



## CHAPTER II LITERATURE REVIEW

### 2.1 Need Analysis

According to Barghamadi, needs analysis is the activity of collecting data that will be the basis for creating a curriculum that meets the learning needs of a particular group of learners (2020). In the context of education, needs analysis is an important step where teachers can find and know what the obstacles, needs and even weaknesses of students are. These problems may be related to the four English skills including in students speaking skill, listening, reading, or writing skills. Teachers can also gather data through interview with the participant, doing classroom observation, questionnaire, or giving test. The data collected will be an important basis or foundation.

By knowing students' needs, teachers can adjust learning materials, teaching methods, and evaluation strategies to ensure that learning activity can more effective and overcome to students' learning needs. This process helps to ensure that the learning provided is not just general, but really suits the specific needs of students, so that it is expected to overcome the problems that occur in students.

The need analysis in this study will be based on error analysis. Errors often occur when students learn new knowledge, especially in aspects of grammar, pronunciation, and vocabulary. There are many factors why students make errors such as confusion about grammar rules or lack of practice. Manirakiza, et al (2021) added that mother tongue also influences errors that occur in language learners.

Khansir (2022) reported that error analysis is significant for English language learning because it is useful for the evaluation of English materials and the evaluation of deficiencies in the materials. Based on this statement shows the importance of analysis for teachers. In the learning the use of English quantifiers, if the teacher found that some students make the same mistake, it shows that the students still not fully understand the English Quantifiers materials.

After analyzing the errors, the teacher can review the materials, adjust the teaching method that will be used, and give students more exercises to improve their understanding. Therefore, error analysis can help teachers not only to recognize the kind of errors students make, but also to decide what steps to take to solve students' needs.

## 2.2 English Quantifiers

Grammar has some essential parts, such as nouns, verbs, and adverbs. In English, nouns are usually followed by determiners, such as articles like a, an, and the, and quantifiers. These determiners are used to show quantity or make the meaning of the noun clearer. One type of determiner that is often used is quantifier, which is a word that shows quantity without mentioning an exact number. According to Alexander (2003, p. 66), quantifiers such as few, little, and plenty of are used to express how much something is. Some quantifiers can only be used for countable nouns, some are only suitable for non-countable ones, and some can be used for both. Therefore, in choosing a quantifier, we should pay attention to the type of noun used, whether it is singular, plural, countable, or uncountable, in order to be in line with the grammar rules.

Azar (2002) in his book has classified English quantifiers in several columns to show what type of quantifiers are used for countable nouns, for uncountable and for both.

**Table 2. 1** The classified quantifiers (Azar 2002, p. 119)

Expressions of Quantifiers	Used with countable noun	Used with uncountable noun
One Each Every	One apple Each apple Every apple	-
Two, etc. Both A couple of A few of Several Many A number of	Two apples Both apples A couple of apples A few of apples Several apples Many apples A number of apples	-
A little Much A great deal of	-	A little rice Much rice A great deal of rice
No Some/any A lot of/lots of Plenty of Most all	No apples Some/any apples A lot of/lots of apples Plenty of apples Most apples all apples	No rice Some/any rice A lot of/lots of rice Plenty of rice Most rice All rice



For the 7th grade junior high school level, there are several types of quantifiers learned in their book, including “some”, “much”, “many”, “any”, ‘few’, ‘little’, “a little”, and “a lot of”.

#### 1. Some

According to Thomson and Martinet (2015), “some” is used in affirmative sentences to refer to an unspecified or unknown amount. It can be used with both countable and uncountable nouns. Countable examples include books, pencils, and shoes, while uncountable examples include sugar, water, and rice. For example, the sentence “My sister wants to borrow some books” uses “some” with a countable noun, while “Can I have some water?” shows its use with an uncountable noun.

#### 2. Any

“Any” usually used in negative sentences and interrogative sentences to state that something does not exist. “Any” can be used to describe countable nouns and uncountable nouns. For example, the sentence “Some people don’t eat meat.” It means some people in general.

#### 3. Much

“Much” used to indicate a large amount or something. Much only used with uncountable nouns, such as liquids, abstract objects, or raw materials. For example, the sentences “How much is it?” And “I do not have much money to buy the book.”

#### 4. Many

Many is used to show a large number of countable nouns. It means the same as *much*, but *many* is for countable nouns. It can be used in positive, negative, and interrogative sentences. For example: “My sister has many dolls” and “How many apples do you want to eat?”

#### 5. Few and A few

Few, according to Alexander (2003), is used for plural countable nouns and suggests a small, insufficient amount. It usually gives a negative meaning. For example: “I have few opportunities.” It means only a little, and I feel sad or worried.

A few also refers to a small number of countable nouns, but it gives a more positive meaning “enough”. For example: “My mother has a few classic novels on her bookshelf” So, this sentence means she has several books maybe 3, 4, or 5. It is not a lot, but it’s enough.

#### 6. Little and A little



“Little” is used with uncountable nouns and means a small amount that is not enough, often with a negative tone. For example: “I have little money for lunch”, meaning not enough money.

“A little” is also used with uncountable nouns but has a more positive meaning. It suggests a small but sufficient amount. For example: “I have a little money for lunch”, meaning the amount is enough.

#### 7. A lot of

“A lot of” can be used with both countable and uncountable nouns. It shows a large amount and works in positive, negative, or interrogative sentences. For example: “There is a lot of money in my wallet” uses “a lot of” with an uncountable noun, while “My brother has a lot of friends.” shows its use with a countable noun.

### 2.3 Designing Teaching Materials

Teaching materials are very important in the classroom to fully support the teacher's lesson delivery activities so that students can understand them well (Moore, et al 2021). Effective teaching materials also require a process that is not easy, requiring careful consideration regarding the fundamental principles behind their creation and also the differences in materials that will be used. Well-teaching materials design will support learning activities so that they are more interesting and easily accessible to students. There are some basic principles in creating teaching materials.

#### 1. Intelligibility

According to Farrow (2003), when the materials presented by the teacher is clear, students can easily understand the content. For this reason, it is important to use simple and clear language, especially when teaching new concepts or materials to students. Visual aids such as picture and using things around school or home as examples can also be used to explain difficult concept. For example, in a language class, visual aids such as pictures explaining the time difference in the past simple and present perfect can help students understand the materials more easily. Clear instructions and organized materials ensure that students can follow the lesson without confusion.

#### 2. Targeting

Target setting needs to recognize the knowledge and skills that students already have. The materials to be given to students should not be too difficult and should not be too simple. If the materials is too simple, students may lose interest or feel less challenged. If the materials is too difficult, students may also get frustrated and unwilling to learn the



materials. For example, in teaching new vocabulary, teachers can create materials that introduce basic vocabulary and short sentence structures for students who are new to English. On the other hand, for children who are already good at English, the teacher can give exercises that can train the students' English fluency.

### 3. Make teaching materials interesting and fun

The thing that students often face when learning in class is feeling bored. Boring or monotonous materials can be one of the causes of this problem, which has a negative impact on learning. To overcome it, teachers can include examples that match the activities they are familiar with, create interactive activities such as games, and use multimedia resources. For example, by learning vocabulary outside the classroom to find vocabulary in the environment around the school that they have never known. When students notice the relevance of what they are learning to the reality, they will be more motivated and engaged. Instead of just using textbooks, students will feel interested and challenged to follow the learning.

Sorohiti & Aini (2021) added that learning materials can be made as interesting as possible by utilizing technology. Today, we live in the era of knowledge and technology, including in terms of the use of teaching materials. Technology allows students to learn anything, anytime, and anywhere, whether it is intentionally designed for learning or not. Thus, teachers can develop and utilize technology in creating teaching materials to facilitate student learning.

## 2.4 Previous Studies

There are some related findings to this research, the researcher has found some researches have done by the other person.

A previous study from Hazem (2017), was a research conducted on college students regarding their ability to use quantifier. Twenty English third-year students were chosen as the study's respondents in order to examine the study's validity. This study used Quirk et al's model (1985) to analyze the given data. The result of this study shows that there are students inadequate in using the part of quantifiers especially "several" and "few" in their written performance and students are interested in using the multal type of quantifiers widely.

Second was from Sari (2022), her research found the errors made by seventh grade students at SMP Negeri 8 Lubuklinggau in using quantifiers. This study using writing test consisting seven items and thirteen items true or false to collect data from the students. The errors found in the respondents were 6 types of quantifiers, "much", "many", "a few", "a little",



"a number", and "amount". She also found about the possible causes of the students errors in using quantifiers. The problem are caused by having no mastery of countable and uncountable nouns. The other causes is the students were not interesting in learning English because the lack of vocabulary and pronunciation. Students also have difficulty understanding the materials especially in using quantifiers so that the students seldom study English at home.

Siregar, et al. (2024) conducted a descriptive qualitative approach entitled "Analyzing the students error in using countable and uncountable nouns in writing descriptive text at the eight grade of SMP 2 Muara in academic year 2022/2023". The researchers followed Ellis's theory for the error analysis procedure. The data were taken from the students in class VIIIA of SMP 2 Muara for the 2022/2023 academic year. The researchers found that the students are still confused about using countable and uncountable nouns, especially in the plural form of uncountable nouns. They aslso found the main causes of the students' errors are: 1) they are still confused how to decide which one countable and uncountable nouns 2) they still do not understand about the English quantifiers rules.

Based on the previous studies that had been already done by the researchers study, researchers found that many students had difficulty understanding and using English quantifiers. The difference between this research and previous studies is that this research will discuss designing teaching materials according to what students need to support learning objectives to be achieved optimally. This study will be entitled Designing a Teaching Materials on English Quantifiers Based on Needs Analysis, with the aim of helping students overcome obstacles in learning this materials.

