



Students' Difficulties in Understanding Quantifiers in Countable And Uncountable Nouns (A Study was Conducted at SMP Negeri 10 Kota Gorontalo)

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Abstract

This research investigates the difficulties faced by students in understanding quantifiers in countable and uncountable nouns at SMP Negeri 10 Kota Gorontalo. The respondents used in this research were 15 students in class 8.1 of SMP Negeri 10 Kota Gorontalo. The aim of this research is to identify the students' difficulties and to find out the factors that cause students to experience difficulties in understanding quantifiers in countable and uncountable nouns. This research uses qualitative methods and interviews as data collection techniques. In addition, this research uses thematic analysis from Braun and Clarke (2006) as a data analysis technique. The results of this research show that class 8.1 students at SMP Negeri 10 Kota Gorontalo experience difficulties in understanding quantifiers in countable nouns, quantifiers in uncountable nouns, and quantifiers in both (countable and uncountable nouns) which is caused by a lack of basic understanding of countable and uncountable nouns, basic understanding of quantifiers, and lack of understanding of the concept of rules for using quantifiers in countable and uncountable nouns.

Keywords: Difficulties, Understanding, Quantifiers, Countable and Uncountable nouns

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INTRODUCTION

In learning nouns, students will be introduced to countable and uncountable nouns. Werner and Nelson (2007) state that countable and uncountable nouns are the two main classes of nouns in English. Countable nouns are nouns that can be counted by number, while uncountable nouns are nouns that cannot be counted by numbers. Simanjourang (2018) said that there are singular and plural forms for countable nouns. The singular form of countable nouns often has an article (a/an) in front of it. However, the article 'an' or 'a' is not placed before plural countable nouns. Meanwhile, the form of uncountable nouns is singular, so that singular uncountable nouns do not use the articles 'an' or 'a' before the uncountable noun.

To express or define the quantity of countable and uncountable nouns, there are measuring words that need to be used. These measuring words are known as quantifiers, which are used to define the quantity or amount of nouns and provide information about how much or how little of a noun's quantity. Veit (1986) says that a quantifier is a term known as measuring (providing quantitative information about) the noun that follows it. In line with this, Gelderen (2002) states that quantifiers are included in the category of grammatical determinants, which explains why quantity is so important. Therefore, the correct usage of quantifiers is one of the most important aspects that must be mastered because quantifiers play a crucial role in sentence formation and help convey accurate meanings related to information and the quantity of a noun, especially in countable and uncountable nouns.

Generally, the understanding of quantifiers among junior high school students is still at a basic level because they might only be familiar with a few quantifiers like "some," "any," "many," or "much." Moreover, junior high school students also learn about countable and uncountable nouns only as objects that can be counted or cannot be counted, such as "book," "chair," "pen," "water," "rice," and "sand." However, in reality, junior high school students still struggle to differentiate the appropriate usage of quantifiers for countable and uncountable nouns, such as "many" for countable nouns and "much" for uncountable nouns. This is in accordance with Erisanti (2018:2) argues that countable nouns and uncountable nouns are nouns that have been studied since junior high school. However, there are still some students who do not grasp the classification of the forms of countable and uncountable nouns, resulting in their inability to apply the correct rules in forming and determining countable and uncountable nouns.

Another fact stating that students' understanding in using quantifiers is still very limited can be seen from several previous studies that also investigated the use of quantifiers and countable uncountable nouns. Researcher found that there were specific studies focusing on the errors made by students when writing with quantifiers and when determining the correct usage of countable and uncountable nouns. Researcher also found research that focused on students' abilities and difficulties in using quantifiers.

Firstly, a study by Erisanti (2018) conducted at SMK Muhammadiyah Salatiga in the 2018/2019 academic year. This study focuses on students' error in determining countable and uncountable nouns in writing descriptive text. The study uses a qualitative descriptive approach, where the errors made by students are collected, identified, and classified based on The Surface Structure Taxonomy (SST), which defines three types of errors: omission, addition, and misformation. The second, a study by Dewi (2019) was conducted at SMPN 24 Bandar Lampung in the 2018/2019 academic year. This study focuses on students' error in using quantifiers in writing

simple sentences. The study employs a qualitative descriptive method, with a test as the data collection technique.

The third, a study by Petri (2020) which was conducted at MTs Muhammadiyah 02 Pekanbaru. This study aims to analyze students' error in using quantifiers in writing. The study employs a quantitative descriptive approach with tests as the data collection technique. The fourth, a study by Ramadita (2022) which was conducted at MTs Diniyah Puteri Pekanbaru. This study aims to find out students' abilities in using quantifiers. This study was conducted using a quantitative descriptive design. Fifth, a research from Daingo (2021) which was conducted at SMP Negeri 2 Kupang. This research focuses on the difficulties and causes of students' difficulties in determining quantifiers. This research uses a mixed method of qualitative and quantitative with data collection techniques using multiple choice tests and interviews.

The five studies that have been described previously have a similar focus, namely in using quantifiers, both in the context of countable nouns, uncountable nouns, or both. However, there are significant differences between previous studies and this study. First, the main difference lies in the location and research environment. Previous studies were conducted in various schools in Indonesia, such as SMK Muhammadiyah Salatiga, SMPN 24 Bandar Lampung, MTs Muhammadiyah 02 Pekanbaru, MTs Diniyah Puteri Pekanbaru, and SMPN 2 Kupang. Meanwhile, this research was conducted at SMP Negeri 10 Kota Gorontalo. Differences in research locations can influence research results due to differences in student characteristics, curriculum and environmental factors.

Second, there are differences in the research methods used. This research adopts a qualitative research design where this research uses interviews as a data collection technique with thematic analysis as a data analysis approach. Meanwhile, previous research used qualitative, quantitative, mixed qualitative and quantitative methods with data collection techniques in the form of tests, interviews and statistical analysis. These differences may influence how researchers identify and describe students' difficulties in understanding quantifiers. Third, a significant difference is the formulation of the problem. Previous studies focused more on identifying the types of errors made by students, such as misformation, omission, or addition errors in the use of quantifiers, students abilities, and students difficulties in determining quatifiers. Meanwhile, in this study, researcher focus more on aspects of the difficulties faced by students in the context of understanding quantifiers in countable and uncountable nouns.

Based on the results of the five previous studies and the differences and similarities that have been explained by the researcher, it appears that the five studies focused more on student errors and abilities in using quantifiers, student errors in determining countable and uncountable nouns, and students difficulties in determining quantifiers. Meanwhile, in this study, the researcher want to see and discussed about students' difficulties in understanding quntifiers in countable uncountable nouns. The researcher chose the 8th grade students of SMP Negeri 10 Kota Gorotalo as the research object.

METHOD

This research adopts a qualitative research method which emphasizes the role of the researcher as the main instrument for researching phenomena that occur in the research subject. In this research, the researcher chose class 8.1 students at SMP Negeri 10 Kota Gorontalo, consisting of 30 students, as research respondents. The

respondent selection technique that researcher used was a test. So, the researcher gave a test in the form of fill-in-the blank related to the use of quantifiers in countable and uncountable nouns to all class 8.1. Then after giving the test, the researcher selected students who got low scores on the test. Researcher used students who have low scores as representatives of respondents to be interviewed with the aim of finding out what difficulties they face in understanding quantifiers, especially countable and uncountable nouns and the factors that cause students difficulties. After that, the researcher used interviews to gain a deeper understanding of the difficulties faced by class 8.1 students in understanding quantifiers with countable and uncountable nouns. Creswell (2014) said that an interview is an act of asking questions to respondents in the context of research and obtaining responses or answers from them. From the test given, researcher found 15 students who got low scores ranging from 20-30. Then the researcher interviewed 15 students by asking several questions related to their problems in understanding quantifiers in countable and uncountable nouns. After all the data was collected through interviews, the researcher continued data analysis using thematic analysis. The data obtained was processed using the six steps proposed by Braun and Clarke (2006), namely: familiarizing yourself with the data, generating initial codes, looking for themes, reviewing themes, defining and naming themes, and finally, writing a report.

RESULTS AND DISCUSSION

Looking at the research data, researcher found themes and codes as in the table below. These themes and codes were determined by the researcher based on the six steps of thematic analysis from Braun and Clarke (2006) which were explained in chapter 3 of the data analysis methodology.

Tabel 1. Codes and Themes

Codes	Themes
<i>The difficulties students experience in understanding quantifiers in countable and uncountable nouns</i>	
<ul style="list-style-type: none"> - Students have difficulty in understanding quantifiers in uncountable nouns - Students have difficulty in understanding quantifiers in countable nouns - Students have difficulty in understanding quantifiers in both uncountable and countable nouns 	Students with difficulty understanding quantifiers in uncountable and countable nouns
<i>The factors causing students' difficulties in understanding quantifiers in countable and uncountable nouns</i>	
Students' understanding of countable and uncountable nouns	A lack of students understanding of countable and uncountable nouns
Students' understanding of quantifiers	A lack of students understanding of quantifiers

The difficulties students experience in understanding quantifiers in countable and uncountable nouns :

Students with difficulty understanding quantifiers in uncountable and countable nouns

Based on the research question about students' understanding of quantifiers in countable and uncountable nouns by class 8.1 students, where when the researcher asked the question about 'do they know that to express the number of countable and uncountable nouns we need something called quantifiers', the researcher found that out of 15 respondents who interviewed, there was 1 respondent who answered 'know' and 14 other respondents answered they didn't know. Then, in the next question when the researcher asked respondents to name examples of quantifiers used in each types of nouns, the researcher found 1 respondent who answered 'know' in the previous question, was able to name examples of quantifiers used in countable nouns, uncountable nouns, but did not quantifiers are used in both. The following are examples of answers to the first and second questions from one respondent who answered 'know' ;

“Ya, as far as I know, we use many when we want to say the sentence like ‘I have many books’, But before, I don’t know that many is a quantifiers.” (Respondent 7), (See Appendix, p 79).

For the question about their understanding the rules of the use of quantifiers in countable nouns, uncountable nouns, and both, out of the 15 respondents interviewed, researcher found that all respondents answered 'don't know' because all respondents felt they did not understand the rules for using quantifiers in countable nouns, uncountable nouns , and the quantifiers used in both.

The following is an example of respondents' answers to the third question;

“I don't understand because I think it's difficult to understand” (Respondent 1), (See Appendix, p 69).

Then in the question about they difficulties to distinguishing the use of quantifiers for countable nouns, uncountable nouns, and both, the researcher found that all respondents experienced difficulty in distinguishing the use of quantifiers. Several respondents gave different reasons. The following are examples of answers from several respondents to this question ;

“Yes, because I don't know about quantifiers, countable and uncountable nouns” (Respondent 10), (See Appendix, p 84).

“Yes, I have difficulty distinguishing between types of quantifiers. I don't understand about that. As far as I know, only quantifiers are measuring words. But regarding the types and examples, I'm still confused” (Respondent 2), (See, Appendix, p 71).

The answers from respondents to each question given on this theme, show that all respondents have difficulty understanding quantifiers, both in the quantifiers used in countable nouns, the quantifiers used in uncountable nouns, and the quantifiers used in countable and uncountable nouns.

The factors causing students' difficulties in understanding quantifiers in countable and uncountable :

A lack of students understanding of countable and uncountable nouns

When the researcher interviewed all respondents in class 8.1 regarding the first question about their knowledge of countable and uncountable nouns, the researcher found 2 different answers. From the 15 respondents in interviewed, 10 respondents answered 'know' and 5 respondents answered 'don't know' about countable and uncountable nouns. Then when the researcher asked the second question whether they could differentiate between countable and uncountable nouns, the 10 respondents who previously answered 'know', were able to explain briefly about countable and

uncountable nouns. Furthermore, in the third question, when the researcher asked them to give examples of each countable and uncountable noun, the previous 10 respondents were able to provide several examples of countable and uncountable nouns very well. Meanwhile, 5 respondents who previously answered 'don't know' in the first question, still answered 'don't know' in the second and third questions. The following is an example of the answer of one respondent out of 10 respondents who answered that they knew about countable and uncountable nouns;

“Countable nouns are nouns whose number can be counted and uncountable nouns are nouns whose number cannot be counted.” (Respondent 4), (See Appendix, p 73).

“The examples include tables, chairs, whiteboards, pens and books which are countable nouns. Meanwhile, uncountable nouns such as water, sugar, stars and sand” (Respondent 4), (See Appendix, p 73).

Based on interviews conducted with 15 respondents regarding the first, second, and third questions, it can be concluded that most of them have quite good knowledge of countable and uncountable nouns. Furthermore, most of them can also differentiate between countable and uncountable nouns, so they can explain the differences between the two and provide relevant examples regarding countable and uncountable nouns. However, even so, all respondents' understanding of countable and uncountable nouns is still very limited. This can be seen from the short answers given by respondents when answering questions about countable and uncountable nouns.

A lack of students understanding of quantifiers

Based on interview questions about respondents' knowledge of quantifiers, the researcher found that out of the 15 respondents interviewed, there were only 3 respondents who answered 'know' about quantifiers, and of the three, only one of them had fairly good knowledge about quantifiers. When the researcher asked the fourth question, where the researcher asked whether they knew about quantifiers and asked them to explain briefly about quantifiers, there were only 3 respondents who answered 'know' and could explain briefly about quantifiers. In the fifth question, when the researcher asked them to name the types of quantifiers, out of the 15 respondents, only one respondent could name the types of quantifiers. Then in the sixth question, when the researcher asked them to provide examples of quantifiers, the researcher found that out of the 15 respondents, only one respondent could provide examples of quantifiers. In the seventh question when the researcher asked about their understanding of quantifiers, the researcher found that 15 respondents interviewed still did not understand the rules for using quantifiers. For the eighth question, when the researcher asked whether they were confused about the use of quantifiers, all respondents answered that they were still very confused about using quantifiers. The following is an example of the answer to the fourth question from the 3 respondents who answered 'know' ;

“Yes, I know. Quantifiers are measuring words” (Respondent 2), (See Appendix, p 70).

“Yes, as far as I know, quantifiers are measuring words” (Respondent 4), (See Appendix, p 73).

Out of the three respondents above, only 1 respondent was able to mention types and examples of quantifiers. The following is the answer of 1 respondent to the fifth question ;

“There are 3 types, namely, countable quantifiers, uncountable quantifiers, and quantifiers countable and uncountable nouns.” (Respondent 7), (See Appendix, p 78).

The following is an example of the answers given by the 15 respondents to question seven;

“No, I don't know. I think quantifiers are difficult” (Respondent 5), (See Appendix, p 75).

The following are examples of answers given by several respondents to question eight;

“ya, not only confused, I don't even know about its use.” (Respondent 1), (See Appendix, p 69).

Based on the results of interviews regarding students' understanding of quantifiers with 15 respondents, researcher found that there was a low level of understanding and a significant level of confusion in class 8.1 students. From the fourth question, only 3 respondents stated that they knew about quantifiers and could explain that quantifiers are measuring words. However, when asked about the types of quantifiers in the fifth question, only one respondent could name the types, namely countable quantifiers, uncountable quantifiers and both quantifiers. In the sixth question, only one respondent was able to provide examples of quantifiers such as many, much, and some.

Discussion

Based on the research results, the researcher concluded that class 8.1 students had difficulty understanding quantifiers in countable nouns, uncountable nouns, and both, namely countable and uncountable nouns. The research results show that the majority of respondents know about countable and uncountable nouns, but their understanding of the concept of using countable and uncountable nouns is still low. This is in line with the opinion of Rohmatullah (2020), who in his research also stated that even though countable and uncountable nouns have been discussed since junior high school students. However, some students may not understand the form. Where students cannot apply the correct rules in forming countable and uncountable nouns. The mistake that students usually make is in arranging uncountable nouns into countable nouns. In addition, the results of Puspika's (2020) analysis also state that students have not mastered the forms of countable and uncountable nouns because they do not know the basic rules for using countable and uncountable nouns and they have difficulty distinguishing between countable nouns and uncountable nouns.

Not only do students lack understanding of the concept of countable and uncountable nouns, researcher also found that there are still many respondents who do not understand the concept of quantifiers. This is supported by the opinion of Daingo (2021) who states that the use of quantifiers is still difficult for students to understand. Apart from that, each student definitely has a different level of proficiency in understanding grammar, especially numbers. Even though there were several who could explain the concept of quantifiers, almost all respondents felt confused and had difficulty applying it to different nouns. On average, respondents could not name the types of quantifiers and had difficulty differentiating their use in countable nouns, uncountable nouns, and both. Therefore, based on the data obtained, the researcher concluded that a lack of basic understanding of the types of nouns (countable and uncountable nouns) and the concept of quantifiers was the main cause of students' difficulties in understanding quantifiers for countable and uncountable nouns. In the

next paragraph the researcher will explain each theme that the researcher has determined based on the respondent's statement in each interview question.

Students with difficulty understanding quantifiers with uncountable and countable nouns

This theme includes students' difficulties in understanding quantifiers, especially countable nouns, uncountable nouns, and both. Based on research findings, researcher found that there were still many class 8.1 students who did not know that quantifiers were needed to express countable and uncountable nouns, did not know the types of quantifiers, and examples of quantifiers used in countable and uncountable nouns. Besides that, almost all students in class 8.1 do not understand the rules for using quantifiers in countable nouns, uncountable nouns, and both.

Based on the answers given by respondents during the interview, the researcher found the cause of the difficulties experienced by students in using quantifiers, especially in countable nouns, uncountable nouns, and both. This was due to a lack of knowledge about countable and uncountable nouns, a lack of understanding about the use of quantifiers because quantifier material is difficult to understand, and difficulty distinguishing the use of quantifiers in each type of noun. This is in line with Petri (2020), who stated that several students continue to struggle with distinguishing between countable and uncountable nouns when using quantifiers, leading to mistakes in selecting the appropriate quantifiers based on the given sentences, primarily because they still lack comprehension of this material. Moreover, Wu (2017) also stated that in English, there are a lot of ways to quantify a noun. One of the challenges students face while learning these terms is that they can be employed in multiple contexts, leading to confusion and difficulties. Overall, the findings of this research are in line with the views of Petri (2020) and Wu (2017), illustrating that students' difficulties in understanding quantifiers are closely related to their lack of understanding of countable and uncountable nouns as well as the complexity of variations in the use of quantifiers in English, especially in the different types of nouns. This idea is also supported by Trusler (2015), who states that quantities can be stated but are complicated. This provides additional support for understanding the complexity of quantifier use. In addition, it shows that variations in the use of quantifiers in the context of countable nouns, uncountable nouns, and other types of nouns are a challenge for students to understand.

A lack of students understanding of countable and uncountable nouns

This theme shows the extent of students' understanding of countable and uncountable nouns. The interview results showed that the majority of respondents had fairly good knowledge about countable nouns and uncountable nouns. However, the short answers given by respondents and limited examples show that students do not master the concept of countable and uncountable nouns so that students' understanding of countable and uncountable nouns can be said to be still very low

Students only know basic knowledge about countable and uncountable nouns, but students do not understand the concept of using countable and uncountable nouns. This can be seen from the respondents' answers to question 9 which shows that almost all respondents do not know that quantifiers are needed to express countable and uncountable nouns. In other words, if respondents are not aware of the need for quantifiers in expressing countable and uncountable nouns, this indirectly shows that the respondent's understanding of the concept of using countable and uncountable nouns is still very poor. If the respondent knows this, then indirectly the respondent will definitely be able to differentiate objects that can be counted individually

(countable nouns) from objects that cannot be counted individually (uncountable nouns) and the respondent will also know the concept of using them in sentences.

Several previous studies found that students' low understanding of countable and uncountable nouns could be caused by several factors. One of the contributing factors is related to teaching methods that are less effective in providing an in-depth understanding of the differences between countable and uncountable nouns. This is in line with the findings of Putri (2022) who researched student errors in writing procedure text using countable and uncountable nouns, where one of the causes of student errors was caused by teaching materials and methods with an error percentage of 9.7%. Putri (2022) in her research findings explains that students are still unable to apply countable and uncountable nouns in writing procedure text because of errors caused by teaching materials or teaching methods when teachers provide appropriate and relevant material, but students still experience difficulties in applying it. so students need more adequate exposure to practice.

If the teaching approach is not interactive or inadequate, students may have difficulty mastering the concept of using countable and uncountable nouns. Lack of practical practice in applying the use of countable and uncountable nouns in everyday contexts may also be a factor, because better understanding is often achieved through active practice of the use of countable uncountable nouns.

The concept of countable and uncountable nouns which are included in the abstract category can also be the cause of students experiencing difficulty in mastering the concepts of countable and countable. As stated by Howarth (2012) that countable and uncountable nouns have various meanings. Singular or plural countable nouns can be used to describe people or things, and they can be counted. In contrast, uncountable nouns are words used to represent abstract elements, and they cannot be quantified.

In this explanation, it is emphasized that the concept of countable nouns can refer to people or objects that can be counted individually, while uncountable nouns are used to describe abstract elements that cannot be counted. Therefore, students' difficulties in mastering the concept of countable and uncountable nouns can be caused by the abstract nature of these two types of nouns, where the differences between countable and uncountable nouns and their function in conveying different meanings make it difficult for students to understand their use in sentences. This can be seen from Rosid's (2005) which found that students understand the difference between countable and uncountable nouns, but still experience difficulty in using both in sentences. Likewise, Junaidi's (2021) findings stated that students' difficulties in using countable and uncountable nouns were caused by unclear understanding of the concepts of these two types of nouns. Although most students can provide a brief definition of countable and uncountable nouns, their lack of ability to explain in detail or apply the concept of countable and uncountable nouns in sentences shows that students' skills and understanding in using countable and uncountable nouns are still very lacking.

A lack of students understanding of quantifiers

In this theme, research focuses on students' understanding of quantifiers. Based on the results of interviews regarding the rules for using quantifiers, researcher found that the level of understanding of class 8.1 students regarding the rules for using quantifiers was still very low. Students' basic knowledge about quantifiers is quite good, but students' inability to name types of quantifiers, provide concrete examples of quantifiers, and the significant level of confusion among students, shows that the difficulties students face in understanding quantifiers can be caused by students still not understanding the rules and the concept of correct use of quantifiers. This is in

line with the findings of Daingo (2021) who found that there are several reasons underlying students' difficulties in using quantifiers, namely due to a lack of understanding of grammatical rules, especially in the use of quantifiers, lack of English vocabulary, and carelessness.

The research findings show that there are difficulties faced by students in class 8.1 in understanding quantifiers. This difficulty is caused by students' lack of understanding of the rules and concepts of using quantifiers themselves. In other words, students experience difficulty in understanding quantifiers because they do not fully understand the grammatical rules used in using quantifiers.

In addition, a previous study has shown that a lack of vocabulary can create obstacles in the understanding and application of quantifiers because students may not have sufficient knowledge of various words related to quantifiers. The example like the research findings of Sari (2020) who stated that there are three causes of quantifier errors, namely carelessness, first language, and translation. and another cause of quantifiers errors is lack of vocabulary and grammar. Richard and Renandya (2002) stated that vocabulary is a fundamental element of language proficiency and serves as the foundation for the students' abilities in speaking, listening, reading, and writing.

Lestari (2018) also stated that for students learning a foreign language to converse in the target language, vocabulary is a crucial component. Vocabulary plays a key part in the study of English since it allows students to master the language both actively and passively. So in this case, a lack of vocabulary can be a serious obstacle in students' understanding and application of quantifiers. Sufficient vocabulary knowledge is a crucial factor for understanding concepts such as quantifiers, so that students' difficulties in selecting and using quantifiers can be overcome by increasing their vocabulary. Students' inability to recognize and use certain vocabulary such as countable and uncountable nouns which require the use of quantifiers can be the cause of students' difficulties in understanding quantifiers.

Overall the research results show that class 8.1 students have a low level of understanding of the concept of quantifiers and a low level of understanding of the concept of using countable and uncountable nouns. Limited basic knowledge of types of nouns and quantifiers appears to be the main cause of their difficulties. Almost all students in class 8.1 experience difficulty in understanding quantifiers, quantifiers for countable nouns, quantifiers for uncountable nouns, or both, namely countable and uncountable nouns. This is due to a lack of basic knowledge about countable and uncountable nouns and quantifiers themselves, and students' lack of understanding of the concept of using both.

CONCLUSION

Based on the findings and discussion presented in this research, it was found that students in class 8.1 of SMP Negeri 10 Kota Gorontalo experience difficulties in understanding quantifiers in countable nouns, quantifiers in uncountable nouns, and quantifiers in both (countable and uncountable nouns), which is where students' understanding of quantifiers in countable and uncountable nouns are still very lacking. This is caused by a lack of basic knowledge about countable and uncountable nouns, a lack of basic knowledge about quantifiers, and a lack of students' understanding of the concept of rules for using quantifiers in countable and uncountable nouns.

Researcher have examined students' difficulties in understanding quantifiers in countable and uncountable nouns. There are several suggestions for future researchers who are interested in studying the same topic, especially researchers from the English

Learning Education Study Program in Universitas Negeri Gorontalo, to analyze further regarding students' difficulties in understanding quantifiers, especially the use of quantifiers in a broader context, as well as the underlying reasons for students' difficulty in using quantifiers. This research provides further understanding regarding students' difficulties in understanding quantifiers in countable and uncountable nouns as well as the reasons why students experience difficulties in understanding quantifiers. In this research, students' difficulties in using quantifiers are still unclear. Therefore, the researcher realized that this research had many limitations in its sources, because each respondent who was interviewed was only selected using one test, which test was to measure the level of student difficulty in using quantifiers in countable uncountable nouns. The researcher also suggested that future researchers could also take the same object, but the test to select respondents should be carried out more than once so that the respondents interviewed would be better selected.

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