



An Analysis of Difficulties in Using Quantifier Faced by the Eight Grade Students at Smp Angkasa Lanud Padang in The Academic Year 2022/2023

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Abstract

This research is aimed to find out the eighth-grade students' difficulties in using quantifiers and to find out the factors that cause the students' difficulties. This research used a mixed-method research design. The instruments of this research are multiple-choice test and interview. In this research there were 25 students at the eight one class students and also the English teacher of SMP Angkasa Lanud Padang as the sample. The techniques of collecting the data were test with 40 questions and interview with 6 questions. The findings of the research show that all students are categorized as failing. There are three difficulties faced by the students; difficulty remembering and using the quantifier appropriately, difficulty in understanding the countable and uncountable noun word, difficulty remembering the vocabularies. There are some factors that cause the students' difficulties in using quantifiers were classified into two categories. First, the cause of students' difficulties related to the learning process, are two factors; the teacher explained the material too quickly and sometimes the teacher's method of teaching was boring. Second, the factors that cause students' difficulties related to students, there are three factors; lack of vocabularies, lack of motivation, carelessness. This research is expected useful for the English language teaching and learning process at SMP Angkasa Lanud Padang.

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INTRODUCTION

Grammar is a crucial thing in a language (Effendi, 2017). Grammar is essential because it brings correctness in mastering four skills of English (Subekti, 2017). So that, in studying language formally in school grammar is important to be mastered. In addition, MacMillan (2017) states that grammar discusses how words are placed in sentences and their forms and structures (called morphology) (called syntax). In other words, grammar establishes the norms for acceptable usage of both spoken

and written language so that communication is simpler. As widely known, grammar holds an important role both of writing or speaking because it makes someone well organized and professional. By learning grammar the students able to arrange the word well and make a perfect sentence. But, in fact grammar has a complex component as the rule English grammar discusses a wide range of topics. Determiner is one of them. A determiner is a word that comes before a noun to indicate the quantity or to make it clear to whom or what the noun refers. The Cambridge Advance Learners Dictionary (2005) states that quantity words are words that show a specific number or amount and the measurable of property or things, which is in keeping with the premise above. There are quantifiers' determiners in quantity terms.

As Nordquist (2019) explains “a quantifier is a category of determiner that expresses a relative or uncertain indication of quantity” (e.g., all, some, or considerable). Quantifier determiner is the word that shows quantity or a mount. They can be singular words or phrases that are used with nouns to represent amount or quantity, such as some, much, many, few, a few, a lot of, plenty of, etc. Quantifiers frequently precede nouns, as in all children, some students, a little water, much oil, a few apples.

SMP (Sekolah Menengah Pertama) Angkasa Lanud Padang is one of junior high schools in Padang. The school applies 2013 curriculum as a teaching and learning guideline. This curriculum has been applied in most of schools in Indonesia since 2013. The ministry of education and culture confirmed that this curriculum has been applied in Indonesia with the intention of due to global changes now, because of the need for the necessary competencies, occurrence of negative phenomena especially among young people, negative perceptions of education now among Indonesians (Hamied, 2014). In this curriculum, every material subject does not only play a role as learning content responsible for the development of competence knowledge, skills, and attitudes, but also must be responsible for the achievement of standards graduate competency, it is required at each level education includes attitude competence (religious and social), knowledge competence, and skills competency.

As a formal education, SMP Angkasa Lanud Padang has a duty of implementing this curriculum to reach its goals. One of the goals described above is student required to have knowledge, competence and skill competency in the face of global change. Because of that, this school requires their students to take English course. English course is taught twice a week for every class with 60 minutes duration in every meeting. That means students get 120 minutes for learning English for every week. In English course, the students should learn four skills there are speaking, listening, reading and writing. The curriculum requires all the students to master those skills through syllabus that was given. For the eighth grade student, there are 13 KD (Kompetensi Dasar) from the syllabus that must be learnt by students. One of the topic must be mastered by the students is KD 3.6 about the existence of people, things and animal. In this topic the students supposed to know how to explain the thing around them by using quantifier. Even though, quantifier not only must to be understood in this material, but also must to be understood in mastering the material English subject at all

Through the guidance English teacher at the school, the researcher was doing her PPL at SMP Angkasa Lanud Padang. She was trying to teach them quantifiers. It was about four times meeting to finish the material. From this experience, the researcher found a phenomenon in that most of the student got a difficulty using the quantifier. It was seen by the result of their class test. The students also stated that it was difficult to use quantifiers appropriately. In general, most students get difficulty determining the usage of quantifiers appropriately on countable noun and countable noun.

There are many researches about students' difficulty and the factors of difficulties in using quantifiers have been conducted. In regard of student's difficulty in using quantifier, there are several researchers that have done the researches to study students' difficulty in using quantifier by analyzing their error in using quantifier; (Irfa'I, 2020; Mahabbah, 2013; Sari, 2021; Daingo, 2020). In using quantifier, Irfa'I (2020) said that there were 41% error data were found after the students' answer sheets had been checked. It means that many students' faced difficulties in using English quantifiers. Moreover, Mahabbah (2013) found that there were so many error were found and the dominant types of quantifiers error was the "all" quantifier. In addition, Sari (2021) analyzed students' error in using quantifiers; there were several quantifiers that have been conducted; some, an, much, many, an, a lot of and a little. The most dominant type of error was quantifier of many (18%). In addition, Daingo (2020) classified the difficulties into three categories; the difficulties for using uncountable noun quantifiers were 65 or 27%, the difficulties for using countable nouns were 58 or 24% and difficulties for using both countable and uncountable noun were 120 or 49%.

In addition, in regard of the factors that cause the students' difficulties in using quantifier, there are some researches have been conducted (Novita, 2019; Daingo, 2020; Sari, 2021). Novita (2019) found that there were two factors that cause the students' difficulty in using quantifier; Students' ability to learn English was weak and the teacher did not give more examples. In addition, Daingo (2020) found there were three factors of students' difficulty; the lack of grammar especially the use of quantifiers, lack of vocabulary in English and carelessness. Moreover, Sari (2021) also found several factors that cause the students' difficulty; first, the students were not interested in learning because they had a problem in reading, writing and understanding the material, then, the students were not usually to study more, they did not understand the material of quantifier and they were confused in identifying both countable and uncountable noun, and the last, some of students did not like the teaching method strategy of the teacher so they were bored.

Based on the previous researchers that have been conducted, it can be seen that most of students' faced difficulties in using quantifiers. The previous studies mostly focus on finding students' difficulties in using quantifiers by analyzing the students' error in using quantifiers. Unfortunately, there is not yet found the researches about what the difficulties that students' faced so that most of them did the mistake in using that quantifiers. Therefore, the researcher wanted to find out the students' difficulties in using quantifiers (the difficulties that cause they do the mistake in using quantifier) and also the factors that cause the difficulty.

METHOD

In this research, the writer used qualitative and quantitative descriptive methods. According to Creswell (2002) quantitative research is the process of collecting, analyzing, interpreting, and writing the result. This method will help the researcher in collecting and analyzing data. Based on Moleong (2013:6), qualitative researched is used to explain and understand holistically a phenomenon that is experienced by the subject of the research in a certain natural context by using various scientific method and describe it in the form of words and languages. The quantitative research was used to answer the first question in this study. Then, the qualitative method was used to answer the second research question of this research. So that, those method assisted to make descriptions systematically, accurately in identifying and describing the students' difficulties in determining of quantifiers and the causes of the students' difficulties in using quantifier.

RESULTS AND DISCUSSION

1. The analysis of Data Collected from the Test

There are forty questions in this test. The test consists of six kinds of quantifiers; many, much, little, few, some and a lot of. There are seven questions about many, seven questions about much, six questions about few, seven questions about little, seven questions about some, and six questions about a lot of. There are 25 students as the samples, and the total of data are 1000. From the total of the data, 633 data (63,3%) are incorrect answer and 367 data (36,7%) are the correct answer, (the students test's score can be seen at appendix: 6).

The researcher collected the students test, and then scored the students test to know the correct answer, incorrect answer and total scored of each student. Then, the researcher put them into four categories; excellent is the category with the score among 90-100, good category is the category with the score among 80-90 adequate is the category with the score among 70-79 , inadequate is the category with the score among 60-69, and failing is the category with the score below 60. It can be seen in the following table:

Category	Participant	Score Average
Excellent (90-100)	0	0
Good (80-89)	0	0
Adequate (70-79)	0	0
Inadequate (60-69)	0	0
Failing (Below 60)	25	36.5

Based on the table above, it can be seen that there is no participant in excellent category or there is no students who get test score among 90-100, there is no participant in good category or there is no student who get test score among 80-89, there is no participant in adequate category or there is no student who get test score among 70-79, there is no participant in inadequate category or there is no students who get test score among 60-69, and all the participants are in failing category or all students' scores are below 60, the students' score around 22.5-55 with students' average score 36.5 to see the score for each participant can see appendix 5. It can be

concluded, that it happened because all the students faced difficulties in using quantifier appropriately.

After that, the researcher analyzed the students' mistake in using quantifier based on the result of the test. The researcher divided it into three categories; students' mistake in using quantifiers that state with countable noun, uncountable noun, and both of them. The description is below:

1. Students' mistake in using quantifiers that state with countable noun.

There are two kinds of quantifiers that state with countable noun in this research study; many and few. The total of the questions are thirteen. From the questions, there are 194 incorrect answer data (30, 6%). The explanation of some students' incorrect answers in using quantifiers that state with countable noun is below:

8. How.....cakes will you make?

- a. little c. some
- b. many d. a lot of

In the question, there are 18 (72%) students that chose incorrect answer they chose a lot of, some, and little, while the correct answer is many. First, cakes are countable noun, second the test is form question sentence so it needs quantifier that state in question form.

21. I am sad, there were only...people came to my party.

- a. little c. few
- b. much d. a lot of

In this question, there are 21 students chose the wrong option, most of students answer much. The correct answer is few. Because people in countable noun and the sentence mean negative because the speaker is sad, there were only few people came to his party.

2. Students' mistake in using quantifiers that state with uncountable noun.

There are two kinds of quantifiers that state with uncountable noun in this research study; much and little. The total of the questions are fourteen. From the questions, there are 239 incorrect answer data (37, 8%). The explanation of some students' incorrect answers in using quantifiers that state with uncountable noun is below:

39. This coffee is bitter because I just add..... sugar in it.

- a. many c. a lot of
- b. much d. little

There were 22 (88%) students chose incorrect answer, most of them chose much, it is proved that the students were not understand the meaning of "bitter". The correct answer is little

3. Students' mistake in using quantifiers that state with both countable noun and uncountable noun.

There are two kinds of quantifiers that state with countable noun in this research study; some and a lot of. The total of the questions are thirteen. From the questions, there are 200 incorrect answer data (31, 6%). The explanation of some students' incorrect answers in using quantifiers that state with both countable and uncountable noun is below:

7. could you bring me ...water, please?

- a. some c. many
- b. a lot of d. little

There are 21 (84%) students chose incorrect answer, most of them chose many while the correct answer is some. It happened because they were not sure the noun was countable or uncountable.

26. This syrup is so sweet, there is ... sugar in it.

- a. many c. little
- b. a lot of d. few

There are 21 (84%) students chose incorrect answer, most of students answer many, while the correct answer is a lot of, because sugar is uncountable noun.

2. The analysis of Data Collected from Interview

The data that was collected from interview the researcher interviewed 7 students and an English teacher of SMP Angkasa Lanud. The interview was aimed to get data detail about the students' difficulties and to know the factors of students' difficulties in using quantifier. The results of the interview are presented in table below:

No	Difficulties and Factors that cause students' difficulties	Students' Answer
1	Difficulties	<ul style="list-style-type: none"> ➤ Four students said that it was hard to remember the quantifier and use it appropriately (Respondent 1, 2, 3, 4) ➤ Three students said that it was hard to differentiate of countable noun and uncountable noun (Respondent 3, 4 and 5) ➤ Two students said that it was difficult to know the vocabulary and infer the meaning of the sentence. (Respondent 6 and 7) ➤ The teacher said that there were three difficulties that faced by the students; difficult to remember the quantifier, difficult to differentiate between countable and uncountable noun, and difficult to understand and infer what the word meaning. (Respondent 8)
2	Factors that cause students' difficulties	<ul style="list-style-type: none"> ➤ Two student said that the factor was the teacher explained the material quickly (Respondent 1 and 2)

		<ul style="list-style-type: none"> ➤ Two students said that the English material was explained by teacher was boring (Respondent 2 and 3) ➤ Two students said that they were lack of vocabulary (Respondent 3 and 4) ➤ Three students said that they were lack of motivation (Respondent 4 and 5, and six) ➤ Three of students said the factor was their carelessness (Respondent 6 and 7) ➤ The English teacher said that the main factor is the students has low motivation in studying English (Respondent 8)
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This data was collected from interview between the researcher with the students and also with an English teacher at SMP Angkasa Lanud. The interview was 7 minutes in average for each participant. During the interview, the researcher was recording conversation between the researcher with the participants. After that, the researcher wrote down the transcript, and then she tried to analyze the data.

From the data that is got from interview, the researcher found that all of the students faced difficulties in using quantifiers. They faced different difficulties in using quantifiers. It can be seen from the table above, there are five difficulties that were faced by the students. First, students were difficult in remembering and using quantifier appropriately. It happened because some of students unfamiliar with quantifier especially quantifiers that state with uncountable noun, such as much and little. On the other hand, some of students had memorize the quantifiers, but when they faced the test they were confused in using the quantifiers that have same meaning but different function such as many and much. The students' quotation from the interview as follows:

Question	What are the difficulties that you faced in using quantifiers?
Students' answer	<ul style="list-style-type: none"> - Sometimes, I remember the meaning of each quantifier, but sometimes I just remember many and much only” (Respondent 1) - “The most difficult when I had to choose the quantifier appropriately was that I had to make sure the noun is the countable or uncountable noun”. (Respondent 2)

Second, the students were difficult to understand and differentiate between countable noun and uncountable noun. It was happened because some of students

said that in their first language there is no difference between countable and uncountable noun, so that they are not familiar with the rules, and then they think that all the things can be counted. The students' quotation from the interview as follows:

Question	What are the difficulties that you faced in using quantifiers?
Student's answer	"it was hard for me to differentiate between countable or uncountable nouns"(Respondent 3)

Third, students were difficult to know the vocabulary and infer the meaning. It was happened because some of students did not know about some words so that they were not able to infer the meaning of sentence, then they could not choose the appropriate quantifier.

Moreover, these difficulties happened because of several factors that faced by the students. First, the English teacher explains the material too quickly. Some students said that the teacher explained the material quickly, so that they did not understand what the teacher explained. The students' quotation from the interview as follows:

Question	What are the factors that cause your difficulties in using quantifiers?
Student's answer	"I think the cause is my English teacher because she explained quickly so that I didn't understand what she talked about". (Respondent 2)

Second, the class was boring. Some of the students mentioned that the teaching and learning process was boring because the teacher did not pay attention to the media that were used during the learning process, instead the teacher just explained the material by herself without using any interesting media. As a result, students get bored during the class. The students' quotation from the interview as follows:

Question	What are the factors that cause your difficulties in using quantifiers?
Student's answer	"I think the class was boring so that I have no motivation to remember the English words or quantifiers". (Respondent 5)"

Third, the difficulties because of students' lack of vocabularies. The students mentioned that they did not know the meaning of the vocabulary. As a result, they cannot choose and use the appropriate quantifiers. Understanding the meaning of the words can help the students to understand the whole meaning of the sentences. It will then help them in choosing the suitable quantifiers. The students' quotation from the interview as follows:

Question	What are the factors that cause your difficulties in using quantifiers?
Student's answer	"It is because I don't have many English vocabularies, because I think it

	is hard to remember the vocabulary” (Respondent 5)
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Fourth, lack of motivation. The students mentioned that they have no intention or motivation in learning English. It is because they have not found the goals and reasons of why they have to study English. They added that they did not need English for now. Also, it is because the rules in grammar are complex so that they think they will not be able to understand it. As a result, they do not want to learn about it. The students’ quotation from the interview as follows:

Question	What are the factors that cause your difficulties in using quantifiers?
Student’s answer	“The first cause is me, I don’t like English, so I don’t like to remember the words” (Respondent 6)”

Fifth, carelessness, Based on the interview, the students mentioned that they were not really concern about the use of the quantifiers and the nouns that followed them because, as mentioned above, the lack of vocabulary and motivation make them negligent. As a result, they do not really pay attention to the clues in the sentences because they thought that they would not get it right.

Finding

1. Students difficulties in using quantifiers

Based on the data analysis above, it was found that there are five difficulties that are faced by the students in using quantifier. They are presented below:

1) Difficult to remember and use the quantifier appropriately

Based on the data above, can be seen that from 1000 data or total answer by the students, 633 data (63,3%) are incorrect answer and 367 data (36,7%) are correct answer. it can be concluded that using quantifier is difficult for the students. The could not use the quantifier appropriately. Furthermore, the researcher calculated the percentage of incorrect answers for each quantifier and then put the quantifiers into three categories. It can be seen in the following table:

Countable Quantifiers			Uncountable Quantifiers		Used of both Countable and Uncountable quantifiers	
Incorrect answers			Incorrect answer		Incorrect answer	
	F	P (%)	F	P (%)	F	P (%)
Many	87	13,7 %				
Few	107	16,9%				
Much			105	16,6%		
Little			134	21,2%		
Some					104	16,4%
A lot of					96	15,2%

The table shows the percentage of three quantifiers' categories. The first category is quantifiers that are stated with countable nouns. 13 questions in total are related to the use of quantifiers in countable nouns in this test which consists of 7 questions about many and 6 questions about few. The percentage of incorrect answers by the students on quantifier many is 49, 7%. In addition, the percentage of incorrect answers by the students on the quantifier few is 71, 3%. This was much higher than the quantifier many.

Moreover, the second category is quantifiers that are stated with uncountable nouns. 14 questions on the test are related to the use of quantifiers in uncountable nouns which consist of 7 questions about much and 7 questions about little. The percentage of incorrect answers related to the quantifier much is 62, 8%. In addition, the percentage of incorrect answers related to the use of the quantifier little is 76, 5%. It can be seen from the table above that students got more incorrect answers in using the quantifiers that are stated with uncountable nouns.

Furthermore, the third category is the quantifiers that are stated with both countable nouns and uncountable nouns. There are 13 questions in total for this category which consist of 6 questions about the use of quantifiers and 7 questions about the use of quantifier a lot of. The percentage of incorrect answer about the use of the quantifier some is 59, 4%. Then, the percentage of the use of quantifiers a lot of is 65, 3%. This data also shows that the students found difficulties in understanding the use of quantifiers that stated in both countable and uncountable nouns.

From the table above, it can be concluded that the most difficult quantifier faced by the students is little. It is one of the quantifiers that is used with the uncountable noun. The students find it difficult to use the quantifiers because they cannot recognize which one of the uncountable nouns, such as money, paper, sugar, etc.

Moreover, from the interview result, all the respondents said that they were difficult to remember the quantifier, especially little, few, and a lot of. Some students tried to remember the meaning, but unfortunately, they forgot when they faced the test, and some of them found it hard to remember the quantifier. It happened because the students were unfamiliar with these quantifiers, so the students found it difficult to remember. In addition, some students have remembered the meaning of quantifier, but suddenly they forgot its function, they know "many" and "much" have similar meanings but different functions, but they still remember the meaning but not the function, for example, many sugar, the suitable quantifier is "much" because it states for an uncountable noun.

2) Difficult to understand the countable and uncountable noun word

Students still got difficult to differentiate the uncountable and countable noun. Sometimes they think that the noun is countable noun, meanwhile the noun is uncountable noun, like the word money, homework and other uncountable noun, they think that the noun were countable noun.

3) Difficult to remember the vocabularies

Lack of vocabularies will make students find it difficult to understand the meaning and also the context of the sentences. If the students did not know the meaning of a word, they would find it difficult to understand the sentences and chose the appropriate quantifier for those sentences. The difficulty in memorizing

vocabularies might be caused by lack of exposure to English vocabularies. Also, they first know the meaning of the words but they forgot it because they never have practice in using those words.

2. The causes of students' difficulties in using quantifiers.

There are several factors that cause students' difficulties in using quantifier. The researcher divided the factors that cause the students' difficulties in using quantifiers into two categories, first the cause of students' difficulties related to learning process, and second the cause of students' difficulties related to students. For further explanation let see the table below:

No	Categories of Factor that Cause Students' Difficulties in Using Quantifiers	Factor that Cause Students' Difficulties in Using Quantifiers.
1.	The cause of students' difficulties related to learning process	a) The teacher explains the material quickly. b) Sometime the teacher method in teaching is boring.
2	The cause of students' difficulties related to students	b) Lack of vocabularies c) Lack of motivation d) Carelessness

1. The cause of students' difficulties related to learning process

a) The teacher explains the material quickly.

Several students found difficulties in using quantifier because the teacher explained the material quickly. So, student did not understand what the teacher explained about. They also felt bored because they did not understand the material at all. It is better for the teacher to explain the material clearly and also ask the students' respond regularly to know whether they understand or not.

b) Sometime the teacher method in teaching is boring.

Renew method in teaching is important. Sometime, teacher thinks the fastest way to teach the material, without make sure the students are interested or not, it is better to try to something creative to teach the material. Especially in English teaching, teacher should look for creative way in teaching so that student enjoy the class and learn many thing in the class. With creative teaching students can change their mind that English is not difficult and fun.

2. The cause of students' difficulties related to students

a) Lack of vocabulary

The students' vocabulary mastery has an influence to the students in understanding the sentences. If the students have low level of vocabulary mastery they will find it difficult to understand the use of quantifiers. For example, there are some words that can be classified as countable and uncountable nouns. If the students knew the words, they will find it easier to choose the appropriate quantifiers that follow the noun.

b) Lack of motivation

The students feel unmotivated to learn English because they have not found the goals of why they need to learn English. As a result, they do not think that English is important. Most of the students think that, for now, English is not needed. Therefore, they have no motivation in learning English.

c) Carelessness

From the interview, students were unfocused and sleepy during the class when they were learning English. They did not pay attention to the teacher; they talked to other students, drew on their book, or slept in the class. Also, in the test, they already have no confidence in getting good grade in English so that they decide not to take it seriously.

DISCUSSION

The quantitative data that revealed what are students' difficulties in using quantifier at SMP Angkasa Lanud Padang can be seen from the table 4.1. All the students were in the failing category (100%). This result shows that all the eighth grade students at SMP Angkasa Lanud Padang had a trouble in using quantifier. From the data, it found that the most dominant difficult type of quantifier is little that state with uncountable noun. It can be conclude that the most difficult quantifier that faced by the students is the quantifier that states with uncountable noun. This finding was supported by Irfa'I (2020), who found that the most difficult quantifier was uncountable quantifier. It happened because most of students were unfamiliar with quantifier that state with uncountable noun. Furthermore, all the failing students faced several kinds of difficulties in using quantifier. The first difficulty that faced by the students was difficult to remember and use the quantifiers appropriately. It is in line with the research was conducted by Irfa'I (2020). He states that the difficulties that faced by students was remembering the quantifier itself. It was happened because they were not unfamiliar with the name of quantifier, they were seldom to hear it and use it in their daily life. In addition, quantifiers often make students get confused; it is hard to remember when the students start to use it (Harman, 2023).

Furthermore, Daingo (2021) also support this finding. He states that students difficult in using quantifier because they were confused with the quantifier that has similar meaning but has different function. In addition (Alex, 2021) states that students' difficulty in remembering quantifier comes since it are rarely to be used in real life, have similar meaning but different function. It means that students difficult to remember the meaning of each quantifier. It comes because there are many kinds of quantifiers and students rarely or even never use it in daily life.

The second, difficult that faced by students was difficult to understand and differentiate countable and uncountable noun. It is also in line with the research by Irfa'I (2020) who states that most of students difficult to understand and differentiate between countable noun and uncountable noun because in their first language there is no different among the noun, so that they were unable to recognize which one is the uncountable for some word such as money, paper and etc. In addition this finding was also supported by Mahabbah (2013) who states that some of students were difficult to differ between countable and uncountable noun, because they thought that the noun was be counted, for example the noun "money" they thought that money was countable noun because it can be counted, In addition, Caplan (2015) explains that the difference between countable and uncountable noun is one of the most confusing concept in learning English that faced by students. It means, understanding between countable and uncountable noun is quite difficult for students.

The third difficulty faced by the students was difficult understand the vocabulary. This finding is lined with Diango (2021). In his research, he found that students were difficult to understand the English vocabulary. He adds that it was related with their motivation in remembering the vocabulary. They were lazy to remember the vocabulary and also they were easy to forget the words because the vocabularies were rarely or never used in their daily activities. In addition, Rahmawati (2012) states that vocabulary is being hard since students not only have to remember the vocabulary once time but also they have to use it in their daily life.

Furthermore, the result of this study revealed that factors that cause the students' difficulties in using quantifier. The researcher divided the cause of students' difficulties in two parts: First the cause of students' difficulties related to learning process. There are several causes that related to learning process that was found. First the teacher explains the material quickly. This finding is lined with Novita (2019) who states that teacher explain the material quickly and unclear. It is happened when the teacher only explain the material and seldom to ask the students' feedback so that there is no interaction between the teacher and students and make students are overwhelmed with the teacher said. Furthermore, teacher has an important role in teaching. The students' understanding most depend on teachers. Therefore, if the teacher explains the material quickly, the students will overwhelm with the material.

Second, the material was boring. This finding is also in line with Novita (2019). She states that sometime teacher came to the class without a clear preparation, did not prepare the strategy and method in teaching, this the reason why the students felt bored. Furthermore, Lojova (2020) states that the problem in learning grammar may become because of grammar teaching and learning strategies. She add that students need to have a higher level of flexibility in structural-functional thinking, so that the teacher have to make an effective and interactive way in teaching grammar. In addition teacher has to be aware and empathic with the students' difficulties and prepare the appropriate learning activities that help students in learning process. In addition, Nurdiawati (2018) stated that teacher must be interactive and creative in teaching material, so that it helps students to be more understood and feel happy. It means that teacher has to prepare several of teaching method, activities, and technique to encourage students in leaning grammar. In line with this, Malova (2016) also states that an interactive material in teaching learning activity gives a big contribution to students motivation and understanding.

Second, lack of motivation, some of students said that they did not like English, they thought that English was bored. This finding In line with the research was conducted by Alhaysony and Alhaisoni (2017) they found that students think that grammar is not crucial thing to learn, this reason becomes a factor of their lack motivation in learning grammar. In addition, this finding was also supported by Sari (2021). She found that most of students had low motivation in learning quantifiers, they were lazy to remember the quantifier itself and also use the quantifier appropriately. Furthermore, the researcher found students who had low motivation make the students lazy to ask the teacher about the material. When the researcher interviewed the students, they said that they were lazy to participate actively in the class, because their friend would jeer to them. Being active in the class is important, it is not only for one students but also motivate other students to be active too. It is

better if the teacher encourage the students to be active in the class. In addition, Pachina (2020) states that one of the reasons a learner could lack motivation is that they are discouraged by how far away fluency seems to be. They can feel like giving up before they even begin as a result of this. It means, the students' lack motivation comes when they think that they cannot understand the lesson, for example in using quantifier, when they think that they cannot remember or understand the quantifier then they do not have motivation to start learning the quantifier.

The third factor was carelessness. From the interview the researcher got answer by the students that they answer the test without paying more attention with the used of quantifier and also the countable and uncountable noun. This finding is in line with the research was conducted by Diango (2021) that found the students used the quantifier carelessly did not pay attention with the quantifier and also with the noun. In addition, some students said that they use the quantifier carelessly because cannot focus during the class. Sari and Fitriyana (2019) states that level of concentration can control students in the class. It means that the level concentration is important. When they concentration is in high level then they will focus on study, when it is in low level, they will lose their focus in study. In addition Richards & Schmidt (2010) states that carelessness or lack of attention is one of factor why students do mistake in using component of grammar.

CONCLUSION

From the result of this research, it can be concluded that the quantifier teaching in SMP Angkasa Lanud Padang had failed. These failures may be caused by a teacher, a school, or students

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