

# CHAPTER 1

## INTRODUCTION

### 1.1 The Background of Study

Language is what makes human distinct. It is very essential in the live of every human being. Using a language can gain information, knowledge, and express one's feeling, and emotions. It means that language has an important role in everyday people in doing every interaction. People use different language because every country has their own language. So, people need a universal language to communicate each other easily. One of the universal languages used by people to communicate is English.

Teaching English in Indonesia starts from playgroup, primary school, junior high school, senior high school up to university level. Teaching English as a foreign language as well as mother tongue from childhood, everyone learn how to pronounce a word and get the meaning of every word. In teaching English, there four skills that are related each other which students should have. They are listening, speaking, reading, and writing.

Teaching writing in Indonesia is basic one in learning English process. Teaching writing for students can improve language learning better, because students start from what they think to write. The purpose of teaching writing is to help the students' writing skill to express their idea. There are some genres in English writing such as Spoof, Descriptive, Narrative, Procedure, Explanation,

Analytical Exposition, Report, Discussion, Hortatory Exposition, Anecdote and Recount.

Recount Text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. Recount text has its own orientation, event, and re-orientation. Other social purpose of recount writing may be to informing and entertaining.

Based on the writer's experience in teaching practice program, the writer found that the students were not being able to formulate ideas from their mind into written language. It is proven when the writer asked the students to write a simple paragraph and most of the students didn't can do it. They got low score in writing because the students did not know how to place the correct words and how to use determiners in a sentence especially in writing recount text. The way of teacher in teaching writing by read the materials about recount text from the text book and asked the students to did some exercise without explaining it clearly then asked the students to wrote recount text with choose title freely.

According to Dulay (1982:150) "a surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items and misorder them."

Based on the background of the study above, the writer will conduct a study titled: "An Error Analysis of Using Determiners in Writing Recount Text of Tenth Grade Students at SMA Mardi Lestari Medan".

## **1.2 The Problem of Study**

Based on the background of the study, the problem of this study is formulated as follows: “What types of determiners error are found in Writing Recount Text of Tenth Grade Student at SMA Mardi Lestari Medan?”

## **1.3 The Objective of the Study**

Based on the problem of the study, the objective of this study is to find out: “the types of determiners error are found in Writing Recount Text of Tenth Grade Student SMA Mardi Lestari Medan?”

## **1.4 The Scope of the Study**

In this study, the writer will be focused on an error analysis of using determiners which are made by the students of tenth grade in SMA Mardi Lestari Medan in their writing Recount text. There are four types of error, they are: Linguistic Category, Surface Category, Comparative Taxonomy, and Communicative Effect Taxonomy. The writer only focuses on Surface Category.

## **1.5 The Significances of the Study**

There are two kinds of significances of the study. They are:

### **1. Theoretically**

There are two theoretical significances from this study that the writer expected to be useful to develop they writing learning process, they are:

1. The result of the research can be used as a choice in English teaching and learning procedures

2. The result of the research can be used as the model for those who want to conduct a research in teaching English.

2. Practically

1. The next researchers who are interested with the same topic can used as a reference
2. The students of English Department, to enrich their knowledge about determiners in writing recount text
3. English teacher, this research can be used by the English teachers as a reference to teach their students about determiners.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

In conducting a research, theories are needed to explain some concepts applied in the research concerned. Some related theories are used for some basic theories to support the study. The concept will avoid possible misunderstanding between the writer and the reader. In this case, it is very important to list the following terms for the purpose of the study.

#### **2.2 Language**

Language is principal means of human being to communicate one another. It is the way to conveying something. Language has an important role in everyday people in doing every interaction. People use different language because every country has their own language.

According to Baugh & Cable (2005:341), “Language is the expression of the people who use it, and should reflect the nature and the experience of the speakers. Pinker ( 1997:18) states that, Language is a complete, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.”

The writer concludes that language is a complex, specialized skill which develops in the child spontaneously and reflects to the nature and the experiences of the speaker.

### **2.3 English**

English is a global language and used in education, technology, social status, and modernization. According to Wierzbicka (2006:3), “English is the language of international air traffic control and chief language of world publishing, science, and technology”. Patel and Jain (2010:11) states that, English is the link language, serving to connect people of various regions and diverse backgrounds.

Based on the explanation the writer make a conclusion that English is the language which used worldwide to connect people of various regions and diverse background. English has four skill, they are: Listening, Speaking, Reading and Writing.

### **2.4 Writing**

Writing is an important communication tools because writing can help people to express their feelings or transforming thought and ideas into written form. Writing is the activity in expressing the feeling, idea and opinion in a text which can be used as a reminder to the next time. Many experts have proposed the definitions of writing. Mandal (2009:96) “Writing is a creative process because it is a process of reaching out for one’s thought and discovering them.” Kirszner and Mandell (2009:4), writing is a life skill. If you can write clearly, you can express your ideas convincingly to others in school, on the job, and in your community. Writing is also important “If you can write, you can communicate, if you can communicate effectively, you can succeed in school and beyond”.

Based on the opinions above, the writer concludes that teaching writing is the way of sharing information and knowledge that focused on the writing process

in order to develop student's ability in writing process that has an important function and use in the human's life.

#### **2.4.1 Process of Writing**

The writing process is the series of sequential steps a writer or researcher follows to record experiences, observations, data, and research.

Harmer (2004: 4-5) states process writing is a way of looking at what people do when they compose the written text. It means there some steps in writing process, they are:

1. **Planning:** Firstly, the writer has to consider the purpose of their writing not only the type of the text, but also the use of language, and the choosing of information to include. Secondly, the experience o writer think of audience that writes for, since this will influence not only the shape of the writing but also the choice of the language. Thirdly, the writer has to sequence the facts, ideas or arguments which have decided to include.
2. **Drafting:** Drafting can refer to the first version of a piece of writing as a draft. The first go at a text is often done on the assumption that it will be amended later. As the writing process into editing, a number of drafts may be produced on the way to the final version.
3. **Editing (reflecting and revising):** Editing involves correcting errors in grammar, spelling, and mechanics. Reflecting and revising are often helped by other readers (or editor) who comment and make suggestion. It will help the author to make appropriate revisions.

4. Final version: Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. The original plan and the first draft have some differences. It is caused by the things have changed in the editing process.

The writer represent these aspects of writing process in a different way, therefore, the process wheel below clearly shows the many directions that writers can take either travelling backwards or forwards around the rim or going up and down the spokes. Only when the final version really is the final version has the process reached its culmination.

#### **2.4.2 Paragraph**

Paragraph is a short part of a text, consisting of at least one sentence and beginning on a new line. It usually deals with a single event, description, idea, etc. According to Joy Little (1985:50) a paragraph is a group of sentence that works together. A paragraph should deal with one main idea; each sentence in the paragraph should say something about the main idea.

Furthermore, paragraph is made up three of sentences that develop the writer's main ideas, opinion, or feeling about a subject. The paragraphs are (1) topic sentence, (2) the supporting sentence, and (3) the concluding sentence

##### **1. Topic Sentence**

A topic sentence state the main idea of a paragraph. There, the writer tells the reader what information to expect in the paragraph and how the details in the



paragraph are related. The topic sentence also helps the reader to focus on the main idea, to avoid adding ideas that are not related to the topic.

## 2. Supporting Sentence

When writing paragraph, the writer need to support his topic with details. Supporting sentence provide the specific details that explain or illustrate the topic. The most common types of supporting sentence contain facts, examples and reason. In most paragraphs, the writer will use more than one kind of supporting sentence.

## 3. Concluding Sentence

A concluding sentence helps the reader to recall or to understand more clearly the point of a paragraph. On the other hand, the writer can help the reader to understand a topic by writing a concluding sentence that offer a final comment. Sometimes, a paragraph does not need a concluding sentence because the last supporting detail ties together the ideas of the paragraph. Paragraphs that are part of larger composition very often are complete without a concluding sentence.

### **2.4.3 Genre of Writing**

Genre or genre theory as it has been developed in literacy education is an organizing concept for cultural practice. Genres are classified according to the stages they move through to attain their purposes (Knapp and Watkins, 2005:258). Genre is used to refer to particular text types not to traditional varieties of literature. Taken in its widest sense, a genre based approach to language teaching refers to pedagogy that involves examining and deconstructing examples of genres (categories of texts). The meaning of the genre is determined that the

students are able to understand and identify the concepts and also a kind of the text that students will have to write.

According to Derewianka and Hammond in Brian (1996: 237-243) there is some kind of genres which arose in social interaction to fulfill humans' social purposes

#### 1. Spoof

Spoof is the way of twisting some of the events in the process that used to create a humor and create a text. The punch line in the events is an unpredictable action done by a character(s) for a response to another characteristic(s)

#### 2. Descriptive

Descriptive is the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. Description is the text containing two components, namely, identification and description.

#### 3. Procedure

Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step. Procedure is a text containing four components namely, goal, material, methods; add the orientation by which a writer describes how something is accomplished through a sequence

#### 4. Recount

Recount is written out to make a report but an experience of a series of related event. Theoretically, the technique to write a recount is similar to the way a narration is written. Specially, a recount is written out to inform an event or to

entertain people. Structurally, a recount is a text which contains three components; they are orientation, events, and re-orientation.

#### 5. Explanation

Explanation is a written English text in which the writer explained the processes involved in the information or workings of natural or sociocultural phenomena.

Explanation is a text containing two components, namely, the general statements, and sequenced explanation.

#### 6. Analytical Exposition

Analytical exposition is an expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact, in this case it is just to persuade the readers to believe it, and to show the reader about the truth in the human's life reality by proved it with some facts.

#### 7. Hortatory Exposition

Hortatory exposition is a written English text in which the writer persuades people that something should not be the case. It is also a text containing three components, namely, the thesis, argument of issue of concern, and recommendation.

#### 8. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue. Discussion contains three components, they are, issue, argument, and conclusion or recommendation.

## 9. Report

Report is a kind of text which can be written out with a descriptive technique. It describes an object to the reader. The length of the text depends on the specific details of the object being described.

## 10. Anecdote

Anecdote is a text which retells funny and unusual incidents in fact of imagination. Anecdote is the tools of the writer to share with the others account of an unusual or amusing accident. Its purpose is to entertain the reader. Anecdote is a text containing five components; they are abstract, orientation, crisis, reaction, and coda.

## 11. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in the different ways. It is tell the stories, experiences, and action which happen in the past. It uses simple past tense. The elements of narrative are orientation and coda. But coda is optional.

From the various kind of genre in writing, this study only focuses on recount text.

### **2.5 Recount Text**

According to Knapp & Watkins (2005:223) “recounts are the simplest text type in this genre. Formally, recounts are sequential text that does little more than

sequence a series of events.” Recount is one of text that functions to tell what happen in the past to their audience.

### **2.5.1 The Social Function of Recount Text**

The goal of recount text is to entertain of informing the reader. Recount retells an event with a purpose to console readers. Beside that they share their past event to inform audience. There is no complication among the participants and that differentiates from narrative. A recount text has an orientation, a series of events in chronological order, and re-orientation that ‘rounds off’ the sequence of events.

### **2.5.2 Generic Structure of Recount Text**

#### **1. Orientation**

Provides the setting and introduces participants. Settings are where the event happens (for examples: Bali Lestari beach, school, office and so on) and when the event happens (for examples: in the morning, at 3.00 p.m and so on).

#### **2. Events**

Tell what happened in what sequence. It means that the writer tell what the characters do and feeling that situation one by one or chronologically.

#### **3. Re-orientation**

Optional-closure of events. It is conclusion of all events. This part also contains opinion or impression of the writer about events that is told. Re-orientation can be written or not (optional).

Generic structure of recount text with title “My Adolescences”

**Table 2.1**

**Example of Recount Text**

Title	<b>My Adolescences</b>
Orientation	I had my Adolescences when I was thirteen.
Event 1	It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends Fortunately, my mom gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face
Re-orientation	That was my bad experience with My Adolescences, though there were still lots of good experience too.

**2.5.3 Language Features of Recount Text**

1. Using simple past tense: visited, had, etc.
2. Using action verb: helped, crutched, etc.
3. Using adjectives
4. Introducing specific participants: I, my friend, etc.
5. Using chronological order: then, first, etc
6. Using linking verb: was, were, etc.

**2.6 Error**

Error happens because the use of the incorrect system. In learning language, the learners often make error in writing, speaking, reading, and etc.

According to Corder (1982:36). “Errors are described by the application of linguistic theory to the data of erroneous utterances produced by a learner or a group of learners”.

According to Corder in Brown (2007:257) “a learner’s errors provides evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course (and it must be repeated that he is using some systems, although it is not yet the right system)”. Rod Ellis (1997:17) states that errors reflect gaps in a learner’s knowledge; they occur because the learner does not know what is correct. According to Brown (2007:258), “An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner”

Based on definition above, the writer make a conclusion that error is a noticeable deviation which provides evidence of the reflect gaps in a learner’s knowledge.

### **2.6.1 Source of Errors**

In learning foreign language, learners often make several errors because of some factors. Brown (2007:263), there are four sources of error, they are:

#### **1. Inter-lingual Transfer**

The beginning stages of learning a second language are especially inerrable to inter lingual transfer from the native language, or inference. Before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learners can draw.

## 2. Intra-lingual Transfer

Intralingual transfer is the negative transfer of items within the target language or put another way, the incorrect generalization of rules within the target language. Intralingual transfer is a major factor in second language learning. It has been found that the early stages of language learning are characterized by a predominance of interlingual transfer, but once the learner has begun to acquire parts of the new system, more and more intralingual transfer generalization within the target language is manifested.

## 3. Context of Learning

Context of learning refers to the social situation, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or a word in a textbook, or even because of a pattern that was rote memorized in a drill improperly contextualized.

## 4. Communication strategies

The category of communication strategies overlaps both inter- and intralingual transfer and context of learning; nevertheless, communication strategies form a separate and exceedingly significant source of error. A communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication.



## 2.6.2 Types of Error

People cannot learn language without first systematically committing errors. Dulay, et.al (1982:146) said that, errors are the flawed side of learner speech or writing. There are four descriptive taxonomies to analyze errors, namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

### 1. Linguistic Category Taxonomy

Many error taxonomies have been based on the linguistic item which is affected by an error. These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error effect.

Language component include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

### 2. Surface Strategy Taxonomy

Surface strategy taxonomy is as a classification of language errors based on how the surface structures are altered. The surface strategy elements of a language are altered in specific and systematic ways.

There are four types of surface strategy taxonomy, they are:

#### 1. Error of Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. The students omit the item that should appear in the good utterance. Omission has two types of

morphemes that are omitted more than other. They are content morphemes and grammatical morphemes.

Content morphemes carry the bulk of the referential meaning of sentence: nouns, verbs, adjectives, adverbs. Omit content morphemes are typically made by the learner in the early stage.

Grammatical morphemes are little words that have minor play in sentences like noun and verb inflections, articles, auxiliaries, and preposition.

For example : She visits my house last week

Should be : she visited my house last week

## 2. Error of Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. In addition, the students add the utterance that is not needed in a sentence, or the learners add some unnecessary element.

Addition errors usually occur in the later stages of the second language acquisition, when the learner has already acquired some target language rules.

For example : the books is in the bag

Should be : the book is in the bag

There are three types of addition errors, they are:

### 1. Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others.

Example : He didn't went there

Should be : He didn't go there

### 2. Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most languages, however, some members of a class are exceptions to the rule

Example : the verb "eat" does not become "eated", but "ate";

The noun "sheep" is also "sheep" in the plural, not "sheeps"

### 3. Simple Addition

Errors are the "grab bag" subcategory of additions. If an addition error is neither a double marking nor regularization, it is called simple addition.

### 3. Error of Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Different from omission where the items are

not supplied at all, in error of selection, the student supplies something even though that is incorrect.

For example : They is watching movie

Should be : They are watching movie

#### 4. Error of Misordering

Errors of ordering where the elements presented are correct but wrongly sequenced. Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance.

For example : In the library I will see you

Should be : I will see you in the library

#### 3. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of language learning errors and certain other types of constructions. The errors are classified into developmental errors, interlingual errors, ambiguous errors and unique errors. If one were to use a comparative taxonomy to classify the errors of a student's learning English, one might compare to the structure of the student's errors to that of errors reported for children.

#### 4. Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of their on the listener or reader. It focuses on distinguish between errors that seem to cause miscommunication. Errors that affect the overall organization of

the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication. This taxonomy classifies errors into global errors and local errors.

## **2.7 Determiners**

Determiners are function word used to specify the kind of reference a noun has. Dykes (2007:22) states that, noun is the name of the thing. Everything that exists has a name, whether it can see or not.

Kirszner & Mandell (2008:588) said that, “when articles, pronouns, numbers, and the like function as adjectives, limiting or qualifying nouns or pronouns, they are referred as determiners.”

According Kirszner & Mandell (2009:483), “determiners are adjective that identify rather than describe the nouns they modify. Determiners may also quantify nouns (that is, indicate an amount or a number).”

Jeffries (2006:17) states that, determiner is defined by its positioning within the noun phrase.” Determiner is also situated before the noun head of the phrase, and before any adjectives that may be in the noun phrase. The only words that may be placed before the determiner in a noun phrase are small number of pre-determiners, which we shall examine in a latter section. The determiners form a single class in English because they cannot occur in combination with each other.

Based on the explanation above, the writer concludes that determiner is one of the aspects that can explain or modify noun in a sentence.

## 2.7.1 Types of Determiners

Determiners are commonly co-occurring with nouns. However, they have different positions relative to one another. There are four types of determiner, they are:

### 2.7.1.1 Article

The article system in English is very simple in form, if less so in usage. Articles are used to show whether we are referring to things that are known both to the speaker/writer and to the listener/ reader (definite), or that are not known to them both (indefinite). Articles can also show whether we are talking about things in general or particular things. There are two articles, they are:

#### 1. Definite Article

The goes to both countable and uncountable nouns. It also marks the noun as referring to something or someone assumed to be known to speaker and addressee. According to Kirszner & Mandell (2009:487), “Definite article always use *the* (rather than *a* or *an*).”

According to Thomson & Martinet (1986:12) The definite article is used when:

1. When the object or group of objects is unique or considered to be unique

Example : **the** earth      **the** sea      **the** sky      **the** equator

**The** stars

2. Before a noun which has become definite as a result of being mentioned a second time

Example : his car struck a tree; you can still see the mark on **the** tree.

3. Before a noun made definite by the addition of a phrase or clause

Example : **the** girl in blue      **the** man with the banner

**The** boy that I met      **the** place where I met him

4. Before a noun which by reason of locality can represent only one particular thing

Example : Ann is in **the** garden, (the garden of his house)

Please pass **the** wine, (the wine on the table)

Similarly: **the** postman (the one who comes to us), **the** car (our car)

**The** newspaper (the one we read)

5. Before superlatives and first, second etc. used as adjectives or pronouns

Example : **the** first (week)      **the** best day      **the** only way

6. Before certain proper names of seas, rivers, groups of islands, chains of mountains, plural names of countries, deserts, regions and before certain others name:

Example : **the** Atlantic      **the** Thames      **the** Netherlands

**The** Sahara      **the** Crimea      **the** Riviera

**The** City      **the** Mall      **the** Sudan

7. Before names consisting of adjective + noun (provided the adjective is not east, west, etc):

Example : **the** Arabian Gulf      **the** New Forest

**the** High Street

8. Before other proper names consisting of adjective + noun or noun + of + noun:

Example : **the** National Gallery            **the** Tower of London

It is also used before names of choirs, orchestras, pop groups etc:

Example : **the** Bach Choir            **the** Philadelphia Orchestra    **the**  
Beatles

And before names of newspapers (**the** Times) and ships (**the** Great Britain)

The definite article is not used before home, before church, hospital, prison, school etc, and before work, sea and town.

## 2. Indefinite Article

The indefinite article *a/an* is used with singular countable noun. The indefinite article is used for (singular) countable noun that have not been introduced earlier in the text and are not expected or evident from the context. It means that this article is hugely over simplified and the real situation is much complex, depending on style, context on so on. In the other words, it is also used with the singular noun to talk about any person or thing. According to Kirszner & Mandell (2009:487), "unlike the definite article (*the*), the indefinite articles *a* and *an* occur only with singular count nouns." *A* is used when the next sound is a consonant, and *an* is used when the next sound is a vowel. In choosing *a* or *an*, pay attention to sound rather than to spelling.



According to Thomson & Martinet (1986:9) The indefinite article is used when:

1. Before a word beginning with a consonant, or a vowel with a consonant sound:

Example : **a** man      **a** had      **a** university      **a** European  
**An** apple      **an** egg      **an** island      **an** hour

2. Before a singular noun which is countable when it is mentioned for the first time and represents no particular person or thing:

Example : I need **a** visa      They live in **a** flat      He bought **an** ice-cream

3. Before a singular countable noun which is used as an example of class of things:

Example : **a** car must be insured (all cars/any car must be insured)  
**a** child needs love (all children/any children needs love)

4. With a noun complement, this includes names of professions:

Example : it was **an** earthquake      she'll be **a** dancer  
He is **an** actor

5. In certain expressions of quantity and numbers:

Example: **a** lot of      **a** great many      **a** great deal of  
**A** couple      **a** dozen      **a** hundred      **a** thousand

### 2.7.1.2 Demonstrative Adjectives

The demonstrative adjectives, *this*, *these*, *that*, and *those*, function rather like the definite article when referring to things, people and so on that are definite

article in being more specific about the proximity or distance between the speaker and the referents. Thus the proximal demonstratives, *this* and *these*, refer to things that are physically or emotionally close to the speaker and the distal demonstratives, *that* and *those*, refer to things, people and so on that are physically or emotionally distant from the speaker. According to Kirsznner & Mandell (2008:585), “a demonstrative points to particular thing or group of things.”

Forms of the demonstrative:

	Countable		Uncountable
	Singular	Plural	Singular
<b>Near</b>	this book	these book	this money
<b>Distant</b>	that book	those book	that money

Demonstrative adjective take the number of the following noun so these are the only adjectives that do that. (e.g. *this beach*, *these people*, *that notice*, *those birds*, etc).

There some the uses of demonstrative determiner, they are:

1. Situational reference

Situational reference is very common in conversation, where the choice between *this/these* and *that/those* reflects speaker’s perception of whether the referent is near or distant and also reflect the emotional distance.

Example : Look at **that** cat

2. Time Reference

Another kind of situational use refers to time (now/then)

Example : She is going to beach **this** morning

### 3 Anaphoric Reference

Demonstrative typically refer back to the preceding text.

Example : In 1882 H. Weber gave a set of postulates for abstract group of finite order. **These populates** are essentially those in use today.

### 4 Cataphoric Reference

Cataphoric that and those are used where a modifier following the head specifies the reference of the head noun and the modifier is a relative clause.

Example :

1. the unit of heat was defined as **that quantify** which would raise the temperature of unit mass of water
2. we apologize to **those readers** who did receive the guardian on Saturday

### 5 Introductory this/these

This/theses to introduce a new entity into a narrative.

Example : we went to **this mall** where this French restaurant was.

#### 2.7.1.3 Possessive Adjective

Possessive adjectives, *my, your, his, her, its, our, and their*, mostly similar in form to the possessive pronouns, but not replace the noun head but combine with it. according to Kirszner & Mandell (2008:723) “Possessive nouns and Possessive pronouns show who or what the noun belongs to.”

There are forms of Possessive determiners:

<b>Possessive Determiner</b>		<b>Possessive Pronouns</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
My	our	Mine	ours
Your	your	yours	yours
His/her/its	theirs	his/hers	theirs

#### 2.7.1.4 Numbers/Numeral

Numeral determiner consists of two types, they are: cardinal numerals and ordinal numerals. Cardinal numeral (like: one) are similar to quantifier, while ordinal numerals (like: first) are similar to semi determiners. Numeral can occur in determiner position or in head position in a noun phrase.

Example : The first time I played baseball, I got only one hit.

Note : the numerals can follow the definite article-in fact this is the normal with ordinal numerals.

**Table 2.2 Cardinal and Ordinal Numbers**

<b>Cardinal</b>	<b>Ordinal</b>	<b>Cardinal</b>	<b>Ordinal</b>
1 one	<i>1<sup>st</sup> first</i>	11 eleven	11 <sup>th</sup> eleventh
2 two	2 <sup>nd</sup> second	12 twelve	12 <sup>th</sup> twelfth
3 three	3 <sup>rd</sup> third	13 thirteen	13 <sup>th</sup> thirteenth
4 four	4 <sup>th</sup> fourth	14 fourteen	14 <sup>th</sup> fourteenth
5 five	5 <sup>th</sup> fifth	15 fifteen	15 <sup>th</sup> fifteenth
6 six	6 <sup>th</sup> sixth	16 sixteen	16 <sup>th</sup> sixteenth
7 seven	<i>7<sup>th</sup> seventh</i>	17 seventeen	17 <sup>th</sup> seventeenth
8 eight	8 <sup>th</sup> eighth	18 eighteen	18 <sup>th</sup> eighteenth
9 nine	9 <sup>th</sup> ninth	19 nineteen	19 <sup>th</sup> nineteenth
10 ten	10 <sup>th</sup> tenth	20 twenty	20 <sup>th</sup> twentieth

### 2.7.1.5 Quantifiers

Some determiners specify nouns in terms of quantity or amount and are therefore called quantifying determiners. According to Teschner and Evans (2007:14), “Quantifiers are quasi-adjectival that state the amount or quantity of whatever the following noun denotes.” It means that quantifiers are determiners which denote the quality of the noun modify.

Quantify can be broadly divided into four types:

#### 1. Inclusive

Some inclusive quantifiers are: *all*, *both*, *each*, and *every*. *All* refers to the whole of a group or mass; *both* refers to two entities and goes with a plural noun.

Example : the testing of **all hens** will continue to be compulsory

**Both amendments** were defeated

*Each* and *every* refer to all the individual members of a group, but in contrast to *all*, combine only with singular countable noun. *Each* stresses the separate individual, *every* sentences the individual as a member of the group.

Example : we have to station, but two people can work at **each station**

**Every minute** of **every day**, hundreds of millions of tones of coal are burned

#### 2. Large Quantity

*Many* and *much* denote the large quantity: *many* with plural countable nouns, and *much* with uncountable nouns. They used especially

with negatives, interrogatives, and some combinations such as very much/many, so many/much, too many/much, a great many, a good many. *A lot of* and *lots of*, often replace much and many in casual speech.

Example : there weren't **many people** there

The girl was not paying **much attention**

There were **lots of people** going through the tills

### 3. Moderate or Small Quantity

*Some* usually denotes a moderate a large quantity and is used with countable and uncountable nouns.

Example : insurance shares produced **some excitement**

**Some performance curves** will not be presented

Determiners denoting a small quantity are:

	<b>Plural Countable</b>	<b>Uncountable</b>
<b>A small number amount</b>	a few, several	a little, a bit of
<b>Less than expected</b>	few (fewer, fewest)	little (less, least)

1. *A few* and *a little* are used to indicate a small amount.

Example : there were **a few people** sitting at the tables in the back

2. *Few* and *little* (without) a mean not many and not much.

Example : very **few women** have hair that's the short

### 4. An arbitrary or negative individual or amount

It consists of two types, they are: *any*, *no*, *either*, and *neither*. *Any* denotes an arbitrary member of a group. *Either* has similar meaning, but it is used to denote a member of a group of two, and occurs only with singular countable nouns. *Any* and *either* usually occur with negatives or

questions. On the other hand, no and neither have a purely negative meaning.

Example :

- a. There aren't **any women**
- b. There are **no applications** for bail for **either defendant**
- c. Next time there would be **no money**
- d. **Neither method** is entirely satisfactory

## 2.8 Previous Research

The writer takes two previous researches that related to this research which the title is an error analysis of using determiners in writing recount text. All of them will be explained in the following:

The first was written by Tyas Gita Atibrata, entitled "Indonesian Students' Errors in the use of Determiners". This research was applied to investigate Indonesian students' error in use of determiners in their English writing in Gajah Mada University English Department. It is also applied to classify the students' error based on the types of determiners and the structural change of determiners. The result of this research show that most of the incorrect use of determiners was in the form of article with 71 cases (72.44%), followed by possessive 12 (12.24%), demonstrative 10 (10.20%) and quantifiers 5 cases (5.10%). These research results suggested that the students had the greatest difficulty in the use of article in writing English. However they didn't seem to have difficulty in use of demonstrative, possessive, and quantifiers. There are five types of structural

alteration of determiners, there are: addition, omission, disorder, misformation, and misuse. As the result, most of them were omission 29 (29.59%). All of them were in form of article. In the second position there was misformation with 28 cases (28.57%), addition with 19 cases (19.38%), misuse with 14 cases (14.28%) and the last was misordering with 8 cases (8.16%). These research results suggested that most of the students tend to omit the article in their writing.

The second was Piolenta Sari Manullang, entitled “An Error Analysis of Determiners as Found on the Reading Narrative at The First Grade of SMA Swasta Gajah Mada Medan.” This study attempts to discuss about an error analysis of determiners as found on the reading narrative text at the first grade of SMA Swasta Gajah Mada Medan. The objective of this study to identify the types of the students’ error of determiniers as found on the reading narrative text. The subject of the study was the first grade students of SMA Swasta Gajah Mada Medan. The result of this research shows there are four types of error of determiners namely error of omission, error of addition, error of misformation, error of misordering. The dominant error is error of misformation with 68 errors, the second error is omission with 15 errors, and then misordering with 14 errors, the last error of addition with 5 errors.

The similarities of the researches are the problems related to an error analysis on determiners. The other similarity Tyas and the writer analyze students’ error on determiner in writing skill, Piolenta and the writer doing the research in senior high school. The differences between Piolenta and the writer are the writers analyze the students’ error on writing skill and Piolenta analyze students’ error on



reading. The other difference is the writer use Mixed method research in doing the research.

## 2.9 Conceptual Framework

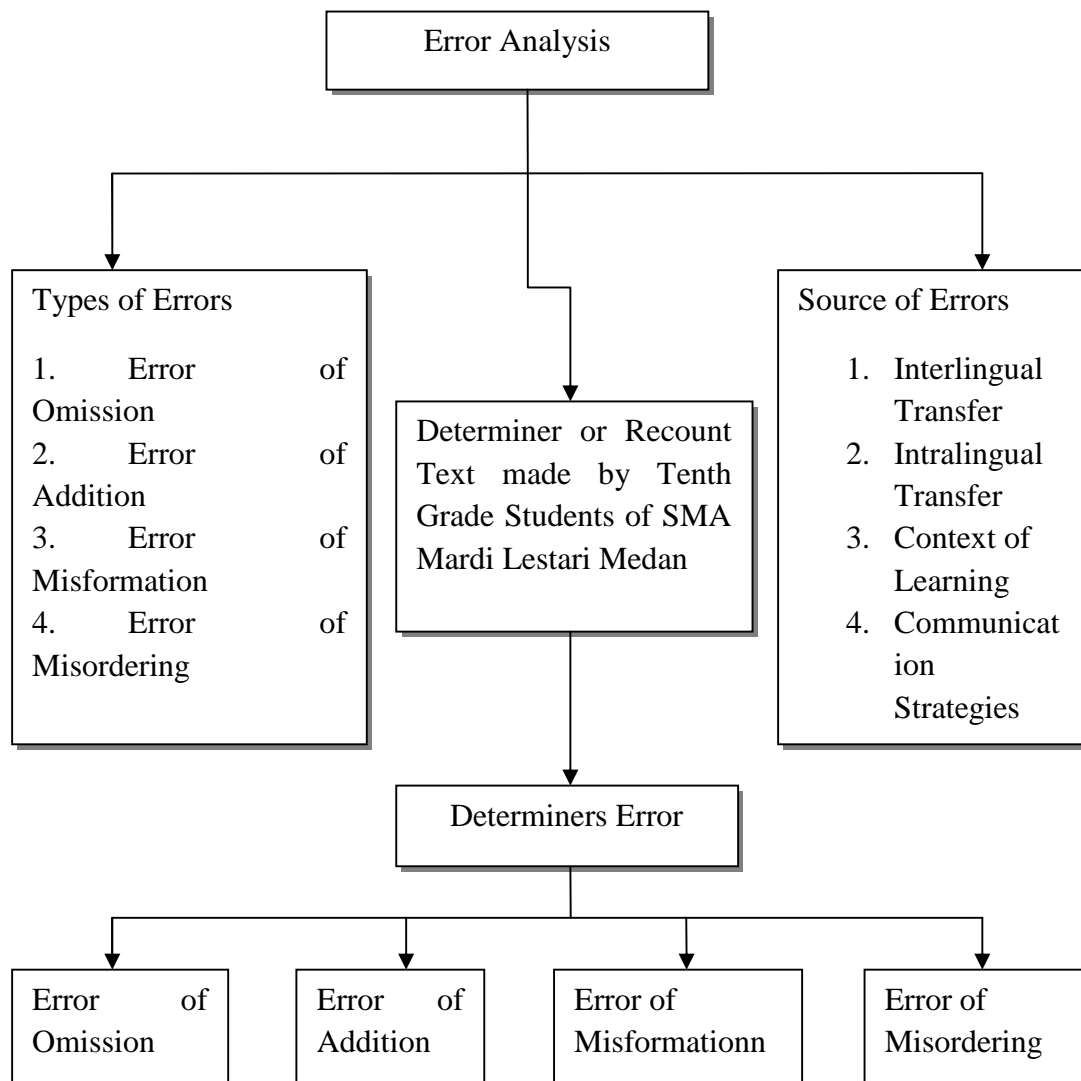


Figure 2.7 An Error Analysis of Using Determiners in Writing Recount Text of Tenth Grade Students at SMA Mardi Lestari Medan (Mega Selvia br Sembiring: 2018)

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Research design is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money. In doing this research the writer used mixed method as a research design. According to Creswell (2009:23), “Mixed method research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical framework.”

#### **3.2 The Subject of the Study**

The subject of the study was the tenth grade students of SMA Mardi Lestari Medan. There are two parallel classes and each class consists of 16 students. The writer had chosen the two classes as sample.

#### **3.3 The Instrument of Collecting Data**

In collecting the data, the writer applied one instrument to elicit students' grammatical error.

The instrument was the student's composition of writing recount text. The test used to find out the types of error on students' writing a recount.

### **3.4 The Technique of Collecting Data**

The data was analyzed to identify the students' error of using determiners in their writing recount text; the writer took the following steps:

1. Asking the students to write recount text
2. Underlining every error from the students writing test

### **3.5 The Technique of Analyzing Data**

After collecting the data, the writer analyzed the students' error as following:

1. Analyzed the errors based on omission, addition, misformation, and misordering.
2. Classified the errors of the test
3. Tabulated the students errors
4. Calculated percentage of the errors
5. Made a conclusion

$$N = \frac{X}{Y} \times 100\%$$

Where : N = the percentage of errors

X = number of errors for each type

Y = number of all errors

