

**STUDENTS' ABILITY IN USING QUANTIFIERS
AT THE VIII GRADE STUDENTS OF
SMP NEGERI 1 HUTABARGOT**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary
Padangsidempuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd) in English*

Written By:

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TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024**

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PADANGSIDIMPUAN**

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LETTER OF AGREEMENT

Term : Thesis
Item : 7 (seven) exemplars

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To : **Dean Tarbiyan and Teacher**
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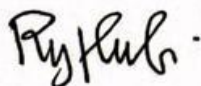
Assalamu'alaikum Wr. Wb

After reading, studying and giving advice for necessary revision on thesis belongs to **Jamiah Nst** entitled "**Students Ability in Using Quantifiers at The VIII Grade Students of SMP Negeri 1 Hutabargot**" we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S. Pd) in English.

Therefore, we hope that the thesis will soon examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN SYAHADA Padangsidempuan. Thank you.

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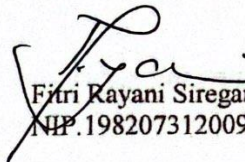
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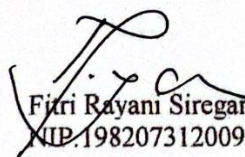
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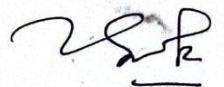
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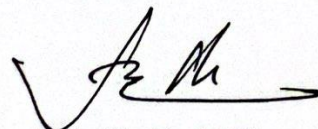

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Title of Thesis : Students Ability in Using Quantifier at The VIII Grade Students of SMP Negeri 1 Hutabargot

This research focused on students ability in using quantifiers at the VIII grade students of SMP Negeri 1 Hutabargot, Sumatera Utara. The researcher found There are several problems that exist in the school in learning quantifier were: 1). Students' do not have enough practice in learning quantifiers 2) Lack of students motivation in learning quantifiers. 3) Students are difficult to master quantifiers. The purpose of the research is to discuss the students' Ability in Using Quantifiers at The VIII Grade Students of SMP Negeri 1 Hutabargot, Sumatera Utara. The approach used in this research was descriptive quantitative research. Population in this research was 30 students the researcher used total sampling so it means the entire population as a sample in this research, namely 30 students. In this study, researchers used multiple choice test as an instrument. After the data was analyzed, the researchers found there were 0% of the students at very high level category, 10% students were categorized as high levels consisting of 3 students, then 70% students were recognized as enough levels consisting of 21 students, 20% of students were consisting of 6 students were categorized in low level and, 0% of the student as very low levels category consisting of 0 student the mean score was 50.16. So, it means that the students' ability in using quantifiers was in enough category. In conclusion, the students ability in using quantifiers at the VIII grade students of SMP Negeri 1 Hutabargot is in enough category.

Key Words: *Students, Ability, Quantifiers*

ABSTRAK

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Judul Skripsi : Students Ability in Using Quantifiers at The VIII Grade Students of SMP Negeri 1 Hutabargot .

Penelitian ini berfokus pada kemampuan siswa dalam menggunakan bilangan pada siswa kelas VIII SMP Negeri 1 Hutabargot Sumatera Utara. Peneliti menemukan Ada beberapa permasalahan yang ada di sekolah dalam pembelajaran teks quantifier adalah: 1). Siswa kurang berlatih dalam mempelajari bilangan 2) Kurangnya motivasi siswa dalam mempelajari bilangan. 3) Siswa sulit menguasai bilangan. Tujuan dari penelitian ini adalah untuk membahas Kemampuan Siswa dalam Menggunakan Quantifier pada Siswa Kelas VIII SMP Negeri 1 Hutabargot Sumatera Utara. Pendekatan yang digunakan dalam penelitian ini adalah penelitian deskriptif kuantitatif. Populasi dalam penelitian ini berjumlah 30 siswa, peneliti menggunakan total sampling artinya seluruh populasi yang dijadikan sampel dalam penelitian ini yaitu 30 siswa. Dalam penelitian ini peneliti menggunakan tes pilihan ganda sebagai instrumennya. Setelah data dianalisis, peneliti menemukan terdapat 0% siswa dalam kategori tingkat sangat tinggi, 10% siswa dalam kategori tingkat tinggi yang terdiri dari 3 siswa, kemudian 70% siswa yang tergolong dalam tingkat cukup yang terdiri dari 21 siswa. , 20% siswa yang terdiri dari 6 siswa berkategori rendah dan 0% siswa berkategori sangat rendah yang terdiri dari 0 siswa dengan nilai rata-rata 50,16. Artinya kemampuan siswa dalam menggunakan bilangan berada pada kategori cukup. Kesimpulannya, kemampuan siswa dalam menggunakan bilangan pada siswa kelas VIII SMP Negeri 1 Hutabargot berada pada kategori cukup.

Kata Kunci : Siswa, Kemampuan, Quantifier

خلاصة

اسم : جاميا ناسوتيو
رقم التسجيل : ١٩٢٠٣٠٠٠٦٥
العنوان : قدرة الطلاب على استخدام أدوات القياس الكمي في الصف الثامن طلاب مدرسة سيكولاه
ميننغاه بيرتاما ١ هوتابارجوت

يركز هذا البحث على قدرة الطلاب على استخدام الأعداد في الصف الثامن بالمدرسة الإعدادية ١ هوتابارجوت، شمال سومطرة. توصل الباحثون إلى أن هناك عدة مشكلات موجودة في المدارس في تدريس محدد الكمية ، وهي: (١). افتقار الطلاب إلى الممارسة في تعلم الأعداد (٢) قلة دافعية الطلاب في تعلم الأعداد. (٣) يواجه الطلاب صعوبة في إتقان الأرقام. الغرض من هذا البحث هو مناقشة قدرات الطلاب في استخدام أدوات القياس الكمي لدى طلاب الصف الثامن في المدرسة الإعدادية الحكومية ١ هوتابارجوت، شمال سومطرة. المنهج المستخدم في هذا البحث هو البحث الوصفي الكمي. وكان مجتمع الدراسة في هذه الدراسة ٣٠ طالباً، وقد استخدم الباحث العينة الكلية، أي أن مجموع مجتمع العينة في هذه الدراسة كان ٣٠ طالباً. في هذه الدراسة، استخدم الباحثون اختبار الاختيار من متعدد كأداة. وبعد تحليل البيانات وجد الباحثون أن هناك ٠٪ من الطلاب في فئة المستوى العالي جداً، و ١٠٪ من الطلاب في فئة المستوى العالي المكونة من ٣ طلاب، ثم ٧٠٪ من الطلاب في فئة المستوى المتوسط المكونة من ٢١ طالباً. طلاب. ، ٢٠٪ من الطلاب الذين يتكونون من ٦ طلاب هم في الفئة المنخفضة و ٠٪ من الطلاب هم في الفئة المنخفضة جداً التي تتكون من ٠ طلاب بمتوسط درجات ١٦,٥٠. وهذا يعني أن قدرة الطلاب على استخدام الأرقام تقع في الفئة الكافية. وفي الختام فإن قدرة الطلاب على استخدام الأعداد في الصف الثامن تقع في الفئة الكافية.

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I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, November 2023
Researcher

Jamiah Nst
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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Structure and grammar are one of the most important aspects of the language, because structure and grammar are rules of the sentence, so to do even understanding it is very important. Grammar is a language system¹. Grammar determines how words are arranged to form meaningful units. Every language has different grammar. English in general is a trade language, a diplomatic language, and a knowledge language². The important of grammar mastery on learning English is the basic need of the students. A grammar is a system of rules (and exceptions to those rules) that clarify and structure the meaning of a language.³ English grammar is that regulates the arrangement of words, sentences, phrases, and clauses, but usually students find difficulty in learning it, this is because the English rules are different from Indonesian and one of the obstacles in learning English in Indonesia is that the rules of their mother tongue still affect them in use English, In teaching process the students should be able to write sentences correctly. sentence is made up of several components in addition to word combinations subject (S), verb (V),

¹ Tiara Nur Fitria, *Mastering English Grammar for English Learners*, 1st ed. (Bojongsari-Purbalingga: Eureka Media Aksara, 2022).

² Nurkholila Simatupang and Fitriadi Lubis, "Students' Reading Recount Text Mastery," *English Education : English Journal for Teaching and Learning* 8, no. 2 (2021): 155–65, <https://doi.org/10.24952/ee.v8i2.3237>.

³ Baden Eunson, *English Grammar a Critical Approach* (Wiley, 2020), p6.

object (O), and complement (C) are examples of the elements to successfully construct sentences, children require a minimum of two components⁴.

Students in high school need to know and understand the elements of writing, grammar and vocabulary rules that will affect their achievement in writing. Students acquire a set of norms and utilize them to effectively use language⁵. Grammar is composed of several elements some of which are nouns, verbs, adverbs, etc. In English nouns are used with determiners and among these determiners there are articles, demonstratives, quantifiers, etc. Determiner is a word placed in front of two noun to specify the quantity or clarify what the noun refers to In quantity words, there are quantifiers' determiners. Quantifiers as part of the grammatical category of determiners, which accounts for the importance of quantity. They are often described concerning to their being used to quantify countable or uncountable noun.

Quantifiers are used to express the quantity of something without stating the exact number. There are many types of quantifiers, the most popular are some and any. After the types of quantifiers 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. Quantifiers can be a sentence or a single word used with nouns, the main difficulty

⁴ Rayendriani Lubis, Yusni Sinaga, and Isma Yanti, "The Students' Ability in Differentiating Compound and Complex Sentences at Grade XI SMA Negeri 1 Angkola Selatan," *English Education : English Journal for Teaching and Learning* 5, no. 1 (2017): 72, <https://doi.org/10.24952/ee.v5i1.1171>.

⁵ Yusni Sinaga and Putri Ramadhani, "Students' Grammatical Error in Writing Narrative Text," *English Education : English Journal for Teaching and Learning* 8, no. 2 (2021): 189–200, <https://doi.org/10.24952/ee.v8i2.3240>.

arises due to the need of selecting different quantifiers for countable and uncountable noun, though some of them work perfectly for both. There are many types of quantifiers such: some, any, many, much, every, little, few and a lot.

Words that precede and modify nouns are known as quantifiers⁶. When describing the quantity of something, such as how much or how many, quantifiers are used. Knowing the difference between countable and uncountable nouns will help students to choose appropriate quantifiers. It is crucial to put it in writing as a result. The use of quantifiers to quantify countable and non-countable nouns is discussed. Quantifiers can be classified in terms of their meaning. Some quantifiers have a meaning of inclusiveness⁷. It will show the quantity of a noun in the sentence.

English is served as a compulsory subject that is taught twice a week, with 40 minutes for each meeting. The minimum Mastery Criteria (KKM) for English that has been determined in SMP Negeri 1 Hutabargot for students learning achievement is 72. Students are expected to be able to pass the specified threshold and students are expected to be able to use quantifiers properly. Quantifiers are one of the confusing lessons because it is not easy to master quantifiers with various rules that must be used correctly. Students in SMP Negeri 1 Hutabargot study English as one of the subjects that must be mastered by the students, especially in terms of quantifiers. Quantifiers were first studied in eighth grade then the researcher want

⁶Chiara Gianollo, Klaus von Heusinger, and Maria Napoli, "Determiners and Quantifiers," *Determiners and Quantifiers*, 2021, <https://doi.org/10.1163/9789004473324>.

⁷ Ali Hussein Hazem, "Using Quantifiers in English University Students: Problems and Strategies," *SSRN Electronic Journal*, 2021, <https://doi.org/10.2139/ssrn.3881843>.

to know student abilities in using quantifiers. whether students can achieve the targets that have been designed in the syllabus or not.

Teacher design syllabus with expectations the students are able to use quantifiers well, students are able to master the types of quantifiers, students are able to distinguish countable and uncountable noun in quantifiers⁸. Based on the result of the observation the researcher found some of students still face difficulties when using quantifiers do not master the types of quantifiers, cannot distinguish which ones are used with countable and uncountable noun, students made errors in determining the correct quantifiers and students are still confused in using quantifiers when completing sentences.

Each student has different abilities in learning because each student has a different level of intelligence and understanding, especially in learning English on quantifiers. There are several types of quantifiers that have been taught and known by students. When studying quantifiers, there are students who have the ability to use quantifiers well and there are also some of the students who cannot use quantifiers correctly. The researcher found some of students difficult with this material because students don't have enough practice in using quantifier, students lack understanding of quantifiers, students not memorize the kinds of quantifiers and using of it.

Examples of the most common errors, such as "There are a few plates in the kitchen" "Do you have any book?", "I have many money". Even though the correct

⁸ Nur S.Pd. Syamsiah, "Syllabus Bahasa Inggris SMP Negeri 1 Hutabargot" (Panyabun: Smp Negeri 1 Hutabargot, n.d.).

sentence is “There are a few plates in the kitchen”, “Do you have any books?”, “I have a lot of money”. Actually, some of the sentences above are quite easy, but there are still many students who make mistakes in choosing quantifiers and make this one of the problems in this research. Based on the previous research, it was found that students’ ability in using quantifiers is inadequate level⁹. Then Ramadita was found Students’ ability to use quantifiers was at poor category¹⁰. After that Hazem, found 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 widely¹¹.

After that based on fact the writer found some students often made errors in mastering grammar about quantifiers¹². The last, students’ ability in using quantifiers was categorized into sufficient level with the mean 61.71 and then the dominant type of error did by students was mis formation with the total error were 85 and 85% of data percentage¹³. Based on the previous research, the researcher is interested in looking at this study more deeply. The researcher is interested to know Students’ Ability and students’ difficulties in Using Quantifiers at the VIII Grade Students of SMP Negeri 1 Hutabargot.

⁹ Nurul Fadilla, “An Analysis of Students’ Ability in Using Quantifiers at the First Semester of the Eighth Grade of MTs Al Muhajirin Pematang Pasir South Lampung in the Academic Year of 2021 / 2022” 2022 (2022), <http://repository.radenintan.ac.id/22287/>.

¹⁰ Citra Ramadita, “Students’ Ability to Use Quantifiers at MTs Diniyah Puteri Pekanbaru,” 2022, <http://repository.uin-suska.ac.id>.

¹¹ Hazem, “Using Quantifiers in English University Students: Problems and Strategies.”

¹² Novita Sari, “An Analysis of Students Error in Using Quantifiers,” no. 1985 (2016): 1–23.

¹³ Yustipetri, “Students Errors in Using Quantifiers in Writing at MTs Muhammadiyah 02 Pekanbaru” 21, no. 1 (2020): 1–9.

B. Definitions of Key Terms

Based on the title of this research “Students Ability in Using Quantifiers at the VIII Grade Students of SMP Negeri 1 Hutabargot”. There are some terminologies that use it considered important to be clarified about the topic.

The terminologies as following:

1. Students Ability

Student is a person who study stated from kindergarten (TK), elementary school (SD), Junior high school (SMA), and University. Student is someone who learns to get a knowledge that has not been known to his teacher. Student is a person who study at college or University. Ability is the strength or capacity to perform a task successfully¹⁴. Ability is a term to know something directly in every people, ability is like a specific knowledge to do something expertly and well. Ability defines as the state of being able to do something in a particular activity. The ability is ingrained in each person. Where the level of people differs based on their background knowledge.

Students' abilities are the ability of students about something they are good at according to themselves, be it from school or elsewhere.

It could be because they are possessed from within themselves or the

¹⁴ Yeni Riska Rayendriani Fahmei Lubis, M.Ag., Fitri Rayani Siregar, M.Hum., “Improving Student’s Writing Ability in Report Text Through Clustering Technique at Grade XI SMAN 1 Siabu” 05, no. 1 (2017): 15–28.

ability they are born with or it could be because they learn to look for the abilities they want to have.

2. Quantifiers

Quantifier is a single word or phrase that is used with words. It can be used with both countable and uncountable nouns to denote amount or quantity. The meaning of quantifier is the word that express of quantity or a mount, quantifier can be single word or phrase and used with noun, they can be used in countable noun or uncountable noun to express amount or quantity such as, some, much, many, few, little, a lot of, plenty of, etc. Quantifiers are determiners which denote the quantity of the nouns they modify. Quantifiers are ubiquitous in natural language and include expressions such as some, few, all, none, a few, a large, lots. In this research the researcher just discusses some, any, many, much, every, few, and a lot.

C. Formulation of the Problem

Based on the limitations of the problem, the formulation is as follow.

1. How is students' ability in using quantifiers at the VIII grade Students' of SMP Negeri 1 Hutabargot?
2. What are the students' difficulties in using quantifiers at the VIII grade Students' of SMP Negeri 1 Hutabargot?

D. Purpose of the Research

The purpose of this research are:

1. To find out students' ability in using quantifier at the VIII Grade students of SMP Negeri 1 Hutabargot.
2. To find out the students' difficulties in using quantifiers at the VIII grade Students' of SMP Negeri 1 Hutabargot?

E. Significances of the Research

1. For Teacher

The results of this research can help teachers to determine students' ability to recognize the correct use of numbers so that they can practically provide more effective teaching regarding aspects of good and correct grammar rules. This researcher also hopes that the results of this research will also be useful and valuable, especially for English teachers at SMP Negeri 1 Hutabargot, and should be taken into consideration for the English language education and training process in the future.

2. For Researchers

Hopefully this research will be useful for novice writers, especially when conducting research related to this research. The findings of this research can be useful as a reference for further research regarding various aspects of grammar taught in language learning. In addition, it can influence better research with different methods that will be useful in the field of English education.

F. Outline of the Research

The outline of this thesis is divided into five chapters.

Chapter one consists of background of the problem, identification the of problems, limitation of the problem, definitions of the operational variables, formulation of the problem, purpose of the research, significances of the research, outline of the research. Chapter two consists of the theoretical description. It is divided into subchapters which consist of nature of students' ability, nature of quantifiers, types of quantifiers, using quantifier, review of related findings, and hypothesis.

Chapter three consists of methodology of the research which is divided into subchapters, time and place of the research, kinds of research, population and sample, instrument of collecting data, validity and reliability, technique of collecting data, the technique of analyzing the data, and hypothesis. Chapter four consists of the research finding and discussion. Chapter five consists of the conclusion about the results of this research and suggestions that are given by the researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Review of Related Literature

1. Definitions of Quantifiers

There are several definitions of quantifiers according to experts, the researcher in this research writes some definitions of it. Which the first opinion is from Gianollo, Second was from Peters and Westerstahl, the third is from Major and Crystal, the fourth opinion is from Leech and Svartvik, the fifth opinion is from Cobuild, the sixth opinion is from Shijing and the last or seventh opinion is from sari. It was important to explain and discuss about the definitions of quantifiers before discussing other discussions related with quantifiers. This explanation as a guide to the next explanations of quantifiers.

First, Words that precede and modify nouns are known as quantifiers¹. Quantifiers are used in numbers when you want to give someone information about the amount of something: how much or how much. Choosing the correct quantifier depends on our understanding of the difference between Count and Non-Count Nouns. Second based on Stanley Peters and Dag Westerstahl, any natural language expression that can be reasonably interpreted to denote a number (of any kind) is called a quantifier. There are several quantifiers according to Stanley Peters and Dag Westerstahl namely²: a few, several,

¹ Gianollo, von Heusinger, and Napoli, "Determ. Quantifiers."

² Stanley Peters and Dag Westerstahl Westerstahl, *Quantifiers in Language and Logic* (New York: Univercity Press, 2006).

enough, many, most, each, every, all, both, few, little, a little. Quantifier is a single word or phrase that is used with noun. It can be used with both countable and uncountable nouns to denote amount or quantity.

Third, quantifier refers to a variety of objects that express quantity comparisons, including all, any, and each, used in semantic or logical analysis³. A quantifier is a word that usually goes before a noun to express the quantity of the object. Most quantifiers are followed by a noun, though it is also possible to use them without the noun when it is clear what we are referring to.

Quantifiers refer to a class of items expressing contrasts in quantity occurring with restricted distribution in the noun phrase, example much, many, several, a lot of. Fourth, Quantifiers as determining words that tell the amount of the noun they modify⁴.

According to leech Geoffrey and svartvik classify quantifiers into 3 main groups.

1. The first group is quantifiers as determiners which is divided into 5 classifications namely⁵:
 - a) Determiners of inclusive meaning all, every, each, half)
 - b) Some and any words (some, any, either)
 - c) Degrees of quantity / amount (many, more, most, enough, a few, much, a little, least, less, several)

³Roy C. Major and David Crystal, *A Dictionary of Linguistics and Phonetics*, *The Modern Language Journal*, vol. 76, 1992, p399, <https://doi.org/10.2307/330198>.

⁴ Geoffery leech and jan Svartvik, *Reviews : A Communicative Grammar of English. 2d Ed. By Geoffrey Leech and Jan Svartvik. London: Longman, 1994, Journal of English Linguistics*, vol. 25, 1997, <https://doi.org/10.1177/007542429702500211>.

⁵ Svartvik.

- d) Unitary (one)
 - e) Negative (no, neither)
2. The second is quantifiers as pronouns which may take an of-construction which is divided into 5 classifications namely:
- a) Determiners of inclusive meaning (all of, both of, each of, half of)
 - b) Some and any words (some of, any of, either of)
 - c) Degrees of quantity / amount (many of, more of, most of, enough of, a few of, much of, a little of, least of, less of, several of)
 - d) Unitary (one of)
 - e) Negative (none of, neither of)
3. The third is quantifiers in other pronouns
- a) everybody, every one, everything
 - b) some body, someone, anybody, anyone, something, anything
 - c) no body , no one, nothing.

Fifth based on Cobuild, quantifiers are words that fit into a specific pattern, such as being followed by of and then definite noun group. There are several quantifiers namely⁶: all, every, half, many, such, what, rather, quite, some, any, few, several, little, much, most, least, both, enough, neither, less. A quantifier is a word that usually goes before a noun to express the quantity of the object, most quantifiers are followed by a noun,

⁶ Collins Cobuild, *English Guides 10: Determiners and Quantifiers* (London: Harper Collins Publisher Ltd, 1997).

although it is also possible to use them without the noun when it is clear what we are referring to. For example, the meaning of quantifier is the word that express of quantity or a mount, quantifier can be single word or phrase and used with noun, they can be used in countable noun or uncountable noun to express amount or quantity such as, some, much, many, few, little, a lot of.

Sixth, quantifier is a basic way of language expression such all, every, any, some, a few, a little, certain, many, and most,⁷. In line with that, quantifiers can help people express and describe. Because quantifiers can limit the scope of expression and description, so as to provide help for the expression and understanding of their condition of truth value. With the help of quantifiers, in some cases, so can judge whether the expression and description is true or not. In some cases, although we can't make a judgment, we can explain the condition of its truth value.

Seventh with the help of the nature and function of quantifiers, we can get a lot of very important knowledge, especially about ontology and epistemology therefore, the role of quantifiers is very important. Quantifiers are a type of determiner which denotes imprecise quantity⁸. It differ from numbers or numerals which indicate precise quantity. Quantifier is an important grammar component that must be mastered by students, because

⁷ Shi Jing, "Research on the Properties and Meaning of Quantifiers in Natural Language," *International Journal of Language and Linguistics* 9, no. 4 (2021): 196, <https://doi.org/10.11648/j.ijll.20210904.18>.

⁸ Novita Sari and Al-azhaar Lubuk Linggau, "An Analysis of Students' Errors in Using Quantifiers at the First Semester Institut Agama Islam AL-Azhar Lubuk Linggau" 4, no. 1 (2020), <https://e-journal.iai-al-azhaar.ac.id/index.php/tazkiroh/article/view/367>.

to determine amount or quantity the students have to know the function of quantifier.

In this research, the researcher agrees with Major and Crystal quantifier refers to a variety of objects that express quantity comparisons, including all, any, and each, used in semantic or logical analysis⁹. That because a quantifier is a word that usually goes before a noun to express the quantity of the object. Most quantifiers are followed by a noun, though it is also possible to use them without the noun when it is clear what we are referring to. From the definitions above about quantifier the researcher concludes quantifier is the word that express of quantity or a mount, quantifier can be single word or phrase and used with noun.

The most common quantifiers used in English are: some/any, much, many, a lot, a few, little, several, enough, each, every, one

2. Types of Quantifiers

An aspect grammar that may come in sentence structure is expressions of quantity or we called that is quantifiers. Most of quantifiers are followed by a noun. There are some quantifiers that have a similar meaning but are employed with different countable nouns and the other is used with uncountable noun. Quantifier should be taken into consideration the grammatical rules carefully. Therefore, to choose the appropriate quantifiers, it is necessary to pay attention to the following things that is the main types of nouns, whether they are singular, plural, countable or uncountable, Sentence form, whether they are negative,

⁹ Major and Crystal, *A Dictionary of Linguistics and Phonetics*.

interrogative or affirmative. Meaning limits our choice of quantifiers, whether we select a quantifier in place of a definite or indefinite article. Position of the noun phrase within a sentence. Most 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. There are several expert opinions in classifying types of quantifiers that found by the researcher.

First, Cowan said quantifiers can be classified according to the kinds of noun they occur with namely ¹⁰.

- a. Singular count nouns : Any, Each, Every
- b. Plural count nouns : Any, Both, A few, Many ,Several ,All, Most, More, Some
- c. Non count nouns: A little, Less, Much, All, Most, More, Some

Beside that All, most, more and some can be use with both plural count nouns and non count nouns when some quantifiers occur with only one type of noun. Some quantifiers that are classified into inclusive that refer to entire group and some are classified into non-inclusive that have meaning related to the size or quantity.

Second, quantifiers are classified related to countable noun and uncountable noun that types according to their described position with respect to their determining function. There are two group of quantifiers¹¹.

- a. Countable noun: Many, A few, Several

¹⁰ Ron Cowan, "The Teacher's Grammar of English with Answers: A Course Book and Reference Guide," 2008.

¹¹ Sidney Greenbaum Randolph Quirk, *A University Grammar of English* (London: Longman, 1973), https://books.google.com/books/about/A_University_Grammar_of_English.

b. Uncountable noun: Much, Little

Quantifiers also can be used with countable or uncountable nouns and the quantifiers can be used with both of them in line with that. Third, Gianolo classified numbers into 3 groups namely¹²:

- a. Quantifiers which work with count nouns : Many, few , several ,a couple of, a number of, a majority of
- b. Quantifiers which work with non count nouns : Not much, a little, a bit of, a good deal of, a great deal of, no, a large amount of.
- c. Quantifiers which work with both count nouns and uncountable nouns : All of the, some, most of the, enough, a lot of, lots of, plenty of, a lack of.

Fourth, Leech and Svartvik quantifiers divided into 3 groups¹³:

- a. Quantifiers as determiners which is divided into 5 classifications namely:
 - 1) Determiners of inclusive meaning: all, every, each, half, some and any words, Some, any, either
 - 2) Degrees of quantity / amount: many, more, most, enough, a few, much, a little, least, less, several
 - 3) Unitary: one, negative, no and neither
- b. The second is quantifiers as pronouns which may take an of construction which is divided into 5 classifications namely:
 - 1) Determiners of inclusive meaning : all of, both of, each of, half of
 - 2) Some and any words : some of, any of and either of

¹² Gianollo, von Heusinger, and Napoli, "Determin. Quantifiers."

¹³ Svartvik, *Reviews : A Communicative Grammar of English. 2d Ed. By Geoffrey Leech and Jan Svartvik. London: Longman, 1994.*

- 3) Degrees of quantity / amount: many of, more of, most of, enough of, a few of, much of, a little of, least of, less of and several of.
 - 4) Unitary: one of
 - 5) Negative: None of , Neither of
- c. The third is quantifiers in other pronouns: everybody, every one, everything, some body, someone, anybody, anyone, something, anything, no body, no one, nothing.

Fifth, some quantifiers express a large or small quantity, John Eastwood classifies quantifiers based on their size into smaller scopes to make quantifiers easier to understand, namely large quantity and small quantity. Which is large quantity: a lot of, many, much and small quantity: few, little and bit of. Sixth, quantifiers divide in to four group based on the quantity of quantifiers¹⁴:

- a. Inclusive, which specifies the whole of a group or mass, namely “all”, “both”, “each” and “every”;
- b. Large quantity, which specifies a large quantity of noun, namely “many”, “much”, “a lot of”, “lots of”.
- c. Moderate or small quantity, with “some” and “several”, denoting a moderate quantity and “few”, “a little” and “little”, indicating a small quantity.

¹⁴ Biber. Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad, Edward Finegan, “Longman Grammar of Spoken and Written English.,” 1999.

- d. Arbitrary/ negative member or amount, with “any” and “either” referring to an arbitrary member of a group or amount of a mass, while “no” and “neither” serving as negative quantifiers for the arbitrary group.

Based on the sixth expert opinions, the researcher Just choose a few quantifiers that match the type of quantifiers studied by students. Every type of quantifier there are some various but this research just focused on some, any, many, much, every, few, little and a lot of.

3. Using Quantifiers

Quantifier determiner has limited formulate, that cannot be simply inserted. As a rule, the distribution of the quantifier determiner has been restricted in the first place by the noun. According to Shin quantifiers determiner with nouns, which may be used based on the rules of a specific quantifiers plus noun sequence¹⁵. The quantifier must be placed before the noun to act as a determiner that quantifies the noun, showing the amount of something. A quantifier gives the noun greater meaning and understanding; therefore, it must come before the noun to work fluently and not add ambiguity. Quantifiers are only found in the topic of countable and uncountable nouns that quantity depending on when they are used with countable and uncountable nouns. Especially for pre-intermediate level, deals on with the basic rules of using the quantifiers many, much, enough, a little, and a few.

The numerous ways of using the quantifier that is maybe discovered while considering countable and uncountable nouns. Besides that, fundamental basic

¹⁵ Hazem, “Using Quantifiers in English University Students: Problems and Strategies.”

rules concerning the use of many, much, some, any, a few, a little, and a lot/lots of are described. Quantifiers are the words that quantify (provide quantity information about) the noun that follows them. Quantifiers fall into the parts of speech classified as determiners, and there could be occasions when you have more than one determiner in a sentence. If you had more than one quantifier, then it would be separated by a demonstrative determiner like this, that, these, or those, a possessive determiner like his or her, or simply a necessary article.

When constructing a sentence with more than one quantifier, this will be the case where specifying with a demonstrative determiner which of the several. choose the first number such as all, double, third, then use the appropriate article, demonstrative determiner, or possessive determiner, and if necessary, add other numbers such as few, most, some. Quantifiers add meaning and context to a sentence, playing a very important role in expressing how much or how many of something there is. Like all vocabulary, quantifiers require practice using them in order to master their application correctly and fluently.

In the learning a basic English quantifiers is express the quantification of noun. It was also determined a countable and uncountable nouns. quantifiers have the function to mention a quantity of countable and uncountable nouns in the sentences.

- 1) Some

Based on Martinet and Thompson said some and any are usually parallel¹⁶. Some is a quantifier that used in positive sentences when there is neither, a lot, nor, a little and it could be used with both countable and uncountable nouns and some also used before plural form. Then some is usually used in affirmative sentences.

Here are some examples of some :

- a) I want to borrow *some* books
- b) I have *some* friends who work Japan.
- c) I have *some* cookies in my bag
- d) My brothers buy *some* chairs

2) Any

Based on Martinet and Thompson said some and any are usually parallel¹⁷. Any is usually used in a negative sentence used before plural or uncountable nouns. Any used with countable and uncountable nouns in question or negative sentences to state that something does not exist.

Here are some examples of any:

- a) Bunga doesn't want *any* meal
- b) I haven't *any* matches
- c) There isn't *any* bread left
- d) Is there *any* sugar?

3) Many

¹⁶ Aj Thomson, Av Martinet, and E Draycott, "A Practical English Grammar," *Oxford University Press*, 1986, 332, [ftp://119246239157.ctinets.com/education/Oxford University Press - A Practical English Grammar.pdf](ftp://119246239157.ctinets.com/education/Oxford%20University%20Press%20-%20A%20Practical%20English%20Grammar.pdf).

¹⁷ Thomson, Martinet, and Draycott.

Based on Leech and Svartvik Many is often used in combination with as, too, so (as many, too many, so many) and in question (how many)¹⁸. Many has the same meaning as much, namely indicating a large or large amount. Many is also used in positive negative sentences and questions. Many can be used in plural form and only or countable nouns. Many is used for countable nouns. Examples of objects that can be counted are desk, pen, house and car.

Here are some simple sentences using many:

- a) How *many* books do you have?
 - b) I get *many* books from my friend
 - c) *Many* people take the train to work
 - d) There aren't *many* cats left to be adopted.
- 4) Much

According to Quirk and Greenbaum much is the only determiner that occur with uncountable nouns¹⁹. Much means a lot, or indicates a large amount. Much term of determiner that identified large amount or something. The word much is often used in negative sentences and questions, much is used for nouns that cannot be counted or uncountable noun. Examples of objects that cannot be counted are , water (air), hair (hair), fur (fur), salt (salt), sand (sand), sugar (sugar), and flour (flour).

Here are some examples of much:

¹⁸ Svartvik, *Reviews : A Communicative Grammar of English. 2d Ed. By Geoffrey Leech and Jan Svartvik. London: Longman, 1994, 25:P32.*

¹⁹ Quirk and Greenbaum, "A University Grammar of English Quirk" (london: Longman, n.d.).

- a) We didn't buy *much* food
- b) How *much* is it Sir?
- c) I do not have *much* money to buy the toy
- d) How *much* do these shoes cost?

5) Every

Every usually followed by a singular verb²⁰. Every has the meaning used to states as a whole. Although to say as a whole, after every must use a singular noun and do not use a plural noun unless added of after it. Every refers to the individual members of a group and is only combined with countable nouns.

Here are some example of every.

- a) I spend my time to gardening *every* weekend
- b) *Every* country has a national flag
- c) *Every* good teacher studies his subject carefully
- d) *Every* student has a schedule

6) Few

Based on Azar, few or a few are used with plural countable nouns few cannot be used with uncountable nouns It will be a big mistake for a sentence²¹. Few indicated a quantity or number. A few means little used for countable nouns, as in the use of many and few used for countable nouns.

²⁰ Rodney Cartwright, *Grammar of Spoken and Written English, Perspectives in Public Health*, vol. 130, 2010, <https://doi.org/10.1177/1757913910379198>.

²¹ Betty Schampfer Azar, *Understanding and Using English Grammar*, Third Edit (New York, 1998).

Here are some examples of few:

- a) I only have a *few* stamps to post letters.
- b) We managed to speak to a *few* guests.
- c) May I borrow a f*ew* dollar
- d) There are a *few* student

7) Little

Little is one of quantifier that indicated a quantity or number. Little is used to a very small extent, and has a negative meaning or almost nothing, little used for uncountable nouns. Little also used in plural form but to express smaller amounts than many and much. Little occur with uncountable noun, there is a positive and negative contrast depending on whether the identified item is used²² Little must be distinguished from the homonymous adjective as in a little bird was singing.

Here are example of little:

- a) I need *little* butter
- b) John has *little* experience in coaching
- c) There is *little* water in the refrigerator
- d) There is *little* fresh raw milk left in the jar.

8) A little

A little suggest that the quantity is less than expected a little have a positive meaning, whereas without a little have negative meaning²³. A

²² Randolph Quirk, *A University Grammar of English*.

²³ Quirk and Greenbaum, "A University Grammar of English Quirk."

little means the same as some or not much. A little used for uncountable nouns as in much. For example: water (water), oil (oil), and rice (rice).

Here are some example of a little

- a) I have a *little* butter
- b) I only have a *little* sugar.
- c) We need to add a *little* salt
- d) My sister ate a *little* porridge this morning

9) A Lot of

According to Azar Lot of or a lot of are used with both countable and uncountable nouns. Here are some examples from lot of or a lot of.²⁴

A lot of showing something in large quantities. A lot of is used for positive, negative, and interrogative sentences. This word is also used to determine the number of objects that cannot be counted (uncountable noun) and which can be counted (countable noun).

- a) There is *a lot of* money in my wallet.
- b) We brought *a lot of* food
- c) May has *a lot of* friends
- d) We bought *a lot of* books.

B. Review of Related Findings

There are some related findings to this research, The researcher has found some researchs have done by the other person. First according to Ramadita, it focused on the ability and the dominant type of using quantifiers. It was seen

²⁴ Azar, *Understanding and Using English Grammar*.

that the students' ability to use quantifiers at eight grades can be summed up students' ability to use quantifiers was at poor category with a mean score of 41.00 the dominant type of using quantifiers at MTs Diniyah Puteri Pekanbaru was type 2: uncountable noun (much), with a mean score of 41.85 and a percentage of 35%²⁵.

Second the research of Fadilla, this research focused on students' ability in using quantifiers identifying quantity of noun. Based on the data presented, it was seen that students' ability in using quantifiers at eight grades is in inadequate level. The total of the mean score of the students was 58.71. In using many was 63.80% and much was 49.28%, then the percentage of students' ability in using some was 55.71% and in using a lot of was 59.04%, the percentage of students' ability in using little was 48.57% and in using few was 51.14%. It showed that there were 4 students to the excellent level with 11.42%, 3 students included to the good level with 8.57%, 8 students included to the adequate level with 22.85%, 14 students included to the inadequate level with 40%, and 6 students included to the failing level with 17.14%.²⁶.

Third based on Hazem, it was found some difficulties that university students of English face when using quantifiers in their written performance, how quantifiers are used and how often quantifiers are used. Through the study, the researcher discovered that there are students inadequate in using the part of

²⁵ Ramadita, "Students' Ability to Use Quantifiers at MTs Diniyah Puteri Pekanbaru."

²⁶ Fadilla, "An Analysis of Students' Ability in Using Quantifiers at the First Semester of the Eighth Grade of MTs Al Muhajirin Pematang Pasir South Lampung in the Academic Year of 2021 / 2022."

quantifiers especially several and few in their written performance. Students are interested in using the multal type of quantifiers widely²⁷.

Fourth was from sari²⁸, that is aimed to find out the types of students' error in using quantifiers and to finding out the causes of students' error in using quantifiers made by the students of first semester at Institute Agama Islam (IAI) Al-Azhaar Lubuklinggau. The findings revealed that there were 165 errors found in using quantifiers made by the students. The errors were classified into six quantifiers, namely, "much", "many", "a few", "a little", "a number", and "amount" with the most dominant error was in using "a few". Moreover, there were three causes of quantifier errors, namely; carelessness, first language, and translation. translation. However, the dominant cause was translation, another causes of errors were lack of vocabulary and lack of grammar. It can be concluded that the most dominant type of quantifiers error made by the students was in using "a few" which is caused by the students' inability to find the suitable word in their writing.

The fifth was thesis from yustipetri²⁹, This research was descriptive design using a quantitative approach. The technique of data analysis the researcher used descriptive analysis in SPSS 22.0. In this research looking for how were students ability in using quantifiers in writing and to determine what is the dominant type error did by students. Based on the data analysis, the students ability in using quantifiers was categorized into sufficient level with the mean

²⁷ Hazem, "Using Quantifiers in English University Students: Problems and Strategies."

²⁸ Sari, "An Analysis of Students Error in Using Quantifiers."

²⁹ Yustipetri, "Students Errors in Using Quantifiers in Writing at MTs Muhammadiyah 02 Pekanbaru."

61.71 and then the dominant type of error did by students was misinformation with the total error were 85 and 85% of data percentage. The differences between the previous research and this research can be seen from the title and sample. Meanwhile, the similarities of the previous research and this research were using the same method.

Based on the result of this research the researcher found the students ability in using quantifiers was inequated level. This research was made to determine students' ability to write quantifiers. This research has differences from previous research, namely differences in variables, this research only focuses on writing quantifiers in sentences. It would know the information about the ability of the students in using quantifiers. The population and sample in this study are also different from previous research. Sari discusses quantifiers and also uses the descriptive quantitative method. The difference is that Sari, examines what mistakes students make when using quantifiers while this research only discusses students' abilities in using quantifiers.

Yustipetri looking for how were students ability in using quantifiers in writing and to determine what is the dominant type error did by students. The differences between the previous research and this research can be seen from the title and sample. Meanwhile, the similarities of the previous research and this research were using the same method.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Location of the Research

This research was conducted at SMP Negeri 1 Hutabargot. That is located in Mondan Hutabargot, Mandailing Natal Regency, and North Sumatra. This research starts from September 2023 until Januari 2024.

B. Research Design

The kind of this research is quantitative research. Quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest¹. with method of research is descriptive method. This descriptive quantitative research collects measurable data to analyze samples and populations statistically. It is to describe the students' ability in using quantifiers in completing sentence.

C. Population and sample of the Research

1 Population

The population of this research was all the VIII grade students of SMP Negeri 1 Hutabargot. This school only has one class for grade eight with a total of 30 students. So the population of this study will be 30 students.

Table III.1
Population of Research

N0	CLASS	Total
1	VIII	30

(source : data of students SMP N 1 Hutabargot Sangkunur from Vice of Headmaster)

¹ Zetira, "Using Clustering Technique to Explore the Ideas in Writing Descriptive Tex," 2020.

2 Sample

Sample is part of the existing population to be studied. A sample is also defined as taking selected members of the population to be used as research because the population is too small, the researcher carried out total sampling technic. Total sampling is a sampling technique where the number of samples is the same as the population. which means the entire population is used as a sample, namely the VIII grade students of SMP Negeri 1 Hutabargot which totaled 30 students are the sample of this research.

Table III.2
Sample of the research

N0	CLASS	Total
1	VIII	30

(source : data of students SMP N 1 Hutabargot from Vice of Headmaster)

D. Instrument of Collecting Data

This research used tests as instrument to collect the data. Test is some of questions or views and other tools which were used to measure skill, knowledge, and intelligent ability. The tests given to students was multiple-choice items a set of tests in which each item provides answer choices and one of the options is the correct answer, while the other options function as a distractor or distractor because the students must choose one correct answer from some options and has the key answers sheet.

The researcher used the test make some questions about quantifiers in order to get the information about the students' ability in using quantifier in writing tenses. The researcher expresses the total of test is twenty five questions, and

the researcher give four score for one question so. It means that the totality of score for this test is one hundred.

Table III.3
Indicator Test

Indicator	Sub Indicator	Number of Items	Total Item	Score
The students are able to use Quantifiers	Some	4,9,15,20	4	$4 \times 4 = 16$
	Any	3,10,23	3	$3 \times 4 = 12$
	Many	1,17,22	3	$3 \times 4 = 12$
	Much	2,12,14	3	$3 \times 4 = 12$
	Every	11	1	$1 \times 4 = 4$
	Few	5,7,24	3	$3 \times 4 = 12$
	Little	6,8,13,25	4	$4 \times 4 = 16$
	A lot of	16,19,21,18	4	$4 \times 4 = 16$
	Total			25

From table III.1 it can be concluded that the sub indicator some has four questions, any has three question, many has three question, much has three question, every has one question, few has three question, little has four question, and a lot of has four question so the total is twenty-five item then each item is multiplied by four so that the total score is one hundred.

E. Validity and Reliability of Research

a. The Validity

A good test should be valid. Therefore, the test can be used to measure the measured aspect. Validity is important thing to doing the research, it means validity how to valid the test, a good test must be validity. The researcher chose multiple choice test to test students Ability in using quantifiers. To make the

test become valid so the researcher would apply construct validity. Because this research instrument was taken from the student's textbook which was then validated by the English teacher, the researcher gave 50 questions to be validated to the teacher then the teacher chose which questions were valid and which were invalid then the researcher used 25 valid questions as an instrument in this research, researcher used SPSS 20 so that the test or instrument used in this research was valid.

Based on the validity above, the researcher uses multiple choice test because the form of a multiple choice test is suitable for knowing students' abilities in using quantifiers and for knowing students' abilities in using quantifiers. Then the test tested so that the test is valid, to get research data.

b. The Reliability

The high reliability must have a good test, besides having validity. The researcher chooses internal consistency to determine the reliability of the test, the internal consistency of the measurement is defined as reliability. Internal consistency is done by trying the instrument just once, then the data obtained is analyzed with certain techniques, the reliability is the consistency and accuracy in scoring that would have resulted from the researched measure². In this research the researcher used SPSS 20.

² Sugiyono, "Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D," 2015, 38.

F. Technique of Collecting Data

After preparing the test, the researcher was given the test to the students as sample of the research, then try to find out the result.

1. The researcher made preparation of the test which are all the items of the test concern about quantifiers.
2. The researcher gave the students multiple choice test that consist of 25 question.
3. The researcher gave students 30 minutes to answer the question.
4. The researcher collected the item of the students answer
5. The researcher analyzed the data

G. Technique of Analyzing Data

After data was collected, the research analyzed the data by using some steps, shown as follows:

- a. Checking of the students answer.
- b. Counting sum of the true or false from the students' answers.
- c. Calculating the students score by using mean score formula.
- d. Then, classifying students' ability by using criteria of students range score.

To find out the mean score of students' ability to use quantifiers as follows:

Using mean score to analyze the test result.

$$M = \frac{\sum X}{N}$$

In which:

M = Mean score of average score

$\sum X$ = Total of research

N = Sum of respondents³

After finding mean score of all students the researcher need to find out the categories of the score, The range of score of the result students test will be interpreted as excellent, good, average/enough and poor as stated by riduwan⁴.

Table III.4
Range Score

No	Score	Criteria
1	0-20	Very Low
2	21-40	Low
3	41-60	Enough
4	61-80	High
5	81-100	Very High

- a. If the value of the means score is between 0-20 it might be classified as very low category
- b. If the mean score is 21-40, it might be classified as low category.
- c. If the value of the means score is between 41-60, it can be classified as enough category.
- d. If the value of the means is 61-80, it may classify as having enough category.
- e. If the value of the means score is 81-100, it considered very high category.

³ Sugiyono.

⁴ Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Peneliti Pemula* (Bandung: Alfabeta, 2005).

CHAPTER IV

RESULT OF RESEARCH

This chapter discussed about the result of the research based on the title “Students ability in using quantifiers at the VIII grade students of SMP Negeri 1 Hutabargot”. The researcher was analyzed and calculated it and followed by testing a test. It would be explained as follow:

A. Research Findings

1. The students’ ability in using quantifiers

To know the students’ ability in using *quantifiers*, the researcher used the test as instrument of collecting the data. Whereas, the researcher asked to use *quantifiers* correctly. The total number of the test were 25, the score of a question were 4. Thus, the total score of the entire test were 100.

To make understanding this research, it was described based on one variable. It was students’ ability in using *quantifiers*. It would be described further as follow result of using quantifiers in sentence. The researcher used test as an instrument to collect the data. It consisted of 1 indicator. The indicator is the students are able to use quantifiers. There are 8 sub indicators for indicators such some, any, many, much every, few, little and a lot of.

Every single indicator has the same score. It is based on the difficult level category. After the students finished their test, the researcher corrected these results and gave score for each student. To make it easier for researchers to mention or summarize student score results, researchers

do not use students' real names but only their initials. Then, the instrument had been given for at the VIII grade students of SMP Negeri 1 Hutabargot, the score each of them could be seen in the table below:

Table IV.1
The Students' Ability in Using Quantifiers

No	Initial	Score
1	AB	44
2	AR	32
3	AE	48
4	AH	60
5	AI	52
6	AS	60
7	BA	40
8	FM	52
9	MD	60
10	MH	44
11	MWH	52
12	MI	72
13	MS	68
14	MLR	48
15	NA	56
16	PI	52
17	RM	72
18	RRN	32
19	SAK	48
20	SS	48
21	SN	44
22	SMA	52
23	FRP	56
24	FN	40
25	NH	48
26	SH	44
27	RL	24
28	RH	36
29	HA	48

No	Initial	Score
30	NAH	44

Based on the table above, the total scores of the students' ability in using quantifier at the VIII grade students of SMP Negeri 1 Hutabargot test was 1.476, there were two students who got 72 as the highest score, There was one student who got the lowest score, namely 24. The range of the data was 48 that is obtained from the results of the highest value minus the lowest value and based on the results of these data, the researcher found that the mode was 48, mode is obtained from value that occurs most frequently. Then a length of class is 8. After obtaining the scores, these scores were used to determine the score of the quality as follow:

Table IV.2
The Quality Score of the Students' ability
In Using Quantifiers

No	Students' Initial Name	Total Score	Quality Score
1	AB	44	Enough
2	AR	32	Low
3	AE	48	Enough
4	AH	60	Enough
5	AI	52	Enough
6	AS	60	Enough
7	BA	40	Low

8	FM	52	Enough
9	MD	60	Enough
10	MH	44	Enough
11	MWH	52	Enough
12	MI	72	High
13	MS	68	High
No	Students' Initial Name	Total Score	Quality Score
14	MLR	48	Enough
15	NA	56	Enough
16	PI	52	Enough
17	RM	72	High
18	RRN	32	Low
19	SAK	48	Enough
20	SS	48	Enough
21	SN	44	Enough
22	SMA	52	Enough
23	FRP	56	Enough
24	FN	40	Low
25	NH	48	Enough
26	SH	44	Enough
27	RL	24	Low
28	RH	36	Low
29	HA	48	Enough

30	NAH	44	Enough
	Total	1476	

Based on the table above, it is clearly seen that quality score the students' score in using *quantifiers* is different. Whereas, there were many students have low, enough, and high. It means that the students' ability in using quantifiers at the VIII grade students of SMP Negeri 1 Hutabargot in 2022/2023 academic years is various.

From the table above, the researcher made conclusion that there were 6 students having low score that means students who are in the low category are 20%, there were 21 students having enough score that means students who are in enough category 70%, and also there were 3 students having high score that means students in the high category are 10%. The total from the all of students was 30 students so the total percentage is 100%. After obtaining the highest and lowest scores, these scores were used to determine the score of the interval.

Interval is the difference between the maximum index value and the minimum index value. Which is produced by range as follow:

Table IV.3
Interval class of students' scores in using quantifiers

Interval	Frequency
24-31	1

32-39	3
40-47	7
48-55	11
56-63	5
64-71	3

Interval class of the students score in using quantifiers has explained by the researcher. After finding the mean score, median, modus, the highest score and the lowest score of students' ability in using quantifiers. The researcher made the explanation into specific explanation.

From the table above, the researcher calculated that the total of class was 6 and the interval was obtained from the results of the range divided by the length of the that is 48 divided by 6 then the result was 8. Then because the lowest score is 24, the interval starts from 24 with the length of class 8 being 31 so the first interval was 24-31, then the second interval starts from 32 plus 8 the result is 39 so the second interval was 32-39, The third interval starts from 40 plus 6 and the result is 47 so the third interval is 40-47, The fourth interval starts from 48 plus 6 and the result is 55 so the third interval is 48-55, then The fifth interval starts from 56, adding 6 gives 63 so the third interval is 56-63, the last interval starts from 64 plus 6 and the result is 71 so the third interval is 64-71 .

After knowing the interval, the researcher determines the frequency of the data. Frequency is taken from student score, the interval with the highest frequency is in the 48-55 interval with a frequency of 11 people, then the lowest frequency is in the 24-31 interval with a frequency of 1, the second highest frequency is in the 40-47 interval with a frequency of 7 people, after that the third highest frequency is in interval 56-63, namely with a frequency of 5, the next highest frequency is located in the interval 32-39 and interval 64-71 with the same frequency, namely 3, so the total of frequency was 30.

After obtaining the interval and frequency, these scores were used to determine the score of the mid-point as follow:

Table IV.4

Mid-point of the students' scores in using *quantifiers*

Interval	Frequency	Mid-Point
24-31	1	27.5
32-39	3	35.5
40-47	7	43.5
48-55	11	51.5
56-63	5	59.5
64-71	3	67.5

After determining the interval and frequency, the researcher determines the mid-point of the data. Midpoint is calculated from the

interval class value, namely the lower limit of the class plus the upper limit then divided by 2, the interval with the highest midpoint is in the interval 64-71 and frequency 3 with mid-point 67.5, the interval with the lowest mid-point is interval 24-31 frequency 1 with mid-point 27.5, the interval with the second highest midpoint is at interval 56-63, the frequency is 5 with mid-point 59.5, the interval with the next highest midpoint is in the interval 48-55, the frequency is 11 with mid-point 51.5, the interval with the next highest midpoint is at interval 40-47, the frequency is 7 with mid-point 43.5, the interval with the next highest midpoint is interval 32-39, frequency 3 with mid-point 35.5.

After the researcher determines the interval, frequency and midpoint, the researcher then determines the frequency results multiplied by the middle value to determine the mean score which can be seen from the following table:

Table IV. 5

Table of Total Score

No	Intrval	Fi	Xi	Fixi
1	24 – 31	1	27.5	27.5
2	32 – 39	3	35.5	106.5
3	40 - 47	7	43.5	304.5
4	48 – 55	11	51.5	566.5
5	56 – 63	5	59.5	297.5
6	64 – 71	3	67.5	202.5
		30		1.505

From this table it can be seen that the total amount of the overall results of students' ability in using quantifiers is 1.505 which was obtained by multiplying the students' frequency by the mid-point where in the interval 24-31 with the frequency one time by the mid point 2.75 which results 2.75, then interval 32-39 with frequency 3 multiplied by mid-point 35.5 the result is 106.5, then at frequency 40-47 with frequency 7 times mid point 43.5 the result is 304.5 then in the interval 48-55 with frequency 11 times mid point 51.5 the results 566.5 then in the interval 56-63 with a frequency of 5 times the mid point 59.5 the result is 297.5 then in the interval 64-71 with a frequency of 3 the result is 67.5 with a total of 1,505.

After determining the total score, the researcher determines the mean score using the following formula:

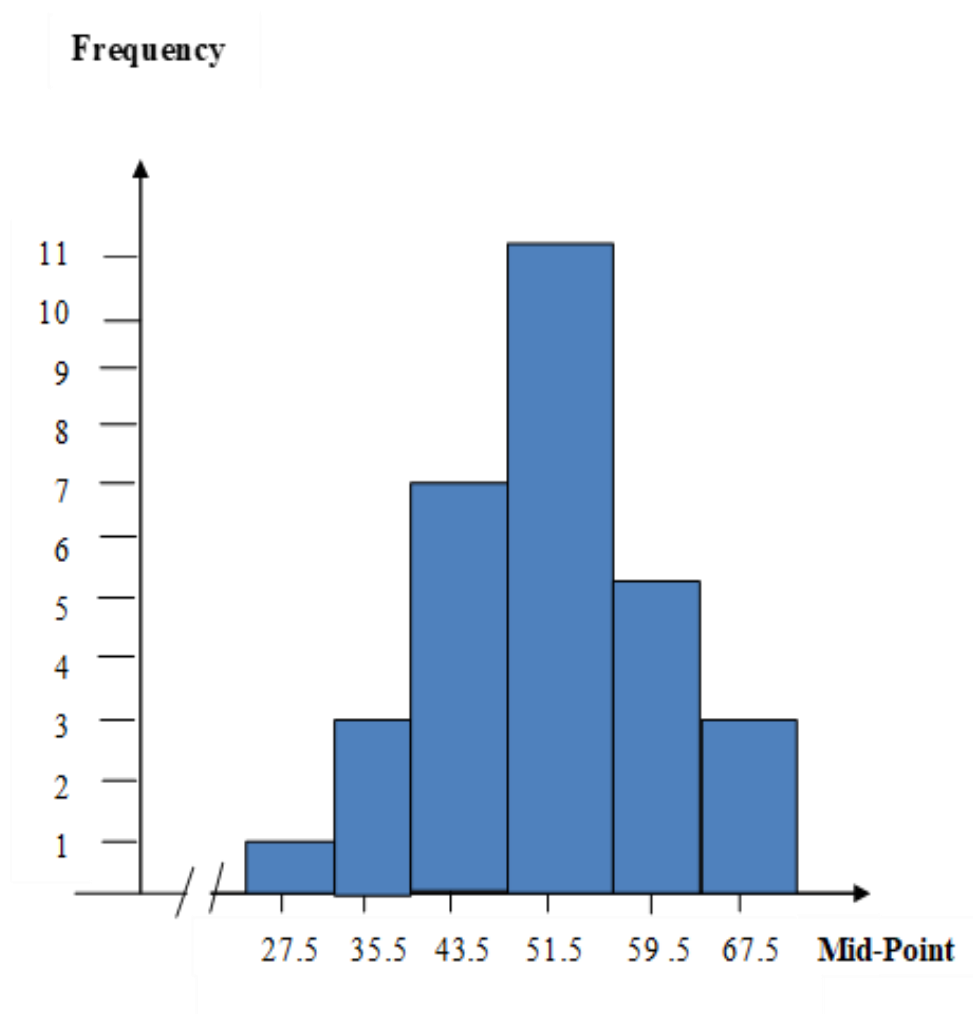
Mean Score

$$\text{Mean} = (\bar{x}) = \frac{\sum x}{N}$$

$$(\bar{x}) = 1.505 / 30$$

$$= 50.16$$

To make it clear, the researcher also explains the frequency and the mid-point of the students in the following figure :

Figure IV.1**Figure of Frequency and Mid -Point of Student Score**

From the figure above it can be seen that the highest frequency is 11 with a mid-point of 51.5, the lowest frequency is 1 with a mid-point of 27.5, the second highest frequency is 7 with a mid- point of 43.5, the third highest frequency is 5 with a mid- point of 59.5, The next highest frequency is 3 at mid-point 35.5 and 67.5 both have a frequency of 3.

The interval, frequency and mid-point these scores were use to determine the score of the percentage as follow:

Table IV.6
Percentages of Students Score in Using *Quantifiers*

Interval	Frequency	Mid-Point	Percentage
24-31	1	27.5	3.3%
32-39	3	35.5	10%
40-47	7	43.5	23.3%
48-55	11	51.5	36.6%
56-63	5	59.5	16.6%
64-71	3	67.5	10%

From the all score in using *quantifiers* has explained by the researcher. After finding the mean score, median, modus, the highest score, the lowest score, interval class, frequency, mid-point, and percentage of students' ability in using *quantifiers*. The researcher made the explanation into specific explanation. It can be concluded that The interval with the highest frequency is in the 48-55 interval with a frequency of 11 and the mid point is 51.5 with a percentage of 36.6%, The interval with the lowest frequency is in the 24-31 interval with a frequency of 1 and the mid-point is 27.5 with a percentage of 3.3%, The interval with the second highest

frequency is in the 40-47 interval with a frequency of 7 and the mid-point is 43.5 with a percentage of 23.3%, The interval with the next highest frequency is the 56-63 interval with a frequency of 59.5 and a percentage of 16.6%, The interval with the lowest frequency to the next was in the 32-39 interval with a mid-point of 35.5 with a percentage of 10% and the 64-71 interval with a mid-point of 67.5 with a percentage of 16.6% with the same frequency of 3. To categorize the level ability in identifying types of sentences, it could be seen as below¹:

Table IV.7

The students' percentages score in using quantifiers

Scores	Level of ability	Percentages scores
0-20	Very Low	0(0%)
21-40	Low	3 (10%)
41-60	Enough	21 (70%)
61-80	High	6 (20%)
81-100	Very High	0 (0%)
Total		100%

After analyzing the students' result in using quantifiers at the grade students of SMP Negeri 1 Hutabargot. It could be seen that there were 0% of the students at very high level category, 10% students were categorized

¹ Riduan.

as high levels consisting of 3 students, then 70% students were recognized as enough levels consisting of 21 students, 20% of students were consisti of 6 students were categorized in low level and, 0% of the student as very low levels category consisting of 0 student. Most students' abilities are in the enough category, namely 70% with a total of 21 students, therefore the researcher concludes that students' abilities in using quantifiers are in the enough category.

After obtaining the percentages score, these scores were used to determine the variable of statistic score as follow:

Table IV.8
Resume of variable in using *quantifiers*

No	Statistic	Variable
1	The Highest Score	72
2	The Lowest Score	24
3	Range	48
4	Mean score	50.16
5	Median	48
6	Modus	48

Based on the table 4.4 above, it was known that the variable of using *quantifiers* which followed by 30 students, based on the total number of sample the highest score was 72 and the lowest score was 24. The range score was 48, mean score was 50.16, median was 48 and modus was in 48. Based on data calculation mean score 50.16, the researcher concluded that

the students' ability in using quantifiers at the eight grade students of SMP Negeri 1 Hutabargot was “**enough category**”.

2. The Students' Difficulties in Using Quantifiers

To find out students' difficulties in using quantifiers, the researcher looked at the students' wrong answers when using quantifiers. The researcher looked for questions that had a lot of wrong answers from students so that the researcher knew which quantifiers were difficult for students to use.

Table IV.9
Total Correct and Incorrect Answer

Number of Questions	Total of Correct Answers	Total of Incorrect Answer
1	25	5
2	19	11
3	5	25
4	12	18
5	8	22
6	21	9
7	10	20
8	15	15
9	12	8
10	16	14
11	21	11
12	20	10
13	14	16
14	29	11
15	18	12
Number of Questions	Total of Correct Answers	Total of Incorrect Answer

16	20	10
17	17	13
18	15	15
19	7	23
20	17	13
21	12	18
22	9	21
23	16	14
24	20	10
25	17	13
Total Score	395	397

From the table above it can be seen that students had the most wrong answers, namely in question number 3, namely there were 25 students who were wrong and only 5 people were right, then the second most wrong answers were in question number 19 where there were 23 students who were wrong. and only 7 were correct, then the third most wrong answer was number 5, namely there were 22 students who were wrong and only 8 people were right. So it can be concluded that students have difficulty answering questions 3, 5 and 19, where question 3 is a question about any, 5 few, question and 19 a lot of. So from these data it can be concluded that students face difficulties when using any, few, little and a lot of.

Table IV.10

Total of Students Incorrect Answer

Indicator	Total of Answer	Total of Incorrect Answer
Some	$4 \times 30 = 120$	51
Any	$3 \times 30 = 90$	53

Many	$3 \times 30 = 90$	39
Much	$3 \times 30 = 90$	42
Every	$1 \times 30 = 30$	11
Few	$3 \times 30 = 90$	52
Little	$4 \times 30 = 120$	53
A lot of	$4 \times 30 = 120$	106

From the table above the most student difficulties are at the high incorrect answer consist of 106 mistakes that is in indicator a lot of. Question any consist with 58 mistakes and few with 52 mistakes. The researcher concluded that students face difficulties when using a lot of, any and few because students make more than mistakes.

Table VI.11

The Percentage of Students incorrect answer

Indicator	Total of Answer	Total of Incorrect Answer	Percentages of Incorrect Score
Some	$4 \times 30 = 120$	51	42.5%
Indicator	Total of Answer	Total of Incorrect Answer	Percentages of Incorrect Score
Any	$3 \times 30 = 90$	53	58.8%
Many	$3 \times 30 = 90$	39	43.3%
Much	$3 \times 30 = 90$	42	46.6%

Every	$1 \times 30 = 30$	11	36.6%
Few	$3 \times 30 = 90$	52	57.7%
Little	$4 \times 30 = 120$	53	44.16%
A lot of	$4 \times 30 = 120$	106	88.3%

From the table above the most student difficulties are at the high percentage, namely 88.3% consist of 106 mistakes that is in indicator a lot of. Question any 58.8% consist with 58 mistakes and few 57% with 52 mistakes. concluded that students face difficulties when using a lot of, any and few because students make more than 50% mistakes.

B. Discussion

This research discussed about the students' ability in using quantifiers at VIII grade students of SMP Negeri 1 Hutabargot. The researcher want to know the students' ability in using quantifiers so, the researcher analyzed how is students' ability in using *quantifiers* at the eight grade students of SMP N 1 Hutabargot. The researcher conducted a test to determine the level of students' ability in using *quantifiers*. The test was that have been conducted by researcher.

The students who get low quality score is 6 students including AR with the score 32, BA with the score 40, RRN with the score 32, FN with the score 40, RL with the score 24, RH with the score 36. The aspects or indicators that the researcher analyzed to know their ability is the students are able to use quantifiers, where there are 8 sub-indicators, namely some, any, many, much, every, few, little, a lot of. Each aspect has point or score

and the researcher calculate it to get the last point score. Based on the general result research of calculation, the researcher find out highest score was 72, the lowest score 24, range score 48, mean score was 49.2, modus was 48 and median was 48. There were 0% of the students at very high level category, 10% students were categorized as high levels consisting of 3 students, then 70% students were recognized as enough levels consisting of 21 students, 20% of students were consist of 6 students were categorized in low level and, 0% of the student as very low levels category consisting of 0 student.

Based on the results found by researchers the researcher concluded that the students' ability in using quantifiers at the eight grade students of SMP Negeri 1 Hutabargot was "enough category". There were a number of research that had been done. Every single research has similarities and differences with this research. The researcher has written it briefly.

The first was thesis by Ramadita this research focused on the ability and the dominant type of using quantifiers. Based on the data presented, the researcher found that the students' ability to use quantifiers at eight grades can be summed up Students' ability to use quantifiers was at poor category category with a mean score of 41.00 the dominant type of using quantifiers at MTs Diniyah Puteri Pekanbaru was type 2: uncountable noun (much), with a mean score of 41.85 and a percentage of 35%. From these data it can be concluded that students' ability in using quantifiers is in the poor category, while based on this research, students' ability in using quantifiers

is in the enough category. The similarities of Ramadita thesis is both of them to know the students ability in using Quantifiers .

The second was thesis by Fadilla this research focus on students ability in using quantifiers identifying quantity of noun. Based on the data presented, the researcher found that the students' ability in using quantifiers at eight grades is in inadequate level. The total of the mean score of the students was 58.71. The percentage in using many and much were 63.80% and 49.28%, the percentage of students' ability in using some and a lot of were 55.71% and 59.04%, the percentage of students' ability in using little and few were 48.57% and 51.14%. It showed that there were 4 students to the excellent level with 11.42%, 3 students included to the good level with 8.57%, 8 students included to the inadequate level with 22.85%, 14 students included to the inadequate level with 40%, and 6 students included to the failing level with 17.14%.

From these data it can be concluded that students' ability in using quantifiers is at an inadequate level, while this research found that students' ability in using quantifiers is in the enough category. The similarities of Fadilla thesis is both of them to know the students ability in using Quantifiers, this research also descriptive quantitative research. The difference between Fadilla with this research was the population and sample fadilla used random sampling.

The third was thesis by Hazem this research is an attempt to investigate some of the difficulties English students face when using

numbers in their written performance. This research concludes that students make grammatical errors regarding numbers for two main reasons: interlanguage and intra language both influence the way they write essays. While this research found that students' ability in using quantifiers is in the enough category. The similarities of Hazem is both of them discusses about quantifiers. The difference between Hazem with this research Hazem attempt to investigate some of the difficulties English students face when using numbers in their written performance while this research only discusses students' abilities in using quantifiers.

The fourth was jurnal from sari, This research aimed at finding out the types of students' error in using quantifiers and to finding out the causes of students' error in using quantifiers made by the students of first semester at Institute Agama Islam (IAI) Al-Azhaar Lubuklinggau. The findings revealed that there were 165 errors found in using quantifiers made by the students. The errors were classified into six quantifiers, namely, "much", "many", "a few", "a little", "a number", and "amount" with the most dominant error was in using "a few". Moreover, there were three causes of quantifier errors, namely; carelessness, first language, and translation. translation. However, the dominant cause was translation. Another causes of errors were lack of vocabulary and lack of grammar.

It can be concluded that the most dominant type of quantifiers error made by the students was in using "a few" which is caused by the students' in ability to find the suitable word in their writing. while this research found

that students' ability in using quantifiers is in the enough category. The similarities of sari, This research discusses quantifiers and also uses the descriptive quantitative method. The difference is that sari, examines what mistakes students make when using quantifiers while this research only discusses students' abilities in using quantifiers.

The fifth was thesis from yustipetri this research was descriptive design using a quantitative approach. The technique of data analysis the researcher used descriptive analysis in SPSS 22.0. In this research looking for how were students' ability in using quantifiers in writing and to determine what is the dominant type error did by students. Based on the data analysis, the students ability in using quantifiers was categorized into sufficient level with the mean 61.71 and then the dominant type of error did by students was misformation with the total error were 85 and 85% of data percentage. Based on the data above, it can be concluded that students' ability in using quantifiers is at the sufficient level, while this research found that students' ability in using quantifiers is in the enough category. The differences between the previous research and this research can be seen from the title and sample meanwhile, the similarities of the previous research and this research were using the same method.

The researcher found that the results obtained by previous researchers were different based on Ramadita and Fadilla who found that the setudents ability in using quantifiers was in the low category. Meanwhile, researchers found that students' ability in using quantifiers was

in the enough category, strengthened by the results found by Hazem and Yustipetri that also found that students' ability in using quantifiers was in the enough category.

C. The Threats of the Research

In this research, the writer believed that there were many threats. It started from the beginning of the title until the end of the research. This research was so far from perfect. Researchers found that quantifiers is a new grammar for grade 8 students at SMP Negeri 1 Hutabargot, so the types of quantifiers that students know are limited, because researchers did not interview students so researchers were limited in knowing the difficulties experienced by students and then because the researcher did not use interviews, so the researcher did not know how the teacher dealt with the difficulties experienced by the students.

CAPTER V

CONCLUSIONS, IMPLICATION AND SUGGESTIONS

A. Conclusions

Based on the result done by researcher about students ability in using quantifiers the researcher get the result after calculating the data analysis.

1. The total score of the students was 1.505 the mean score was 50.16. It could be found from the value of the percentage from mean score gotten by students. So, it could be categorized into enough category. So the researcher conclude that students ability in using quantifiers was categorized into **“enough category”**.
2. The data from the students’ score, there were 0% of the students at very high level category, 10% students were categorized as high levels consisting of 3 students, then 70% students were recognized as enough levels consisting of 21 students, 20% of students were consisting of 6 students were categorized in low level and, 0% of the student as very low levels category consisting of 0 student. So, it could be categorized into enough category.

B. Implication

Implications are the direct result or consequences of the findings of scientific research. The results of this research are about students' abilities in using quantifiers at SMP Negeri 1 Hutabargot. Based on the results of this research, students gave positive responses.

The results of this research are expected to provide benefits for:

1. Teacher

This research is provided for teachers to see how students are able to use quantifiers. The results of students' abilities can be an assessment for teachers whether quantifiers have been used correctly.

2. Reader

This research will be useful for readers as a reference to determine students' abilities regarding the use of quantifiers in writing activities, apart from that, readers can also use it as material to complete or re-explore related research.

C. Suggestions

After take the conclusion, the researcher want to give the suggestion abouve the result of the research it can be seen as bellow.

1. For the Headmaster of SMP Negeri 1 Hutabargot the researcher expects the head master of SMP Negeri 1 Hutabargot to become more active in controlling the process of teaching and learning that is done by the teachers especially English teachers in SMP Negeri 1 Hutabargot . The researcher also expects the head master to encourage the teachers

and students to complete all of the equipment they need in order to get the best quality of teaching and learning especially using quantifiers

2. For teachers, researcher hope teachers must explain quantifiers clearly, especially the use of quantifiers for objects that can be counted and objects that cannot be counted, the use of quantifiers in positive, negative and interrogative sentences. English teachers should increase the practice of using quantifiers so that students get used to and can master quantifiers

To the eight grade students of SMP Negeri Hutabargot should have to learning more how to use quantifiers especially in sentence.

3. For students, researchers expect students to study hard and learn more about quantifiers. Then, they know the types of quantifiers and how to use quantifiers. If they know the types of quantifiers and understand how to use quantifiers, students will find it easier to learn quantifiers and of course also improve students' ability to use quantifiers.

To the teacher especially English teachers in SMP Negeri 1 Hutabargot were hoped to develop the students' ability in using quantifiers, especially in sentence.

4. The researcher suggests to other researchers to conduct research related to this research topic, especially to find out other students' abilities in using quantifiers.

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Appendix 1

Name:

Class:

Time: 30 minutes

Please choose the correct quantifiers to use in the following sentences!

1. How _____ books have you read today?
a. many c. any
b. much d. few
2. I drank too _____ coffee this morning
a. many c. little
b. much d. few
3. The student didn't make _____ mistakes on the final exam.
a. many c. some
b. much d. any
4. _____ have been processed.
a. many c. some
b. much d. any
5. I have _____ books although I don't like reading.
a. little c. a little
c. few d. a few
6. There is _____ butter left. We cannot make a cake now.
a. little c. a little
c. few d. few
7. I have _____ novels. I prefer comics.
a. little c. a little
c. few d. a few
8. There is _____ rice left. I'm so hungry.
a. little b. little
c. few d. few
9. I have _____ apples in my bag
a. some c. every
b. any d. few
10. There aren't _____ eggs
a. some c. little
b. any d. few
11. _____ town has a police station
a. some c. every
b. any d. little

12. How _____ is the food?
a. many c. few
b. much d. little
13. Would you mind giving me _____ water from your jar?
a. some c. much
b. any d. a little
14. I drank too _____ coffee this morning
a. many c. some
b. much d. any
15. Give me _____ milk please
a. some c. much
b. any d. many
16. Every day we get _____ magazines and newspapers
a. some c. any
b. a lot of d. much
17. How _____ books are you going to buy?
a. some c. any
b. a lot of d. many
18. There is _____ of snow on the road
a. some c. a lot
b. any d. little
19. I don't have _____ money
a. some c. a lot of
b. any d. little
20. I need _____ information about train times.
a. some c. much
b. any d. little
21. She has _____ experience in teaching
a. some c. any
b. a lot of d. much
22. There are _____ books on the shelf
a. some c. much
b. any d. many
23. There isn't _____ sugar in the jar
a. some c. much
b. any d. many
24. Dina doesn't want to get wet because she only brings _____ clothes.
a. some c. few
b. any d. many
25. Mom said there was _____ honey in the jar for the pancake.
a. a little c. any
b. some d. much

Appendix II
Answer key for the test

1. Many
2. much
3. any
4. some
5. few
6. little
7. few
8. little
9. some
10. any
11. every
12. much
13. Little
14. Much
15. Some
16. A lot of
17. Many
18. A lot of
19. A lot of
20. Some
21. A lot of
22. Many
23. Any
24. Few
25. Little

Documentation

Giving the instruction to the students



Giving the test to the students



Collecting the students answer sheet



Appendix 3

Result of The Test

1. The score of students' from low score to high score

24	32	32	36	40	40
44	44	44	44	44	48
48	48	48	48	48	52
52	52	52	52	56	56
60	60	60	68	72	72

2. High Score = 72

3. Low Score = 24

4. Range = high score – low score
= 72 - 24
= 48

5. Total of Class = $1 + 33 \text{ Log } n$
= $1 + 33 \text{ Log } 30$
= $1 + 33. (4.771212)$
= $1 + 4.8744999$
= 5.87449
= 6

6. Length of Class = $48 / 6$
= 8

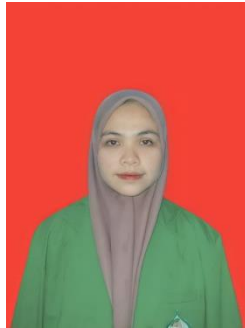
No	Intrval	Fi	Xi	Fixi
1	24 – 31	1	2.75	27.5
2	32 – 39	3	35.5	106.5
3	40 - 47	7	43.5	304.5
4	48 – 55	11	51.5	566.5
5	56 – 63	5	59.5	297.5
6	64 – 71	3	67.5	202.5
		30		1.505

7. Mean Score

$$\text{Mean} = (x) = \frac{\sum x}{N}$$

$$(x) = 1.505 / 30$$

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th.

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(Pembimbing I)
(Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

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Judul Skripsi : Students' ability in Using Quantifiers at the VIII Grade Students' of SMP Negeri 1 Hutabargot

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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17 Oktober 2023

: -
: **Izin Penelitian**
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Yang hormat, bersama ini kami sampaikan bahwa :

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adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali
Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul
"Students' Ability in Using Quantifiers at the VIII Grade Students' of SMP Negeri 1
Hutabargot".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin
penelitian dengan judul di atas.

Permohonan ini dikemukakan, atas perhatiannya diucapkan terimakasih.

Plh. Dekan
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UPTD SMP NEGERI 1 HUTABARGOT
KECAMATAN HUTABARGOT



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Mondan, 20 Oktober 2023

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Di-
Tempat

Dengan Hormat,

Sesuai dengan surat bapak dengan nomor B-5716 / Un.28/E/TL.00.9 10 2023

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Dengan judul Skripsi “ Students’ Ability In Using Quantifiers At The VIII Grade
Student’s Of SMP Negeri 1 Hutabargot”. Berkenaan dengan hal tersebut bersama
ini kami sampaikan bahwa kami memberikan izin penelitian dimaksud.

Demikian di sampaikan, dan terima kasih.

Mondan, 20 Oktober 2023
Kepala Sekolah



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