

**SOME COMMON ERRORS IN USING QUANTITATIVE
ADJECTIVES MADE BY THE EIGHTH YEAR STUDENTS
AT MADRASAH TSANAWIYAH NEGERI
ANJIR MUARA KOTA TENGAH
ACADEMIC YEAR 2010/ 2011**



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**ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES
BANJARMASIN
2011 A.D/1432 H**

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THESIS

Presented for partial fulfillment of the Requirement

of Sarjana Pendidikan

of Islamic Education Faculty



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The writer

APPROVAL

Paper entitled : SOME COMMON ERRORS IN USING
QUANTITATIVE ADJECTIVES MADE
BY THE EIGHTH YEAR STUDENTS AT
MADRASAH TSANAWIYAH ANJIR
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ABSTRACT

KHAIRIYAH.2011. *Some Common Errors in Using Quantitative Adjectives Made by the Eighth Year Students at Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah Academic Year 2010/2011.* Thesis English Department, Tarbiyah Faculty. Advisors: (I) Drs. Saadillah, M.Pd, (II) Hj. Noor Maulidiyah, MA.

In learning English, there are four skills must be developed and mastered by students. The four skills are listening, speaking, reading and writing. However, English learners not only master those four language skills, but they also have to master the language elements of English, and one of them is grammar. Grammar is one of the elements of the language. English grammar consists of several elements. One of them is quantitative adjectives. For the students who learn English, they often get confused and make many mistakes when using it in the sentences. This problem often causes in making English sentences. The error usually is the wrong choice of word (especially here the quantitative adjectives). Errors are aspects which have defects in students' speaking and writing.

This research describes the common errors in using quantitative adjectives made by the eighth year students at Madrasah Tsanawiyah Negeri Anjir Muara Kota academic year 2010/2011. The problem of formulation in this research are: what are the common errors in using uquantitative adjectives made by the eighth year students at Madrasah Tsanawiyah Negeri Anjir Muara Kota academic year 2010/2011, and what are the factors that influence the students' common errors in using quantitative adjectives.

The subject in this research is the eighth year students at Madrsah Tsanawiyah Negeri Anjir Muara Kota academic year 2010/2011, which consists of 70 students which are divided into three classes namely VIIIA, VIIIB and VIIC. The object of this research is some common errors in using quantitative adjectives made by the eighth year students at Madrasah Tsanawiyah Negeri Anjir Muara Kota.

To collect the data, the writer uses some techniques such as written test, questionnaire, interview, observation and documentary. Data processing in this research is divided into five phases: editing, coding, scoring, tabulating and interpreting. Then, all the collected and processed data are analyzed descriptively and qualitatively. The conclusion is taken by inductive method.

The result of this research indicated that the common errors in using quantitative adjectives made by the eighth year students at Madrasah Tsanawiyah Negeri Anjir Muara Kota academic year 2010/2011 is in using "few", which the total

frequency of errors is 299 (89,25%). This research also found the factors that influence some common errors in using quantitative adjectives made by the eighth year students at Madrasah Tsanawiyah Negeri Anjir Muara Kota academic year 2010/2011. The most influencing factor is the students' learning activity. Facilities, teachers' factor and students' interest are not influential enough in this research.

ABSTRAK

KHAIRIYAH. 2011, *Beberapa Kesalahan Umum dalam Menggunakan Kata Sifat Kuantitatif yang dibuat oleh Siswa Kelas Delapan pada Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah Tahun Akademik 2010/2011.* Skripsi jurusan bahasa Inggris, fakultas Tarbiyah. Pembimbing: (I) Drs. Saadillah, M.Pd, (II) Hj. Noor Maulidiyah, M.A.

Dalam mempelajari bahasa Inggris, ada empat keterampilan yang harus dikembangkan dan dikuasai oleh siswa. Empat keterampilan itu adalah listening, speaking, reading dan writing. Siswa-siswa yang mempelajari bahasa Inggris tidak hanya menguasai empat keterampilan itu, tetapi mereka juga harus menguasai unsure-unsur dari bahasa Inggris, satu diantaranya adalah grammar. Grammar adalah unsur – unsur dari bahasa. Grammar dalam bahasa Inggris terdiri dari beberapa unsur. Satu diantaranya adalah kata sifat kuantitatif. Untuk siswa –siswa yang mempelajari bahasa Inggris, mereka sering mengalami kebingungan dan banyak membuat kesalahan ketika menggunakannya dalam kalimat. Masalah ini disebabkan dalam membuat kalimat dalam bahasa Inggris. Kesalahan biasanya terjadi pada pilihan kata yang salah (khususnya disini kata sifat kuantitatif). Errors adalah aspek yang berpengaruh dalam berbicara dan menulis siswa.

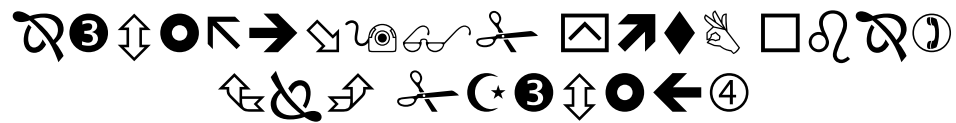
Penelitian ini menggambarkan beberapa kesalahan umum siswa kelas VIII dalam menggunakan kata sifat kuantitatif pada Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah tahun akademik 2010/2011. Rumusan masalah dalam penelitian ini adalah apa kesalahan umum siswa kelas pada Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah tahun akademik 2010/2011 VIII dalam menggunakan kata sifat kuantitatif, dan faktor – faktor apa saja yang mempengaruhinya.

Subjek dalam penelitian ini adalah seluruh siswa kelas VIII Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah tahun akademik 2010/2011., yang berjumlah 70 siswa yang terbagi dalam 3 kelas: VIII A, VIII B dan VIII C. Sedangkan objeknya adalah beberapa kesalahan umum dalam menggunakan kata sifat kuantitatif oleh siswa kelas VIII Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah.

Untuk mengumpulkan data, penulis menggunakan beberapa teknik, misalnya test tertulis, angket, wawancara, pengamatan dan dokumentasi. Setelah pengumpulan data, penelitian ini terbagi menjadi empat tahapan, yaitu pengeditan, pengkodean, pengklasifikasian dan penginterpretasian. Kemudian semua data tersebut dianalisa secara diskriptif dan kualitatif. Pada kesimpulan diambil secara induktif.

Dalam penelitian ini dikemukakan kesalahan umum dalam menggunakan kata sifat kuantitatif pada siswa kelas VIII Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah tahun akademik 2010/2011 adalah dalam menggunakan kata "few", jumlah kesalahannya yaitu 299 (89,25%). Dalam penelitian ini juga ditemukan faktor yang mempengaruhi kesalahan umum dalam menggunakan kata sifat kuantitatif pada siswa kelas VIII Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah tahun akademik 2010/2011. Yang paling mempengaruhi adalah aktivitas belajar siswa, sedangkan fasilitas, guru dan minat siswa tidak begitu berpengaruh dalam penelitian ini.

Motto



Sesungguhnya sesudah kesulitan itu ada kemudahan.

***DO WHAT YOU LOVE AND LOVE
WHAT YOU DO***

***ALLAH GIVES ME THE BEST
LIFE I HAVE***

Dedication

Thanks to Allah the Almighty for everything and always keeps blessing me until now and forever.

This thesis is dedicated to:

My beloved father and mother who always pray for my success, advice and guide me to the right way.

My beloved husband who always gives me spirit, inspiration and suggestion to do the best in my life.

All of my teachers and lecturers who patiently transferred their knowledge and experience to me

All of my close friends who gave supports and suggestion in correcting this research

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الحمد لله رب العالمين. الصلاة والسلام على اشرف الأ نبياء والمرسلين سيدنا
ومولانا محمد وعلى اله وصحبه أجمعين. اما بعد

In the name of Allah, the Most Merciful and Most Gracious, as well as for His endless mercy, favor and guidance for the writer to make this thesis entitled: **“Some Common Errors in Using Quantitative Adjectives Made by The Eighth Year Students at Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah Academic Year 2010/2011”** has finished. This thesis attended to fulfill assignments and requirements to obtain the degree of *Sarjana Pendidikan* in English Department at Tarbiyah Faculty of State Institute for Islamic Studies Antasari Banjarmasin.

May piece and blessing are always be poured upon the last messenger of Allah, the great Prophet Muhammad as well as his family, his companions, and his followers until the end of the day.

To complete this research the writer has get much support, direction, and motivation from many persons. The writer thinks that they are unforgettable. The writer expressed his grade gratitude to those who have given the writer support, advice, guidance, and idea, the writer hereby would like to give appreciation especially to:

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The writer thinks that they all have contribution and unspeakable aloud of appreciation, may Allah bless their good deed and forgives all mistakes that we ever have done, Amin.

This thesis is still far from perfect, but the writer hopes this simple writing will be useful and add knowledge not only for the writer, but also for all readers and other researchers.

Banjarmasin, 8 Rajab 1432 H

June, 10th,2011

The Writer,

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12. *SURAT RISET*
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CHAPTER I

INTRODUCTION

A. Rationale

Education is very important for human being because with good education someone would be respectable in his/her society. By getting good education someone will find much science, and will be accepted by all people As Allah said in The Holy Qur'an, Al Mujadalah: 11



To be educated, people have to learn, according to Syaiful Bahri Djamarah, *"Belajar adalah serangkaian kegiatan jiwa dan raga untuk memperoleh suatu perubahan tingkah laku sebagai hasil dari pengalaman individu dalam interaksi dengan lingkungannya menyangkut kognitif, afektif dan psikomotorik."*¹

According to the definition above, the writer concludes that learning as a set of spirit and physical activity to get a change of behavior as a result of an individual's experience whether in cognitive, affective or physicomotoric aspect. So, learning language is one of the parts of learning process. Learning language is very important

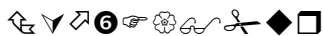
¹ Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2008), p.13

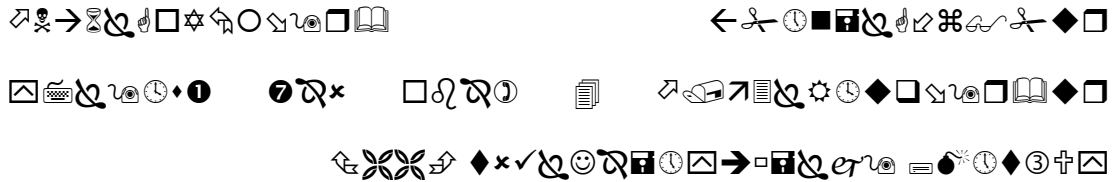
because it is important in our life and language as a tool of communication. Language is used to deliver messages, express ideas, thoughts and one's feeling to others.

English is one of the most important languages in the world. As an international language, it is almost always used in many kinds of human activities. The people who master English have bigger opportunity in their lives. English plays a very important role in this world, from small aspects of human daily activity to the biggest one. Surely, English is needed for communication, gaining information, human resource development and developing science and technology.

English is the first foreign language in Indonesia; it has very essential position in communication among people. The use of English becomes widely considered as an urgent need, this possibly happens due to some realities. The first is, English is an international language, so it often plays its role as the official language. The second, because of its role, English becomes the language that most frequently used in modern science and technology. Thus many books, journals, and other written materials, which are circulated, are written in English. The third, English has the largest number of users all over the world.

Studying English as a foreign language is also in accordance with the meaning found in The Holy Koran, (Ar-Ruum: 22) as follows:





At the end of the verse Allah says:”... verily in that signs for those who know”.² It can be understood from this verse that Allah created some variation in our language in order to be thought and researched by the human. New condition of life and thought are constantly evolving new words and expressions, new syntactical structure, and new models of pronunciation.

In learning English, there are four skills must be developed and mastered by students. The four skills are listening, speaking, reading and writing.³ However, English learners not only have to master those four language skills, but they also have to master the language elements of English, and one of them is grammar.

English grammar consists of various elements. One of them is part of speech or kinds of words. Grammar is a description of the rules of the structure of a language; the way words are combined, the order they come in, the way they change according to their relationship to other words and how they build up into units like a sentence.

² A.Yusuf Ali, *The Holy Qur’an (Translation and Commentary)*, (Maryland USA: Amana Corporation,1983),p.1056

³ H.G Widson, *Teaching Language as Communication*,(Edinnourgh,1997),p.1

Grammatical patterns of the language are very important to be mastered. As said by Doni Hariyanto and Rudy Hariyono that “*mempelajari bahasa Inggris tidak boleh dilupakan suatu dasar penting yang dikuasai yaitu tata bahasa atau dalam bahasa inggris disebut grammar*”.⁴

Grammar is concerned with the form of stretch of languages and therefore includes the study of syntactical and morphological system of that language. So, by mastering the grammar, the learners will be able to create the sentences appropriately according to the patterns. Moreover, the sentences that are grammatically correct will be more meaningful and easier to be understood. So, the grammar of that language will determine the meaning of the sentences in that language.

Errors are categorized in a number of ways; for example, in terms of the language system that is involved, e.g. pronunciation, vocabulary (lexical), grammar, or discourse according to the way that they depart from the norm. an error of omission is where as in *is very hot; an error of edition, on the other hand, is one such as *he made us to go, where to has been added unnecessarily.⁵

Every aspect of English grammar is prone to error if not used with diligence and care.

⁴ Dony Hariyanto and Rudy Hariyono, *English Grammar for General Applications*, (Surabaya:Gita Media Press,2003),p.3

⁵ Scott Thornburry, *An A-Z of ELT*, (Macmillan, Great Britain, 2006), p.75

Apart from the errors in the use of nouns, pronouns, adjectives, adverbs, preposition, conjunctions, there are other English usage which include:

- a. Errors in the use of singular/plural forms,
- b. Errors in the use of idiom/phrases,
- c. Errors in construction of sentences,
- d. Errors in the uses of tenses, gender, articles.⁶

For the students who learn English, they often get confused and make many mistakes when using quantitative adjectives in the sentence. This problem often causes in making English sentences. The error usually is the wrong choice of word (especially here the quantitative adjectives). Errors are aspects which have defects in students' speaking and writing. These errors are parts of conversation or composition that deviate from the standard norms or selected norms from adults' language performance. Making errors is a part of learning that cannot be avoided.

Based on the first observation at Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah. The writer finds that the eighth year students have problem in learning quantitative adjectives especially, *little, few, a lot of, much, many, some and any*. For example:

- He gave any advice (F)

⁶ M. Thomas. *Common Error in English* (New Delhi: Lotus Press, 2006), p.16

He gave me some advice (T)

- She has little friends (F)

She has few friends (T)

- I haven't some brother in school (F)

I haven't any brother in school (T)

- He hasn't many sugar (F)

He hasn't much sugar (T)

To know further about the common errors in using quantitative adjectives made by the eighth year students of Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah. The writer decides to do a research and writes a thesis entitled : **Some Common Errors in Using Quantitative Adjectives Made by The Eighth Year Students at Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah Academic Year 2010/2011**. Common

Usual or familiar, happening or found often in many places.⁷

In order to avoid misinterpretation about the title above, the writer will explain some terms in the title, as follows:

⁷ As, Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1995) p.228

1. Error

According to Wayne O'Neil that "Errors are conditions of having incorrect or false language".⁸

The errors, which discussed in this thesis, are the errors in using quantitative adjectives.

2. The adjectives

The adjectives is a modifier that has the grammatical property of comparison, it is often identified by special derivational endings or by special adverbial modifiers that predicate it. Its most usual position is before the noun it modifies, but it fills other positions as well.⁹

The writer only focuses on the quantitative adjectives. These adjective are *little, few, a lot of, much, many, some* and *any*.

3. Common errors

Common errors in using quantitative adjectives are some mistakes that are happening or found often in adjectives. The writer in this thesis is interested in finding the common errors in using quantitative adjectives made by the Eighth year students at Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah academic year 2010/2011

⁸ Wayne O'Neil, et all, *The Grolier International Dictionary*,(USA: Houghton Miffion Company,1998)p.445

⁹ Marcella Frank, *Modern English a Practical Reference Guide*,(New Jersey: Prentice Hall, Inc,1992)p.109

B. Formulation of Problem

The central issues addressed by the research are:

1. What are the common errors in using quantitative adjectives made by the Eighth year students at Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah academic year 2010/2011?
2. What are the factors that influence the students' common errors in using quantitative adjectives?

C. Reasons For Choosing The Title

There are some reasons for choosing this title, they are:

1. English is one of the popular languages in the world that has become the main communication device in the field of science and technology.
2. Grammar (especially quantitative adjective) is one of the important aspects that has to be mastered, so the students can communicate easily in good English.
3. The use of quantitative adjectives in English is difficult, the students often make mistakes when they use them in sentences.
4. The development of sciences and technology has big effect toward education, by good grammar the students can adapt themselves with the development.

D. The Purposes Of The Research

1. To find out the common errors in using quantitative adjectives made by the Eighth year students at Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah academic year 2010/2011.
2. To know some factors that influence the students' common errors in using quantitative adjectives.

E. Significance Of The Research

The writer hopes that the result will be helpful to :

1. Provide information or additional references for the Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah in issuing policy to improve the students' ability in learning English, especially in grammar.
2. Provide an information and input for the teacher, especially English teacher to develop English teaching learning process.
3. Provide information and additional references for students of Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah.

4. Enrich the writer's knowledge and experience in the scientific research, especially in using quantitative adjectives.
5. Add a treasury for the library of Antasari State Institute for Islamic studies.

F. Writing Organization

This research is divided into five chapters as the following: The first chapter contains introduction which consists of rationale, clarification of title, problem formulation, reasons for adopting the title, purposes of the research, significance of the research and writing organization.

The second chapter contains theoretical review on related subjects which consists of definition of error and adjectives, the types of adjectives, some common errors in using quantitative adjectives and some influential factors of the students' errors in using quantitative adjectives.

The third chapter contains method of research which consists of subject and object of research, data and source of data, techniques of data collection, designs of measurement, techniques of data processing and data analysis and research procedure.

The fourth chapter contains report of research result that is general description of the research object, data reporting and data analysis.

The fifth chapter is closure. It contains conclusion and suggestion.

CHAPTER II

THEORETICAL REVIEW

A. The Definition of Error and Adjective

1. The Definition of Error

Somebody will make an error if he/she is in the condition of having incorrect knowlegde. Simon and Schuster state that: “errors is something incorrectly done thought ignorance or carelessness; an inaccuracy; an oversight”.¹⁰

Scott Thornberry states that: “An error is an instance of the learner’s language that does not conform to accepted norms of usage, and which is attributed to incomplete or faulty learning. Errors are sometimes distinguished from mistakes. The former being due to lack of knowledge (competence) and the latter due to demands of performance”. These norms by which errors are judged are usually defined in the terms of adult native speaker of Standard English.¹¹

S.P Corder futher states that: “Error arises because there has not been enough effort on the learners or enough explanation or practice on the parts of the teacher.”¹² Therefore, both learners and teachers should have enough effort in achieving a

¹⁰ Simon and Schuster, *Webster’s New Twentieth Century Dictionary (second Edition)*,(United States of America: William Collins publishers,1979),p.621

¹¹ Scott Thorn Bury, *An A-Z Of ELT*,(Great Britain: Macmilan,2006),p.75

¹²S.P Corder, *Error Analysis and Inter Language*, (New York: Oxford University Press, 1982), p.65

learning goal. Without the effort the learners may not master the subject being thought, as Harry Shaw asserts that "The lack of mastery in something and impression which come to us from our thinking and observation can make an error."¹³

It is essential to make a distinction between mistake and error; both Corder and James reveal a criterion that helps us to do so; it is self – correct ability criterion. A mistake can be self – corrected, but an error cannot. Errors are “systematic,” likely to occur repeatedly and not recognize by the learner. On the other hand, mistake is the errors of civilization stand bare to the score of the fields. Based on the previous explanation, the writer chooses to focus on the students’ errors not mistakes.

“Mistake” can be distinguished from “error” where the former refers to unsystematic errors of learners from which we are able to reconstruct their knowledge of the language to date. The underlying assumption is that students’ errors made in quantitative adjectives. Attention to error type and understanding of the violation or misuse of specific grammar rules offer teachers means of helping students deal with language and usage problem. Then only students be sensitized to specific problem they may have, and to recognize and remedy these problems.

The word error has different precise meanings in different domains; it is always related to the lack of correlation between the intended consequences of an action and the actual consequences of that action. The concrete meaning of the Latin

¹³ Harry Shaw, *Errors in English and Way to Correct Them (second edition)*, (New York: Barnes and Nobel Books,1970),p.4

word error means “wandering” or straying”, although the metaphorical meaning “mistake, misapprehension” is actually more common.¹⁴

Wayne O’Neil says that; “Error is doing a mistake, especially one that causes problem or affects the result of something.”¹⁵

Synonym of error is mistake. Mistake according to Wayne O’Neil is “often implies misunderstanding, misinterpretation and resultant poor judgment, and is usually weaker than error in imputing blame or censure.”¹⁶

So, error is the condition of doing something incorrectly, the act or an instance or deviation from the accepted code behavior: wrong doing and his/ her errors must be improved. Error has synonym like a mistake. Error refers to what is not in accordance with truth, accuracy or right, if someone makes an omission or faulty act has resulted from one’s lack of attention, so he/ she makes mistakes or errors.

2. The Definition of Adjective

In grammar, an adjective is a word whose main syntactic role is to modify a noun or pronoun (called the adjective’s subject), giving more information about what the noun or pronoun refers to.

¹⁴ www.google.com/http://en.wikipedia.org/wiki/error/2007/08/25.

¹⁵ Wayne O’Neil, *loc. Cit*

¹⁶ Wayne O’Neil, *loc. Cit*

Adjective (kata sifat) adalah “kata yang digunakan untuk memberi sifat pada kata benda. Tiap kata sifat mempunyai kekuatan yang bersifat membatasi, dan kata sifat itu boleh diberikan definisi sebagai kata yang digunakan untuk membatasi pemakaian kata benda.”¹⁷

Adjective is “Kata yang digunakan untuk memberikan sifat pada suatu benda, atau dapat dikatakan juga adjective adalah kata yang digunakan untuk membatasi pemakaian kata benda”.¹⁸

Adjective is a part of speech expressing quality, quantity, size, color, characteristics. The main syntactical function of an adjective in the sentence is that of an attribute, and it may also be used as a predicate or complement.¹⁹

In addition, Fuad Mas’ud states that adjective is “Kata – kata yang digunakan untuk menjelaskan atau mempersempit kata benda (noun) atau kata ganti (pronoun)”.²⁰

¹⁷ <http://englishtutorial.co.cc/?p=113>, Feedcat Net

¹⁸ Rudy Hariyono, *Complete English Grammar*, (Surabaya : Gita Media Press, 2002),p.40

¹⁹http://www.astonenglishschool.com/index.php?Itemid=36&catid=23:grammar&id=94:adjectives&option=com_content&view=article, Nhancorp

²⁰ Fuad Mas’ud, *Essential of English Grammar*,(Yogyakarta : BPFE Yogyakarta, 1992), second edition,p.93

Adjective (kata sifat) adalah “kata yang digunakan untuk melukiskan atau menunjukkan atau memberi sifat pada benda.”²¹

The adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before that noun it modifies, but it fills other positions as well.²²

Adjective according to Kardiman is “kata sifat atau keadaan yang menerangkan atau menggambarkan keadaan benda (noun) atau kata ganti (pronoun).”²³

Many languages, including English, distinguish between adjectives, which modify nouns and pronouns, and adverbs, which modify verbs, adjectives, and other adverbs. Not all languages have exactly this distinction, however, and in many languages (including English) there are words that can function as both.

Quantitative adjectives are one part of determiners. Determiners consist of a small group of structure words without characteristic form. There are articles, demonstrative, possessive adjectives (cardinal and ordinal), adjectives of indefinite quantity, relative and interrogative adjectives. All of these determiners expect the

²¹ Hilman Fariz Mukti, *Complete English Grammar*, (Jakarta: Absolut, 2009)p.56

²² Marcella Frank, *loc. Cit*

²³ Akhmad Kardimin. M.Hum, *Fundamental English Grammar*,(Yogyakarta: Pustaka Pelajar,2006),p.251

articles and the possessive adjectives of the pronouns may function as pronouns when not followed by nouns.²⁴

B. The Types of Adjectives

1. Descriptive Adjective

Descriptive adjectives are those which describe the color, size, or quality of a person or thing (noun or pronoun). Descriptive adjectives usually indicate an inherent quality (beautiful, intelligent) or physical state such as age, size, color.

According to Hariyono, “*Descriptive adjective (kata kerja deskriptif) adalah kata-kata yang melukiskan keadaan atau sifat seseorang, hewan atau benda yang meliputi ukuran, takaran, berat, bau, rasa, warna dan sebagainya.*”²⁵

Examples: - The elephant is big

- She is a clever student.

2. Numeral Adjective

The numeral in bold type are either unique, the cardinal numbers (one, two, three, etc.) and fraction, may be regarded as adjectives which refer to quantity and distribution respectively

²⁴ Marcella Franks, *loc. It*

²⁵ Rudy Hariyono, *Complete English Grammar*, (Surabaya: Gita Media Press, 2002),p.41

Hilman Fariz Mukti states; “*Numeral adjectives (kata sifat numeral) adalah kata sifat yang menunjukkan berapa banyak (how many) benda atau dalam urutan yang ke berapa.*”²⁶

The words included in the Numeral Adjectives are:

1. Cardinal

Example: One student is late today.

Ten students were coming late yesterday.

2. Ordinal

Example: You are my first woman I have in this world.

Is your second wife, Johnson?

3. Fraction

Example: A half student in this class is stupid.

I got 8 for my math score and you got a half of mine.

4. Multiplicative

Example: I have one but you can get two fold.

Give me one only, not more.²⁷

²⁶Hilman Fariz Mukti, *Complete English Grammar*, (Yogyakarta: Absosult, 2009), p.60

3. Quantitative Adjective

An expression of quantity may precede a noun. Some expression of quantity are used only with countable nouns; some only with uncountable noun; some with either countable or uncountable nouns.

Quantitative Adjective is *kata sifat yang menerangkan jumlah suatu benda, atau kata sifat yang menerangkan berapa banyak sesuatu benda yang dimaksudkan.*²⁸

A Quantitative Adjective is an adjective which indicates the quantity in general terms of an object.²⁹

On the other hand, Rudy Hariyono says, *quantitative adjective adalah kata sifat yang menyatakan jumlah yg selalu diikuti oleh kata benda.*

The words included in the Quantitative Adjectives:

1. Many

“Many” is used before countable nouns. It usually can be used with negative verbs and interrogative verbs.³⁰

²⁷Muntaha, Alimin, *Mahir Menguasai English Grammar*, (Ujung Pangkah: Palanta, 2009), p.22

²⁸ *Ibid*,p.46

²⁹ <file:///F:/bahan%20download/3656-Quantitative-Adjectives.aspx.htm>, Vandana

³⁰ Windi Novia, *Basic English Grammar*, (Jakarta: GAMA PRESS, 2010),p.72

Example: There are not many girls.

Have they many cars? Or

Do they have many cars?

2. Much

“Much” is used before uncountable nouns and usually can be used with negative sentences and interrogative sentences. “Much” is particularly objectionable in affirmative statements.³¹

Example: She does not drink much coffee

How much rice is there on the table?

3. A lot of

“A lot of” is used for all types of nouns and it is more usual for positive sentences. In Indonesian, “a lot of” that means many or much can be used to express many or much. It can be used countable and uncountable nouns.³²

Example: I have a lot of friends

There are a lot of papers on the table

³¹ W, Stannard Allen, *Living English Structure*, (London: Longman, 1995) , p.278

³² Muntaha Alimin, *Mahir Menguasai English Grammar*, (Ujung Pangkah: Palanta, 2009),p.458

4. Few

“Few” is the opposite of many, “few” means not many, same with a little, it also expresses negative thing. “Few” can be used in front of plural countable nouns.³³

Example: There are few students in the classroom.

5. A few

“A few” is a small number, or what the speaker considers a small number, expresses, positive thing. “A few” can be used to plural noun.³⁴

Example: I wish you stay here for a few days.

Only a few people come to the party last night.³⁵

6. Little

“Little” means not much, it expresses negative thing and can be used in front of singular uncountable nouns.³⁶

Example: Give me little water, please!

I have little time to do it.

³³ John S. Hartanto, dkk, *English Grammar*, (Surabaya: Indah Surabaya, 2003), p.45

³⁴ *Ibid*, p.46

³⁵ M.J.Lado, *Complete English Grammar*, (Jakarta: Titik Terang, 2007), p.82

³⁶ John S Hartanto, dkk, *op.cit*, p.47

7. A little

“A little” is a small amount, or what the speaker considers a small amount, opposite of no, and can be used in front of singular uncountable nouns.

Example: She has a little money.

8. Some

“Some” is used with countable nouns and uncountable nouns. In general use “some” in affirmative sentences.³⁷

Example: I have some money

There are some pens on the table.

9. Any

“Any” is use with countable nouns and uncountable nouns. In general is use in negative sentences and interrogative sentences.³⁸

Example: She doesn't have any time to talk with you.

Does your brother have any interesting books?

10. No

³⁷ Windi Novia, Basic English Grammar, (Jakarta: Gama Press, 2010), p.75

³⁸ *Ibid*, p.75

“No” means not or not any.

Example: I have no time to help you (I don’t have any time to help you).³⁹

11. All

“All” is used with countable and uncountable nouns.⁴⁰

Example: You must take all the books for your children

12. Enough

“Enough” is used for countable and uncountable nouns.⁴¹

Examples: I don’t have enough money to buy that house.

4. Demonstrative Adjective

Demonstrative adjective is limited to nouns, people or things that are shown by this adjective. Hariyono defines Demonstrative adjective as “*kata sifat yang berfungsi untuk menunjukkan barang, binatang atau org yang dimaksud*”.⁴²

In English, demonstrative adjective takes the form of:

1. Definite demonstrative adjective

³⁹ Satrio Nughoro, *Practical Complete English Grammar*, (Surabaya: Kartika),p.139

⁴⁰ Windi Nova, op.cit, p.76

⁴¹ Windi Nova, loc.cit, p.76

⁴² Rudy Hariyono, *Complete English Grammar*, (Surabaya: Gita Media Press, 2002),p.50

Definite demonstrative adjectives is used to explain the detail of noun, they are:

a. The

Example: The book is red.

b. This

Example: This car is yours

c. These

Example: These houses are very expensive.

d. That

Example: That man is my father.

e. Those

Example: Those women are our teachers

f. The other

Example: That man is my father and the other man is my uncle.

g. Such

Example: Such man is not fit to be a teacher.

- h. The same

Example: She told him to come here quickly, and I gave him the same answer.

2. Indefinite demonstrative adjective

Indefinite demonstrative adjective is used to explain the indefinite noun, they are:

- a. A/An

Example: I will buy a new motorcycle next month.

- b. Another

Example: Another man will come here.

- c. Other

Example: She has read other books.

- d. Any other

Example: I haven't seen any other men before.

5. Proper Adjective

Proper adjective is used to apply the proper noun, and usually begins with capital letters.

Example:

- An Indonesian pilgrim
- The Indonesian flag
- The English language
- The Turkish empire
- The Javanese tradition⁴³

6. Interrogative Adjective

Interrogative adjective is an adjective that functions as interrogative. Actually interrogative adjective is used to ask about noun, and generally always included of thing. According to Rudy Hariyono interrogative adjective is *kata sifat yang berfungsi sebagai kata Tanya. Fungsi sebenarnya adalah untuk menyatakan kata benda. Kata sifat ini pada umumnya selalu diikuti oleh benda yang ditanyakan.*⁴⁴

Example:

- What book is this?
- Which man do you mean?
- Whose car is that?

⁴³ John S Hartanto, dkk, *English Grammar*, (Surabaya : PT. Indah Surabaya, 2003, p.82

⁴⁴ *Ibid*,p.53

7. Possessive Adjective

Possessive adjectives in English refer to the possessor and not to the thing possessed. Everything that an animal or thing possesses is its thing.

Windi Novia states that; “*Possessive adjective adalah kata sifat yang menerangkan kepunyaan atau kepemilikan terhadap suatu benda.*”⁴⁵

The possessive adjectives are used before nouns to say who the possessor of the nouns is.

a. My

Example: This is my car

b. Your

Example: Your baby cried last night.

c. Our

Example: Mr. Said is our teacher.

d. Their

Example: Their teacher always comes on time.

e. His

⁴⁵ Windi Novia, *Basic English Grammar*, (Jakarta: GAMA PRESS, 2010), p.81

Example: This is his telephone number.

f. Her

Example: You can use her umbrella.

g. Its

Example: that is my cat. Its tail is very long.

8. Distributive Adjective

Distributive adjective is limited to “*pemakaian kata benda dengan menunjukkan bahwa orang atau benda yang ditunjukkan oleh kata benda digunakan satu demi satu, atau dalam bagian-bagian yang terpisah.*”⁴⁶ Distributive adjective as Fuad Mas’ud says, is “*kata sifat yang menunjukkan satu dari jumlah yang ada*”.⁴⁷

a. Each

Example: Each student has to do that lesson.

b. Every

Example: He comes here every Monday.

c. Either

⁴⁶ <http://englishtutorial.co.cc/?p=113>, by Feedcat Net

⁴⁷ Fuad Mas’ud, *Essential of English Grammar*,(Yogyakarta : BPFE Yogyakarta, 1992), second edition,p.96

Example: You can take either shirt.

d. Neither

Example: you should take neither side.

C. Common Errors in Using Quantitative Adjectives

The errors that are usually made by students are:

- **Little, A Little and the Little**

- **Little**

False: There is *a little* hope of his recovery.

True: There is **little** hope of his recovery.

Notes:

Little berarti sedikit dalam pengertian negative, jd untuk mengatakan:

There is little hope of his recovery.

Sedikit harapan untuk sembuh baginya.

Hilman Fariz Mukti states that “*Pengertiannya, kesembuhan baginya hanyalah kecil atau sedikit, atau dengan kata lain kecil kemungkinan*”

*baginya untuk sembuh. Hal ini mengandung pengertian negative, sehingga kata sifat yang tepat untuk kalimat tersebut adalah **little**.*”⁴⁸

- **A Little**

False: He knows *little* Japanese.

True: He knows **a little** Japanese.

Notes:

A little berarti sedikit dalam pengertian positif, jadi untuk mengatakan:

He knows a little Japanese

Ia bisa berbahasa Jepang sedikit

Hilman Fariz Mukti states that “*Pengertiannya, meskipun hanyalah sedikit, namun ia tahu (bisa) berbahasa Jepang. Hal ini mengandung pengertian yang positif, sehingga kata sifat yang tepat untuk kalimat tersebut adalah **a little**.*”⁴⁹

- **The Little**

False: *Little* information she had was not quite reliable.

True: **the little** information she had was not quite reliable.

⁴⁸ Hilman Fariz Mukti, *Complete English Grammar*, (Yogyakarta: Absolut, 2009), p.109

⁴⁹ *Ibid*, p.109

Notes:

Hilman Fariz Mukti states that “**The little** berarti sedikit, namun dalam sedikit atau tidak banyak itu terkandung keseluruhan.”⁵⁰

- **Each and Every**

- **Each**

False: *Every* side of the street has a sidewalk.

True: **Each** side of the street has a sidewalk.

Each digunakan untuk membicarakan benda yang berjumlah dua atau lebih. Kata *each* digunakan jika benda tersebut dari jumlah yang tertentu atau terbatas.

- **Every**

False: It rained *each* day during my holiday.

True: It rained **every** day during my holiday.

Notes:

Every digunakan untuk membicarakan benda yang berjumlah lebih dari dua. Kata *every* digunakan pada benda yang berasal dari jumlah tidak tertentu.⁵¹

⁵⁰ *Ibid*, p.110

- **Some and Any**

- **Some**

False: She ate *any* bread.

True: She ate **some** bread.

Notes:

Hilman Fariz Mukti states that “**Some** digunakan pada kalimat positif (*affirmative*) dan kalimat Tanya (*interrgrogative*) yang mengharapkan jawaban yang positif atau permintaan yang sungguh – sungguh.”

- **Any**

False: I shall not buy *some* mangosteens.

True: I shall not buy **any** mangosteens.

Notes:

Any digunakan pada kalimat negative dan kalimat Tanya (*interrogative*) dimana si penanya belum mendapatkan kepastian akan jawabannya.⁵²

- **Few, A few, and The Few**

- **Few**

⁵¹ *Ibid*, 108

⁵² *Ibid*. 107

False: *A few* persons can keep a secret.

True: **Few** persons can keep a secret.

Notes: **Few** bearti sedikit dalam pengertian negative.

Few persons can keep a secret

Sedikit orang yang dapat menyimpan rahasia.

Hilman Fariz Mukti states that “*Pengertiannya, untuk menyimpan rahasia (pengertiannya positif atau baik) hanya dapat dilakukan oleh sedikit orang saja, maka kata sifat yang tepat untuk kalimat tersebut di atas ialah few.*”

- **A Few**

False: I have *few* friends besides you.

True: I have **a few** friends besides you.

Notes:

A few berarti beberapa dalam pengertian positif. Jadi untuk mengatakan:

I have **a few** friends besides you.

Saya mempunyai beberapa teman selain engkau.

Hilman Fariz Mukti states that “*Pengertiannya, berteman (mempunyai teman) adalah baik (positif), sehingga kata sifat yang tepat untuk kalimat tersebut adalah a few.*”

- **The Few**

False: Few friends he has are all very poor.

True: The few friends he has are all very poor.

Notes:

The few berarti sedikit, namun sedikit atau yang tidak banyak itu terkandung keseluruhannya.⁵³

Hilman Fariz Mukti states that “*Pengertiannya, meskipun jumlahnya hanya sedikit (beberapa), namun keseluruhan dari yang sedikit tersebut miskin keadaannya.*”

We see that when the article ‘a’ is added to ‘few’ or ‘little’ it brings about a total change in the meaning. While using article ‘a’, ‘an’, one must be careful. Few/little gives a negative meaning, a few/ a little imply a positive meaning.⁵⁴

⁵³ *Ibid*, 111

⁵⁴ M. Thomas, *Common Error in English*, (New Delhi: Lotus Press,2006), p.221

D. Some Influential Factors of The Students' Errors in using Quantitative Adjectives

1. Teachers' Factors

Teachers are important in the educational process. Teachers' duty is not only teaching or transferring the knowledge to the students, but they also must be an educator and as a model for their students. Giving information is a part of teachers' duties, because there are some students who have no intrinsic motivation, and they need extrinsic motivation to get goal in learning. So, the teachers are hoped to be able to motivate the students to study hard even do useful needs for their future.

Teachers' skill in mastering method and using the suitable media with the subject material and his/her attendance in the learning process are the influential enough factors for the successfulness of the teaching learning process. Their educational background and experience in teaching English are also factors that will make them know how to teach English well.

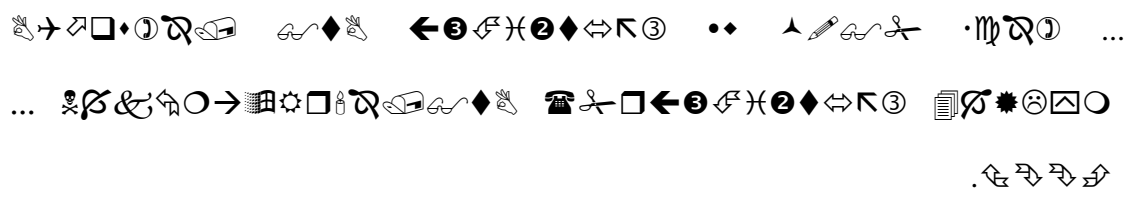
2. Students' interest

a. Students' Interest

In Indonesian, interest is called "*minat*". It means "*kecenderungan hati yang tinggi terhadap sesuatu*".⁵⁵ Interest also means a state of wanting to learn or know

⁵⁵ Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 1999), p.451

about something, curiosity, concern.⁵⁶ Interest is an internal students' that can move students to learn. The student, who has high interest in a lesson, will be motivated to study continuously. Interest has relation with students' like and dislike towards a lesson. The students who are interested in English lesson, they certainly likes it and they will have a good attention to it. As Allah said in the Holy Qur'an, Ar- Raad: 11



In learning English, interest influences the students' achievement. By interest, the students will understand the lesson given by the teacher easily.

So, interest is an inclination within oneself with emotional like on something. A student who is interested in English, he/she will give attention in learning English.

b. Students' Learning Activity

As we know, when we have wishes to get anything, certainly we do not only have the wishes to get it, but we must do effort to do anything continuously. If we want to get successes in English learning, certainly we must study wherever and whenever we are. It is impossible to get success if we imagine on the brain without doing anything. Agoes Soenjanto says, "*Belajar adalah suatu proses yang*

⁵⁶ As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxfrod University Press, 1995), p.622

berlangsung terus menerus. Artinya sepanjang manusia mengalami proses belajar.”⁵⁷

The Prophet Muhammad (PBUH) said:

اطْلُبُوا الْعِلْمَ مِنَ الْمَهْدِ إِلَى

اللَّحْدِ

This statement makes the writer believes that every student can master English well as long as he studies well and continuously. Having a particular schedule and strategy in learning is a good way and it is a kind of students’ learning activity that must be done by the students.

Students’ learning activity is not only their activities in the school, but also they must be more active to learn the subject in other place.

W.H Berton as quoted by Moh. Uzer Usman states that learning is “A change individual due to instruction of that individual and his environment, which feels a need and makes him more capable of dealing adequately with his environment.”⁵⁸

⁵⁷ Agoes Soejanto, *Bimbingan Kearah Belajar yang Sukses*, (Surabaya: Pustaka Nasional, 1976),P.19

⁵⁸ Moh. Uzar Usman, *Menjadi Guru Profesional (edisi kedua)*, (Bandung: Remaja Rosdakarya, 1991),p.2

Learning is “acquiring or getting knowledge of a subject study, experience or instruction.”⁵⁹ In getting the goal in English learning, a student must be serious and do his/her learning activity in several places and continuously.

3. Facility Factors

Teaching learning process will be executed smoothly if supported by the complete facilities. Among the facilities needed in teaching and learning activity are: handbooks, dictionaries, and the related books or supporting books.

Oemar Hamalik states, “*tanpa alat-alat pada dasarnya pelajaran sama sekali belum berjalan. Kekurangan alat-alat inilah yang akan menghambat studi para siswa.*”⁶⁰

Syaiful Bahri Djamarah states:

*Media sebagai alat bantu mempunyai fungsi melincinkan jalan menuju tercapainya tujuan pengajaran. Hal ini dilandasi dengan keyakinan bahwa proses belajar dengan bantuan media mempertinggi kegiatan belajar anak didik dalam tenggang waktu yang cukup lama. Itu berarti kegiatan belajar anak didik dengan bantuan media akan menghasilkan proses belajar yang lebih baik daripada tanpa bantuan media.*⁶¹

⁵⁹ H.Douglas Brown, *Principels of Language Learning and Teaching*, (San Francisco: Longman inc, 2000), p.7

⁶⁰Aswan Zain dan Syaiful Bahri Djamarah, *Pengelolaan Pembelajaran*, (Banjarmasin: IAIN Antasari, 1995),p.84

⁶¹ Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 1997), p.138

The opinions above show that facility is one of influential factor of students in learning activity. Students surely will learn better and enjoy more if they have the facilities. It is not facilities which provided by school but especially their own facilities are provided and used well, the writer believes that successfulness in teaching and learning will be gained.

CHAPTER III

METHOD OF RESEARCH

A. Subject and Object of the Research

Subject of Research

In this research, the subject is the Eighth Year Students at Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah academic year 2010-2011, which consists of 70 students, there are 28 male students and 42 female students. The following is the description of the total number of the subject.

Table 3.1 The Total Number of the Eighth Year Students at Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah Academic Year 2010/ 2011

NO.	Class	Male	Female
1.	IIA	9	12
2.	IIB	9	14
3.	IIC	10	16
Total		28	42

Source: Document of Administration staff at Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah academic year 2010/2011.

Object of Research

The object of this research is the some common Errors in Using Quantitative adjectives made by the Eighth Year Students at Madrasah Tsanawiyah Anjir Muara Kota Tengah academic year 2010/2011.

Data, Source of Data and and Techniques of Data Collecting

1. Data

The data which be investigated in this research consist of primary data, and secondry data.

A. Primary Data

Primary data are the data about some common errors in using quantitative adjectives which consist of :

4. the use of little
5. the use of few
6. the use of a lot of
7. the use of much
8. the use of many
9. the use of some
10. the use of any

2. the data about the influential factors of the students' errors in using quantitative adjective that consist of :
 1. Teachers' factors that are divided into teacher's educational background and teacher's experience in teaching English.
 2. Students' factors that involve students' interest and students learning activity.
 3. Facility factors that include whether students have English text book, and dictionary or do not have.

B. Secondary Data

To complete the primary data, the writer also collects the secondary data, which relates to the research location as mentioned in the following:

- 1) Brief history of Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah.
- 2) Description about headmaster, teachers, students and administration staff condition.
- 3) School facilities.

C. Source of Data

- a. Respondent : The Eighth Year Students of Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah in Academic Year 2010/2011.
- b. Informant : Headmaster, English teacher and administration staff of Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah.
- c. Document : All data about MTsN Anjir Muara Kota Tengah.

Technique of Data Collection

The techniques of data collections in this research are as follows:

WrittenTest

This technique is used to get the data about students' errors in using quantitative adjectives

Observation

This technique is used to obtain the data about background and school facilities.

Interview

This technique is used to complete the data which have got from documentary and questionnaire.

Questionnaire

This technique is used to get the data about some factors that influence the degree of common errors.

Documentary

This technique is aimed at looking for all written reports of documents, which perhaps keep some of detail records of primary and secondary data.

To know more closely about the data, source of data, and techniques of data collection, the following matrix will be helpful.

Table 3.2 Data, Source of Data and Techniques of Data Collecting

No	Data	Source Of Data	Techniques of Data Collecting
1	<p>Primary Data</p> <p>A. The data about some common errors in using quatitative adjectives made by the eighth year students at Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah in academic year 2010 / 2011, consist of :</p> <ol style="list-style-type: none"> 1. The use of little 2. The use of few 3. The use of a lot of 4. The use of much 5. The use of many 6. The use of some 7. The use of any 	Students	Written Test

	<p>B. The data about the factors that influence the students error in using quantitative adjectives.</p> <p>1. Teacher's factor</p> <p>a. Teacher's educational background</p> <p>b. Teacher's experience in teaching English</p> <p>3. Students' factors</p> <p>a. Students' interest</p> <p>b. Students' activity</p> <p>4. Facilities factors</p>	<p>Teacher</p> <p>Teacher</p> <p>Students</p> <p>Students</p> <p>Students and Teacher</p>	<p>Interview</p> <p>Interview & Observation</p> <p>Questionnaire</p> <p>Questionnaire</p> <p>Observation</p> <p>And Interview</p>
2	<p>Secondary Data (General description of research location)</p> <p>1) Brief history of Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah</p> <p>2) Description of headmaster, students administration condition</p> <p>3) School facilities.</p>	<p>Administration staff and documentary</p> <p>Administration staff and documentary</p> <p>Headmaster and</p>	<p>Interview & Observation</p> <p>Interview & Documentary</p> <p>Interview &</p>

		Administration staff	Documentary
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Design of Measurement

The writer organizes the data problem easily, organizes the measurement design of some common errors in using quantitative adjective as follows:

1. Multiple Choices

It consists of 30 questions with four alternative adjectives. Every right answer will be scored 2 and wrong answer will be scored 0. Total right score is 60.

2. Matching word

It consists of 10 questions for matching the word using quantitative adjectives correctly. Every right answer will be scored 4 and wrong answer will be scored 0. Total right 40.

The total expected score (MES) is 100 points and the lowest is 0. To know the some common errors in using quantitative adjectives, the writer then interprets the scores according to students' right answers, as follows:

0 - < 20 : Very low category

20 - < 40 : Low category

40 - < 60 : fair category

60 - < 80 : High category

80 - 100 : Very high category

The mean of the score is got by the pattern below:

$$M = \frac{\sum X}{N}$$

M = Mean score

$\sum X$ = Accumulative score

N = Number of respondents

To know the factors that influence the degree of common errors, the writer puts some indicators and categories as follows.

1. Teachers' factors

1.) Teacher's educational background

- S1 from English Department : High Category

- D3 from English Department : Middle Category

- S1/D3 from non English Department : Low Category

2.) Teacher's experience in teaching English

a) Teacher's experience in teaching English

- More than 5 years : High Category
- 1-5 years : Middle Category
- Less than 1 year : Low Category

b.) Teacher's presentation in teaching

- Always : High Category
- Often : Middle Category
- Sometime : Low Category

c.) Teacher's activeness in giving exercise to students

- Always : High Category
- Sometimes : Middle Category
- Seldom : Low Category

d.) Teacher's attention to students' achievement

- Pay attention very much : High Category
- Enough attention : Middle Category
- Less attention : Low Category

2. Students' factor

A. Students' interest, it is indicated by

1.) Students' respond toward English

- like very much : High Category

- Like : Middle Category

- dislike : Low Category

2.) Students' attendance in teaching learning process in the class

- Always : High Category

- Often : Middle Category

- Sometime : Low Category

3.) Students' activeness to pay attention to the teacher in the teaching learning process in the class

- Always : High Category

- Often : Middle Category

- Sometimes : Low Category

B. Students' activity which is indicated by

1.) Students' activeness to respond teacher's question and to ask about difficult lesson

- Often : High Category

- Sometimes : Middle Category

- Seldom : Low Category

2.) Students' activeness to take important notes during teaching learning process in the class

- Always : High Category

- Often : Middle Category

- Sometimes : Low Category

3.) Students' activeness to study English at home

- Always : High Category
- Often : Middle Category
- sometimes : Low Category

4.) Students' activeness to do their assignment at home

- Often : High Category
- Sometimes : Middle Category
- Seldom : Low Category

5.) Students' experience in taking English course

- Ever, until now : High Category
- Ever, long time ago : Middle Category
- Never : Low Category

3. Facilities factor

1.) Students' possession of text book

- have text book private ownership : High Category
- have text book but non private ownership : Middle Category

- do not have any text book : Low Category

2.) Students' possession of dictionary

- have dictionary private ownership : High Category
- have dictionary but non private ownership : Middle Category
- do not have any dictionary : Low Category

C. Techniques of Data Processing and Data Analysis

1. Data Processing

Data processing is divided into five phases as follows:

a. Editing

This technique is used in the purpose of re-examining all the collected data to make sure whether they have already completed or not.

b. Coding

The writer makes certain code on all collected data to classify them into each certain category.

c. Frequency computation

After each data are coded and classified properly, then each answer given by respondents is computed and presented in the tables of frequency.

d. Tabulating

The writer tabulates all the collected data based on the frequency computing of each certain answer by the following formula:

$$\frac{F}{N} \times 100\% = P$$

P = Percentage

F = Total of respondent

N = the number of respondent

e. Interpreting

Then the determining of percentage is interpreted as below:

0 % - < 20 % : The lowest category

20 % - < 40 % : Good category

40 % - < 60 % : Middle category

60 % - < 80 % : High category

80 % - 100 % : The highest category

2. Data Analysis

All the collected and processed data then analyzed descriptively and qualitatively. Data analysis is a process by which data simplified into a form can be read and interpreted easily.

As presented in these previous pages, this research is supposed to describe or to know some common errors in using quantitative adjectives made by the eighth year students at MTsN Anjir Muara Kota Tengah in academic year 2010 / 2011.

F. Research Procedure

There are some steps that are passed through in completing this research, they are:

1. Preliminary step

- a. To hold a prior observation in the research object.
- b. To discuss the result of the previous observation with the writer's academic counselors.
- c. To make a research design proposal to be approved by the Bureau of thesis writing of Islamic Education Faculty Antasari State Institute for Islamic Studies.

2. Preparatory steps

- a. To hold a seminar on the research design proposal.
- b. To ask the Dean of Islamic Education faculty for a written mandate to conduct the research.
- c. To make the data instruments.

3. Research steps

- a. To contact all respondents and informants who are needed to obtain the data.
- b. To collect all the needed data from several sources
- c. To process the data in procedural way and then analyze them properly

4. Organization step

- a. To arrange and write the collected data in the first draft.
- b. To consult it with the writer's first and second advisors to get some comments and contributions.
- d. To write the final draft after having approved by the writer's advisor.

- e. To be examined before the Team of Thesis Examiners of Islamic Education faculty.

I RETPAHCV
REPORT OF RESERCH RESULT

A. Data Presentation

1. The Description of Some Common Errors in Using Quatitative Adjectives Made by the Eighth Year Students

To analyze the data, the writer must collect the data first in order to know the students' data. The writer held a test to find out some common errors in using quantitative adjectives made by students.

The writer did a test to the students at MTsN Anjir Muara Kota Tengah on Februari 20st 2011. The test had been formed once in their own class. The test contains 40 questions. It was performed about 90 minutes.

The performance of the test by the subject of the research can be seen in the table below :

Table 4.1 The Test Result of the Research

No	Muliple Choice Error	Matching Error	Total Error
1	48	36	84
2	44	40	84
3	42	28	70
4	48	36	84
5	40	40	80
6	46	40	86

7	36	28	64
8	46	40	86
9	46	32	78
NO	Multiple Choice Error	Matching Error	Total Error
10	48	36	84
11	42	40	82
12	44	40	84
13	38	32	70
14	44	40	84
15	44	28	72
16	52	40	92
17	44	28	72
18	44	36	80
19	30	40	70
20	38	40	78
21	44	32	76
22	42	36	78
23	38	28	66
24	50	24	74
25	36	28	64
26	48	28	76
27	48	32	80
28	38	32	70
29	34	32	66
30	32	28	60
31	48	32	80
32	44	32	76
33	46	36	82
34	38	28	66
35	48	32	80
36	42	40	82
37	46	36	82
38	30	24	54
39	42	40	82
40	48	24	72
41	50	36	86

42	44	40	84
43	34	32	66
44	42	40	82
45	42	40	82
46	44	40	84
47	36	40	76
No	Multiple Choice Error	Matching Error	Total Error
48	38	40	78
49	42	40	82
50	44	32	76
51	46	40	86
52	42	40	82
53	42	36	78
54	46	40	86
55	40	24	64
56	42	40	82
57	40	40	80
58	38	40	78
59	36	32	68
60	48	40	88
61	42	40	82
62	44	40	84
63	42	40	82
64	40	40	80
65	46	40	86
66	40	36	76
67	40	40	80
Total	2836	2372	5208
	Rata-rata	77.73	

Based on the table above, it is identified that the highest frequency of error is 92 and the lowest one 54. The accumulative score is 5208. Mean of the test multiple choice test is 52, and the lowest is 30 and total number of error in multiple choice is

2836. Furthermore, the highest number of error in matching is 40, and the lowest one is 24 and the total number of error in matching is 2372.

To know more closely about the students' errors in using adjectives, it can be seen at the following table:

Tabel 4.2 The Frequency Distribution of the Test Result on Common error in Using Quantitative Adjectives Made by eighth Year Students at MTsN Anjir Muara Kota Tengah Academic Year 2010/2011.

No	Category	Frequency	Percentage
1	Very High (80-100)	36	53,7
2	High (60-<80)	31	46,3
3	Fair (40-<60)	-	-
4	Low (20-<40)	-	-
5	Very Low (0-<20)	-	-
TOTAL		67	100

From the table above, it can be seen that there is 36 student (53,7 %) in the very high category in making errors, 31 student (46,3 %) are in the high category, none student (0 %) are in the fair category, none student (0 %) in the low category, and none of them (0 %) classified in the very low category.

2. The Description of Kind of the Errors in Using Quantitative Adjectives which are Usually Made by the Eighth Year Student at MTsN anjir Muara Kota Tengah Academic Year 2010/2011.

To know the kind of errors that are usually made by the eighth in using quantitative adjective, the writer had been hold the test. These test containing 40 questions. These questions consists 30 multiple choice test, and 10 matching test.

In this test about “little” question number 2, 18, 23, 30 of multiple choice. No 31, 39 of matching items. The test about “few” question number 6, 15, 19, 25 of multiple choice, number 33 and 38 of matching items. The test about “ a lot of” question number 4, 8, 11, 27, 33 of multiple choices, and number 38 of matching items. The test about “much” question number 14, 20, 21, 29 of multiple choices, and number 37 of matching items. The test about “many” question number 9, 12, 13, 24 of multiple chioce, number 35 and 40 Of matching items. The test about “some” question number 1, 10, 17, 28 of multiple choices, and number 34 of matching items. The test about “any” question number 3, 5, 7, 16, 22 of multiple choice and number 36 of matching items.

To know about the frequency of errors made by the eighth year students at Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah can be seen in yhe following table:

Table 4.3 The Frequency of students’ Errors in Using “Little”

No	Frequency	Percentage
2	53	79.1
18	49	73.1
23	49	73.1
26	52	77.6
31	51	76.1
39	60	89.6
30	66	98.5
Total	380	81,02%

From the table above, we can see that the highest error is on the question number 30 (Multiple choice). The total errors in using “little” is 380 (81,02%)

Table 4.4 The Frequency of Students’ Error in Using “few”.

No	Frequency	Percentage
6	58	86.6
15	60	89.6
19	58	86.6
25	59	88
32	64	95.5
Total	299	89,25%

From the table above, we can see that the highest error is made the question number 32 (matching). The total errors in using “few” is 299 (89,25%)

Table 4.5 The Frequency of Students’ Error in Using “a lot of”.

No	Frequency	Percentage
4	50	74.6
8	39	58.2
11	45	67.2
27	45	67.2
33	57	85
38	58	86.6
Total	294	73,13%

From the table above, we can see that the highest error is made the question no 38 (matching). The total errors in using “a lot of” is 294 (73,13).

Table 4.6 The Frequency of Students’ Error in Using “much”

No	Frequency	Percentage
14	35	52.2
20	48	71.6
21	45	67.2
29	58	86.6
37	61	91
Total	247	73,13%

From the table above, we can see that the highest error is made the question number 37 (matching). The total errors in using “much” is 247 (73,13%).

Table 4.7 The Frequency of Students’ Error in Using “many”

No	Frequency	Percentage
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9	57	85
12	31	46.3
13	35	52.2
24	43	64.2
35	49	73.1
40	65	97
Total	280	69,65%

From the table above, we can see that the highest error is made the question number 40 (matching). The total errors in using “many” is 280 (69,65%).

Table 4.8 The Frequency of Students’ Error in Using “some”

No	Frequency	Percentage
1	27	40.3
10	49	73.1
17	44	65.7
28	46	68.7
34	52	77.6
Total	218	65,07%

From the table above, we can see that the highest error is made the question number 34 (matching). The total errors in using “some” is 218 (65,07%).

Table 4.9 The Frequency of Students’ Error in Using “any”

No	Frequency	Percentage
3	52	77.6
5	42	62.7
7	48	71.6
16	50	74.6

22	41	61.2
36	61	91
Total	294	73,13%

From the table above, we can see that the highest error is made the question number 36 (matching). The total errors in using “any” is 294 (73,13%)

3. Description About the Factors that Influence the Common Error in using Quantitative Adjectives Made by the Eighth Year Students at MTsN Anjir Muara Kota Tengah in Academic year 2010/2011.

a. Teacher’s Factor

1) Teacher’s Academic Background

Based on the result of interview with the teacher of English subject who teach to eighth year student (Fitriana S.Pd and Muzdalifah S.Pd) the writer found the data that they have finished their to study at FKIP UNLAM Banjarmasin (S1 from English Departemen).

2) Teacher’s experience in teaching English

Teaching experience is shown whether the teacher has a long time in teaching English or not.

Based the result of interveiw with the teacher of the English subject, the writer found the data that Fitriana S.Pd has been teaching English at MTsN Anjir Muara

Kota Tengah 2010 until now, but in other school she has taught since 2005. The other teacher is Muzdhalifah,S.Pd, she taught English since 2005 until now at MTsN Anjir Muara Kota Tengah.

b. Student's Factor

1) Student Interest

The description of data about student' interest in English lesson especially those who interested or not interest English lesson, it can be seen in the following table:

Table 4.10 The Frequency of Student Who Like or Dislike the English Lesson

No	Category	Frequency	Percentage
1	Like very much	4	5,97 %
2	Like	53	79,10 %
3	Dislike	10	14,92 %
Total		67	100 %

From the table above there are 4 students (5,97%) like very much, it is included in the high category. While the students who states that they like English lesson as many as 53 students (79,10 %) it is included in the middle category, and

there are 10 student (14,92 %) who dislike the English lesson, it is included in the low category. So, it can be seen that the most students like the English lesson very much.

Then, to know more about students' interest, it is indicated by their attendance in English teaching and learning process. The data can be seen in the following table:

Table 4.11 The Frequency of Student attendance in English teaching learning

No	Category	Frequency	Percentage
1	Always	46	68,66 %
2	Often	9	13,43 %
3	Sometimes	13	19,40 %
Total		67	100 %

The table shows that 46 students (68,66 %) who states that they always attend in English teaching and learning process, it is included in the high category. While 9 student (13,43 %) states that they often attend in English teaching and learning process, it is included in the middle category, and 13 students (19,40 %) who mentiones that they sometimes attend in English teaching and learning process, it is included in the low category. So, we can see that most student' always attend in English teaching and learning process in the class.

The students' interest also can be known from their attention to the teacher during teaching and learning process in the class as shown in the following table:

Table 4.12 The Frequency of Students' attention to the teacher during teaching doing teaching learning process

No	Category	Frequency	Percentage
1	Always	21	31,34 %
2	Often	17	25,37 %
3	Sometime	29	43,28 %
Total		67	100 %

From the table above, it is identified that 21 student (31,34 %) always pay attention to the teacher during teaching learning process in the class, it is included in the high category, 17 students (25,37 %) often pay attention to the teacher during teaching learning process in the class, it is included in the middle category, and 29 students (43,28 %) sometimes pay attention to the teacher during teaching learning process in the class, it is included in the low category. So, it can be seen that most student sometimes pay attention to the teaching during learning process in the class.

Then to know about type of skills the students more interested is clearly found within the next table:

Table 4.13 Type of Interesting Skills

No	Category	Frequency	Percentage
1	Listening	17	25,37 %
2	Speaking	15	22,39 %
3	Reading	27	40,30 %
4	Writing	8	11,94 %
Total		67	100 %

Based on table above, 22,37% respondents choose listening as the most interesting skills, 40,30% of them choose reading as the most interesting skill. For speaking skill, there are 22,39 % of respondent choose it as the most interesting skill. Then only 11,94 % respondents who choose writing as the most interesting skill.

So, it can be concluded that most of the eighth year student at MTsN Anjir Muara Kota Tengah are most interested in listening skill than another skill such as speaking, reading, and writing.

2) Student Learning Activity

This is indicated by five activities. The first indicator of student' learning activity is students' activeness to respond teacher's question and ask about difficult lesson. The presentation of the data can be seen on the table bellow.

Table 4.14 The Frequency of Students' Activities to Respond Teacher's Questions and Ask Difficult Lesson.

No	Category	Frequency	Percentage
1	Often	18	28,89 %
2	Sometime	32	47,76 %
3	Seldom	17	25,37 %
Total		67	100 %

The table shows that there are 18 students (26,89 %) often respond to the teacher's questions and ask difficult lesson, it is included in the high category, 32 students 47,76% sometimes respond to the teacher's question and ask difficult lesson, it is included in the middle category, and 17 students (25,37 %) seldom respond to the teacher's question and ask difficult lesson, it is included in the low category.

Thus, we can see that most students sometimes respond to the teacher's question and ask difficult lesson.

The second indicator of students' learning activity is students' activeness to take important notes during the teaching and learning process. This can be seen on the table bellow:

Table 4.15 The Frequency of Student' Activeness to Take Important Notes

No	Category	Frequency	Percentage
1	Always	37	55,22 %

2	Often	14	20,90 %
3	Sometimes	16	23,88 %
Total		67	100 %

Form the table above we know that there are 37 students (55,22 %) who states that they always take important notes, it is included in the high category, 14 students (20,90%) who states that they often take important notes, it is included in the middle category, and 16 students (23,88 %) who states that they sometimes take important notes, it is included in the low category.

So, we know that most students often take important notes when teaching learning process is running.

The text indicator of students' activity is studying their English lesson at home after they have learnt the lesson at school. It is clearly found in the following table:

Table 4.16 The Frequency of Student Activeness to Study at Home

No	Category	Frequency	Percentage
1	Always	8	11,94 %
2	Sometimes	47	70,15 %
3	Never	12	17,91 %
Total		67	100 %

The table show that 8 student (11,94 %) always study English at home, it is included in the high category, 47 students (70,15 %) sometimes study English at home, it is included in the low category, and 12 students (17,91 %) never study English at home, it is included in the middle category.

Thus, from the data above we know that most students sometimes study English at home.

The fourth indicator of students' learning activity is their activeness to do homework at home. The table below will draw it.

Table 4.17 The Frequency of Students' Activeness to Do Their Assignment at Home.

No	Category	Frequency	Percentage
1	Often	48	71,64 %
2	Sometimes	17	25,37 %
3	Seldom	2	2,99 %
Total		67	100 %

From the table we can see that there are 48 students (71,64 %) often to do homework at home, it is included in the low category, 17 students (25,37 %) sometimes to do home work at home, it is included in the middle category, and 2

students (2,99 %) seldom to do their homework at home, it is included in the low category. So, it is identified that most students often do their homework at home.

The last indicator of students' activity to enrich their English knowledge is by taking an English course outside the school it can be seen in the table:

Table 4.18 The Frequency of Student Who Have Taken an English Course

No	Category	Frequency	Percentage
1	Ever, until now	10	14,93 %
2	Ever, long time ago	29	43,28 %
3	Never	28	41,79 %
Total		67	100 %

The table show 10 students (14,93 %) who have ever taken an English course until know, it is included in the high category. 29 student 43 (43,28 %) who have ever taken on English course long time ago, it is included in the middle category, and 20 students (41,79 %) never take an English course, it is included in the low category.

c. Facility Factor

The facility factor that is meant here is not the school facility, but the student facility such as text book, dictionary, and other related book with English lesson. To

see the frequency of students who have out the English text book, it is clearly found in the text table:

Table 4.19 The Students' Ownership to English Text book

No	Category	Frequency	Percentage
1	Have private ownership	3	4,48 %
2	Have but non private ownership	60	89,55 %
3	Do not have the English text book	4	5,97 %
Total		67	100 %

Based on the table above, 3 students (4,48 %) have private ownership the English text book, it is included in the high category. 60 students (89,55%) of mentones they have English text book but non perivate ownership, it is includes in the middle category, and 4 students (5,97 %) who states that do not have the English text book, it is includes in the low category.

So, it can be states that most of the eighth year student at MTsN Anjir Muara Kota Tengah have their own English text book.

To find out whether the students have or do not have the English dictionary, it can be seen in the table as follows:

Table 4.20 The Student Who Have or Do Not Have the English Dictionary

No	Category	Frequency	Percentage
1	Have private ownership	51	76,11 %
2	Have but not private ownership	8	11,94 %
3	Do not have the English dictionary	8	11,94 %
Total		67	100 %

Based on the table above, there are 51 students (76,11%) who mention they have private ownership, it is included in the high category. While the student who states that they have the English dictionary but non private ownership, it is included in the middle category, and 8 students (11,94 %) who states that they do not have English dictionary, it is included in the low category.

So, it can be stated that most of the eight year students at MTsN Anjir Muara Kota Tengah have private ownership dictionary either private ownership or not.

B. Data analysis

After presenting the data, the writer analyzes the obtained data to give some consideration on the research.

1. Students' Error in Using Quantitative Adjectives Made by the Eighth Year Students at MTsN Anjir Muara Kota Tengah Academic year 2010/2011.

The present data on the previous subchapter shows that 67 students (53,7%) are included in very high error category (80-100) 31 students (46,3%) are included in

the high error category (60-<80), none students are included in fair category (40-<60). None student is include in low category (20-<40), and no student is included in the very low category. The mean is 77,73% high category.

In this research it is found that the total errors in using “little” that is 380 (81,02%), in using “ few” is 299 (89,25%), in using “a lot of” is 294 (73,13%), in using “much” is 247 (73,73%), in using “many” is 280 (69,65%), in using “some” is 218 (65,07%), and using “any” is 294 (73,13%).

Based on data, the writer concludes that the of common errors in using quantitative adjectives made by the eighth year students at MTsN Anjir Muara Kota Tengah academic year 2010/2011 that is in using “few” which number of the total error is 299 (89,25%)

2. Factor the Influence Common Error in Using Quantitative Adjectives Made by the Eighth Year Student at MTsN Anjir Muara Kota Tengah Academic Year 2010/2011.

a. Teachers’ Factors

1. Teacher’s Academic Background

Based on the result of interview with teacher of English subject teaching to the eighth year students (Fitriana S.Pd and Muzdalifah S.Pd), the writer found the data that they have finished their to study at FKIP UNLAM Banjarmasin (S1 from

English Departemen). So, it can be concluded that the teacher's education background, it is included in the high category.

2. Teachers' experience in teaching English

Based on the result of interview with the teachers of English subject, the writer found the data that Fitriana,S.Pd has taught English at MTsN Anjir Muara Kota Tengah since 2010 until now she has taught English at another school in kandang since 2005. The other teacher is Muzdhalifah,S.Pd has taught English since 2005 until now at MTsN Anjir Muara Kota Tengah. So, it can be concluded that Fitriana,S.Pd and Muzdhalifah, S.Pd has taught English more than five years, it is included in the high category. And Muzdhalifah,S.Pd has taught English more than five years, and it is included in the high category.

b. Students Factor

1. Students' interest

Based on the data, there are 4 students (5,97 %) like the English very much, it is included in the high category. While the student who states that they like the English lesson as many as 53 students (79,10%), it is included in the middle category, and there are 10 students (14,92%) dislike the English lesson, it is included in the low category. So, it can be stated that most of the students like the English lesson, it is included in the middle category.

Moreover, students' interest is also indicated by their attendance in English teaching and learning process. It can be seen on the table 4.11, which shows that the biggest percentage that is 68,66% student states that they always attend in English teaching and learning process. So, we can know that most of the students always attend in English teaching and learning process in the class, it is included in the high category.

Then, table 4.12 which shows that the biggest percentage that is 43,28% students states that they sometimes pay attention to the teacher during teaching learning process in the class. So, it can be stated that most of the students sometimes pay attention to the teacher during teaching learning process in the class , it is included in the low category.

From the indicators above, it can be known that most of students like toward English lesson, and they always attend in teaching and learning process in the class and they sometimes pay attention to the teacher during teaching learning process in the class. Based on those data, the writer concludes that the students' interest in learning English that is quite high.

2. Students learning activity

Based on the result of the questionnaire as described on the table 4.14 it shows that the biggest percentage that is 47,76% students' states that they sometimes

respond to the teacher's question and to the teacher's question and to ask difficult lesson, it is included in the middle category.

The students' activeness to take important notes in the teaching learning process can be seen from table 4.15 which shows that the biggest percentage that is 55,22% of students states that they always take important notes, it is included in the high category.

The students' activeness to do their assignment at home, it can be seen on the table 4.17 which shows that the biggest percentage that is 70,15% of students states that they often do their assignment at home. So, it can be stated that most of the students often do their assignment at home, it includes in the high category.

The students' who have taken an English course, it can be seen on the table 4.18 which shows that the biggest percentage that is 43,28% students states that they have ever taken English course long time ago. So, it can be stated that most of the students have ever taken English course a long time ago, it is included in the middle category.

All indicator have been presented. From five indicator, two on them is in the high category, tho of them are in the middle category and one of them are in the low category. So, the writer concludes that generally the students' learning activity in learning English is in the high and middle category and it is infulental anough in this research.

c. Facilities Factor

The student who have or do not have the related text book, this data can be known from the result of questionnaire as described on the table 4.19 which shows that is 89,55% student states that they have text book but non private ownership. So, it can be stated that most of the students have the text book but non private ownership, it is includes the middle category.

The student who have or don't have the English dictionary, this data can be seen from the result of questionnaire as described on the table 4.20 which shows that is 76,11% of students states that they have their own English. So, it can be states that most of the students have their private the English dictionary, it is includes in the high category.

Based on two indicators above, one of them is in the high category and one of them is in the middle category. So, the writer concludes that facilities factor is in fairly high category and is not influential enough in this research.

CHAPTER V

CLOSURE

A. Conclusion

The purpose of this research is to know the common errors in using quantitative adjectives made by the eighth year students at Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah academic year 2010/2011.

Based on the research and data analysis about common errors in using quantitative adjectives, the writer would like to draw the conclusion as follows:

1. The common errors in using quantitative adjective made by the eighth year students at Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah academic year 2010/2011 show that the total errors in using “little” is 380 (81,02%), in using “few” is 299 (89,25%), in using “a lot of” is 294 (73,13%), in using “much” is 247 (73,73%), in using “many” is 280 (69,65%), in using “some” is 218 (65,07%) and in using “any” is 294 (73,13%). Then, the most of students’ error is in using “few”, which the total error is 299 (89, 25%).
2. The factors that influence the students’ common errors in using quantitative adjectives made by the eighth year students at Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah academic year 2010/2011 that is the most influencing factor is the students’ learning activity. Facilities, teachers’ factor, students’ interest are not influential enough in this research.

B. Suggestions

1. For the English teachers of Madrasah Tsanawiyah Negeri Anjir Muara Tengah teaching the subject grammar, it is suggested to increase the students' ability in grammar, especially quantitative adjectives by correcting students' errors. The teacher has to explain more detail about how to use kinds of quantitative adjectives and to order the students to practice on make sample. The teacher must give attention more about teaching learning English, especially with providing some interesting technique. So that, the students hoped can enjoy learning English, especially to increase grammar on using quantitative adjectives with several techniques in teaching English. The teacher must improve the way of teaching. So that the students can be interested in English and their grammar will increase as well.
2. For the students, they have to learn more and improve their knowledge about grammar, especially about quantitative adjectives, and how to use them correctly. So that, they can increase their grammar in using quantitative adjectives.
3. The headmaster and all the teachers and staff of Madrasah Tsanawiyah Negeri Anjir Muara Kota Tengah, should provide complete English reference books, to enrich the teachers and students' knowledge.

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