the table.* Noun *apple* is plural of countable noun. Therefore, the sentences must be added suffix s/es so the sentences should be *There is a little a glass of milk on the table.*

Another example *He has not a little sugar.* *Has not* showed the sentence in negative forms. So the students did error, because *a little* used in positive sentences.

#### g) Errors in Using A Few

*A few* has a positive force, it stress the presence of something, although in small quantity. It is used with countable noun. For example:

- *She has a few friend in her class*
- *There are only a few chairs in the room, we stand up to watch the exhibition.*

Based on the sentences analysis many students did error in used a few. The examples *We have a few water.* Noun *water* is uncountable noun. Therefore the sentence should be using countable noun.

In other example *She has nota few friends.* *Has not* showed the sentence in negative form. Therefore the students did error, because *a few* is used in positive form so the sentence should be *She has a few friends.*

#### h) Errors in Using A Lot of

*A lot of* is used with uncountable nouns and it can be used with plural of countable noun in positive statements. The examples as follow:

- *She has a lot of books*

Noun *books* is plural of countable nouns

- *I buy a lot of food*

Noun *Food* uncountable of noun

Based on the sentences analysis many students did error in used a lot of. The example *He has a lot of money*. Noun *money* is uncountable of noun. Therefore the noun must be countable noun.

In other example, *She does not a lot of books*. *Does not* showed the sentence in negative form. So the students did errors, because a lot of used in positive form. The correct sentence must be *She has a lot of books*.

### The Percentages of Students Errors

Based on the findings, the writer found the percentages of students' errors in using quantifiers *some, any, much, many, a few, a lot of, a little*. The total errors made by students were 386. It divided in seven categories.

Furthermore, the writer found that the percentages of students' errors of each category. The calculation of the percentages of students' errors can be seen in appendix. The percentage average of students errors in using quantifiers in sentence errors *some* was 11.9%, *any* was 12.4% , *much* was 12.9%, *many* was 18.1%, *a few* was 17.3%, *a lot of* was 9.7% and *a little* was 15.8%.

### 1. The Causes of Students Errors

Based on the written test and based on the open the questionnaire the students the writer found the context learning influence the students errors.

According to Brown (2000) Sources of error are classified into three types:

- a) In inter-lingual transfer, some errors are attributable to negative inter-lingual transfer, while it is not always clear than errors is the result of transfer the negative language, many such error detectable learner speech.
- b) Intra-lingual transfer, (within the target language itself) is a major factor in language learning. It is generalization within target language.

- c) Context of learning to the classroom with is teacher and it is material in the case of the school learning, to the social situation in the case of untutored second language learning.<sup>23</sup>

From the result of questionnaire, it can be concluded context of learning influence the students error as folow: the students were not interesting in learning because the students difficult to read, write and understand about material especially in using quantifiers so that the students seldom to study English in their home.

The students said their teacher did not explain quantifiers clearly. So the students did not understand about material quantifiers and students were still confused in using countable and uncountable noun. many students did not like method or strategi of their teacher so the students sometime feel bored in learning English.

### **Limitation**

While investigating the research, the writer found some limitations. They were:

The students understanding in grammar was not enough. That is why most of the students still made errors in using quantifiers. Some students did not do the test seriously. Sometimes they did the test while talking wit her/his friend. The class was so noisy, so it was difficult for the writer to control the classs while doing the research. In doing the research, the writer was difficult to get the various source and reference.It was the first time the writer in conducting an educational research. So the writer knows that this research do not maximally done and will have some weakness.

### **Conclusion**

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<sup>23</sup>Brown, H.Douglas. *Principle of...*, pg.223.

Based on the results, it can be concluded that the seventh grade students' errors in using quantifiers are 1) Error in using *some*, the students did omission of suffix *s/es* and misformation for negative sentences (2) Errors in using *Any*, the students did omission of suffix *s/es* too and misformation for positive form. (3) Errors in using *much*, the students did misformation for countable noun and positive form. (4) Errors in using *many*, the students did omission of suffix *s/es* and misformation for uncountable noun. (5) Errors in using *a little*, the students did misformation for countable noun and negative form. (6) Errors in using *a few*, the students did misformation for countable noun and negative form. (7) Errors in using *a lot of*, the students did misformation for uncountable noun and negative form.

From data analysis data, the percentage of students' errors in using quantifiers in sentence errors are *some* was 11.9%, *any* was 12.4% , *much* was 12.9%, *many* was 18.1%, *a few* was 17.3%, *a lot of* was 9.7% and *a little* was 15.8%.

The writer can conclude the possible causes of the students' errors in using quantifiers were caused 1) The students were confused to put quantifiers in the sentences. 2) the students did not know how to put countable noun and uncountable noun in quantifiers. 3) The students were not interesting in learning English because the students difficult to read, write and understand about material especially in using quantifiers so that the students seldom study English at home. 4) Their teacher did not explain quantifiers clearly. Therefore, the students did not understand about quantifiers and students were still confused in using countable and uncountable noun. 5) Many students did not like method or strategy of their teacher so the students sometime feel bored in learning English.

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