

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Mastering English is crucial for students, as it is an international language used across various fields. In the field of education, proficiency in English offers numerous benefits. As noted by Rao (2019, p. 63), English is essential because the majority of books on science, engineering, information technology, medicine, tourism, business, and other disciplines are written in this language. English allows students to gain access to global learning resources such as textbooks, scientific articles, and online materials which are often available in English. For Indonesian students, English language proficiency opens access to global knowledge, increases study abroad opportunities, and empowers competitiveness in the world of work and international collaboration.

According to Sharma and Puri (2021), to learn English well students need to master four main skills: listening, speaking, reading, and writing. These skills work together to help students communicate effectively. However, mastering these skills is hard without understanding grammar. Grammar helps students create correct and meaningful sentences, which makes listening, speaking, reading, and writing more accurate. One important part of grammar is learning about Quantifiers.

Alexander (2003) stated that the quantifiers are words such as “few”, “little”, “plenty of”. They show how many things or how much of something we are talking about. The most popular types of quantifiers are “some” and “any”. In addition, there are also grammatical rules that must be mastered so that the use of quantifiers can be used in accordance with the established rules, which means that the use of the quantifiers is good and correct (Nasution, 2024). The correct usage of quantifiers depends on the type of noun they modify whether it is countable or uncountable. Many students have difficulty understanding this difference because not all languages, including Indonesian, have similar concepts. For example, students often mistake the use of "much" and "many" or misunderstand phrases like "a little" and "a lot." These mistakes can cause miscommunication and show that students need more help to learn this topic well.

To help students solve these English learning problems, teaching materials are very important. Teaching materials are the resources that a teacher uses to deliver instruction (Fitria, 2020).



Therefore, until now there have been many discoveries and developments or modifications regarding teaching materials used by teachers. On the other hand, the materials used must be appropriate to the conditions of the students, teachers and the classroom or school environment. Using the same teaching materials in different schools of course it could be a factor in the teaching materials not being optimal enough to support student learning. Fitria added Good teaching materials give clear explanations, useful examples, and exercises that match what students need. Therefore, designing teaching materials are needed based on needs analysis.

Several studies (Hazem, 2017; Sari, 2017; Nurul, 2022; Nasution, 2024; Siregar, 2024) have identified the difficulties experienced by students in learning English quantifiers. the researcher found that there were many students who had difficulties in this materials. They also found strongly suspected to be the cause of student errors, such as a lack of interest in the teacher's teaching methods and the limited teaching materials available. Based on these findings, designing teaching materials for English quantifiers is important to help students overcome obstacles in learning this materials.

Based on the results of a preliminary study through an interview with an English teacher at MTSS Diwek Jombang on January 8th, 2025, the researcher found that students at the school faced difficulties in understanding the concept of English quantifiers and how to apply them. The teacher stated, "The students are still confused about distinguishing them... they don't yet understand how to use them," and added, "Words like 'much' and 'many' are used in different types of sentences, whereas in Indonesian there is no such distinction, which makes the concept unfamiliar to the students." These statements show that students need a deeper understanding and more practical exercises related to quantifiers.

However, the quantifiers materials in the worksheet (LKS) is presented limitedly, only basic definitions and a few examples without in-depth explanation. The available exercise only of short fill-in-the blank questions with a limited number of questions (See Appendix 12).

As the teacher stated, "Moreover, quantifiers are only briefly introduced in seventh grade. And now, even the K13 textbook no longer includes them." This indicates that quantifiers are only taught in a limited way, making the learning experience less effective.

In fact, quantifiers are frequently used in reading texts for grades 8 and 9. Therefore, according to the English teacher, this materials is very important to be taught from grade 7. She stated, "For example, in the procedure text lesson in grade nine, quantifiers were frequently used," and continued, "That's why the topic of quantifiers is integrated across grades seven, eight, and nine as a reminder and reinforcement."



To address these problems, it is necessary to develop improved and more suitable teaching materials related to the teacher statement “To be honest, I’m not fully satisfied. It still needs to be redesigned.” Therefore, the researcher intends to develop English teaching materials for grade 7 students. The teaching materials developed in this study is designed to be simple, easy to understand, and visually attractive, with illustrations that help increase students’ interest and motivation in learning.

1.2 Research Questions

Based on the background above, the research problem is formulated as follows:

1. What are the needs analysis related to English quantifiers?
2. How should teaching materials be developed based on the needs analysis?
3. What are the students’ and teacher’s responses to the developed teaching materials?

1.3 Research Objectives

Based on the research question, the objectives of this research were:

1. Identify the needs analysis related to teaching English quantifiers among students at the targeted educational level.
2. Develop a set of teaching materials on English quantifiers based on the needs analysis.
3. Evaluate students’ and teacher’s responses to the developed teaching materials in terms of usefulness and clarity in supporting learning.

1.4 Significance

Based on the research objectives, the results of this research may be useful:

1. For students, this research is expected to help students to improve their grammar skills especially in English Quantifiers through teaching materials designed according to their difficulties.
2. For English teacher, hopefully this research can help teacher to teach and develop english skill and in using countable and uncountable noun.

1.5 Scope and Limitation

This research aims to create teaching materials for learning English quantifiers, focusing on the challenges faced by students. It involves analyzing common errors made by seventh-grade students in using quantifiers, designing teaching materials to overcome these errors, and using the materials in the classroom. The teaching materials include clear explanations, examples, and practical exercises to help students learn to use quantifiers correctly in sentences. The research focuses on specific quantifiers often used in English lessons: some, any, much, many, few, a few, little, a little, and a lot of.



1.6 Definition of Key Terms

1. Error is the study of mistakes created by learners of a second or foreign language. Error is a deviant structure from the standard language that reflects the interlanguage ability of the learner (Brown, 2014)
2. Quantifiers are words that describe the number or amount of a noun. The examples of common quantifiers are some, any, much, many, a lot of, a few, a little, etc.
3. The preliminary investigation phase involves several important elements, such as collecting and analyzing relevant information, identifying the core problem, and planning the potential steps for continuing the project. (Rochmad, 2012)
4. Teaching Materials also known as Instructional materials, refer to the human and non-human materials and facilities that can be used to facilitate the learning of a language. They can be visual, auditory or kinaesthetic, printed or through live performance or display such as video on internet. (Tomlison, 2023 p. 2).

