AN ANALYSIS OF DETERMINERS ERROR IN ENGLISH COMPOSITION OF THE STUDENTS OF MAN 1 KOTA CIREBON

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ABSTRACT

This research attempts to investigate students' common errors in using determiners and to find out the causes of students' errors in their English writing. MAN 1 Kota Cirebon was used as the site for this research. The descriptive qualitative was used to be the research design of this research. The participants were 30 students. They were asked to write an English composition. In-depth interview was used to find out the causes of students' errors. The result of the research shows that the common errors of the use of determiners are article with 39 cases (17.6%), followed by possessive 16 cases (7.2%), and quantifiers 6 cases (2.7%). The errors are caused by mother tongue inference, encouraged by teaching material and methods, false concept Hypothesized, and motivation. The writers find that mother tongue inference becomes the most common reason why the students made errors in their writings. However, they rarely find difficulties in applying possessive and quantifiers

Key words: error analysis, determiner.

INTRODUCTION

As foreign language, English should be learnt by the Indonesian students. In the long run, students sometimes gain difficulties in learning process. In addition, students also sometimes make some errors while writing and speaking in English. There are some reasons why the students do the errors. Students' errors can be caused by students' lack of English language competence, less vocabulary, and their poor knowledge about grammar, and also because of their mother tongue which always influences them in practicing foreign language (Firdausi,2014). Students' ignorance of grammatical rules becomes one of the reasons why the students do the errors. According to Swasti (2014: 2) English teachers in Indonesia mostly more focus on teaching certain English material to prepare their students facing the final examination rather than to prepare them to master English communicatively.

While learning writing and speaking, there are some aspects that have to be learned by student. One of those aspects is grammatical aspect. One aspect of grammatical is the use of determiners. In fact, students often gain difficulties in placing and choosing determiners when they write. Based on the observation and some result of research, some students in senior high school did not know about determiners. Moreover, some students considered that determiners were just only a complement. They do not have role in aspect of sentence forming. As long as they have been learning English since they were in elementary school, they still did

not know what the determiners function is.

Actually, Determiners have a function for specifying certainty grammatical of nouns. It means that determiners have an important role in English grammar because determiners are to distinct of noun existence. It is supported by Atibrata (2009: 2) that determiners play an important role in the construction of noun phrases because they modify the head nouns. Determiners have a role for making a noun phrase, because if determiners are used with nouns, it will form noun phrase. Words like a, the, this, an, some, few, either, and every are determiners, but there are many students considered that they were articles. Actually they are included into central determiners, like articles, modifiers, possessive, pronoun, and quantifiers. Determiners have been learnt by the students about eight years, but sometimes students still did not know that words are included as determiners. In learning process, the students might not acquire the understanding well about determiners and make errors on its application. The perspective on how students view determiners as unimportant aspect needs to be revised.

This research analyzed and investigated the use of determiners and causes of errors in students writing and classified the common errors according to the type of determiners in students' senior high school. This research also focused on the use of central determiners by the students. According to (Atibrata, 2009:111) common errors that students made are central determiners. So, this research did not discuss errors of using predetermines and post determiners, even the errors probably happen in the data source.

LITERARY REVIEW
Error Analysis

Error is difficult enough to avoid when students learnt foreign language especially in English. Error analysis (EA) is one of the first approach of SLA (second Language Acquisition) which used to investigate an internal focus on learners' creativity to construct language (Saville-Troike, 2006: 47). Error included into a part of its language learning. Error analysis had to be done by the teacher to know the errors were made by the students. It had a beneficial, not only for teachers to know what students have not mastered but also for the students to aware about grammar and they can use language correctly.

While talking errors analysis, we have to understand that it is related to mistakes and errors. It is necessity to differentiate these two terms between error and mistake. Ellis (1994: 16) explained that an error reflect the gaps in the learner's knowledge, learner don't know about the grammatical rules and they also cannot identify them. In contrast, a mistake reflects the learner's inefficient performance, it happens because the learners are not able to perform what they already know correctly. It can be summarized that error is what students make, because they do not know about the grammatical error, they cannot identify them and they do not know what is correct and incorrect.
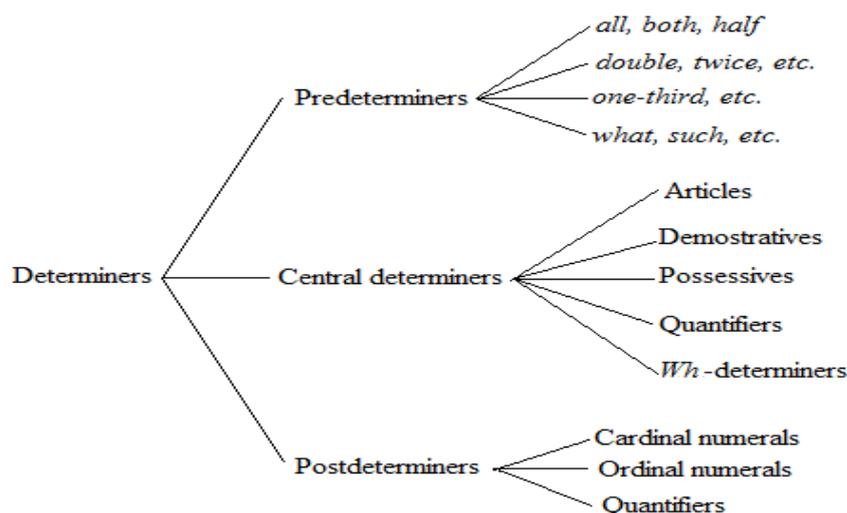
Determiners

Determiners include into aspect of grammatical rules in English, but determiners no using in all language. According to Swan as cited in Frystakova (2016) determiners are words that they

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place at beginning of noun phrase, but they are not adjective; they are like a, this, the, my, some, every, either, several, and enough. However, determiners have the function to modify noun or as a form of noun phrase. Based on the function of determiners, determiners can not to stand alone in a sentence. Therefore determiners are usually used with noun in a noun phrase. As, noun phrase, determiners always are placed preceding the head. In order to make it clearer, Leech and Svartvik (1981: 206) describes the classification, position and use of determiners, here they are:

Chart 1 the Classification of Determiners According to Leech and Svartvika

The chart 1 shows the position of determiners and modifiers in noun phrase. Determiners are placed in initial position and come before the modifiers. The diagram above also describe the classification of determiners as Leech and Svartvik (1981: 206) stated determiners are divided into some groups, such as predeterminers, central determiners and post determiners. The predetermines may precede the central determiners that are followed by post determiners.

METHODOLOGY
Research Design
The research is categorized into a descriptive qualitative research because according to Creswell (2014: 20) qualitative research is the research that coverage of reserch designs is limited to frequently used forms: narrative research, phenomology, grounded theory, ethnography and case studies. In this research, the writers worked to identify, classify the students' grammatical common errors in using determiners in table and described the causes of the students' grammatical errors in narration.

This research was conducted at MAN 1 Kota Cirebon. The writers took one class as the researcher sample randomly. It consists of 30 students. The data obtained through writing in order to investigate the common errors made by the students. The next step was in-depth interview to reveal the causes of errors were made by the students.

Data Analysis

Data analysis was directed to answer research questions. According to Sugiyono (2016:244) data analysis was the process of sistematically seeking and arranging interview transcripts, field notes, and documentation by organizing data into each category, verifying into each unit, arranging into each pattern, shorting the important data, and making a conclusion. So the data would be easy to understand.

In this research, the data gained through writing test and in-depth interview. The result of the writing test analyzed based on the procedure of error analysis by Ellis (1994:15)

The writer of this research used table for making easy to analyze students' written. As seen in table:

Table 2   Analysis of the students' writing

Students' writing	Types of errors	Reconstruction	Causes of errors
My name Ana (1). I am 16 years old. I am the daughter first (2)	1. Verb 2. Noun Phrase	My name is Ana (1). I am 16 years old. I am the first daughter (2)	False Concept hypothesized

Thus, after the identified determiners errors gained based on Ellis Procedure (1994: 15), the last step was errors evaluation by tabulation the errors to get the percentage of each subcategory. After that, the writer analyzed source of errors to know the reason of students' errors. In this step, the frequencies of errors were identified and the numbers of errors were presented into tables. The higher count indicated the prominent difficulties which were faced by the students in using determiners. Therefore, the higher count gained could be considered as common errors were made by the student.

Afterwards, the in-depth interview conducted to get addition data to substantiate the students writing test. It used to reveal the causes of students errors based on the students writing test. Firstly the recorded interview was transcribed from oral to written form. Then, the content of interview was analyzed in very detail way to obtain specific information to reveal the causes of students' errors in using determiners.

After evaluating and identifying students' common errors. The next step in the procedure of classifying the errors, the writers of this research presented the result of analysis by using table and description. To make the writers easy to analyze and understand the data, the students' errors are classified based on the kinds of determiners.

The writers began to arrange the causes of error from the content of interview in description form, but the writing test in table form. After doing an analysis of common errors and causes of errors, the writer obtained clear information of the result. Finally, the writer found the answer of the problem of research which had been formulated in the first planning of this research.

FINDINGS

After the writers of the research took the writing test to the students on July, 31, 2017, the writers analyzed the errors of the students' writing and presented the result   by

calculation of the result of the test by changing the result into the percentage. Here is the result.

Table 1 Students' Error

Types of the Errors	Frequency	Percentage (%)
Ambiguous Error	39	17.6%
Word order	6	2.7%
Article	39	17.5 %
Quantifiers	6	2.7 %
Word choice	20	9 %
Verb tense	47	21 %
Possessive	16	7.2 %
Omit a word	3	1.3 %
Add a word	4	1.8%
Plural singular	24	10.3 %
Noun phrase	12	5.8 %
Pronoun	6	2.7 %
Total	**222**	**99.60 %**

Based on the table 1 there are twenty three errors found on students' writing. There were three common errors found in this research, like verb tense, ambiguous errors, and article.

After identifying determiners errors gained and having made percentage of the students' errors, the next procedure is analyzing sources of error to know why students of MAN 1 Kota Cirebon make errors in using determiner. This research did not only focus on the common errors, but also the causes of error. The writers did an interview to students to know the causes of error and discuss on why the students made the errors in using determiner. The reason why students made errors in using determiner are caused by mother tongue inference, false concept hypothesized, encouraged teaching material and method, and the last students' motivation in learning English.

CONCLUSION

Based on the research finding and data analysis it could be concluded that the students of MAN 1 Kota Cirebon still made errors in using determiner. Here was the result of common students' errors and its causes of the errors. The errors consisted of Verb tense (21%), Errors on Ambiguous errors (17.6%), Errors on Article (17.6%), Errors on plural/ singular (10.3%), Errors on word choice (9%), Errors on Possessive (7.2%), errors on Noun Phrase (5.8%), Errors on word order (2.7%), Errors on Quantifiers (2.7%), Errors on Pronoun (2.7%), Errors on Add a word (1.8%), Errors on Omit a word (1.3%). The writers of the research concluded that article is the common students' errors of using determiners. The reason why students made errors in using determiner are caused mother tongue inference, false concept hypothesized, encouraged teaching material and method, and the last students' motivation in learning English.

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