

**AN UNDERGRADUATE THESIS**

**AN ERROR ANALYSIS OF USING EXPRESSION OF QUANTITY IN  
STRUCTURE & GRAMMAR SUBJECT AT THIRD SEMESTER OF  
ENGLISH EDUCATION DEPARTMENT OF IAIN METRO**

**BY:**

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**Tarbiyah and Teacher Training Faculty**

**English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1441 H/ 2020 M**

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Presented as a Partial Fulfillment of the Requirement

for the Degree of Sarjanah Pendidikan (S.Pd)

in English Education Study Program

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

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ENGLISH EDUCATION DEPARTMENT OF IAIN METRO.**

**ABSTRACT**

**BY:  
BAGAS IRFA'I**

This study aimed to describe an error analysis of using expression of quantity in structure and grammar subject at third semester of IAIN Metro. The type of this research is qualitative research. In collecting the data, uses documentation, interview, and observation. The data are analyzed using theory by Creswell.

The findings research are 525 data, (1) From all the data the researcher found total error was 216 data (41%) and the correct was 309 data (59%). (2) The total error 216 data from expression of quantity itself can be specified again into Much 10 data (5%), Many 7 data (3%), A lot of 12 data (6% ), A little 25 data (11,5%), A few 25 data (11,5%), Any 27 data (13%), Plenty of 26 data (12%), Amount of 33 data (15% ), Irregular noun 22 data (10% ), Little 29 data (13%). (3) The students had an error because they lack of knowledge about kinds of expression of quantity like it is for countable or uncountable noun.

The research conclusion is expression of quantity important to learn in structure and grammar subject because it has so many types to understand and sometimes the quantity itself can be counted as countable or uncountable noun. They need to learn more specified again.

***Keyword: Analysis, Expression of quantity, Countable and Uncountable noun.***

**ANALISA KESALAHAN MENGGUNAKAN EKSPRESI KUANTITAS  
DALAM MATA PELAJARAN STRUKTUR & TATA BAHASA DI  
SEMESTER KETIGA DEPARTEMEN PENDIDIKAN BAHASA INGGRIS,  
IAIN METRO.**

**ABSTRAK**

**OLEH:  
BAGAS IRFA'I**

Penelitian ini bertujuan untuk mendeskripsikan analisis kesalahan penggunaan ekspresi kuantitas dalam mata pelajaran struktur dan tata bahasa pada semester ketiga IAIN Metro. Jenis penelitian ini adalah penelitian kualitatif. Dalam mengumpulkan data, gunakan dokumentasi, wawancara, dan observasi. Data dianalisis menggunakan teori oleh Creswell.

Berdasarkan hasil temuan penelitian dari 525 data, (1) Dari semua data peneliti menemukan kesalahan sejumlah 216 data (41%) dan yang benar adalah 309 data (59%). (2) Jumlah kesalahan 216 data dari ekspresi kuantitas itu sendiri dapat ditentukan lagi menjadi Much 10 data (5%), Many 7 data (3%), A lot of 12 data (6%), A little 25 data (11,5%), A few 25 data (11,5%), Any 27 data (13%), Plenty of 26 data (12%), Amount of 33 data (15%), Irregular noun 22 data (10%), Little 29 data (13%). (3) Para siswa melakukan kesalahan karena mereka kurang memiliki pengetahuan tentang jenis ekspresi kuantitas itu, seperti untuk kata benda yang dapat dihitung atau tidak terhitung.

Kesimpulan penelitian ini adalah ekspresi kuantitas penting untuk dipelajari dalam mata pelajaran struktur dan tata bahasa karena memiliki banyak jenis untuk dipahami dan kadang-kadang kuantitas itu sendiri dapat dihitung sebagai kata benda yang dapat dihitung atau tidak terhitung. Mereka perlu belajar lebih banyak lagi.

***Kata Kunci : Analisis, Ekspresi kuantitas, Benda yang terhitung dan tidak terhitung***



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Dekan Fakultas Tarbiyah  
Dan Ilmu Keguruan  
IAIN Metro Lampung  
Di-  
Tempat

*Assalamu'alaikum Wr, Wb*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang telah disusun oleh:

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Judul : AN ERROR ANALYSIS OF USING EXPRESSION OF QUANTITY IN STRUCTURE & GRAMMAR SUBJECT AT THIRD SEMESTER OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO

Sudah kami setuju dan dapat diajukan untuk dapat dimunaqosahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

*Wassalamu'alaikum Wr, Wb*

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**NOTIFICATION LETTER**

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To: The Honorable,  
The Dean of Tarbiyah Faculty  
State Islamic Institute of Metro

*Assalamu'alaikum Wr, Wb*

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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Title : **AN ERROR ANALYSIS OF USING EXPRESSION OF  
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THIRD SEMESTER OF ENGLISH EDUCATION  
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It has been agreed, so it can be continued to the Tarbiyah Faculty in order to be examined on the munaqosah. Thank you very much.

*Wassalamu'alaikum Wr, Wb*

Metro, January 2020

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### APPROVAL PAGE

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**RATIFICATION PAGE**

No.B - 4752/ln.20.1/D/PP.00.9/01/2020

An Undergraduate thesis entitled: AN ERROR ANALYSIS OF USING EXPRESSION OF QUANTITY IN STRUCTURE & GRAMMAR SUBJECT AT THIRD SEMESTER OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO, written by Bagas Irfa'i, student number 14121047, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on, January 22<sup>nd</sup> 2020 at 09.00- 11.00 a.m.

**BOARD OF EXAMINERS:**

Chairperson : Dr. Widhiya Ninsiana, M.Hum.

Examiner I : Drs. Kuryani, M.Pd

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### STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Bagas Irfani  
NPM : 14121047  
Department : English Education Study Program  
Faculty : Tarbiyah & Teaching Training

States that this undergraduate thesis is originally the result of the writer's research,  
in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, 14<sup>th</sup> January 2020  
The Writer,



**Bagas Irfani**

ST.N 14121047

**MOTTO**

قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا

Protect yourselves and your families from the Fire.

(QS At-Tahrim: pieces of verse 6)

## **DEDICATION PAGE**

This undergraduate thesis is dedicated to:

A special fell of gratitude to my family, lecture and especially my parents,

(Bapak Komari and Ibu Juminem)

All of my friends

(Robin, Gelex, Ipan, Agung, Reza, Rilo, Sandi, Aldi, Toyeb ,Leo and many more)

All of my lectures of English Education Department of IAIN Metro

My Beloved Almamater

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Praise beto Allah SWT, as the One who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions

This research entitles “An Error Analysis of Using Expression of Quantity In Structure & Grammar Subject At Third Semester of English Education Department of IAIN Metro in Academic Year 2018/2019.”

Regarding to the an undergraduate thesis, the writer offer his big thank to the principle of IAIN Metro, Prof. Dr. Enizar, M.Ag., Dean of Tarbiyah, Dr. Akla, M.Pd, Head of English Education Program and also the second advisor Ahmad SubhanRoza, M.Pd and the first advisor Dr. Widhiya Ninsiana, M.Hum for the guidance. May Allah SWT give them his better reward for their spending time to support and guide during the writing process. His deepest gratitude goes to her parents and all family who are never tired to empower his spirit so that he can keep himself holding on.

In line with those meaningful persons, the writer also would eagerly like to express his thanks to the honorable lecturers of English Education Department, who develop his knowledge, the students of English Education Departmen Study Program who become good partners in studying English. The writer will not let himself forget to appreciate all staff who always ease the education process of the writer.

As human being, the writer completely realizes that his undergraduate thesis still has a plenty of weakness. The writer does apologize for all mistakes thatmade in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this writing. Hopefully, this research can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, 14<sup>th</sup> January 2020

The Writer,



Bagas Irfa'i

ST.N 14121047

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# CHAPTER I

## INTRODUCTION

### A. Background Of The Study

English as a foreign language in Indonesia has influenced many aspects of life. Language has an important role on the intellect, improvement and society. In Indonesian Schools, English is determined as a compulsory subject in the national curriculum. It is taught at the beginning from Elementary School up to the University. In English subject, there are four skill that are learnt by students. They are Listening, Speaking, Reading and Writing. Beside four skills, the students have to learn linguistics competence.

According to Jack and Rodgers that “one of dimensions of communicative competence is grammatical competence refers to what Chomsky call linguistic competence.”<sup>1</sup> From that statement, it is clear that the students have to learn linguistic competence to be proficient in English and one of the linguistic competences is grammar.

Grammar is one of the sub-skills which support in writing. But, the problem is, some of the students make an errors when they want to make a sentence to become a good sentence. It is known that English grammar is different from Indonesian grammar. Consequently, it is difficult for students to develop their English proficiency. The difference between the grammar of

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<sup>1</sup> Jack and Theodore S. Rodgers, *Approach and Methods in Language Teaching*, (New York:Cambridge University Press, 1992),p. 6

native language and target language is one of the factors, which induces the students to make many errors. It can affect the content of their.

In grammar there are lots of things related to sentence structure. One of them is expressions of quantity. This expression tell us how many or how much of something there is. There are many expressions used to express quantities and amounts in English. In general, "much" and "many" are the standard quantifiers used to express large quantities. Which expression you use will often depend on whether the noun is countable or uncountable and whether the sentence is negative or positive. According to Betty Schamper Azar, “expression of quantity are used only with count noun; some only with non count noun; some with either count or non count.”<sup>2</sup> It means that expression of quantity is used for count noun and uncountable also there can be used for both.

Based on the interview with the lecturer of structure and grammar in State Institute for Islamic Studies of Metro that was held on Wednesday, July 18, 2018. There are some problem faced by the students in using expression of quantity such as: the students are still difficult to distinguish between countable and uncountable noun in practice, there is some irregular nouns that make the students error in using expression of quantity like child become children, and the last is the students still have limited knowledge about expression of quantity.

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<sup>2</sup> Azar, Betty Schramper, Understanding and using English grammar third edition, (Bank Street, White Plains, NY: Pearson Education , 1999), p,119

Based on data collected through documentation, the writer tries to describe some of example error that faced by students of Fourth semester in State Institute for Islamic Studies of Metro in using expression of quantity. The following are sentences that are still error in using expression of quantity :

1. There are **any** people who would like to come to the market.
2. There is **a little** water left in the bottle to get rid of my thirst
3. In Indonesia, there are **many child** who already have smartphone.

From the case 1 the sentence still error because the use of expression of quantity for any is only used in negative sentence. The correct expression of quantity to complete the sentence is "**A lot of**", because this is positive statement that express plural and uncountable nouns. From the case 2 the correct expression of quantity to complete the sentence is "**little**", because its use for uncountable nouns. Why the answer not a little or a few..? both quantity have same meaning which is there is still water in the bottle, but for little indicate there is not much left water to get rid of the thirst. From last case the sentence still error because this sentence use irregular nouns, it means when singular nouns become plural nouns it will change the form, same as this case the singular nouns was Child become plural into Children correct expression for quantity to complete the sentence is "**Many children**". So based on the 3 sentences above, it can be seen that there are many kind of expression of quantity that can be used to express the quantity, this is the reason why sometimes students use it incorrectly in a sentence.

From the description above, the writer tries to analyze the error in using expression of quantity. Finally, the writer is interested in conducting an error analysis by proposing proposal under the title: An Error Analysis of Using Expression of Quantity In Structure & Grammar Subject At Fourth Semester of English Education Department of IAIN Metro.

### **B. Focus of Study**

Based on the background of study, the writer would like to focus on error analysis of using expression of quantity structure & grammar subject at the fourth semester of english education department of IAIN Metro.

### **C. Research Question**

The writer sums up the problem of the study as follows :

1. What kinds of errors that most frequently faced by student in using expression of quantity in structure & grammar subject at the fourth semester of english education department of IAIN Metro ?
2. Why the student make errors in using expression of quantity in structure & grammar subject at the fourth semester of english education department of IAIN Metro?
3. How to solve the students error in using expression quantity in structure & grammar subject at the fourth semester of english education department of IAIN Metro?

## **D. Objective and Benefits of the Study**

1. Objective of the study
  - a. To describe the kinds of errors that the students do in using expression of quantity in structure & grammar subject at the fourth semester of english education department of IAIN Metro.
  - b. To find the problem why the students make errors in using the correct expression of quantity in structure & grammar subject at the fourth semester of english education department of IAIN Metro.
  - c. To solve the students error in using expression quantity in structure & grammar subject at the fourth semester of english education department of IAIN Metro.
2. Benefits of the Study
  - a. For the Students
    - 1) To help students in understanding english well.
    - 2) To Increase their grammar skill.
    - 3) To motivate students to understanding how important using expression of quantity correctly based on the sentence.
  - b. For the lecture

This research is expected to make more effective in teaching expression of quantity.

## E. Prior Research

There are some previous research results that are relevant or related to research conducted by researchers. The first research conducted by Indah Sari Lumbantoruan, from English education program, Teacher Training and Education Faculty, STKIP PGRI Sumatera Barat with the title "*Students' Ability In Using Quantifiers Some and Any In Sentences At SMPN 29 Padang.*" This study aims to determine the ability of Padang N 29 junior high school students VIII in using some (some) and any (some) quantifiers in the sentence. The result is Based on the percentage of the test first and second, it is found that students' ability to use quantifiers some (some) and any (some) in the sentence are moderate. Could as evidenced by the results o data analysis (12.14%) which gained high ability, (71.2%) who gained moderate ability, and (16.7%) who gained low ability.<sup>3</sup>

The second research was conducted by Kory Gustian Marindra, Lisa Tavriyanti, Ernati, at English Department Of Bung Hatta University with the title "*An Analysis Of The Second Year Student's Problems In Using Quantifiers In Writing Simple Sentence In Simple Present Tense At English at English Department Of Bung Hatta University.*" This research was aimed to describing the problems faced by the second year students of English Department of Bung Hatta University in using quantifiers in writing simple sentence in simple present tense. Based on data analysis, it was found that 6

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<sup>3</sup> Indah Sari Lumbantoruan, "*Students' Ability In Using Quantifiers Some and Any In Sentences At SMPN 29 Padang.*" STKIP PGRI Sumatera Barat. Padang

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.<sup>4</sup>

Therefore two previous studies above have similarities with research that will be conducted by researchers. Based on two previous research it can be concluded that a number of students still have problem when using expression of quantity correctly, so the researcher objective is to analyze grammatical errors made by students in using of expression of quantity.

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<sup>4</sup> Kory Gustian Marindra, Lisa Tavriyanti, Ernati. *"An Analysis Of The Second Year Student's Problems In Using Quantifiers In Writing Simple Sentece In Simple Present Tense At English at English Departmen Of Bung Hatta University."* Bung Hatta University, 2013 Vol 2, No 5



## CHAPTER II

### THEORETICAL REVIEW

#### A. Structure

Structure in grammar is basic categories word that make a sentence. It is also known as parts of speech. Part of speech are the basic categories of words according to their function in a sentence. It is a category to which a word is assigned in accordance with its syntactic functions. Therefore it has eight main parts of speech are as following<sup>5</sup> :

##### 1. Noun

A noun is a part of speech that identifies a person, place, thing, idea or events. Nouns are the simplest among the 8 parts of speech. In a sentence, nouns can play the role of subject, direct object, indirect object, subject complement, object complement, appositive, or adjective as depending on the necessity.

##### 2. Pronouns

Pronouns as part of speech are the words which are used in place of nouns like people, places, or things. They are used to avoid sounding unnatural by reusing the same noun in a sentence multiple times.

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<sup>5</sup> Kabya Srivastava (2017, 14 december). *Part of Speech for Bank & SSC Exams - English Notes in PDF*. quoted 28 December 2019 from testbook :<https://testbook.com/blog/parts-of-speech-in-english-grammar-notes-pdf>.

### 3. Verbs

This is the most important part of a speech, for without a verb, a sentence would not exist. Simply put, this is a word that shows an action (physical or mental) or state of being of the subject in a sentence.

### 4. Adverbs

Adverbs are also used to describe words, but the difference is that adverbs describe adjectives, verbs, or another adverb.

### 5. Adjectives

Adjectives are words that describe or modify a noun or a pronoun in the sentence. The adjectives are easy to spot because they come immediately before the nouns they modify. They are used to identify or quantify individual people and unique things and are usually positioned before the noun or pronoun that they modify. There are some types of adjectives as following :

#### a. Adjectives of Quality

They describe the kind, quality or characteristic of a noun or a pronoun they are referring to. For examples :

Jono is **Clever**.

His Voice is **Amazing**.

#### b. Adjectives of Quantity

They indicate how much of a thing is meant in indefinite terms, or it answers the question how much. These adjectives are

mostly used with uncountable nouns. Some of these adjectives are many, much, some, little, any, etc. For examples :

Can I have **some** water ?

There are **much** feels in this movie.

#### c. Adjectives of Number

They indicate how many people or things are meant and it answers the question how many. It can also demonstrate a noun's position or place in a certain order. Adjectives of number are used with countable nouns. For examples :

The class consists of **twenty- five** students.

**Several** books are torn.

**Every** student is required to participate.

#### 6. Preposition

A preposition is a word placed before a noun or a pronoun to indicate some relation between the noun or pronoun and some other word. The noun or pronoun that is connected by the preposition is known as the object of the preposition. Some common prepositions are in, on, for, to, of, with, and about, etc.

#### 7. Conjunction

Conjunctions are used to link different clauses together, and to join words, phrases and sentences. By using conjunctions, we can make complex sentences that show a connection between actions and ideas. Examples: and, but, so, although, or, etc.

## 8. Interjection

This part of a speech refers to words which express emotions. Since interjections are commonly used to convey strong emotions, they are usually followed by an exclamation point.

## B. Grammar

Grammar is one of linguistic items that used in all languages because of the importance function of it in a language meaning understanding.

### 1. Grammar definition.

Actually, there are many several meanings of grammar definition. Grammar is the role in language for changing the form of words and combining them into sentences; a good understanding of grammar is the principles of English Grammar.<sup>6</sup>

According to Brown, Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence". While Kess stated that a grammar of specific language is a set of conventions that the Grammar is one of linguistic items that used in all languages because of the importance function of it in a language meaning understanding. It arranges every evolved word into phrases then into sentences. It is concerned with how sentences and utterances are formed to deliver the right meaning.<sup>7</sup>

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<sup>6</sup> Oxford Advanced Learner's Dictionary, Fourth edition.(British: oxford University Press, 1995)

<sup>7</sup> Nunuy Nurjanah ,”An Analysis Of Student's Errors In Using *To Be* (Am, Is, Are) (A Case Study At The Sixth Semester Of Mis Al-Huda Haurwangi)”, English Education Study Program Language and Arts Department of SekolahTinggiKeguruan dan Ilmu Pendidikan (STKIP) Siliwangi Bandung. 2

From the statement above, the researcher concludes that the grammar has same rule in language usage and structure sentences that students have learned.

## 2. The Importance of Grammar

From the statement above, the researcher concludes that the grammar has same rule in language usage and structure sentences that students have learned although it made difficult to students in learning English. Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Without knowing the grammar of a language, one could not be said to have learn the language. Besides, it seems impossible to learn a language without learning the grammar because it tells him how to use the language. People learn how to construct a good message base on the rules they have known and try to convey the message to the others. These rules are term as grammar.

### **C. Expression of Quantity**

Expressions of quantity tell us how many or how much of something there is. There are many expressions used to express quantities and amounts in English. In general, "much" and "many" are the standard quantifiers used to express large quantities. Which expression you use will often depend on whether the noun is countable or uncountable and whether the sentence is negative or positive.

## 1. The Definition of Expression of Quantity

According to Betty Schamper Azar, “expression of quantity are used only with count noun; some only with non count noun; some with either count or non count.”<sup>8</sup> It means that expression of quantity is used for count noun and uncountable also there can be used for both

According to Robert Krohn “Quantity expression are used chiefly in question and negative statements and in the subject noun phrases of affirmative sentences.” Based on the expert explanation above the writer can conclude that expression of quantity are words that describe the number or amount of noun.

## 2. Nouns

### a. Definition of Nouns

According to Hannah Wiltbank “noun can be defined as a word used to name a person, place, or thing. By a thing here, it means that it comprises something which can be perceived by human senses, or that which cannot be perceived but can be thought of .”

As Johan Eastwood said “Nouns are words like cup, democracy, game, driver, Chicago. They do not have special endings to show that they are nouns, or to show that they are subject or object.”<sup>9</sup>

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<sup>8</sup> Azar, Betty Schramper, *Understanding and using English grammar* third edition, (Bank Street, White Plains, NY: Pearson Education , 1999), p,119

<sup>9</sup> John Eastwood, *Oxford Guide to English Grammar*, New York: Oxford University Press 1994, p.175.

When the classification is made on the basis of their grammatical distinction, nouns may be grouped into two. They are countable nouns which are made up from individual and collective nouns and uncountable nouns which are mostly made up from abstract nouns.

b. Countable Nouns

A countable noun refers to nouns denoting persons or things that can be counted. Therefore, it is only the nouns in this category which can be made into the plural form. In their singular form, they are preceded by the indefinite article 'a/an'. The plural form of the singular countable nouns are normally made by adding s/es.<sup>10</sup>

For examples :

Singular Form	Plural Form
A Book	Books
A Pen	Pens
A Cow	Cows
A Kiss	Kisses
A Match	Matches
A Mango	Mangoes
A Tax	Taxes
A Bamboo	Bamboos

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<sup>10</sup> John Eastwood, *Oxford Guide to English Grammar*, New York: Oxford University Press 1994, p177

### c. Uncountable Nouns

An uncountable noun or a non-count or mass noun, as Maurer asserts, names “things that cannot be counted in their normal sense because they exist in a ‘mass’ form” whereas Eckersley and Eckersley affirm that this noun stands “for substances that cannot be counted” but “can only be measured”. Therefore, they cannot be made into the plural form, and in their normal meaning, they cannot be preceded by the indefinite article ‘a/an’.

The nouns of the like normally take a singular verb. The following nouns are usually uncountable: accommodation, behavior, bread, chaos, furniture, luggage, scenery, traffic, travel, and weather. An uncountable noun is frequently made into countable by adding such phrases as a piece of, a cup of, a grain of, a game of, a bolt of, a flash of, a clap of, or five kilos of. Based on explanation above uncountable nouns is used for things that do not naturally divide into separate units, such as water and sugar, things we cannot count.

### d. Irregular nouns

An irregular plural noun is an irregular noun in the plural form<sup>11</sup>. An irregular noun is a noun that becomes plural by changing its spelling in other ways than adding an “s” or “es” to the end of the word. This change can happen in a variety of ways.

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<sup>11</sup> John Eastwood, *Oxford Guide to English Grammar*, New York: Oxford University Press 1994, p380



### Examples of Irregular Nouns

- 1) Some irregular nouns take on the plural form by first changing the last letter of the word before adding “s.” Words that end in “f” are a good example of this case.

Elf	Elves
Calf	Calves
Knife	Knives
Loaf	Loaves
Wolf	Wolves

- 2) Irregular nouns made plural by changing vowels, changing the word, or adding a different ending:

Man	Men
Person	People
Mouse	Mice
Child	Children
Foot	Feet
Tooth	Teeth
Cactus	Cacti
Goose	Geese

- 3) Some irregular plural nouns have the same spelling as their singular form such as scissors, pants, bison, deer, and sheep, then some animal nouns become plural by keeping the same spelling as the singular form or by adding an s or es.

Shrimp	Shrimp/Shrimps
Fish	Fish/Fishes
Sheep	Sheep
Deer	Deer
Series	Series

### 3. Kind of Expression of Quantity

There are many kind of expression of quantity like much, many, a lot of, and many more. The following are some kind of expression of quantity :<sup>12</sup>

#### a. Much and Many

Much is used in negative sentences and questions. Much is used with uncountable nouns such as money. Many can be used in positive sentence and count nouns such as dog(s).

For example :

- 1) How **much** money do you have? *or* There isn't **much** money left.
- 2) How **many** dogs are there in the kennel? *or* There aren't **many** dog left to be adopted.

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<sup>12</sup> Ibid p219

b. A Lot of and Lots of

A lot of and Lots of can be used with both count and uncountable nouns. A lot of and lots of are used in positive sentences.

For example:

- 1) There is **a lot of** money in my wallet. *or* There is **lots of** money in my wallet.
- 2) There are **lots of** dogs in this neighborhood. *or* There are **a lot of** dogs in this neighborhood

c. A Little and Little

A little and Little indicate a quantity or number. its use for uncountable nouns, For examples :

- 1) John has **a little** experience in coaching
- 2) John has **little** experience in coaching

There is differences for **a little** this means that although John is not an expert he has some experience and that experience is probably enough.

And for **little** this means he does not have enough experience.

d. A Few and Few

A Few and Few indicate a quantity or number. Its use for countable nouns. For examples :

- 1) Larry owns **a few** books on English literature
- 2) Larry owns **few** books on English literature.

There is differences for **a few** this means, she has some books, not a lot of books, but probably enough, But for **few** this means she does not have enough books and she will need more.

e. Some

Use some in positive sentences when there is neither a lot nor a little and it can be used with both countable and uncountable nouns.

For examples :

- 1) We have **some** friends who work Japan
- 2) I've saved **some** money to spend on vacation this summer

f. Any

Any can use with countable and uncountable nouns in question or negative sentences to state that something doesn't exist.

For examples :

- 1) Do you have **any** friend in metro..?
- 2) They didn't have **any** problem in their life

g. Enough and Plenty of

Enough and Plenty of can be used with countable and uncountable noun,. but plenty of means that more than enough.

For examples

- 1) There aren't **enough** people to play that game.
- 2) There'll be **plenty of** people to lend a hand.

#### h. Each and Every

Each and Every can be used when referring to the individuals in a group. use these words before a singular noun to talk about all the members of a group. A subject with *every* or *each* takes a singular verb.

For examples :

- 1) **Every** shop was open. (= all the shops)
- 2) I'm sure **each** step of this process is important. (= all steps)

#### i. A Large

A Large can be used as adjectives with "amount of" with uncountable and countable nouns to express large quantities. This form is often used to exaggerate just how much there is.

For examples : **A large number** of people couldn't get tickets.

#### j. A Tiny / Small / Several

These expression can be used as adjectives with "amount of" to express very small quantities. This form is often used in exaggeration to express how little there is of something.

For examples :

- 1) A computer uses only a **small/tiny** amount of electricity.
- 2) **Several** people got left behind.

k. A Number of / Amount of

A Number of can be used for countable nouns and amount of for uncountable nouns.

For examples :

- 1) You should add **amount of** water
- 2) **A number of** students came late this morning

l. Most

Most can be used to make a generalization. Its use for countable and uncountable nouns

For examples :

- 1) **Most** people want a quiet life  
(people = people in general)
- 2) **Most of** the people here are strangers to me  
(the people = a specific group of people)

m. Both

Both can be used only for two things. Its use for countable nouns.

For examples :

- 1) They were **both** tested.
- 2) **Both** students are clever

## D. Errors

### 1. The Definition of Error

A To get clear understanding about the error, it is better for the writer to consider several opinions given by some linguists. According to Harmer as quoted by Brown, “Errors are part of the students” interlingua that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims toward full mastery.<sup>13</sup>

While, according to Dullay, error is the flawed side of learner speech or writing, those are part of conversation or composition that deviates from some selected norm of nature language performance.<sup>14</sup> Brown has different opinion. He gives more attention on the Interlingua competence of the speaker. He defines an error as noticeable deviation from the adult grammar of a native speaker reflecting the Interlingua competence of the learner.<sup>15</sup>

From all definitions above, the writer can summarize that error is flawed side of learner speech caused by the factor of competence. On the other hand, they do not understand well the use of linguistics” system of the target language; it will lead the students to make errors consistently.

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<sup>13</sup> Jeremy Harmer, *Principle of Language Learning and Teaching*, (New York: Prentice Hall Regents, 1987), p. 170.

<sup>14</sup> Heidi Dullay, , *Language Two et/al et/al*, Two (New York: Oxford University Press), p.139.

<sup>15</sup> H. Douglas Brown, *Principle of Language Learning and Teaching*, 4th edition, (New York: Longman, 2000), p. 215

## 2. The Distinction between Error and Mistake

Error and mistake are not the same thing. But most the people still misunderstand about the definition of both. To be more clarified between error and mistake. Julian Edge suggests that mistake can be divided into two broad categories: “slips (that is mistakes which students can correct themselves and which therefore need explanation), and attempts (that is when a student tries to say something but does not yet know the correct way to saying it).”<sup>16</sup> Hubbard et al, said “error caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it, and mistakes caused by temporary lapses or memory, confusion, slips, of the tongue and so on.”<sup>17</sup>

From explanation above, it can be concluded that error is systematic and the students cannot be self-corrected, because it reflects the student's competence in the target language. On the contrary, a mistake is an error that students can be self-corrected, because it is only the result of the student's performance.

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<sup>16</sup> Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, (London: Longman,2001), p. 99.

<sup>17</sup> Johanna Klassen, *Using Student Error for Teaching*, (English Teaching Forum, January) 1991) Vol. 29, N. 1, p. 10.



### 3. The Types of Error

Error may be viewed as being either global or local error. These errors are divided into two kinds of error.<sup>18</sup>

#### a. Global Errors

Global errors are errors that affect overall sentence organization which possibly influence the flow of communication. For example the wrong order of major constituents, “English language use many people.” The sentence should be, “Many people use English language.”

#### b. Local Errors

Local errors are errors that affect one element or constituent in a sentence which usually do not break the flow of communication. These errors include errors in noun and verb inflections, articles, and auxiliaries. For example, “Why you like him?” The listeners of the utterance will still understand the speaker's message although the sentence does not contain auxiliary.

## **E. The Errors Analysis**

### 1. The Definition of Error Analysis

Error analysis is an activity to reveal the learning outcomes achieved by learners in developing interlanguage system in writing and speaking which is consist of comparison between the errors made in target language and that target language itself. errors found in writing and speaking. Taylor states that ‘error analysis is the study and evaluation of uncertainty in

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<sup>18</sup> *Ibid*, p. 259.

measurement'. It implies that error has a positive role in language learning since it is the sign that a language learner do not learn the rules of the target language effectively.

As Erdogan emphasizes that 'error analysis deals with the learners' performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language'<sup>19</sup>. Therefore, a primary focus of error analysis is on the evidence that learners' error provide with an understanding of the underlying process of second language acquisition.

According to Crystal, "Error analysis in language teaching and learning is the study of the unacceptable forms produced by someone in learning a language, especially foreign language."<sup>20</sup>

From the three definitions above, it can be clarified that error analysis is a way of looking at errors made by the learners of the target language, as a source of information to the teachers, which in turns helps them correct the student's errors, and improves the effectiveness of their teaching.

## 2. The Procedure in Error Analysis

In analyzing students' errors, there are some steps to be followed. Many linguists have already discussed how to analyze students' errors in their book. One of them is Corder; he suggests five steps in analyzing students' errors, they are: collection of sample of learner language,

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<sup>19</sup> Erdogan. *Contribution of Error Analysis to Foreign Language Teaching*. (Mersin University Journal of The Faculty of Education :200.)

<sup>20</sup> David Crystal, *An Encyclopedic Dictionary of Languages*, (Oxford: Blackwell, 1992), p.125.

identification of errors, description of errors, explanation of errors and evaluation of errors.

a. Collection of Sample of Learner Language

The first step of analyzing errors which suggested by Corder is collection of sample. In this step, the researcher must decide a number of students which is being sample for the research. Then, they will be given regular examination in order to get data.

b. Identification of Errors

In this step the researcher must identify error from data collection. For identifying error, the researcher must compare the sentence that was produced by students to the correct sentence in the target language. For examples:

*They have two child*

The correct form in target language is

*They have two children*

By comparing two sentences it can be seen that the student produced an error in using expression of quantity for irregular nouns.

c. Description of Errors

After identifying errors, the next step is description of errors. In this step, all errors that have been identified, then they would be classified into the types of errors.

d. Explanation of Errors

This step will explain why errors occur. This explanation concerned on the sources of errors. For example, the researcher may consider that the student does an error in using expression of quantity for irregular nouns

e. Evaluation of Errors

In this step, the researcher must decide the criteria of errors which will be corrected because some errors can be considered more serious than other. The aim of evaluating errors is to distinct which errors will be corrected so the learner, which made an error, will not be stress of getting correction.

3. The Purpose of Error Analysis

According to Norrish, “Error analysis can give a picture of the type of difficulty that learners are experiencing. If carried out on a large scale such as survey, it can be helpful in drawing up a curriculum.”<sup>21</sup> Based on this opinion, error analysis can be helpful for syllabus designers because errors found in language learning can be data for them to determine which materials are important to be included and which ones need to be improved.

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<sup>21</sup> John Norrish, *Language Learners and their Errors*, (London: The Macmillan Press Ltd., 1983), p.80

While Corder makes a distinction between the theoretical and applied goal of error analysis. They are: <sup>22</sup>

- a. Applied goal aspect is, correcting and eradicating the learner's error at the expense of the more important and logically prior task of evolving an explanatory theory of learner's performance. In other word, the applied goal serves to enable the students to learn more efficiently by exploiting their knowledge.
- b. Theoretical goal aspect is as worthy of study in and on itself as is that of child language acquisition and can, in turn, provide insights into the process of language acquisition in general.

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<sup>22</sup> Pit Corder in Jacek Ficiak, *Contrastive Linguistics and Language Teacher*, (Oxford: Pergamon Press, 1981), p. 225.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Types and Characteristic of The Research

In this research, the writer used one of the research kinds which is descriptive research with qualitative research as the research approach method. According to Arikunto, he defines the descriptive research is as a research with the view to collect information and to describe about a variable or a phenomenon.<sup>23</sup>

In addition, Merriam states that the qualitative case study is defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data resources”<sup>24</sup>

In this research the writer tried to collected data and analyze the error in using expression of quantity in structure & grammar subject at the fourth semester of english education department of IAIN Metro.

#### B. Data Resources

There are two types of data resources, primary and secondary.

1. The primary resources are taken from student’s documentation and interviews with lecturer of structure and grammar.

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<sup>23</sup> Arikunto, Suharsimi. *Manajemen Penelitian*. (Jakarta: Rineka Cipta,2005)

<sup>24</sup> Merriam, *Case Study Research in Education: A Qualitative Approach*.(San Fransisco; Josey Bass Publisher,1998)

2. The secondary resource data was collected from archival data such as the accumulated survey information of statistics or documents of State Institute for Islamic Studies of Metro, journal or any books that discuss expression of quantity. Then the data that will be analyzed was taken from a number of students in structure & grammar subject at the fourth semester of english education department of IAIN Metro.

### C. Data Collection Technique

The method of data collection is the basic and crucial step in collecting the data. It is an important process to begin the analysis. The collecting data process has many techniques, which are questionnaire, interview, observation and documentation

In this research, the writer uses

#### 1. Documentation

Documentation is the act of recording the documents used as written evidence in the research. Documentation also saves the time expense of transcribing. Accordingly, the primary data needed are the document of student's paper in using expression of quantity.

#### 2. Field note

Field note is recorded in an unstructured or semi structured way, by using some main questions that the researcher observes when doing activities at the research site.

### 3. Observation

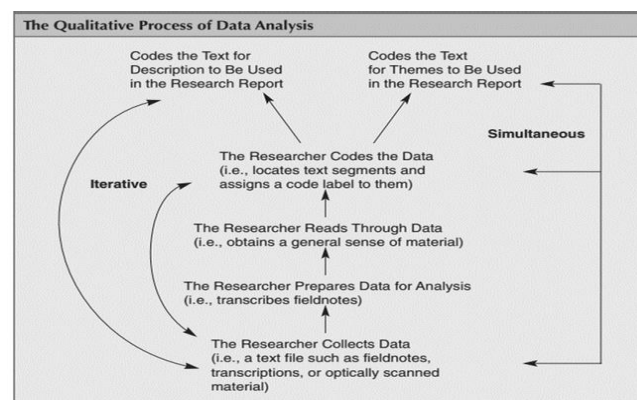
The researcher observes the setting of the research directly. Observation was applied by obtain observe to the students' paper about using expression of quantity. As a result, observation is done to get the real picture about the research.

### 4. Interview

To collect the data, the writer conducted some interviews. The interviews were performed in the form of open-ended interview. The interviews are aimed at gaining any useful information regarding to the primary data. The writer is going to make interview with the students that will be asked about the factors of error in using expression of quantity.

## D. Data Analysis Technique

Data Analysis Technique is the way or steps to analyze the error. This research applied Creswell model to analyze the data that has been collected.<sup>25</sup>



Data analysis using this model is conducted as follows:

<sup>25</sup> Cresswell, *Educational Research.*, p. 237.



1. It involves a simultaneous process in which when the researcher is collecting the data, she will also be analyzing other information previously collected, looking for major ideas.
2. The phases are also iterative. The researcher will cycle back and forth between data collection and analysis in order to gain more in-depth information.
3. The researcher analyzes the data by reading it several times and conducting an analysis in each time. Each time the database is read, the researcher will develop a deeper understanding about the information.
4. As an “interpretive” research, qualitative research will get the researcher to establish an interpretation that fits the situation or themes that capture the major categories of information.

#### **A. Approach**

As Creswell stated that organizing the plan for data analysis will extend the generic steps with specific research design steps. The generic steps result the following steps:<sup>26</sup>

1. *Organized and prepare.* In analyzing data. Scanning materials, nothing field notes or qualifying and arranging the data into some types based on the source of information.
2. Read through all the data. Obtaining a *general sense* of the information and drawing its overall meaning. What most important aspect of idea are

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<sup>26</sup> *Ibid*

participants stating? What is the tone of the ideas? What is the common opinion of the overall depth, credibility, and use of the data as information? In this stage, the general ideas of data will be noted and recorded.

3. Start depth analysis with a coding process. *Coding* is the organizing process the material into “chunks” before bringing meaning to those “chunks”. Adopting text data or pictures, segmenting sentences or paragraph or images several categories., and marking those categories with a tem, often a term which is in the actual language of the participant, are the actions of this step.
4. Utilize the coding process to produce a description of the setting or people based on the analysis categories or themes. *Description* is to render detailed information, about people, laces, or events in a setting. Researchers can produce codes for the description. Designing detailed description for case studies will easy the analysis. Then, generate an amount of themes or categories.
5. Advance how the description and theme will be represented in the qualitative narrative. The well-known approach is to utilize a narrative passage in conveying the findings of the analysis. Visuals, figures, or tables usage as adjuncts to the discussions ore often considered by most qualitative researchers. Informing a process model (as in grounded theory), advancing a drawing of the specific research site (as in ethnography),

conveying descriptive information about each participant in table (as in case studies and ethnography are involved in this step).

6. Creating interpretation or meaning of the data is the final step of data analysis. The essence of the ideas is captured from what the researchers can learn through the lesson. Thus, interpretation in this qualitative research is adapted for different kinds of design and flexible to convey personal, research-based and action meanings.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result of The Research**

##### **1. Description of Research Location**

###### **a. The Historical Background of IAIN Metro**

IAIN Metro is located in Metro city, Lampung province. It is the only one the State Institute for Islamic Studies in this city. As an Islamic institute which is one of favourite universities, IAIN Metro has vision and mission. Its vision is to create a qualified and competitive Islamic institution. Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic persons who are smart, competent, and have good moral.

IAIN Metro was built on April 23 to 25, 1997 based on the decree of president RI No. 11, 1997 on March 21, 1997. IAIN Metro has four faculties namely tarbiya faculty, economy business faculty, syari'ah faculty and Islamic announcement and communication faculty. Firstly, tarbiyah and teacher training faculty covers Islamic education study program (PAI), Arabic education study program (PBA), English education study program (TBI), Islamic elementary school education study program (PGMI), Islamic childhood education study program

(PIAUD), Mathematic education study program (TPM), biology education study program (TPB), social science education study program (IPS). In addition, Syari'ah faculty includes Islamic law department (AS), Islamic economy law (Hesy), and Islamic constitutional law (HTNI). Furthermore, Islamic Economy and business faculty comprise D3 syari'ah banking (D3 PBS), bachelor's degree of syari'ah banking (S1 PBS), Islamic economy study program (ESy), Islamic accountant (AKS), and pilgrimage management (MHU). At the same time, Islamic announcement and communication faculty covers Islamic communication and broadcasting program (KPI), language and Arabic literature (BSA), and Islamic extension guidance (BPI).

#### **b. English Education Study Program (TBI)**

English education program (TBI) is one of strata 1 (S1) majors of Tarbiya faculty in State Institute for Islamic Studies Metro (IAIN) which has established in 2007. Historically, S1 TBI State Institute for Islamic Studies of Metro came from diploma 3 (D3) English education that was opened in 2002.

According the implementation license of study program from the general director, TBI is located in State Institute for Islamic Studies of Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English education study program (TBI) has a vision in implementing education, namely: creating professional students in

English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some mission; those are:

Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national, and civil life in Islamic culture.

- 1) Building and developing humanist, democratic, and modern academic atmosphere.
- 2) Growing the professionalism ethic through theoretical knowledge basic mastery.
- 3) Providing qualified service of education to produce smart and skilful educator candidates who have good attitude.
- 4) Applying integrated education system which is able to give a significant input for educational development.

Based on the statement above, English education study program (TBI) continuously tries to develop quality in learning and teaching process. Actually, it will be creating dynamic, opened, and polite relationship among the stakeholders in TBI IAIN Metro.

## **2. General Description of Research Data**

Expression of quantity is one of grammatical aspect that tell us how many or how much of something there is. There are many expressions used to express quantities and amounts in English. In general, "much" and "many" are the standard quantifiers used to express large quantities. Which expression you use will often depend on whether the noun is countable or

uncountable and whether the sentence is negative or positive. According to Betty Schamper Azar, “expression of quantity are used only with countable noun; some only with non countable noun; some with either countable or uncountable.” It means that expression of quantity is used for countable noun and uncountable noun also there can be used for both.

### 3. Description of Data Analysis

The research specifically analysed phenomena of student’s error in using expression of quantity in structure and grammar subject. As the primary research, the data was taken through the grammar task of the students at third semester of IAIN Metro, the data from the lecturer. The data was collected from 35 students whom each student finished 15 expression of quantity phenomena, so the researcher analysed total 525 data. Based on student’s task there are 2 form task, multiple choice and essay to make a sentence from expression of quantity. In analysing the data, the researcher takes the answer given by the students in each task number.

#### a. Multiple Choice Task

- 1) Question no 1

*It has been so dry recently. There hasn’t been \_\_\_\_\_ rain.*

This sentence is expressing quantity of rain. Rain is uncountable noun and the correct answer to complete the sentence is *Much*.

Based on result documentation there are some student still made error as follows :

Students answer	Error reason	Total
A little	Doesn't fit the context of the sentence.	7
A few	A few is used for countable noun.	1
A lot of	A lot of is used in positive sentence not in negative sentence.	3
		10

*Table 1. Analysis question no 1*

So there are 10 students still error when using much to complete the correct sentence.

2) Question no 2

*I don't want to watch that movie. I have already seen it \_\_\_\_\_ times.*

This sentence is expressing quantity of times, but times in this context it means how many the person have seen the films, so it is a countable noun and the correct answer to complete the sentence is *Many*.

Based on result documentation there are some student still made error as follows :

Students answer	Reason error	Total
A little	A little is using for uncountable noun.	3



A few	A few in this context doesn't fit, because the person have already seen the film many times, so he/she doesn't want to watch that movie again.	3
Much	Much is using for uncountable noun.	1
		7

*Table 2. Analysis question no 2*

So there are 7 students still error when using many to complete the correct sentences.

3) Question no 3

***Henry drinks \_\_\_\_\_ milk when he eats.***

This sentence is expressing quantity of milk. Milk is uncountable noun and the correct answer based on choice to complete the sentence is ***a lot of***.

Based on result documentation there are some student still made error as follows :

<b>Students answer</b>	<b>Error reason</b>	<b>Total</b>
Much	Much is using for uncountable noun, but much more often used in negative sentences.	11
A little	A little in this context is less accurate because when he eats, he need to drinks a lot of milk.	1
		12

*Table 3. Analysis question no 3*

So there are 12 students still error when using a lot of to complete the correct sentences.

4) Question no 4

*Julia ate \_\_\_\_\_ rice, she wasn't very hungry.*

This sentence is expressing quantity of rice. Rice is uncountable noun and the correct answer based on choice to complete the sentence is *a little*.

Based on result documentation there are some student still made error as follows :

<b>Students answer</b>	<b>Error reason</b>	<b>Total</b>
Amount of	Doesn't fit the context of the sentence, because amount of doesn't express if she wasn't very hungry	8
Much	Doesn't fit the context of the sentence, because she wasn't very hungry	6
A lot of	Doesn't fit the context of the sentence, because she wasn't very hungry	4
		18

*Table 4. Analysis question no 4*

So there are 18 students still error when using a little to complete the correct sentences.

## 5) Question no 5

*I have to do \_\_\_\_\_ homework assignments today.*

This sentence is expressing quantity of homework. it is countable noun and the correct answer based on choice to complete the sentence is *a few*.

Based on result documentation there are some student still made error as follows :

<b>Students answer</b>	<b>Error reason</b>	<b>Total</b>
A little	A little is used for uncountable noun.	2
Much	Much is used for uncountable noun.	4
Any	Any is only used in negative sentence.	8
A number of	A number of doesn't fit the context of sentence and usually it used in first of sentence, for example <i>a number of student sleep in the class.</i>	11
		25

*Table 5. Analysis question no 5*

So there are 25 students still error when using a few to complete the correct sentences.

## 6) Question no 6

*I don't need \_\_\_\_\_ advice from you. You don't understand the problem.*

This sentence is expressing quantity of advice. it is negative sentence and uncountable noun. However the correct answer based on choice to complete the sentence is **Any**.

Based on result documentation there are some student still made error as follows :

<b>Students answer</b>	<b>Error reason</b>	<b>Total</b>
Some	Some is used in positive sentence.	18
A lot of	A lot of in this context of sentence doesn't fit and it usually used in positive sentence.	5
Many	Many is used for countable noun.	4
		27

*Table 6 Analysis question no 6*

So there are 27 students still error when using any to complete the correct sentences.

## 7) Question no 7

*We just bought a new house with \_\_\_\_\_ furniture included.*

This sentence is expressing quantity of furniture. It is countable noun and the correct answer based on choice to complete the sentence is **Plenty of**.

Based on result documentation there are some student still made error as follows :

<b>Students answer</b>	<b>Error reason</b>	<b>Total</b>
A little	A little is used for uncountable noun.	10
Any	Any is only used in negative sentence.	3
Amount of	Amount of is used for uncountable noun.	11
		24

*Table 7. Analysis question no 7*

So there are 24 students still error when using plenty of to complete the correct sentences.

8) Question no 8

***You should add \_\_\_\_\_ sugar to make the taste sweet.***

This sentence is expressing quantity of sugar. it is uncountable noun and the correct answer based on choice to complete the sentence is ***Amount of.***

Based on result documentation there are some student still made error as follows :

Students answer	Error reason	Total
A few	A few is used for countable noun.	3
Much	Much in this context of sentence can be correct, but much is often used in negative or interrogative sentence.	19
Any	Any is only used in negative sentence.	1
		23

*Table 8. Analysis question no 8*

So there are 23 students still error when using amount of to complete the correct sentences.

9) Question no 9

*Nowadays \_\_\_\_\_ already have smartphone.*

This sentence is expressing quantity of child. Child is countable noun and has irregular plural form as noun. The correct answer based on choice to complete the sentence is ***Many children.***

Based on result documentation there are some student still made error as follows :

Students answer	Error reason	Total
Children	Children is plural form from child, but is should add expression of quantity like <i>many</i> to make the sentence complete.	15
Many child	Child is singular noun and many is plural quantity, so it need to change become children .	5
Childrens	Children are correct plural form from child, because it is irregular noun.	2
		22

*Table 9. Analysis question no 9*

So there are 22 students still error when using irregular noun to complete the correct sentences.

10) Question no 10

***Alex doesn't deserve to be a coach. He has \_\_\_\_\_ experience in coaching.***

This sentence is expressing quantity of experience. it is uncountable noun and the context is he lack of experience in coaching. The correct answer based on choice to complete the sentence is ***little.***

Based on result documentation there are some student still made error as follows :

<b>Students answer</b>	<b>Error reason</b>	<b>Total</b>
A little	A little is correct for uncountable noun, but the context of sentence is he doesn't deserve to be coach. Meanwhile a little means it has to be enough in coaching.	12
A few	A few is using for countable noun and it means enough.	5
Few	Few is using for countable noun and it means doesn't enough	8
Any	Any is only used in negative sentence.	3
		28

*Table 10. Analysis question no 10*

So there are 29 students still error when using little to complete the correct sentences.

#### **b. Essay Task**

The question is please make a sentence based on expression quantity below

##### 1) A lot of

Based on result documentation there are no one student made an error, when make a sentence with quantity of a lot of. Here are some sample sentences:

*a) This look like a lot of trouble to me.*



*b) I have a lot of money to buy new a car.*

*c) A lot of snows fall in winter.*

*d) There is a lot of trash in your room.*

*e) There is a lot of traffic at this time of the day.*

## 2) A few

Based on result documentation there are no one student made an error, when make a sentence with quantity of a few. Here are some sample sentences :

*a) I went there a few months ago.*

*b) I have decided to go to solo for a few days.*

*c) The doctor will be in to talk to you in a few minutes.*

*d) Only a few of us study abroad.*

*e) There are a few of ducks stray over the road.*

## 3) Plenty of

Based on result documentation there are 2 students made an error, when make a sentence with quantity of plenty of. Here are some sample sentences :

*a) I hope that you will know how happy I am won't come back to my home.*

The sentence above is clearly an error because it contains no expression of quantity at all.

b) *There is a lot of sugar.*

The sentence above is correct as grammatical, but in this context they need to make sentence with quantity of plenty of.

4) A little

Based on result documentation there are 7 students made an error, when make a sentence with quantity of a little. Here are some sample sentences :

a) *A little pot is soon hot.*

The sentence above is correct as meaning of sentence, but in this context they need to make sentence with a little as expression of quantity not as adjective.

b) *You are going to have a little brother or sister.*

The sentence above is correct as meaning of sentence, but in this context they need to make sentence with a little as expression of quantity not as adjective.

c) *I only have a little pen.*

The sentence above is an error because in this context pen is a countable noun and a little is expression of quantity for uncountable noun.

d) *A little is better than none.*

The sentence above is an error because in this context they didn't put the noun after quantity of a little, so the sentence still error not complete.

e) *A little monkey jumping on the bed.*

The sentence above is correct as meaning of sentence, but in this context they need to make sentence with a little as expression of quantity not as adjective.

f) *Suheri is a little boy.*

The sentence above is correct as meaning of sentence, but in this context they need to make sentence with a little as expression of quantity not as adjective.

g) *Lili was a little girl.*

The sentence above is correct as meaning of sentence, but in this context they need to make sentence with a little as expression of quantity not as adjective.

#### 5) Amount of

Based on result documentation there are 10 students made an error, when make a sentence with quantity of amount of. Here are some sample sentences :

a) *I have amount of shoes.*

The sentence above is an error because amount of is expression of quantity for uncountable noun. Meanwhile in this context shoes is countable noun.

b) *I have money amount of one million.*

The sentence above is an error because amount of is expression of quantity for uncountable noun. Meanwhile in

this context one million is countable noun. The sentence should be *I have one million money*, so it doesn't need add amount of.

c) *We just bought a new house with amount of furniture included.*

The sentence above is an error because amount of is expression of quantity for uncountable noun. Meanwhile in this context one furniture is countable noun such as door, chair, table, wardrobe, and many more.

d) *I have amount of falling hair.*

The sentence above is an error because amount of is expression of quantity for uncountable noun. Meanwhile in this context falling hair is countable noun, because u can count how many hairs when falling.

e) *I have amount of t-shirt*

The sentence above is an error because amount of is expression of quantity for uncountable noun. Meanwhile in this context t-shirt is countable noun.

### **c. Problem in using expression of quantity**

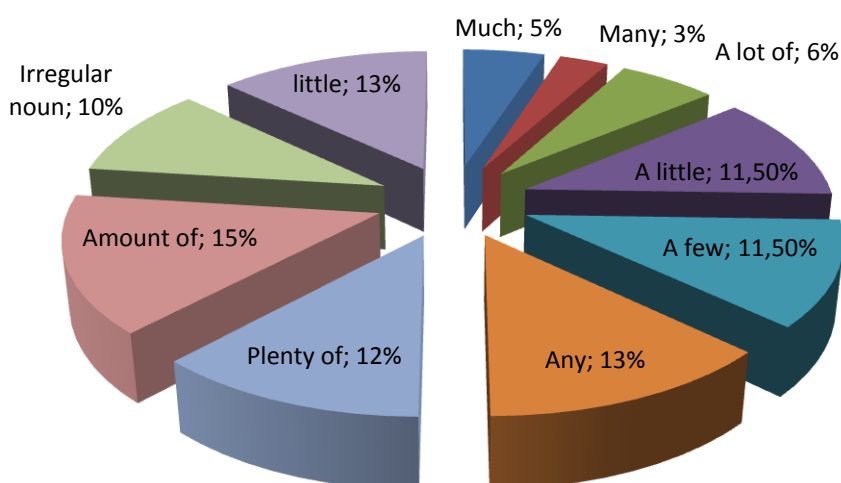
The reason why some students error in using expression of quantity was because they lack of knowledge about type of expression of quantity like it is countable or uncountable noun and based on lecturer interview sometimes the students doesn't understand the to distinguish between countable or uncountable noun. They also had

difference understanding about some type of expression of quantity. According to interview with some students, some students don't know about the differences between a little and little, a few and few. However it was the reason why most of had an error in using expression of quantity.

## B. Discussion

From the data above, the researcher can concluded the error analysis of student when using expression of quantity in structure and grammar subject.

It can be seen from the chart below:



*Figure 1. An error of students in using expression of quantity.*

The researcher had found data collected from 35 students whom each student finished 15 expression of quantity phenomena, so the researcher analysed

total 525 data. From all the data the researcher found total error was 216 data (41%). The total error 216 data from expression of quantity itself can be specified again into Much 10 data (5%), Many 7 data (3%), A lot of 12 data (6% ), A little 25 data (11,5%), A few 25 data (11,5%), Any 27 data (13%), Plenty of 26 data (12%), Amount of 33 data (15% ), Irregular noun 22 data (10% ), Little 29 data (13%). It means from all the data above the average of students already understands about what is expression of quantity, because the correct data was 309 (59%) from 525. The biggest frequent error in using expression of quantity was amount of.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

According to analysis of the data research, the searcher can widespread summarize the conclusion of this research as the following:

The researcher had found data collected from 35 students whom each students finished 15 expression of quantity phenomena, so the researcher analysed total 525 data. From all the data the researcher found total error was 216 data (41%) and the correct was 309 data (59%).

Meanwhile, The reason why some students error in using expression of quantity was because they lack of knowledge about kinds of expression of quantity like it is countable or uncountable noun. According to interview with some students, they don't know about the differences between a little and little, a few and few. However it was the reason why most of had an error in using expression of quantity.

So, expression of quantity is important to learn in structure and grammar subject because it has so many types to understand and sometimes the quantity itself can be counted as countable or uncountable noun. So they need to learn more specified again.

## **B. Suggestion**

After conducting and gaining the result of this research, the researcher is going to constructively give suggestions as the following :

1. For the students

The students who have lack of understanding about kinds of expression fo quantity are supposed to enrich not only distinguish countable or uncountable noun but also their variety from expression of quantity itself. Meanwhile, the students who are understand in using expression of quantity are expected to maintain their comprehension.

2. For the lecturer

The lecturer should give a clear elaboration about expression of quantity, the type of it, the way to use it based on the context, well within deeply in lecturing process in order to reduce student's unknown about expression of quantity.



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## Appendix 1

### The interview guide for students

1. Do you know expression of quantity ?

Answer :

---

2. Do you know types of expression of quantity?

Answer :

---

3. How do you distinguish between countable and uncountable nouns?

Answer :

---

---

4. How do you distinguish between regular and irregular nouns?

Answer :

---

---

5. Do you think need to memorize irregular nouns?

Answer :

---

6. How important learning expression of quantity in learning structure and grammar. ?

Answer :

---

---

7. Do you have any error when using expressioen of quantity in structure and grammar subject..?

Answer :

---

8. How do you solve your those problem above...?

Answer :

---

The interview guide for lecturer

1. Did you explain in depth about expression of quantity or just in general..?

Answer :

---

---

---

2. Is it important to make students understand about expression of quantity..?

Answer :

---

---

---

3. What the main problem when you learn about expression of quantity..?

Answer :

---

---

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4. Why the students still error in using expression of quantity..?

Answer :

---

---

---

5. Do you have any suggestion to make students easier to understand in learning expression of quantity..?

Answer :

---

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## Appendix 3

### Observation Documentation



Appendix 4

Interview Documentation







## Appendix 5

### Transcript of interview

#### **Student 1**

Researcher : Kamu tau ga expression of quantity..?

Students : Tau sih.

Researcher : Apa aja jenis expression of quantity yang kamu kenal..?

Students : Ada banyak.

Researcher : Gimana sih cara kamu bedain antara countable dan uncountable noun..?

Students : Kalo cara bedainnya itu....aduh lupa aku

Researcher : Terus kamu tau ga tentang regular dan irregular noun..?

Students : Regular dan irregular noun...tau tau

Researcher : Menurut kamu penting ga mengingat irregular noun..?

Students : Penting.

Researcher : Menurut kamu materi expression of quantity ini penting ga sih di pelajari untuk kelas grammar...?

Students : Saya rasa sih penting ya untuk grammar, karena kan kaya nyesuain kata gitu.

Researcher : Apa kesulitan kamu ketika belajar materi expression of quantity ini...?

Students : Ya, menentukan perbedaan sih antara countable dan uncountable, terus ya...gitu deh kayaknya.

Researcher : Menurut kamu gimana cara mengatasi masalah tersebut..?

Students : Lingkukan sih..kalo semuanya bisa jadi kita ikut bisa.



## Student 2

Researcher : Kamu tau ga expression of quantity..?

Students : Tau.

Researcher : Apa aja jenis expression of quantity yang kamu kenal..?

Students : Ya ada banyak kayak much, many gitu.

Researcher : Gimana sih cara kamu bedain antara countable dan uncountable noun..?

Students : Ya countable kan kaya buku bias dihitung, kalo uncountable kaya air ga bisa dihitung.

Researcher : Terus kamu tau ga tentang regular dan irregular noun..?

Students : Hmm tau.

Researcher : Menurut kamu penting ga mengingat irregular noun..?

Students : Penting.

Researcher : Menurut kamu materi expression of quantity ini penting ga sih di pelajari untuk kelas grammar...?

Students : Ya penting, apalagi buat grammar.

Researcher : Apa kesulitan kamu ketika belajar materi expression of quantity ini...?

Students : Ya, susah kayak kita harus nyambungin kalimat gitu, pertamanya apa sama akhirannya harus sesuai gitu.

Researcher : Menurut kamu gimana cara mengatasi masalah tersebut..?

Students : Ya kalo aku dari penyampain materinya.. kalo enak kita pasti paham materinya.

### Student 3

Researcher : Kamu tau ga expression of quantity..?

Students : Tau kak.

Researcher : Apa aja jenis expression of quantity yang kamu kenal..?

Students : Ya kayak little, much, many.

Researcher : Gimana sih cara kamu bedain antara countable dan uncountable noun..?

Students : Countable itu bisa dihitung kasat mata, kalo uncountable ga bisa dihitung.

Researcher : Terus kamu tau ga tentang regular dan irregular noun..?

Students : Tau kak.

Researcher : Menurut kamu penting ga mengingat irregular noun..?

Students : Penting sih.

Researcher : Menurut kamu materi expression of quantity ini penting ga sih di pelajari untuk kelas grammar...?

Students : Ya penting, karena ini kan kayak untuk ungkapin jumlah suatu benda.

Researcher : Apa kesulitan kamu ketika belajar materi expression of quantity ini...?

Students : Sulitnya, ya karena kuranh paham aja.

Researcher : Menurut kamu gimana cara mengatasi masalah tersebut..?

Students : Harus lebih banyak belajar lagi sih sama nanya temen hehe.

#### **Student 4**

- Researcher : Kamu tau ga expression of quantity..?
- Students : Hmm yang kaya little, much, many kan
- Researcher : Apa aja jenis expression of quantity yang kamu kenal..?
- Students : Banyak sih, cuma lupa nyebutinnya.
- Researcher : Gimana sih cara kamu bedain antara countable dan uncountable noun..?
- Students : Simple aja countable bisa dihitung, terus uncountable ga bisa.
- Researcher : Terus kamu tau ga tentang regular dan irregular noun..?
- Students : Ohh ya tau.
- Researcher : Menurut kamu penting ga mengingat irregular noun..?
- Students : Penting, karena irregular noun bentuknya beda beda.
- Researcher : Menurut kamu materi expression of quantity ini penting ga sih di pelajari untuk kelas grammar...?
- Students : Penting, karena ini kayak dasar buat grammar gitu.
- Researcher : Apa kesulitan kamu ketika belajar materi expression of quantity ini...?
- Students : Hmm..susah karena banyak jenisnya, jadi kita harus milih yang paling bener dan pas buat ungkapin jumlah suatu benda.
- Researcher : Menurut kamu gimana cara mengatasi masalah tersebut..?
- Students : Sering buka google kak.

## Student 5

Researcher : Kamu tau ga expression of quantity..?

Students : Iyaa tau pernah belajar.

Researcher : Apa aja jenis expression of quantity yang kamu kenal..?

Students : Ada yang countable noun sama uncountable noun.

Researcher : Gimana sih cara kamu bedain antara countable dan uncountable noun..?

Students : Ya gitu kaya countable bisa dihitung, contoh pen, terus uncountable satuan bendanya tidak bisa dihitung, contoh water.

Researcher : Terus kamu tau ga tentang regular dan irregular noun..?

Students : Iya yang foot jadi feet itu kan, terus mouse jadi mice.

Researcher : Menurut kamu penting ga mengingat irregular noun..?

Students : Hmm penting.

Researcher : Menurut kamu materi expression of quantity ini penting ga sih di pelajari untuk kelas grammar...?

Students : Penting, karena kita sering gunain itu di dalam kalimat sehari-hari.

Researcher : Apa kesulitan kamu ketika belajar materi expression of quantity ini...?

Students : Hmm sulit mungkin karena saya sendiri masih kurang paham, kan itu banyak jenisnya. Kadang bingung mana yang untuk countable atau uncountable noun.

Researcher : Menurut kalian gimana cara mengatasi masalah tersebut..?

Students :Yah kalo aku sih banyak baca sama inget inget. Ya soalnya susah sering keliru bedainnya, kayak “oh ini cuma untuk countable terus yang ini bisa countable dan uncountable gitu.”



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Nomor : B-0913/In.2B.1/J/TL.00/03/2018  
Lampiran : -  
Perihal : IZIN PRA-SURVEY

Kepada Yth.,  
REKTOR IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : BAGAS IRFA'I  
NPM : 14121047  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ERROR ANALYSIS OF USING EXPRESSION OF QUANTITY  
IN STATE ISLAMIC INSTITUTE FOR ISLAMIC STUDIES OF  
METRO AT FOURTH GRADE IN ACADEMIC YEAR 2017/2018

untuk melakukan *pra-survey* di IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 16 Maret 2018  
Ketua Jurusan  
Tadris Bahasa Inggris  
  
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Nomor : B-1654/In.28/R.1/TL.00/05/2017  
Lampiran : -  
Perihal : Balasan Izin Pra Survey

04 Mei 2018

Kepada Yth.  
Bagas Irfa'i  
di  
Tempat

*Assalamu'alaikum Wr. Wb.*

Menindaklanjuti surat Saudara tanggal 03 Mei 2018 perihal izin pra survey, maka dengan ini kami memberikan izin pra survey kepada:

Nama : **BAGAS IRFA'I**  
NPM : 14121047  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)  
Judul proposal : An Error Analysis of Using Expression of Quantity In  
State Institute for Islamic Studies of Metro at Fourth  
Grade in Academic Year 2017/2018

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

*Wassalamu'alaikum Wr. Wb.*

An. Rektor  
Wakil Rektor Bidang Akademik dan  
Kelembagaan

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Nomor : B-2184 /In 28 1/J/PP.00.9/7/2019  
Lamp : -  
Hal : BIMBINGAN SKRIPSI

05 Juli 2019

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	: Bagas Irfa'
NPM	: 14121047
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: An Error Analysis Of Using Expression Of Quantity In Structure & Grammar Subject At Fourth Semester Of English Education Department Of IAIN Metro

Dengan ketentuan sebagai berikut

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan ± 1/6 bagian
  - b. Isi ± 2/3 bagian
  - c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

  
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menugaskan kepada saudara:

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Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di FTIK IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF USING EXPRESSION OF QUANTITY IN STRUCTURE & GRAMMAR SUBJECT AT THIRD SEMESTER OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 12 November 2019

Mengetahui,  
Pejabat Setempat



Wakil Dekan I,

*[Signature]*  
Dra. Isti Fatmah MA

NIP. 19670531 199303 2 003





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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IAIN METRO Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3767/In.28/D.1/TL.00/11/2019  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
DEKAN FTIK IAIN METRO  
di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3766/In.28/D.1/TL.01/11/2019,  
tanggal 12 November 2019 atas nama saudara:

Nama : **BAGAS IRFA I**  
NPM : 14121047  
Semester : 11 (Sebelas)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di FTIK IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF USING EXPRESSION OF QUANTITY IN STRUCTURE & GRAMMAR SUBJECT AT THIRD SEMESTER OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 12 November 2019  
Wakil Dekan I,

*Isti Fatonah MA*  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003



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Website: www.metrouniv.ac.id E-mail: iain@metrouniv.ac.id

Nomor : B- 3767/In.28/D.1/TL.00/11/2019  
Lampiran : -  
Perihal : Balasan Permohonan Izin Research

November 2019

Kepada yth,  
Bagas Irfa'i  
Di

Tempat

*Assalamualaikum Wr. Wb.*

Menindak lanjuti surat saudara tanggal 12 November 2019 perihal permohonan izin research, maka dengan ini kami memberikan izin research kepada :

Nama : Bagas Irfa'i  
NPM : 14121047  
Jurusan : Tadris Bahasa Inggris (TBI)  
Judul Skripsi : AN ERROR ANALYSIS OF USING EXPRESSION OF QUANTITY IN STRUCTURE & GRAMMAR SUBJECT AT THIRD SEMESTER OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO

Demikian surat keterangan ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Ketua Jurusan  
Tadris Bahasa Inggris

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

## CURRICULUM VITAE



Bagas Irfa'i was born in Way Jepara, East Lampung on August 28, 1996. He was raised by a lovely married couple, Komari and Juminem He is the third child of 4 children.

He took his elementary school at SDN 4 East Metro. Then, He took his junior high school at SMPN 4 Metro. Having graduated from junior high school, He continued his study at SMKN 3 Metro Metro was finished in 2014. After that, He took his undergraduate program IAIN Metro, majoring English Education.