

CHAPTER I

INTRODUCTION

The research's introduction is the subject of this chapter. It includes the background of the problem, setting of the problem, limitation of the problem, formulation of the problem, purposes of the research, and significance of the research. Finally, it discusses the definition of the key phrases of the research. In this chapter, the researcher tries to mention the problems seen and find out the right purpose of doing the research. The complete explanation can be read, in the following content of the research.

A. Background of The Problem

The English language is of foreign language. It takes on a significant role, particularly in education. According to Gunantar (2015, p.221), English has now become an International language used by both native and non-native speakers, and English is no longer related to native English-speaking cultures only. Because at this time the need for English in the national and international areas and English language instruction, including multiple language classes in our nation. It means that we must learn English because English is the language of the world so we can interact, especially get knowledge easily from various countries by studying English.

In line with the idea above Nishanthi (2018, p.871) stated that English is the most commonly spoken language in the world. It is utilized for intercultural communication because it is an international language. However, students need to be taught about it, and this can be crucial. In learning English, students are

expected to be able to master all language skills of English; listening, speaking, reading, and writing. It is based on the goal of teaching English.

One of the things learning in teaching English is grammar. Grammar is a language to talk about language (Dykes, 2007, p.5). Because it is the language that enables us to speak or use language correctly, learning grammar is essential. It means that by mastering grammar, teaching English will be more correct and orderly in terms of rules and language. According to the English Grammar Book from Irwansyah & Madkur (2019, p.2) in grammar there are several types one of which is "word" relates to this, word have several types including nouns, verbs, adjectives, adverbs, pronouns, conjunction, preposition, auxiliary, article, and determiner.

One which is in this research focuses on determiners. A determiner is a function word that occurs before a noun to modify, specify, and identify a noun in various ways, to form a noun phrase (Atibrata,2012, p.106). Determiners are important to introduce or provide context for nouns. In line with the text above Atibrata (2012:107) also stated that determiners have several types there are articles, demonstratives, possessive, and quantifiers. Determiners are words or groups of words that are placed in front of a noun to limit the meaning of the noun and quantity or to clarify the meaning of the noun. Words with a specific number or amount and the measurable of property or things are known as quantity words. In quantity words, there are quantifiers' determiners.

According to Ismail (2019:71), most quantifiers have a countability of the nouns they relate to and tell us something about the quantity. Quantifiers can be classified into two forms, namely: quantifiers in countable nouns and quantifiers

in uncountable nouns. Quantifiers in countable nouns give a lot of quantitative information about the nouns that come after them. Quantifiers in uncountable nouns provide a lot of quantitative information about the following uncountable nouns.

Quantifier is a determiner to express the quantity of a noun. Quantifiers can be a single word or a phrase and are used with nouns (Hornby, 2006, p.1187). They can be used to express quantity or amount with both a countable and an uncountable. Usually, quantifiers are discussed in grammatical or semantic terms. It implies how crucial quantifiers are while teaching English.

Quantifiers are a type of determiner that denotes imprecise quantity. According to Ismail (2019, p.71) types of quantifiers such as some, much, many, few, a few, little, a little, some any, several, and enough. And then Parrot (2000, p.36) said that quantifiers include the following words and expressions: all, another, any, both, each, either/neither, enough, every, few/fewer/a few, little/less/a little, many, more, much, no, several, some, a lot of. Usually, quantifiers are discussed in grammatical or semantic terms. That being the case, quantifiers are crucial for learning English. Quantifiers are used with nouns and might be a sentence or a single word. Though some of them are excellent for both, the fundamental challenge is the requirement to use separate quantifiers for countable and uncountable nouns.

English for junior high school, particularly in eighth grade, will learn many material expressions, grammar consisting of tenses, and various texts such as greeting cards, recount, a procedural, narrative, and descriptive text. This is according to the national standard council (BSNP) for the 2013 curriculum (K13).

The basic English competence learning objectives for the 2013 curriculum are to increase students' potential for communicative competence in interpersonal, transactional, and functional text.

One of the junior high schools in Rokan Hulu is SMPN 6 Rambah. The school adopts the 2013 Curriculum (K13) as a model for how to teach and learn in its capacity as a formal educational institution. Based on an interview with an English teacher at SMPN 6 Rambah who teaches in the Eighth Grade. As one of the courses that the students at this institution are required to know, English is also taught to them. English is a required topic that is taught twice a week for two hours during class. There are 60 minutes allotted for each meeting.

The teacher teaches English utilizing resources like guidebooks that are based on the quantifier-related material already included in the syllabus. And for the explanation of this learning material about quantifiers, the teacher teaches for two weeks, with four meetings or four hours of lessons, and it is continued with one week of two meetings or two hours of a lesson with exercise and in the last week it is continued with a test of this chapter or material. Because of these explanations, the purpose of the research is to find out about students' mastery of quantifiers after the material is taught by the teacher with several meetings.

Based on the explanation above, the researcher is interested to investigate the phenomena above in research entitled “*A Study of Students’ Mastery in Quantifiers at Eighth Grade of SMPN 6 Rambah*”.

B. Setting of the Problems

Based on the background above, the researcher identified problems faced by:

the student in the eighth grade of SMPN 6 Rambah are classified as mixed students in the class, there's a boy and a girl, English teacher at SMPN 6 Rambah there is only one teacher who teaches English subject and the location of SMPN 6 Rambah is very strategic and affordable from researchers.

C. Limitation of the Problem

In this research, the researcher limited the research to the student's mastery of quantifiers in the eighth grade of SMPN 6 Rambah. And only discuss much, many, a few, a little, some, and any. Because in the eighth grade of Junior High School learning syllabus, they only learn these six types.

D. Formulation of the Problem

The formulation of the research based on the problem above, the researcher formulates the problem in the research as follows: how are the students' mastery in quantifiers at Eighth Grade of SMPN 6 Rambah?

E. Purpose of the Research

The purpose of this research is the researcher wants to know the students' mastery in quantifiers at Eighth Grade of SMPN 6 Rambah.

F. Significance of the Research

This research is expected to provide more benefits for students, teachers, and future researchers. This research will be useful for students according to the purpose of this research. The aim is to know the students' mastery of

quantifiers. This research is anticipated to serve as a resource for any researchers who wish to look into students' mastery of quantifiers.

1. The students

To know the students' mastery of quantifiers and also can measure their – ability in quantifiers in English lessons. This will motivate them to improve their understanding and improve students' thinking so that they are motivated to learn and take lessons seriously. And then improve learning outcomes and student solidarity to discover knowledge and develop insight.

2. The teacher

To help the English teacher in identifying the students' mastery of quantifiers. The study's findings should be helpful for English teachers in improving their teaching skills. This research is given the teachers information about how to increase students' mastery achievement by using quantifiers. This research of this study is also hoped to be relevant and helpful to English teachers to be taken into account for their students' upcoming educational processes.

3. The next researchers

The subsequent research can serve as a source of information, a reference, and material for additional research so that it can be developed further in other materials to enhance learning quality. As a novice researcher, the researcher hopes that this study will help them learn how to conduct research.

G. Definition of the Term

1. Student Mastery

Hornby (1995, p.2) defines mastery as great knowledge about or understanding of a particular thing. Mastery refers to having a thorough knowledge of or understanding of the quantifiers studied by SMPN 6 Rambah pupils in the eighth grade. The researcher concludes that the student's mastery is a skill or capacity that required doing something or something that can be used to measure the success of students, it can be natural or acquired.

2. Quantifiers

Quantifier is a part of determiners. According to Werner and Nelson (2007, p.90), many pronoun quantifiers can be followed by phrases with count or noncount nouns. A noun can be a place, thing, idea, emotion, or quantity. Quantifiers can be classified into two forms, namely: quantifiers in countable nouns and quantifiers in uncountable nouns. The researcher concludes that quantifiers are used to explain quantity information about a noun.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of the study's related literature is covered in this chapter. The conceptual framework, hypothesis, and reviews of relevant ideas and findings are all included. A review of related theories include discussions on the nature of capability, the nature of quantifiers, and various quantifier kinds.

A. Review of Related Theories

To know the purpose of this research, the writer will be described the theories, relevant research, and the operational concept related to the title that will be described as follows :

1. The Nature of Quantifiers

Quantifiers are words that define a noun and work to indicate the number of that noun. Quantifier is a word that serves to express the amount. We use some and any when we can't or don't need to specify an exact number. Some and any are quantifiers to express countable nouns and uncountable nouns. In line with the idea above Atibrata (2012, p.110) said that quantifiers are determiners that denote the quantity of the nouns they modify. According to Milne (2018), quantifiers are very important words because they let us express the quantity of something. In another opinion, Hazem (2017, p.80) said quantifiers are terms that express quantificational relations between sets, such as "all" and "both". Meanwhile, Crystal (2008) said quantifier refers to a variety of objects that express quantity comparisons, including all, any, and each, used in semantic or logical analysis.

Based on some of the experts above, the researcher can conclude: A quantifier is a word that can function to express a number without the need to specify the exact amount, whether it is an object that can be counted or cannot be counted.

Grammar must be considered in learning English, especially in the use of quantifiers. A noun can be a place, thing, idea, emotion, or quantity. Quantifiers can be classified into two forms, namely: quantifiers in countable nouns and quantifiers in uncountable nouns. Quantifiers in countable nouns provide quantity information about nouns that follow them. Quantifiers in uncountable nouns provide quantity information about uncountable nouns that follow them. In plural nouns, ending –s is very important.

It indicates that the noun is plural. Besides that, quantifiers can be used in statement sentences, negative sentences, and interrogative sentences. Many pronoun quantifiers can be followed by phrases with count or noncount nouns (Werner and Nelson, 2007, p.90). In line with the idea above Parrot (2003) states that quantifiers, like articles, belong to the wider class of determiners" that is words or phrases that come at the beginning of a noun. Another thing that must be considered in writing, especially quantifiers, is that because quantifiers are a bit complicated, this idea supported by Trusler (2015) can help express quantity but are complicated. This idea also supports by Ismail (2019, p.68) the fact is that it is relatively easy for learners to learn the meaning of quantifiers, but more difficult for them to grasp and remember the grammatical restrictions that control their use.

2. The Rule of Quantifiers

The Quantifier part of the determiner, and have a set expression of quantity. In line with the idea above Hazem (2017, p.80) said quantifiers are terms that express quantificational relations between sets, such as “all” and “both”. In another opinion by Crystal (2008) said quantifier refers to a variety of objects that express quantity comparisons, including all, any, and each, used in semantic or logical analysis.

Meanwhile, Leech and Startvik (1981, p.31) regard quantifiers as amount words that tell the amount of the nouns they modify. Based on the three experts above the researcher can conclude quantifier is a set of words that can express the number of nouns or a variety of objects that can express quantity. The grammatical principles should be properly taken into account in the use of a quantifier. In the collection of acceptable quantifiers, then: head nouns forms, as is a singular, plural, countable or uncountable noun sentence form, whether it is a negative, interrogative, or positive sentence.

We must therefore pay attention to the following points. In line with the idea above Jawad (2015, p.287) said most of the quantifiers are used at the beginning of a sentence functioning as determiners, and others at the end of it, functioning either as pronouns or adverbs. Another principle for should pay attention to because quantifiers are a little bit tricky is supported by Wu (2017) There are many ways to quantify a noun in English, and part of the difficulty students have in learning these terms is that they are used in more than one way so that learners become more and more confused.

This idea also supported by Trusler (2015) can help express quantity but are tricky. According to Shin (2012), quantifiers are determiners with nouns, which may be used based on the rules of specific quantifiers plus noun sequences. A quantifier is a term used to express the quantity of an object and is typically used before a noun. There are few formulas for quantifier determiners. Though it is also possible to use them without the noun when it is apparent what is being referenced, most quantifiers are typically used in conjunction with a noun.

Quantifiers include the following words and expressions: all, another, any, both, each, either/neither, enough, every, few/fewer/a few, little/less/a little, many, more, much, no, several, some, a lot of (Parrot, 2000, p.36). Quantifier is a marker of the amount (quantity) or a lot of something. The word included in the quantifier can be used to indicate the initial number. The type of quantifier used depends on the type of noun, namely countable nouns, and uncountable nouns. We use quantifiers when want to give someone information about the number of something: **how much** or **how many**. Sometimes use a quantifier in the place of a **determiner**.

3. Types of Quantifiers

An aspect of grammar that may come in sentence structure is expressions of quantity or what we called that is quantifiers. Most quantifiers are followed by a noun. Some quantifiers have a similar meaning but are employed with different countable nouns and other is used with an uncountable noun. In line with the idea above according to Faye (2016, p.7), quantifiers can be used

with countable or uncountable nouns and the quantifiers can be used with both of them. In another opinion by Khalil, Alfino, and Refnita (2020) quantity can be used only with countable nouns, can be used only with uncountable nouns and some others can be used with counted and uncountable nouns.

Based on the two experts above quantifier has three types, the first type is quantifiers that are used with countable nouns, the second type is

quantifiers that are used with uncountable nouns and the third type is quantifiers that are used with both of quantifier countable nouns, or

uncountable nouns. There are three types of quantifiers: countable, uncountable, and countable uncountable. Countable or 'unit' nouns have a singular and a plural form, e.g. *book = books*, uncountable or 'mass' nouns have only one form, e.g. *furniture* NOT **furniture* (Parrott, p.10). It means that countable nouns are used for things that can count using numbers, and uncountable nouns are used for things that we cannot count using numbers.

This research uses first-type quantifiers that are used with countable nouns, such as many, and a few. The second category consists of quantifiers used with uncountable nouns like small, much, and hand. The third class of quantifiers is those that can be applied to both countable and uncountable nouns. It indicates that some quantifiers are present that, while having the same meaning, are used with various countable nouns while the other is used with an uncountable noun.

In line with the text above Parrot (2000, p.36) said that quantifiers include the following words and expressions: all, another, any, both, each,

either/neither, enough, every, few/fewer/a few, little/less/a little, many, more, much, no, several, some, a lot of. There are many different types of quantifiers, but this study only discusses much, many, a few, a little, some, and any. Because in the eighth grade of Junior High School learning syllabus, they only learn these six types.

Table 1

Types of Quantifiers

Countable Noun	Uncountable Noun	Countable and Uncountable Noun
Many	Much	Some
A few	A little	Any

1) Countable noun

a. Many

According to Hazem (2017:83), Many indicate a large number. Many can only be used with countable or plural nouns and can count anything. Here are some examples using many :

- There are many things to do today.
- There are many tables in her house
- Many people take the train to work.

b. A few

According to Rett (2017:2), A few is used with countable nouns. A few cannot be used with uncountable nouns. It will be a big mistake for a sentence. Since it shows a plural and countable form, we need to add –s

to the noun. According to the Cambridge Dictionary, "a few" describes countable nouns in which there are several, while "few" means very few and almost none. Here are some examples using:

- *We stayed in Spain for **a few** days before going on to France.*
- May I borrow a few dollars?
- I like to listen to a little music after dinner before I begin studying.
- I invited a few friends to come to my house tonight.
- My brother is a quiet person so he only has a few friends.

2) Uncountable noun

a. Much

According to Hazem (2017:83), much indicates a large quantity. It is usually followed by uncountable nouns. Much is used with plural nouns and used for non-count nouns or uncountable nouns. Much is the only determiner that can only occur with uncountable nouns. Here are some examples using much :

- How much is it Sir?
- There is much concern about drug addiction in the US.
- I don't have much money today

b. A little

According to Rett (2017:2), A few is used with uncountable nouns. Likewise with "a little" and "little". "A little" is used to indicate a small number of uncountable nouns, while "little" indicates a small

number, almost none. Here are some examples using a little and little :

- We need to add a little salt.
- My sister ate a little porridge this morning.
- My mother just gave me a little money.
- Tony added a little sugar to his drink.
- We can't make a cake since there's only a little sugar in the jar.

3) Countable and uncountable nouns

a. Some and any

According to Aribrata (2012:110), *some* are parallel with *any*. They come before nouns that are plural or uncountable. Generally speaking, *some* is used in affirmative sentences, queries when a "yes" response is anticipated, offers, and requests, while *any* is typically used in negative sentences. Usually, both 'some' and 'any' can only be used with countable plural nouns or uncountable nouns. Here are some examples using some and any :

- I have some questions.
- I don't have any questions
- Do you have any questions?"

or

- I have some water.
- I don't have any water.
- Do you have any water?

B. Review of Related Findings

This research has many studies is related that have been done by many researchers. From the previous researcher, the researcher gets the idea to do further research about student ability using quantifiers. And then to avoid plagiarism from other researchers who have already completed that are relevant to this research. The following studies were related to this research project:

1. Ulfatul Mahabbah (2013), in her research, entitles "An analysis of students' errors in using quantifiers on the students' recount text at the eighth grade students of MTs Manba'ul Ulum Cirebon (A Qualitative Research). Case studies are a sort of qualitative research that is used by this researcher. The author used study documentation, interviews, and observation to get the data. This study found that some students made mistakes while using a quantifier in their recount writings and that all students made the most common sort of quantifier error, which has fifteen variations. Last but not least The eighth grade is a shared factor between this study and earlier studies that employed the same sample; nevertheless, this study differs from the earlier ones in terms of research methodology and data-gathering techniques.
4. Yusti Petri (2020) under the title "Students' Errors in Using Quantifiers in Writing at MTs Muhammadiyah 02 Pekanbaru". This study is descriptive and the researcher employs a quantitative methodology. The study's findings showed that students' proficiency in utilizing quantifiers could be divided into appropriate levels and that misformation was the most common type of error they made. The title and sample make it abundantly clear how this research

differs from earlier research. In the meantime, both this investigation and the prior research used the same methodology.

5. Zainuddin Tanjung (2019) under the title “A Study on Students’ Ability in Using Quantifiers at MTs Dinul Hasanah Bagan Batu. This research used descriptive quantitative methods. The findings of this study indicated that pupils' abilities were of a high caliber. All populations experienced the changes between this study and the one that was utilized as a comparison. In the meantime, this study used multiple total sampling methods and purposive sampling to get its data.
6. Tyas Gita Atibrata (2012) under the title “Indonesian Students’ Errors in The Use of Determiners”. The findings of this research showed that: Possessives, demonstratives, and quantifiers were the most often misused determiners in form, followed by possessives and demonstratives. The findings imply that the majority of students frequently forget to include articles in their writing. The title is where the previous research and this research vary; the former focused on error, while the latter focused on skill have a substantially different outcome, without a doubt.

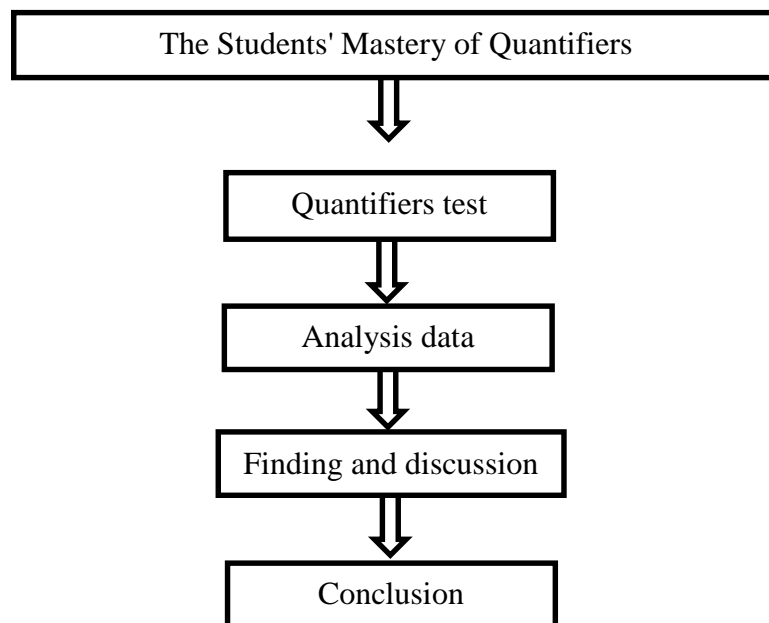
Based on the contribution study above, the researcher considered the positive contribution of that conduct research. As a note that to make research on students' ability in using Quantifiers in the eighth grade of SMPN 6 Rambah. From all the research findings explained above the researcher would make something better at this research, the researcher would make a test for the class that is understandable by the students who learn about that.

C. Conceptual Framework

In this research, the research's conceptual framework provides information on how the researcher collected the data needed for this research in form of the picture below:

Picture 1.

Conceptual Framework of the Research



The researcher wants to know about students' mastery of quantifiers at SMPN 6 Rambah. The researcher starts by listing the problems that students face. Then, in the collection of the data, the researcher gives a quantifiers test to know the student's mastery of quantifiers. After the researcher gets the data, the next steps are the researcher analyzed the data with the formula. Finally, the researcher gets the finding and discussion, and after that get the conclusion of the research.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter research methodology, the researcher discusses of research design, setting of the research, population, sample, instrument of the research, procedure of the research, the technique of collecting the data, and technique of analyzing the data.

A. Research Design

This research is a descriptive quantitative design. According to Sugiyono (2013:7), quantitative methods are called traditional methods because this method has been used for a long time it has traditionally been a method based on the philosophy of positivism this method is a concrete, objective, measurable, rational, and systematic method. Minewhile Creswell (2009, p.27) quantitative methods involve the process of collecting, analyzing, interpreting, and writing the result of the study that consists of numeric data and factual information or personal documents consisting of numeric, individual data available in public records. In this research, the researcher explains and describes how students' ability to use quantifiers.

B. The setting of the Research

This research was conducted in the Eighth Grade of SMPN 6 Rambah. It is located at Pasir Maju Rambah Samo, Rokan Hulu. The research will be held on July 2022.

C. Population and Sample

Sugiyono (2011, p.117) defines the population as a generalization area consisting of objects or subjects that have certain qualities and characteristics that are chosen by the researcher to learn and draw conclusions. In this research, the target population of this research is the Eighth Grade of SMPN 6 Rambah in the academic years of 2021/2022. It consists of 2 classes. 43 students are participating. The table below shows the population's details:

The sample is a part of the representative of the population under study. According to Sugiyono (2011, p.118), the sample is part of the number and characteristics taken by the population. Sample measurement is the step to determine the size of the sample to be taken in carrying out research. The researcher will take the sample of one class of the eighth grade of SMPN 6 Rambah with a total of 43 students. This research will use total sampling.

Table 2

The Population and Sample of Eighth Grade of SMPN 6 Rambah

No	Class	Population
1	VIII A	21
2	VIII B	22
	Total	43

D. Instrumentation of the Research

An instrument is a tool or facility used by researchers in collecting data so that their work is easier and the results are better, so they are easy to process (Arikunto, 2006). According to Sugiyono (2015:156), research instruments are

measuring tools such as tests, questionnaires, interview guidelines, and observation used by researchers to collect data in research. Research instruments are used as data collection tools, and the instrument commonly used in research several a list of questionnaires that are submitted and given to each respondent who is the sample in research.

This research uses tests to collect the data. The test's name is the quantifiers test and the purpose was to find students' mastery of quantifiers. The tests given to students are filling in the blank with some quantifier options. This test is the same as multiple-choice items and complete sentences because they must choose one correct answer. The test consists of 25 items, 13 item is multiple choice and 12 items is a complete sentence. This test is adopted by Walker and Elsworth(2000). This is the blueprint of students' quantifier test is as follows:

Table 3

The Blueprint of Quantifiers Test

No	Indicator	Item Number	Total
1.	Students can write quantifiers with countable nouns.	1, 6, 10, 18, 23, 24, 25	7
2.	Students can write quantifiers with uncountable nouns.	2, 4, 8, 12, 13, 14, 15, 16, 19, 21,	10
3.	Students can write quantifiers with countable nouns and uncountable nouns.	3, 5, 7, 9, 11, 17, 20, 22,	8
Total			25

(Walker and Elsworth,2000)

E. The procedure of the Research

The research procedure is the step use taken by the researcher to do the research in the eighth grade of SMPN 6 Rambah. The research will use one type of test are quantifiers test to measure the student's mastery of quantifiers. The researcher tests each research subject as part of the data collection process. The following are the steps the researcher takes to collect the data:

1. The researcher gives each student's answer sheet as part of the research assignment.
2. After the students have finished the test, the researcher gathers the answer papers and uses them as research data.
3. The researcher then collects the data required to analyze the students' mastery with quantifiers.

F. The technique of Collecting The Data

This research used tests as instruments to collect the data. According to Brown (2003, p.3), the test is a method of measuring a person's ability, knowledge, or performance in a given domain. The purpose of the test was to evaluate students' mastery of using quantifiers. Students are required to fill in the blanks on assessments with several quantifier possibilities. They must select the proper response from a list of possible answers in this multiple-choice and complete-sentence test.

Sudaryanto (2005, p.120) stated that technology is a way to carry out research. Researchers employ data collection techniques to collect data from data sources (subjects and research samples). Techniques for the collection of data are

required because they serve as the foundation for the creation of research instruments.

Data collection techniques in research are as follows: *First*, prepared the instrument of quantifiers test, namely multiple choice, and complete sentence. *Second*, try out the test on samples to determine the validity and reliability of the instrument. *Third*, the study's sample will be put to the test by the researcher. *In the last step*, data from the test will be obtained by the researcher, who will then use the SPSS application to analyze it.

The test must be valid and reliable to assess students' mastery. If the intended measurement is accurately measured, the test may be valid.

G. The technique of Data Analysis

In this research, the researcher analyzes students' mastery in quantifiers at the eighth grade of SMPN 6 Rambah. The researcher analyzed the percentage of students in quantifiers who will use Pearson Product Moment Correlation on the SPSS application. There was the formula that researcher uses by Sudijono (2008) formulas are as follows:

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

Note :

P = Percentage

F = Number of Frequency

N = Number of students/sample

There are five categories of ability scores that students can use to determine their mastery of quantifiers. These five areas of student ability scores can be used to determine a student's level of proficiency using quantifiers. The range score standards for students are based on Arikunto (2013, p.272). The score can be categorized as follows:

Table 4

Score Interpretation Category

No	Score	Criteria
1.	81-100	Very Good
2.	61-80	Good
3.	41-60	Enough
4.	21-40	Less
5.	0-20	Poor

Arikunto (2013, p.272)