

**THE DIFFICULTIES IN DIFFERENTIATING
COUNTABLE AND UNCOUNTABLE NOUN
AT THE VII GRADE STUDENS OF
MTs. YPKS PADANGSIDIMPUAN**



Thesis

*Submitted to 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*

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2024

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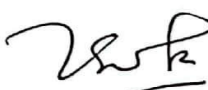
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Assalamu'alaikum Warahmatullahi Wabarakatuh

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Wassalam'alaikum Warahmatullahi Wabarakatuh

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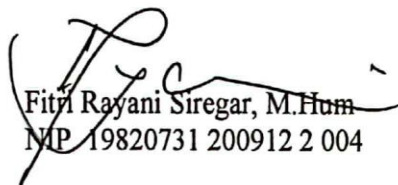


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ABSTRACT

The purpose of this research is to find the difficulties that students usually face in learning countable and uncountable nouns and to know the efforts done by English teacher to decrease the students' difficulties in learning countable and uncountable nouns. This research is qualitative research that focus only on data collection that was carried out using test, and interview. After conducting research, the results of the test showed that there were many students who got bad scores and each question had been marked by the researcher on which part of the question was difficult for the students. After that, the researcher conducted interviews to deepen data collection on students and English teachers. It can be seen that the students' difficulties in working on these questions about the difficulties in differentiating countable and uncountable nouns in class VII grade students of MTs. YPKS Padangsidimpuan means students lack the knowledge to determine whether a noun is countable or uncountable noun then from these results it can be seen that students lack the knowledge to determine countable nouns from uncountable nouns, in fact there are still many students who are still confused about the models and forms of countable and uncountable objects so that they can be said to be countable objects versus uncountable objects. Efforts made by English teachers to reduce students' difficulties in differentiating countable and uncountable nouns English teachers often repeat lessons at every meeting before starting their new material and always provide motivation to students to be more active in studying English, especially regarding countable and uncountable nouns, another effort made by English teachers is asking students to tell five vocabulary items for countable and uncountable objects. Before the teaching and learning process begins, another effort made by English teachers is to often write down countable nouns with uncountable nouns and ask several students to determine which objects are countable and which are uncountable objects while the other students listen to the answers. From students appointed by the English teacher is usually done when the teaching and learning process is about to end.

Key words : *Difficulties, Differentiating Countable and uncountable nouns*

Nama : Lian Fitriyadi Lubis
NIM : 18 203 00064
Judul Skripsi : Kesulitan Membedakan Kata Benda yang Dapat Dihitung dan Tidak Dapat Dihitung pada Siswa Kelas VII MTs. YPKS Padangsidimpuan

ABSTRAK

Tujuan dari penelitian ini adalah untuk menemukan kesulitan yang biasanya dihadapi siswa dalam mempelajari kata benda yang dapat dihitung dan tidak dapat dihitung dan untuk mengetahui upaya yang dilakukan oleh guru bahasa Inggris untuk mengurangi kesulitan siswa dalam mempelajari kata benda yang dapat dihitung dan tidak dapat dihitung. Penelitian ini merupakan penelitian kualitatif yang hanya berfokus pada pengumpulan data yang dilakukan dengan menggunakan tes dan wawancara. Setelah melakukan penelitian, hasil tes menunjukkan bahwa ada banyak siswa yang mendapat nilai jelek dan setiap soal telah ditandai oleh peneliti pada bagian mana yang sulit bagi siswa. Setelah itu, peneliti melakukan wawancara untuk memperdalam pengumpulan data pada siswa dan guru bahasa Inggris. Dapat diketahui kesulitan siswa dalam mengerjakan soal-soal tersebut tentang kesulitan membedakan kata benda yang dapat dihitung dan tidak dapat dihitung pada siswa kelas VII MTs. YPKS Padangsidimpuan adalah siswa kurang memiliki pengetahuan untuk menentukan apakah suatu kata benda termasuk countable noun atau uncountable noun maka dari hasil tersebut dapat diketahui bahwa siswa kurang memiliki pengetahuan untuk menentukan countable noun dengan uncountable noun, pada kenyataannya masih banyak siswa yang masih kebingungan mengenai model dan bentuk dari countable dan uncountable object sehingga dapat dikatakan sebagai benda yang dapat dihitung dibandingkan dengan benda yang tidak dapat dihitung. Upaya yang dilakukan oleh guru bahasa Inggris untuk mengurangi kesulitan siswa dalam membedakan countable dan uncountable nouns guru bahasa Inggris sering mengulang pelajaran pada setiap pertemuan sebelum memulai materi barunya dan selalu memberikan motivasi kepada siswa untuk lebih giat belajar bahasa Inggris khususnya mengenai countable dan uncountable nouns, upaya lain yang dilakukan guru bahasa Inggris adalah meminta siswa untuk menyebutkan lima item kosakata untuk countable dan uncountable objects. Sebelum proses belajar mengajar dimulai, upaya lain yang dilakukan oleh guru bahasa Inggris adalah dengan sering menuliskan countable noun dengan uncountable noun dan meminta beberapa siswa untuk menentukan mana benda yang termasuk countable dan mana yang termasuk uncountable noun sedangkan siswa yang lain mendengarkan jawaban dari siswa yang ditunjuk oleh guru bahasa Inggris tersebut yang biasanya dilakukan pada saat proses belajar mengajar akan berakhir.

Kata Kunci : *Kesulitan, Membedakan Kata Benda yang Dapat Dihitung dan Tidak Dapat Dihitung*

الاسم : ليان فترياي لوييس
رقم التسجيل : ١٨٢٠٣٠٠٠٦٤
عنوان البحث : الصعوبات في التفريق بين الأسماء المعدودة وغير المعدودة لدى طلاب الصف السابع
من متوسطات اللغة العربية مؤسسة كاريا سيتيا التعليمية بادانغسيديمبان

عنوان البحث

الغرض من هذا البحث هو معرفة الصعوبات التي يواجهها الطلاب عادةً في تعلم الأسماء المعدودة وغير المعدودة ومعرفة الجهود التي يبذلها مدرس اللغة الإنجليزية لتقليل الصعوبات التي يواجهها الطلاب في تعلم الأسماء المعدودة وغير المعدودة. هذا البحث هو بحث نوعي يركز فقط على جمع البيانات التي تم إجراؤها باستخدام الاختبار والمقابلة. بعد إجراء البحث، أظهرت نتائج الاختبار أن هناك العديد من الطلاب الذين حصلوا على درجات سيئة وتم وضع علامة على كل سؤال من قبل الباحث على أي جزء من السؤال كان صعباً على الطلاب. بعد ذلك، أجرت الباحثة مقابلات لتعميق جمع البيانات عن الطلاب ومعلمي اللغة الإنجليزية. يمكن ملاحظة أن الصعوبات التي واجهت الطلاب في العمل على هذه الأسئلة حول صعوبات التفريق بين الأسماء المعدودة وغير المعدودة لدى طلاب الصف السابع من طلاب الصف السابع من المدرسة الإعدادية الثانوية كاريا سيتيا مؤسسة بادانغسيديمبان التعليمية تعني أن الطلاب يفتقرون إلى المعرفة لتحديد ما إذا كان الاسم معدوداً أو غير معدود فمن هذه النتائج يمكن ملاحظة أن الطلاب يفتقرون إلى المعرفة لتحديد الأسماء المعدودة من الأسماء غير المعدودة، في الواقع لا يزال هناك العديد من الطلاب الذين لا يزالون مرتبكين بشأن نماذج وأشكال الأشياء المعدودة وغير المعدودة بحيث يمكن القول إنها أسماء معدودة مقابل أسماء غير معدودة. الجهود التي يبذلها معلمو اللغة الإنجليزية للحد من صعوبات الطلاب في التفريق بين الأسماء المعدودة وغير المعدودة غالباً ما يكرر معلمو اللغة الإنجليزية الدروس في كل اجتماع قبل البدء في المواد الجديدة ودائماً ما يقدمون الحافز للطلاب ليكونوا أكثر نشاطاً في دراسة اللغة الإنجليزية، خاصة فيما يتعلق بالأسماء المعدودة وغير المعدودة، ومن الجهود الأخرى التي يبذلها معلمو اللغة الإنجليزية الطلب من الطلاب أن يخبروا خمسة مفردات للأشياء المعدودة وغير المعدودة. وقبل أن تبدأ عملية التعليم والتعلم، هناك جهد آخر يبذله معلمو اللغة الإنجليزية يتمثل في كتابة الأسماء المعدودة مع الأسماء غير المعدودة في كثير من الأحيان ويطلب من عدة طلاب تحديد الأشياء التي يمكن عدها والأشياء التي لا يمكن عدها بينما يستمع الطلاب الآخرون إلى الإجابات من الطلاب الذين يعينهم معلم اللغة الإنجليزية عادة عندما توشك عملية التعليم والتعلم على الانتهاء.

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By giving thanks to the presence of Allah SWT, the Almighty God One who has given me health benefits and strength in completing my thesis entitled **"The difficulties in differentiating countable and uncountable nouns at VII grade students of MTS. YPKS Padangsidimpuan"**. Then, greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

The aims and objectives of this research were prepared to fulfill one of the requirements obtained a Bachelor of Education degree in the English Department at Syekh Overasan Ahmad Addary Padangsidimpuan University. In the process of preparing this research, the researcher received a lot of support from people closest to him, both directly and indirectly, so that the author was able to complete this research. On this occasion the author would like to express his sincere thanks to the following people:

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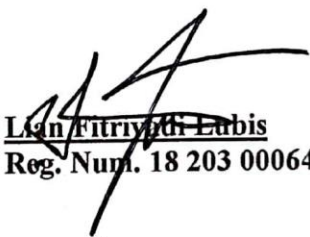
Hope, all of them given health and all the kindness will be replied by Allah SWT. This thesis is still far from being perfect based on the weakness of the

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Padangsidempuan, 1 Juni 2024
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CHAPTER I

INTRODUCTION

A. The Background of Problem

Language is the greatest gift of Allah SWT to every nation that exists in all corners of the world, though they are a remote area of the world though. The gift of language that is so huge non-physical function is the greatest gift that can not be equated with other gifts in life. Therefore, Allah mentions the gift of language is more advance than any other gift that is physical in this letter are very useful for people in his/her life.

People can use many kinds of languages to communicate with other people in the world in different area will have own language and the language has different characteristic. One of the popular languages in the world is English. English is an international language the most widely spoken in entire world included in Indonesia. English more important in Indonesia since it taught in every single school from elementary school until university and become one of the popular subject because it talk about foreign language. English is probably the most widely used language in the world as the international language.¹ Students will able to understand about a lot of information and knowledge in case they understand English well.

Understanding English as a foreign language is important to know every skill and part of the English. It is very important for students in mastery English in all skill, such as listening, speaking, reading, and writing. That is

¹ Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (Cambridge: Cambridge University Press, 2005) p.1.
www.cambridge.org/9780521612883

why, the language is important. Because by using the language of a nation also liaise closely with other nations in international relations. International relations could have been related to various fields, one of which is the field of knowledge.

The vocabulary and grammar that use to communicate are influenced by a number of factors, such as the reason for the communication, the context, the people with whom are communicating, and whether we are speaking or writing.² Education is a process of renewal of the meanings of human experience, and sometimes of a growth for both individuals and groups. These remarks are just as a part for open education as for development of the close mind.³ In Junior High School curriculum, teaching English covers four skills namely reading, listening, speaking and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary and pronunciation.

Mastering grammar is a basic knowledge to master all the four English skill. Grammar is generally thought to be a set of rules specifying the correct ordering of words at sentence level.⁴ A good text is a text based on the rule of grammar. So, grammar will help the students understand the text or it will

² Susan Conrad, Douglas Biber and Geoffrey Leech. *Student Grammar of Spoken and Written English Workbook*. (England : Pearson Education Limited. 2002) <https://bayanebartar.org/file-dl/library/IELTS3/Longman-Student-grammar-Workbook.pdf>

³ David Myberg, *The Philosophy of Open Education*, International Library of The Philosophy of Open Education, 1975 p. 79. <http://ndl.ethernet.edu.et/bitstream/123456789/20948/1/27.pdf.pdf>

⁴ David Nunan, *Practical English Language Teaching* (United Kingdom: McGraw-hill companies, 2013), 154.

make the writer easier to understand what they write. Grammar make people easier to write what they want to write and say.

In English grammar, all words are divided into nine great classes. Grammar is a set of cognitive rules or principles for combining words (and parts of words) to express certain notions or ideas,⁵ These classes of words are called parts of speech, they are; article, noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjection. One of the parts of speech that will be discussed is noun. Noun is the one of the most important parts of speech⁶. Noun is a name of a person, a place, or a thing. In learning about noun, the students are introduced with countable and uncountable noun. Countable and uncountable noun are one of the important topics in learning structure. it is also one of the simple topic, but has an enormous influence on the four aspects skill. That is why, understanding of the countable and uncountable noun also play an important role in students' English skills.

Countable and uncountable nouns are discussed since students in junior high school. However, several students may do not understand with the form. They can not apply the right rules in forming or differentiating countable and uncountable nouns. An error that students usually made is in arranging uncountable noun as countable noun. For example, *I need paper to write a letter. The correct one is I need some paper to write a letter.*

⁵ Graeme Kennedy, *Structure And Meaning In English*, (Great Britain : Pearson Education Limited, 2003), p.1.
<https://www.taylorfrancis.com/books/mono/10.4324/9781315836058.pdf>

⁶ Marcella Frank “ *Modern English* “ (New Jersey : Prentice Hall, 1972) p.6.
<https://lib.ui.ac.id/detail.jsp?id=20259202>

Countable nouns are the names of separate object, people, ideas etc which can be counted and then uncountable nouns are the names of material, liquids, abstract qualities, collection and other things which we see as masses without clear boundaries, and not as separate objects. Uncountable nouns do not have articles a/an before them.⁷ Countable nouns have singular and plural forms. Singular form of countable nouns often has articles (a/an) before them. Plural countable nouns do not have articles a/an before them. Uncountable nouns have only one form.

There are some expressions of quantity that can be used in countable nouns, uncountable nouns, or both of them, they are: some and any may appear before plural countable nouns and uncountable nouns. A lot of may appear before plural countable nouns, and many may appear only before plural countable nouns A few appears only before plural countable nouns, and a little appears only before uncountable nouns.

Grammar consists of form and rules, however grammar is about much more than form, and its teaching is ill served if students are simply given rules.⁸ In line with that, Hancock stated that grammar is the natural, inherent, meaning making system of the language, a system that governs the way words come together to form meanings, grammar is also the study of that

⁷ Michael Swan “*Practical English Usage*“ (Oxford University, 2008) p.128. <https://gosafir.com/mag/wp-content/uploads/2020/06.pdf>

⁸ Celce-Murcia, Marianne, *Teaching Grammar in Teaching English as a Second or Foreign Language*, (USA: Heile & Heile Publisher, 2001), p.251. https://www.academia.edu/36244291/Celce_Murcia_ed_Teaching_English_as_a_Second_or_Foreign_Language_pdf

system, the various theories or perspectives that attempt to understand and describe it.⁹

It is not easy to teach grammar to students, because there are so many rules in grammar, which not easy to understand. As Viet stated in his book the teacher can still make grammar instructions worthwhile if they adhere to the following general guidelines.

1. The teacher should involve students in discovering grammar.
2. Teacher should make it clear.
3. Teacher should make it fun.
4. Teacher should adapt and supplement the available materials.
5. Teacher should not lose sight of real goals.¹⁰

It is reasonable to study language exclusively not only for the purpose of gaining an effective communication but also for a broader knowledge such as reading literature, science, history, magazine, news paper, or getting the newest information of the advanced technology. But in fact, based on the result of preliminary studies by asking the English teacher about students' difficulties in differentiating countable and uncountable nouns, it was said that the grade VII students in MTs. YPKS Padangsidempuan still lack in differentiating countable and uncountable nouns. It can be assumed that there are some problems in the learning English process.

⁹ Craig Hancock, *Meaning-Centered Grammar an Introductory Text* (London: Equinox Publishing Ltd), p. 6. <https://lib.ui.ac.id/detail.jsp?id/9781904768111>

¹⁰ Richard Veid, *Discovering Grammar*, (New York : New Burry House 1990). p.57. <https://archive.org/details/discoveringengli0000veit>

When the researcher asked to the English teacher mom Deli warni s.pd as a English teacher in MTs. YPKS padangsidimpuan and english teacher at VII, VII, and IX grade,the question is “what are the problem usually faced by student when learning countable and uncountable noun ?”, the teacher said that students’ error in learning countable nouns and uncountable nouns was still unsatisfactory, many students still do not understand using singular and plural, countable nouns and uncountablenouns and then they cannot apply singular and plural rules in English.

They have difficulties to form plural in English. For example, the general rule for writing the plural in English nouns is to add – s to the singular form (candy – candies, bus – busses, buffalo – buffaloes , mouse – mice), some student just knows in forming plural just adding ”s” after singular noun, the student still have difficulty in determining objects that can be count and object can not be counted like tea, oil, butter, fire, factory, bank, dollar, day, and there are many more things that are difficult for them to predict, especially when using the adjective of quantity. They are still confused about how to match it with the right object and the rules for studying the adjective of quantity. Just it students’ error in learning countable and uncountable nouns from the English teacher experience while teaching it to the students.¹¹

So, from explanation above, the writer would like to search the problem under the tittle. **“The Difficulties in Differentiating Countable and**

¹¹ Deli Warni S.Pd, English teacher at VII grade, *Interview*, (MTs. YPKS Padangsidimpuan, 23 March 2024. at 09.30 am WIB).

Uncountable Nouns at The VII Grade Students of Mts. YPKS Padangsidempuan”.

B. The Focus of problem

Based on the background above, the researcher focuses on the problem about English structure, it is noun. Noun is one of topic in English structure. There are eight kinds of noun, they are common noun, proper noun, collective noun, concrete noun, abstract noun, material noun, countable and uncountable nouns. So, in this research the writer limite the problem is countable noun and uncountable noun.

C. Definition of Key Term.

To reduce misunderstandings about the terms that use in this research, so, the writer explained as follows:

1. Difficulties

Difficulties are situation or condition that cause a problem. Difficulties is something not easy to do or to understand. Difficulties is the fact that the person do not easy to do something or find the problems. Difficulties is something hard to deal with understand. A difficulty is the state or condition of being difficult¹². Based on the explanation above the researcher wanted to know what is the difficulties that face by students when study.

2. Differentiate

An expression that states something is not equal or different

¹² A. S. Hornby. *”Oxford Advanced Learner’s Dictionary”* (New York: Oxford University Press, 1995), p. 202. <https://lib.ui.ac.id/detail.jsp?id=100665>

3. Countable and uncountable nouns

According to Purnomo, countable noun is a noun which can be counted, can be singular form or in plural form¹³ Uncountable noun (or mass) noun are the names of materials, liquid, abstract, qualities, collection, and other things which we see as masses without clear boundaries, and not separate objects.¹⁴

D. The Formulations of problem

Based on the explanation above, the problem of this research formulated that as follows:

1. What are the difficulties usually faced by the grade VII MTs YPKS Padangsidimpuan students in differentiating countable and uncountable nouns ?
2. What are the efforts done by English teacher to decrease the students' difficulties in differentiating countable and uncountable noun at the grade VII MTs. YPKS Padangsidimpuan ?

E. The Purposes of research

Based on formulation of the problem above, the aims of this research were as follows:

1. To know the difficulties that usually faced by the grade VIIMTs. YPKS students in differentiating countable noun and uncountable noun.

¹³ Wahyu Purnomo, "English Grammar And Every Day Conversation" (Surabaya : Amelia Surabaya, 2015), p 45
https://americanenglish.state.gov/files/ae/resource_files/b_dialogues_everyday_conversations_english_lo_0.pdf

¹⁴ Swan " Practical English Usage " p. 128

2. To know the efforts done by English teacher to decrease the students' difficulties in differentiating countable noun and uncountable noun at the grade VII MTs YPKS Padangsidempuan.

F. The Significances of the research

The significances if this research as follows:

1. For Headmaster : Hopefully this research as the information to convince the students difficulties in differentiating countable and uncountable nouns.
2. For Teacher : Hopefully this research give the information about the students difficulties in differentiating countable and uncountable nouns, so the teacher can use it to evaluate the students ability in differentiating countable and uncountable nouns to be better.
3. For the next researcher : Hopefully the result of this research can be used as a reference for another researcher who will discuss about the students difficulties in differentiating countable and uncountable nouns.

G. Thesis Outline

The systematic of this research divided into five chapters, each chapter consisted of many sub chapters with detail as follow;

Chapter one consist of background of the problems, focus of problem, limitation of problem, formulations of problem, purposes of the research, and significances of the research and the systematic outline of the thesis. Chapter two consist of the review of literature it is about countable and uncountable noun and review of related findings.

Chapter three consist of the research methodology, place and time of the research, research method, subject of research, soures of data, technique of collecting data, technique of checking data trustworthiness, and technique of analizing data.

Chapter four consists of the result of the research and the discussion. Chapter five is closing, where it consist of the conclusion, implication and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Noun

a. Definitions of noun

Nouns is a word used as the name of all things; people know about, have, see, hear, taste , smell, or feel. In addition, it may function as the chief or “head” word in many structures of modification.¹ Nouns are used to name all objects and concepts that exist in this world, both physical things and abstract things.

Here are the definition about noun based on some experts: According to Pranowo noun is one of word which using to give a name for a thing.² While, Novia said that noun is one of word which show name of person, name of place, or name of an object.³ In line with that, according to Vespoor nouns is the name of things and persons.⁴ Additinionally, Murthy said nouns is words that allow to name and label the persons, entities, objects, place, and concept that

¹ Marcella Frank, *Modern English* (New Jersey: Prentice Hall, 1972), p. 6
<https://lib.ui.ac.id/detail.jsp?id=20259202>

² Pramono W. Suseno, *Complete English Grammar* (Surabaya : Nidya Pustaka), p. 69
https://library.usbypkp.ac.id/index.php?p=show_detail&id=7264

³ Windy Novia, *Essential English Grammar* (Wipress, 2009), p. 13
<https://dl.melalinstitute.com/duolingo/essential-english-grammar.pdf>

⁴ Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis* (Amsterdam/ Philadelphia:John Benjamins Publishing Company, 2000), p.13.
https://api.pageplace.de/preview/DT0400.9789027297976_A24761501/preview-9789027297976_A24761501.pdf

make up world.⁵ It is reinforced by lid law which said noun are word that are used to name a person, place or thing.

Apart from that, nouns can be interpreted as words used to name or refer to people, things, places and also ideas. then this refers to physical objects and abstract concepts. So based on some experts above that stated about noun, the researcher conclude that noun is a word that names something, such as a person, place, thing, or idea. In a sentence, nouns can play the role of subject, object, complement, appositive, or modifier.

b. Functions of noun

Noun may function not only in the central core of the sentence, but also in structures of modification. This Include words for people, things, word, for thing someone knows exist but cannot touch, and idea or a quality of mind is defined as a nouns.⁶ These are functions of noun, as below :

1) Subject of verb

Subject of verb who or what is being talked about. The verb agrees with the subject in person (first,second,third) and in number (singular, plural), example : The girl is resting / The girls are resting.

⁵ Jayanti Dakshina Murty, Contemporary English Grammar (New Delhi: Book Palace, 2003), p. 13. https://www.goodreads.com//15305041.Jayanthi_Dakshina_Murthy

⁶ Fitriyadi Lubis, Fitri Rayani Siregar and Rayendriani Fahmei Lubis, "The Correlation Between Students' Ability in Identifying Nouns and Adjectives to Analyzing Compound Noun and Compound Adjectives of TBI Students IAIN Padangsidempuan," Tazkir 1, no. 2 (2015): 1–16, <https://jurnal.uinsyahada.ac.id/index.php/TZ/article/view/358>

2) Complement of verb

This completes the prediction after the verb. Object of verb. This can be :

- a) A direct object (who or what receives the action of the verb)

A cognate object is a special kind of direct object that is either identical in form with the verb or has derivative form (she laughed a bitter laugh ; he lived a good life).

Example :We need some money

- b) An indirect object, a second object to or for which the action of the verb is directed. The indirect object precedes the direct object.

The indirect object may also be expressed in a to or for phrase after the direct object. Example : Please give some money to that man. Some verbs that make indirect object are –bring, buy, give, make, owe, pay, sell, send, teach, write. Example : Please give that man some money

3) Subjective complement (predicate noun)

Noun as a subjective of complement can Used after a linking verb to refer back to the subject. While an object of a verb has a different identity from the subject, a subjective complement has the same identity as the subject. Example : “
Washington was the first president of the united states”

The subjective complement is often referred to merely as a complement in spite of the fact that, strictly speaking, a complement is any structure that completes a predication after a verb. Since both nouns and adjectives may function as subjective complements, we will generally confine ourselves to the narrower term predicate noun or predicate adjective unless we are referring to the broader function of these words as complements.

4) **Objective complement**

An object following the direct object that has the same identify as the direct object. Example : “ The country elected Washington president”. The objective complement may be preceded by as – the country elected Washington as president. Among the small number of verb taking objective complements are appoint, consider, elect, name, nominate, select, think.

5) **Object of preposition**

Completes the idea of time, direction, position, etc, begun by a preposition. *Example :The student sat at his desk.* There is one kind of noun that is only technically an object of a preposition that precedes it. In the sentence *the children laughed at the clown*, *clown* is superficially the object of the preposition *at*, but at a deeper level it might also be interpreted as the object of the combined verb and preposition and therefore

as a complement in the central core of the sentence. In general this is the interpretation we are following in this text. Noun used in this function will be called *prepositional objects*.

6) Noun in apposition (appositive)

Noun in apposition is a second noun used after a first one to reidentify the first one. *Example : Mr. Johnson, my lawyer, is very intelligent.* The first noun may be used in any of the functions already given.

7) Noun in direct address (vocative)

Noun in direct address is usually to draw the attention of the person being spoken to. *Example : John, please come here.* The noun in direct address actually names the “subject” who is asked to pre-form in a request of a command.

8) Noun adjunct

Noun adjunct is a noun used in adjective position before another noun, the two together forming a noun compound.

Example :

She is going to the grocery store.

They have a swimming pool.

Many other examples have already been given under noun compounds. Most compound adjuncts are singular in form even when used with plural noun heads (student activities, cigar

boxes), but some adjuncts may be plural (a savings bank, women doctors, a clothes closet).⁷

According to Thomson and Martinet a noun can function as

- 1) The subject of a verb : tom arrived.
- 2) The complement of the verbs be, become, seem : tom is an actor
- 3) The object of a verb : I saw tom
- 4) The object of a preposition : I spoke to tom
- 5) A noun can be also be in the possessive case : tom's books.⁸

c. **Kinds of noun**

According to Marcella Frank, some nouns may belong to more than one of the types given below.

1) **Proper nouns**

According Jhon E. Warriner said proper noun is names a particular person, name of country, or name of thing, and it always capitalized.⁹ Proper noun is the name of some particular person or place. Proper nouns are always written with a capital letters at the beginning¹⁰. It includes:

⁷ Frank, *Modern English*. p. 11

⁸ A.J. Thomson And A.V. Martinet, *A Practical English Grammar*(London : Oxford University Press, 1986) , p. 24 <https://taxuna.wordpress.com/wp-content/uploads/2015/11/a-practical-english-grammar-a-j-thomson.pdf>

⁹ Jhon E. Warriner, *English grammar & composition*, (Franklin edition, 1982), p. 4. http://catalog.uinsa.ac.id/index.php?p=show_detail&id=18933

¹⁰ Fitriadi Lubis, Fitri Rayani Siregar M. Hum and Rayendriani Fahmei Lubis, "The Correlation Between Students' Ability in Identifying Nouns and Adjectives of TBI Students IAIN Padangsidimpuan," *Tazkir* 3, no. 2 (2015): 1–16, <https://jurnal.uinsyahada.ac.id/index.php/TZ/article/view/358>

- a) Personal names, examples: Mr. Ramadansyah, Annisa
- b) Names of geographic units such as Countries, Cities, Rivers, examples: Indonesia, Padangsidempuan, North Sumatra
- c) Names of nationalities and religions, examples: Islamic, Dutchman
- d) Names of holiday, examples: Independence day, Thanksgiving day
- e) Names of time units, examples: Friday, August
- f) Words used for personification-an abstraction thing treated as a person, examples: Nature, Liberty As apposed to proper nouns, all other nouns are classified as common nouns.

2) **Concrete noun**

A concrete noun is a word for a phsycal object that can be perceived by the senses- we can see, touch, smell the object, examples: cat, flower, boy. An abstract noun is a word for a concept- it is an idea that exists in our minds only, examples: beauty, justice, mankind. According to Surya Ningsih the meaning of a concrete noun is something which can be captured with the five senses such as: name animals, people, places, or objects, and another.

3) **Countable or noncountable nouns**

A countable noun can usually be made plural by the addition of -s (one boy, two boys). A noncountable noun is not used in the plural. Mass nouns form one type of noncountable noun. They are words for concrete objects stated in an undivided quantity (coffee, iron).

4) **Collective nouns**

A collective noun is a word for a group of people, animals or objects considered as a single unit. Examples: audience, committee, class, crew, enemy, faculty, family, flock, folk, group, orchestra, press, public, team, herd, jury, minority, nation, orchestra, press, public, team.¹¹

5) **Common nouns**

Common nouns is nouns that indicate an object in general or not in particular. Example : shop, market, boy, soldier, teacher, pencil, eraser, island, rever, etc.

6) **Abstract nouns**

Abstract noun is nouns that are intangible, cannot be seen, cannot be touched, but can only be imagined. Example: association, application, confidence, kindness, friendship, help, hope, death, experience, beauty.¹²

¹¹ Frank, *Modern English*. p. 7

¹² Novia, *Essential English Grammar*, p. 17

7) Material nouns

Material noun is a noun that express material, such as raw material, mining material, and the like. Example : silver, gold, copper, bronze, iron, diamond, water, and others. Material noun can used by article “ a “ or “ an “ , like :

- a) I found a silver on that hill
- b) I found the silver on that hill.

According to Thomson and Martinet there are four kinds of noun in English :

- 1) Compound nouns : dog, man , table
- 2) Proper nouns : france, Madrid, mrs smith, tom
- 3) Abstract nouns : beauty, charity, courage, fear, joy
- 4) Collective noun : crowd, flock, group, swarm, team¹³

d. Genres of noun

There are three kind of gender in English, they are :

1) Masculine

Maculine is noun classified as male. According to Anne Juwita masculine gender is a noun that used denotes masculine gender¹⁴ Example: men, boys, father, brother, lord, ox, director, lion, and many others

¹³ Thomson and Martinet, *A Practical English Grammar*, p. 24

¹⁴ Anne Juwita, 1 Hari Tuntas Menguasai Grammar (Jakarta: Hi-Fest, 2009), p.24
<http://library.stik-ptik.ac.id/detail?id=4673>

2) Feminine

Feminine is noun classified as feminine. Koentjoro said feminine gender is a noun which denotes a female person or an animal.¹⁵ Example: women, girls, mother, sister, lady, cow, directress, lioness, and many others.

3) Neuter

Neuter is nouns that do not know gender. Example: inanimate things, river, mountain, sea, island, truck, car, plane, train, bus, book, table, chair, ruler, and many others¹⁶ Pronoun for singular masculine “ he” and plural masculine “ they”, for singular feminine “ she “ and plural feminine “ they “ and for singular neuter “ it” and plural neuter “ they“.¹⁷

e. Forms of noun

1) Singular noun

Singular noun is a noun that indicates that the object is only one. Generally singular noun begins by article a/an specially for noun which can count. Example : a car, an egg, a house, an umbrella

¹⁵ Drs Koentjoro, *Accurate Brief and Clear English Grammar* (Indah Surabaya: 2003), p.50 https://sar.ac.id/stmik_ebook/prog_file_file/818244.pdf

¹⁶ Novia, *Essential English Grammar*, p. 26

¹⁷ Surayin, *Perfect English Grammar* (Bandung : Margahayu Permai, 1999), p. 101 <https://lib.pardistalk.ir/library/Perfect-English-Grammar.pdf>

2) Plural noun

Plural noun is a noun that indicates that the object is more than one. Generally plural noun does not begin by article *a/an*, for example: *Two cars, five eggs, two houses, three umbrellas*¹⁸.

Plural noun formed from singular noun by using some steps, namely:

a) Plural of noun ending in consonant + y

If the singular ends in consonant + y (for example –by, –dy, –ry, –ty), the plural is normally made by changing to *i* and adding *–es*

Table II .1
Plural of noun ending in consonant + Y

No	Singular	Plural
 consonant + y consonant + ies
1	Baby	Babies
2	Lady	Ladies
3	Ferry	Ferries
4	Party	Parties

If the singular ends in vowel + y (e.g. day, boy, guy, donkey), the plural is made by adding *–s* (days, boys, guys, donkeys). Proper names ending in consonant + y usually have plurals in *–ys*.

Do you know the Kennedys? (NOT ~~The kennedies?~~)

*I hate **Februarys**.*

¹⁸ Novia, *Essential English Grammar*, p. 21

b) Plural of nouns ending in –sh, -ch, -s, -x, or –z

Plural noun is a noun that indicates that the object is more than one. Generally plural noun does not begin by article *a/an*. If the singular ends in –s, –ch, –s, –x, or –z, the plural is made by adding –es.

Table II .2
Plural of nouns ending in –Sh, -Ch, -S, -X, Or –Z

No	Singular	Plural
1	Church	Churches
2	Crash	Crashes
3	Bus	Buses
4	Box	Boxes
5	Buzz	Buzzes

Nouns ending in a single –z have plurals in –zzes :
quiz / quizzes, fez / fezzes.

c) Plural of nouns ending in –o

A plural noun is a word that indicates that there is more than one person, animal, place, thing, or idea. When you talk about more than one of anything, you're using plural nouns. When you write about more than one of anything, you usually use the same word, simply adding an s, es, or ies to the end.

Some nouns ending in –o have plurals in –es, the most common:

Table II .3
Plural of nouns ending in – O

No	Singular	Plural
1	Echo	Echoes
2	Hero	Heroes
3	Negro	Negroes
4	Potato	Potatoes
5	Tomato	Tomatoes

Noun ending in vowel + o have plurals in -s (e.g. radios, zoos). So do the following , and most newwords ending in –o that come into the language :

Table II .4
Noun ending in vowel + O have plurals in – S

No	Singular	Plural
1	Commando	Commandos
2	Concerto	Concertos
3	Eskimo	Eskimos
4	Kilo	Kilos
5	Logo	Logos
6	Photo	Photos
7	Piano	Pianos
8	Solo	Solos

The following words can have plurals in – s, or – es ; - es is more common.

Table II .5
Can have plurals in –S, or – Es : - Es is more common.

No	Singular	Plural
1	Buffalo	Buffalo(e)s
2	Mosquito	Mosquito(e)s
3	Tornados	Tornado(e)s
4	Volcano	Volcano(e)s

d) Irregular plurals in – ves

The following nouns ending in -f (e) have plural in – ves

Table II .6
Nouns ending in –F(e) have plurals in – Ves

No	Singular	Plural
1	Calf	Calves
2	Elf	Elves
3	Half	Halves
4	Knife	Knives
5	Leaf	Leaves
6	Life	Lives
7	Loaf	Loaves
8	Self	Selves
9	Sheaf	Sheaves
10	Shelf	Shelves
11	Thief	Thieves
12	Wife	Wives
13	Wolf	Wolves

Dwarf, hoof, scarf, and *wharf* can have plurals in either *-fs* or *-ves*. *Hooves, scarves,* and *wharves* are more common than the plurals in *-fs*. Other words ending in *-f(e)* are regular.

5) Other irregular plurals

Table II .7
Irregular plurals

No	Singular	Plural
1	Child	Children
2	Foot	Feet
3	Goose	Geese
4	Louse	Lice
5	Man	Men
6	Mouse	Mice
7	Ox	Oxen
8	Penny	Pence

No	Singular	Plural
9	Person	People
10	Tooth	Teeth
11	Woman	Women

The regular plural *pennies* can be used to talk about separate penny coins (and one –cent coins in usa) ; *pence* is used to talk about price and sums of money. Some british people now use pence as a single (e.g. *that will be three pounds and one pence, please*).

Person is sometimes used as a plural of person in official language. There is also a singular noun people (plurals people) meaning ‘nation’

f) Plural same as singular

Some word ending in –s do not change in the plural.

Common example

Table II.8
Plural same as singular

No	Singular	Plural
1	Barracks	Barracks
2	Series	Series
3	Crossroads	Crossroads
4	Species	Species
5	Handquarters	Handquarters
6	Means	Means
7	Swiss	Swiss

Note that same singular uncountable nouns end –s. These have no plurals. Examples are news, billiards, draughts (and some other names of games ending in –s), measles (and some other illnesses). Most words ending in –

ics (e.g. mathematics, physics, athletics) are normally singular uncountable and have no plural use.

Example :

*Too much mathematics is usually taught in schools.
(NOT ~~too many mathematics are~~)*

Some words ending in *-ics* (e.g. *politics, statistics*) can also have plural uses. **Politics** is *a complicated business*. (BUT what are you politics ?), **Statistics** is *useful in language testing*. (BUT the unemployment statistics are disturbing).

g) Plural in 's

An apostrophe (') is used before the *-s* in the plurals of letters of the alphabet, and sometimes in the plurals of dates and abbreviations. Example :

*I loved the 1960's (the 1960s is more common)
Pc's are getting cheaper (pcs is more common)*

It is not correct to use *-s* in other plurals, e.g : ~~jean's~~

h) Plurals with no singular forms

Cattle is a plural word used to talk collectively about bulls, cow, and calves, it has no singular, and cannot be used for counting individual animals (one cannot say, for instance, three cattle).

2. Countable and Uncountable Noun

a. The Definition of Countable Noun

Countable noun are the names of separate object, people, ideas etc which can be counted. We can use numbers and the article a/an with countable noun; they have plurals. Rachmat taufic hidayat explained that countable noun include common noun like apple, chair, goat, car, etc.¹⁹ Example :*A cat / three cat , a newspaper / two newspaper*²⁰

According to Purnomo countable nouns is a noun which can be counted, can be singular form or in plural form. Noun can be counted in singular form it generally begins by article “a”, “an” (it is meaning somebody, an animal, or an object)or “the” and demonstrative pronoun “this” or “that”.²¹ So, countable nouns are for things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner "a" or "an".

b. The Definition of Uncountable Noun

Uncountable noun (or mass) noun are the names of materials, liquid, abstract, qualities, collection, and other things which we see as masses without clear boundaries, and not separate objects. We

¹⁹ Rachmat Taufiq Hidayat, *Belajar Mudah Bahasa Inggris*, Pustaka Pelajar, (Yogyakarta, 1998), p. 8 <https://eprints.ums.ac.id/23605/9/02.pdf>

²⁰ Michael swan “ *practical English usage* “ (oxford : oxford university press, 2008), p. 128 <https://gosafir.com/mag/wp-content/uploads/2020/06.pdf>

²¹ Wahyu purnomo, “ *English grammar and every day conversation*” (Surabaya : Amelia surabaya, 2015), p. 45 https://americanenglish.state.gov/files/ae/resource_files/b_dialogues_everyday_conversations_english_lo_0.pdf

cannot use numbers with uncountable noun, and most are singular with no plural. We do not normally use a/an with uncountable noun, though are some exceptions. Example :

Water (not ~~a water, two waters~~)

Weather (not ~~a weather, two weathers~~)

Wool (not ~~a wool, two wools~~)²²

According windy novia s.pd. uncountable noun is a noun that can not counted by number , like : sand, rain, water, sugar, air, snow, etc.²³

c. Measurement with uncountable noun

In Basic English Grammar, Azar and Hagen said that units of measure are used with uncountable nouns to express a specific quantity.²⁴ Common expressions of measure. They are: A bag of rice, a bowl of cereal, a box of candy, a bunch of bananas, a can of corn, a carton of milk, a head of lettuce, a glass of water, a bottle of olive oil, a bar of soap, a jar of pickles, a loaf of bread, a piece of cheese, a sheet of paper, a tube of toothpaste, a cup of coffee, a bowl of soup, a glass of juice, the amount (a pound of, a quart of), or the shape (a bar of soap, a sheet of paper).

²² Swan “ *practical English usage* “ p. 128

²³ Novia, *Essential English Grammar* p. 22

²⁴ Betty Schramper Azar and Stacy A.Hagen, *Understanding using English Grammar*, (United State of America: Library o f Congress Cataloging-in-Publication Data. 2009) p. 191. https://www.avayeshahir.com/wpcontent/uploads/2024/01/Understanding.and_.Using_.English.Grammar_4e_SB_www.EnglishPro.ir_.pdf

d. Adjective of quantity

Adjective of quantity is a type of adjective used to indicate the quantity of an object. Adjective of quantity can use for countable nouns and uncountable nouns, for example :

Table II.9
Adjective of Quantity

No	Adjective of quantity	Meaning	Countable Noun	Uncountable Noun
1	Many	Banyak	Many books	-
2	Few	Sedikit	Few books	-
3	Both	Keduanya	Both books	-
4	A small number of	Sejumlah kecil	A small number of books	-
5	A great number of	Sejumlah besar	A great number of books	-
6	All	Semua	All books	-
7	Much	Banyak	-	Much money
8	Little	Sedikit	-	Little money
9	A small amount of	Sejumlah kecil	-	A small amount of money
10	A large amount of	Sejumlah besar	-	A great amount of money
11	A great deal of	Banyak	-	A great deal of money
12	A good deal	Banyak	-	A good deal of money
13	Some	Beberapa	Some books	Some money
14	A lot of	Banyak	A lot of books	A lot of money
15	Any	Beberapa	Any books	Any money
16	Plenty of	Banyak	Plenty of books	Plenty of money

No	Adjective of quantity	Meaning	Countable Noun	Uncountable Noun
17	Most of	Sebagian besar	Most of the books	Most of the money

1) Quantitative adjective for countable nouns

Quantitative adjective that used for plural countable nouns,
namely:

a) Many

- i. Many foreign tourists came to this museum last month.
- ii. Many of the students cannot do the difficult test.
- iii. Mr.farid has many cows in his village.

b) Few / a few

- i. He has few friends in this villages
- ii. He has a few friends in this villages
- iii. She made few mistakes in the test yesterday

c) Several

- i. Several children are studying in the library now.
- ii. Elisa gave him several cats two days ago
- iii. Several of the boys were there last night.

d) Both

- i. Both students are clever
- ii. Both the students are clever
- iii. Both of the students are clever

e) A number of

- i. A number of visitors came to this temple last Sunday
- ii. A number of children want to go swimming now.
- iii. We bought a number of goats from that village last week

The word 'small' can be added in front of "number" to indicate the meaning of "small number" or word large" can be added in front of "number" to indicate the meaning of "large number".

f) All

- i. All people want to be successful in their lives.
- ii. His daughter likes all kinds of candies
- iii. All the students in my class have ever seen the films before.

2) Quantitative adjective for uncountable noun.

Quantitative adjective which used to uncountable nouns, namely:

a) Much

- i. These cats drink much milk every morning.
- ii. Is there still much ink in the bottle?
- iii. Professor hamdi has devoted much of his life to education.

b) Little / A little

- i. His father gave him little money yesterday.
- ii. His father gave him a little money yesterday.
- iii. They spent little money last night.

c) An amount of

- i. We need an amount of paint to paint the fence.
- ii. An amount of sugar and flour is needed to make the cake.
- iii. My brother took a small amount of gasoline in the tank last night.

The word “small“ can be added in front of “amount“ to indicate the meaning of “small number“ and the word “large“ can be added in front of word “amount“ to indicate the meaning of “large number“.

d) A great / good deal

- i. Mr. John needs a great deal of money to renovate the old house.
- ii. My mother bought a good deal of sugar and flour to make the cake yesterday.
- iii. These fat cows give him a great / good deal of milk every morning.

3) Quantitative adjective for countable and uncountable nouns

Quantitative adjective which can be used for countable and uncountable nouns, like :

a) Some and any

Some is used for in positive sentence, then any is used for negative sentence and interrogative sentence.

With countable noun

- i. Some people are afraid of the height.
- ii. I met some friends there last night.
- iii. Did you meet any friends there last night ?

With uncountable nouns

- i. Alfian always drinks some milk before he goes to bed.
- ii. His mother gave him some money this morning.
- iii. Did his mother give him any money this morning ?

b) A lot of / plenty of

With countable nouns

- i. My uncle has a lot of / plenty of cats.
- ii. The boy can sell a lot of / plenty of magazines every Sunday.
- iii. A lot of in this area are farmers.

With uncountable nouns

- i. His mother made a lot of / plenty of soup yesterday.
- ii. There is always a lot of / plenty of sand in the bank of this river in the dry season.
- iii. His brother earns a lot of money every month.

c) Most

With countable nouns

Most people in this area make a livelihood from farming.

- i. Most children like ice cream.
- ii. Most of the women in this neighborhood come from east java.
- iii. The old man recognizes most of the people living in this street.

With uncountable nouns

- i. Dina spends most of her money on clothes.
- ii. The old man lost most of his blood on the way to the hospital²⁵.

B. Review Of Related Findings

The researcher found some of related findings from another student that still has relation with this title like:

The first is Rosid, the objectives of this study is to find the problems in learning countable noun and uncountable nouns. The author uses descriptive correlation method. The instrument used in this study was a questionnaire and exam. From the result of the research it can be concluded that they found the problem in learning to count noun and noun cannot be counted. The writer also found some problem in learning countable and uncountable nouns, some

²⁵ Purnomo, "English grammar and every day conversation" p. 48

uncountable noun such as hair, light, noise, paper, room, time, work, may be used as countable noun depending on the context. Even though there are some other factors, which involved in teaching and learning processes. Such as supporting factor like the facility, the quality of the teacher and students background.²⁶

The second is Junaidi, This study is intended to find out The students' ability in using countable and uncountable nouns at second year students of SMPN 1 Aikmel academic year 2010/2011. This is aimed at finding out The students' ability in using countable and uncountable nouns. The population of this study was all of the second grade students of SMPN 1 Aikmel which consist of 280 students. And the sample of this study is 28 or 10 % from population. The instrument consists of sentences namely building with countable and uncountable noun and practice in sentence. The test is divided into two parts namely multiple- Choice test and completion in grammar test in given after the students have the treatment of teaching from current English teacher to measure the students' ability in using countable and uncountable noun.

From the result of previous discussion, it is clear enough to conclude that the result for multiple choice test, there are 1 students achieve 100 (3.6%), 1 students achieve 90 (3.6%), 6 students achieve 80 (21.6%), 10 students achieve 70 (36%) 3 students achieve 60 (25.5%), 3 students achieve 50 (10.8%); that means, mostly students have good enough knowledge about

²⁶ Muhammad Rosid “*The Problem In Learning Countable And Uncountable Noun*” (Jakarta : Syarif Hidayatullah State Islamic University, 2005), p.37
<https://repository.uinjkt.ac.id/dspace/handle/123456789/31979>

countable and uncountable nouns.. In completion test, there are 2 students achieve 100 (7.2%) , 3 students achieve 90 (10.8%) , 3 students achieve 80 (10.8%), 7 students achieve 70 (25.2%) , 5 students achieve 60 (18%), 6 students achieve 50 (21.6%) and the last 2 students achieve 40 (7.2%). This also means that researcher found the students ' mastery about countable and uncountable noun good enough²⁷.

The third is conducted by Masriah. This research is purpose to know the ability in identifying countable and uncountable nouns at the grade VII MTs darul istiqomah padangsidempuan, to know the difficulties faced by students and the efforts done by English teacher and to decrease the students' difficulties in identifying countable and uncountable nouns at the grade VII MTs Darul Istiqomah Padangsidempuan. After the researcher was done, it conclude be known the students' ability in category into enough (65.15). But the students' still have problem to the students' lack of the knowledge to determine the noun that between countable and uncountable noun did not change, students' had poor vocabularies in noun. The effort done by English teacher the students' to decrease the students' difficulties in identifying noun were the English teacher often repeat asked the lesson and always give motivation to students'.²⁸

²⁷ M. Junaidi, *"The Students Ability In Using Countable And Uncountable Nouns: At Second Year Students Of Smpn 1 Aikmel In East Lombok"* (Lombok : Nahdlatul Ulama Al Mahsuni Lotim Tarbiyah College of Science, 2019), p. 23 <https://journal.ummat.ac.id/index.php/telaah/article/view/6192>

²⁸ Masriah *"The Ability In Identifying Countable And Uncountable Nouns At Grade Students'Mts Darul Istiqomah Padangsidempuan"* (padangsidipuan : State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, 2023), p. 38 <https://etd.uinsyahada.ac.id/9184/1/1620300120.pdf>

The fourth was conducted by Kurniasih,²⁹ the writer used descriptive method. The data were obtained through test. For this reason, a number of tests were prepared in written form. The scope of this study is countable and uncountable nouns but the writer only used singular and plural countable nouns and singular uncountable nouns. The subject of this study are 28 students of the eighth grade students of SMP Negeri 5 Kupang in the school year 2018/2019. The result showed (1) The eighth grade students of SMP Negeri 5 Kupang in the school year 2018/2019 were able to use countable nouns particularly in singular and plural form and uncountable nouns particularly in singular form. (2) The ability level as a class of the eight grade students of SMP Negeri 5 Kupang in the school year 2018/2019 in using countable and uncountable nouns is 7.06. It is classified as fairly good based on the standard of measurement applied. (3) Kinds of grammatical mistakes faced by the students in all countable and uncountable nouns includes in the test. The students' areas of grammatical mistakes in using countable and uncountable nouns from the lowest to the highest are: singular countable nouns aspect with 49 (19.2%) mistakes, singular uncountable nouns aspect with 93 (36.5%) mistakes and plural uncountable nouns aspect with 113 (44.3%) mistakes.

²⁹ Kurniasih. A Study on The Ability in Using Countable and Uncountable Nouns of The Eighth Grade Students of SMP Negeri 5 Kupang in The School Year 2018/2019. Teacher Training and Education Science Faculty Widya Mandira Catholic University Kupang. 2019. <http://repository.unwira.ac.id/10645/1/1%20.pdf>

.The last was conducted by Putri.³⁰ This research aimed to analyze errors made by the students in their use of countable and uncountable nouns in their writing procedure text. This research used descriptive qualitative method to identify learners' errors in their writing of procedure text. The researcher collected samples of students' procedure text writing in this study, identified, classified, and evaluated their errors. Students' procedure text writing errors with countable and uncountable nouns were analyzed and described. This research used a case study for the design. The data analysis showed the most dominant frequency of error, and the most dominant type of error is misformation 34,7%. Then, the omission is 31,9%, addition is 23,6%, and misordering is 9,7%, with the total frequency of error being 72. And the most dominant error source is overgeneralization 66,6%, mother tongue interference 23,6%, and error encouraged by teaching material or method 9,7%, with a total frequency of 72.

The similarities from this research with those research was the discussions about countable noun and uncountable noun, while the differences was the different kinds of research, instrument of research and the research result.

³⁰ Vania Jelita Putri. An Error Analysis of The Use of Countable and Uncountable Nouns in Students' Writing of Procedure Text (A case study at the eleventh grade of SMA 1 Sungayang, West Sumatra). Department of English Education Faculty of Education Sciences UIN Syarif Hidayatullah Jakarta 2022.
https://repository.uinjkt.ac.id/dspace/bitstream/123456789/70278/1/VANIA%20JELITA%20PUTRI_1117014000012_SKRIPSI.pdf

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The location of the research was in MTs YPKS Padangsidimpuan, it was located in Sutan Sori Pada Mulia Street, Gg. Sarasi 1, Padangsidimpuan city (North Padangsidimpuan), and Province of North Sumatera, the subject of the research was grade VII student in MTs YPKS Padangsidimpuan 2024/2025 academic year. The time of the research was conducted in May 2024 until June 2024.

B. Kind and Research Design

This research uses descriptive method descriptive research purposes to describe the current situations about the object of research¹ Method is learned through tranining It is kind of method use in research and based analysis of data and this research used a qualitative approach. Qualitative research is the research that's means to understand the phenomena about what is the subject research undergone by using natural method. Qualitative research is used for investigating a variety of educational problem, an issues and it is used to determine a descriptive way things. Qualitative research in which the researcher directly observes and records notes on people in a natural setting for an extended period of time.

¹ Mardalis, Metode Penelitian; *Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003), p.26. <https://simpus.mkri.id/opac/detail-opac?id=7096>

C. Subject of Research

This research used two respondents, they were the students of the VII grade students of MTs. YPKS Padangsidempuan and the English Teacher of the VII grade English teacher of MTs. YPKS Padangsidempuan.

D. Source of Data

The source of data in this research are divided into two parts, they are:

1. Primary sources

The primary source of data is the grade VII students of MTs. YPKS Padangsidempuan. The class divided into 5 class, each class has 25 students, their total is 125 students. purposive sampling is one of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim. purposive sampling is done with take people are choosing by the researcher follow specific characteristic have been had by this sample². Actually, the researchers take one class that is VII - 1 to do the research, because it will be representative to take the result of the research. So, there were 25 students who answer the test.

2. Secondary source of data is information from the English teacher of MTs. YPKS Padangsidempuan.

E. Techniques of collecting data

Collecting data is important to get the valid data, because it really correlates for the research and collection data must be

² Riduwan, *Belajar Mudah Penelitian untuk Guru- Karyawan dan Peneliti Pemula* (Bandung : Alfabeta, 2005), p.63. <https://inlislite.uin-suska.ac.id/opac/detail-opac?id=935>

composed according to the research and must be systematic. In this research the researcher used some techniques in gathering the data as follow :

1. Test

Test is a method of measuring someone. It used multiple choice test. The the test is used to know the students ability in mastering countable and uncountable nouns . Next the multiple choice test to consistof for option analyze A,B,C, and D. The number item is 25 items. The right answer has 4 credit and the wrong answer has 0 credit for each items.

Then the indicator of students test in countable and uncountable nouns can be seen as table below :

Table III.1
Indicator of students test

No	Indicators	Items	Number of items	Score
1	Countable noun	17	1,3,4,7,9,10,11,12,13,14,15,16,19,20,21,22,25	68
2	Uncountable noun	8	2,5,6,8,17,18,23,24,	32

To get the score of students, use the following formula :

$$n = \frac{\text{hightscore}}{\text{numberofquestion}}$$

$$n = \frac{100}{25}$$

$$n = 4$$

Each students correct 1 gets a value of 4. So, if all items correctly answer are 100 scores.

Test result that obtained is interpreted to the table criteria score interpretation table .

Table III.2
Criteria Score Interpretation

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

2. Interview

Interview is the process question and answer in research by doing oral done two persons or more to listen of information³. The meaning of Interview is a purposeful interaction usually between two people, focused on one person trying to get information from another person⁴. In this research, the writer will use structural interview.

In structural interview the researcher prepares the question an alternative of the answer that will be given to the interviewer⁵. So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting. Interview was given to the English teacher of MTs. YPKS Padangsidempuan, the questions were appropriated with the list of interview.

³ Cholid Narbuko, *Metode Penelitian* (Jakarta: Bumi Aksara, 2010), p. 83. <http://repo.uinsatu.ac.id/4707/79.pdf>

⁴ Gay and Peter Airasion, *Education Research Competencis for Analysis and Aplication* (USA: Prentice Hall, 2000).p.68 <https://idr.uin-antasari.ac.id/22380/9.pdf>

⁵ Amirul Hadi and Haryono, *Metodologi Penelitian* (Bandung: Pustaka Setia, 1998),p.43 <https://digilib.uin-suka.ac.id/id/eprint/42716/1/20METODOLOGI%20PENELITIAN.pdf>

Interview was done for getting the data about the difficulties that usually faced by the VII 1 grade students of MTs. YPKS Padangidimpuan in differentiating countable and uncountable nouns and the efforts done by English teacher to decrease the students' difficulties in differentiating countable and uncountable noun at the VII 1 grade of MTs. YPKS Padangidimpuan. Interview also have done to get information about situation in MTs. YPKS Padangidimpuan.

The interview steps are the researcher give questions to students face to face. The researcher gave the question, and the students answered each question. After all, students finish the interview, and the researcher can get the result from the interview questions. The researcher then analyzed the students' writing samples and the interviewees' responses, Questions for the interview are:

a. Interview with English teacher

- 1) What do you think about the students' ability to master countable and uncountable nouns?
- 2) are students able to write countable and uncountable nouns?
- 3) What difficulties do students face in mastering countable and uncountable nouns?
- 4) Where do students have difficulty to differentiate countable and uncountable nouns?
- 5) What efforts do you make to reduce students' difficulties in differentiating countable and uncountable nouns?

- b. Interview with students
 - a) Do you know what countable and uncountable nouns are?
 - b) Do you find difficulties when study countable and uncountable nouns ?
 - c) Do your difficulties tolerated by teacher ?
 - d) What parts do you find difficult to understand when studying countable and uncountable nouns?

F. Technique of Analyzing Data

After collecting the data, the researcher analyzed the data, the technique of data analysis will be presented in descriptive form. The data will be analyzed by the following procedures:

1. Classification of data, it do to classify of primary and secondary data.
2. Description of data, it do to describe or interpretation of data that have been collected systematically.
3. Take a conclusion, it do to conclude the discussion solidly and briefly.

G. Technique of Checking Data Trustworthiness

There are some steps to determine the data trustworthiness The first step is application of research is the researcher must do the research with careful, detail and continuous to the object of the research. The second the researcher do the Triangulation, triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data. After it the third step is Checking with friendly through discussion is done with expos the interview result or the final result

that gotten in discussion with friends. The last the researcher do the Auditing, auditing used to check the truth and certainty of data, this point that done well to the process or result and extent.⁶

⁶ Lexy. J Meleong, "*Metode Penelitian Kualitatif*", (Bandung: PT. Remaja Rosdakarya:2018), p.326 <https://lib.unnes.ac.id/40372/1/Metode%20Penelitian%20Kualitatif.pdf>

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of The Data

The researcher give multiple choice test to 25 students and give time to answer the test, after it the researcher looking for 5 students who get the low score and do the interview with the 5 students to get interview data about the difficulties in differentiating countable and uncountable nouns and take a documentation in picture form, the next interview is English teacher to get the data about the teachers' effort for students and to get the difficulties that usually face by students according to English teacher experience. And take the photo for documentation interview with English teacher after it take documentation about school in photos form.

Based on the result of test and interview done by the researcher about the students' difficulties in differentiating countable and uncountable noun at the grade VII in Madrasah Tsanawiyah YPKS, the researcher can conclude as follows:

1. The Result of Interview

a. The Result of Interview on Students Difficulties and The teachers Efforts

1) The students' Difficulties

The difficulties that faced by students in differentiating countable and uncountable noun:

- a) The students lack of the knowledge to determine the noun that the ending letter was changed and then addition “s” only or the noun addition “es”.
- b) The students lack of the knowledge noun that between singular and plural did not change.
- c) Students had poor vocabularies, especially in countable noun and uncountable noun.
- d) The students felt difficulty to writing the noun.

2) **The Efforts by English Teacher**

The efforts by English teacher to decrease the students difficulties in forming countable and uncountable noun were:

- a) The students the difficulties in determining the noun can be counted and can not be counted , The English teacher often repeated the lesson, the teacher asked the students to determine how was countable noun and non countable noun ,while the teacher gave the explanation many time about it so the students understood truly.
- b) The English teacher motivated the students to improve students' sprite in learning.
- c) The English teacher asked the students to memorizing 10 vocabularies and utter it before teaching.
- d) The teacher often writes countable noun and uncountable word in the blackboard, then students write and repeat it

3) Interview Transkript

After got the data of multiple choice test the researcher get the interview data begin from the students and English teacher, the result of interview as below :

a) Interview with Aulia Asyura Rahayu

Researcher : Do you know what countable and uncountable nouns are?

Student : I Don't know, sir?

Researcher : Do you have difficulty learning countable and uncountable nouns?

Student : Yes sir, I don't know how the objects are counted with objects not included and I don't know how the quantity adjectives fit, sir?

Researcher : Does your teacher understand your disability?

Student : yes sir, the teacher continues to teach me with various learning models until I can understand, it turns out it is still difficult to understand the material,

Researcher : What parts do you find difficult to understand when studying countable and uncountable nouns?

Student : I still have difficulty determining the adjective quantity with the object it should be.

b) Interview with Suci Sari Rohma

Researcher : Do you know what countable and uncountable nouns are?

Student : Yes, I know, sir, namely objects that can be counted and objects that cannot be counted.

Researcher : Do you find difficulties when studying countable and uncountable nouns?

Student : yes sir

Researcher : Are your difficulties tolerated by teachers?

Student : yes sir, even though I have difficulty understanding, the teacher is not angry with me but still asks me what I don't understand

Researcher : What parts do you find difficult to understand when studying countable and uncountable nouns?

Student : I still don't understand the difference between countable and uncountable nouns

c) Inter view with Fakhira Khalila Nst

Researcher : Do you know what countable and uncountable nouns are?

Student : You know, sir, objects that can be counted are objects that cannot be counted.

Researcher : Do you find difficulties when studying countable and uncountable nouns?

Student : Yes sir, I have difficulty in distinguishing between countable and uncountable objects, especially since objects are difficult to think about, sometimes they can be counted but the object is included in uncountable objects.

Researcher : Are your difficulties tolerated by teachers?

Student : Yes sir, the teacher was never angry with me even though I didn't understand, but the teacher always asked me what I didn't understand in her lesson.

Researcher : What parts do you find difficult to understand when studying countable and uncountable nouns?

Student : I have difficulty distinguishing between objects.

d) **Interview with Citra Ramadani**

Researcher : Do you know what countable and uncountable nouns are?

Student : You know, sir, objects that can be counted and objects that cannot be counted.

Researcher : Do you find difficulties when studying countable and uncountable nouns?

Student : I have difficulty distinguishing between objects that can be counted and objects that cannot be counted

Researcher : Are your difficulties tolerated by teachers?

Student : The teacher understands me even though I have difficulty understanding and the teacher always teaches me until I understand, but I still have difficulty understanding.

Researcher : What parts do you find difficult to understand when studying countable and uncountable nouns?

Student : I have difficulty distinguishing between objects that can be counted and those that cannot be counted.

e) **Interview with Afifah Daria**

Researcher : Do you know what countable and uncountable nouns are?

Student : Do you know, sir, objects that can be counted and objects that cannot be counted?

Researcher : Do you find difficulties when studying countable and uncountable nouns?

Student : I have difficulty distinguishing countable objects from uncountable objects

Researcher : Are your difficulties tolerated by teachers?

Student : The teacher understands my inability to learn it, but the teacher asks where I don't understand this lesson.

Researcher : What parts do you find difficult to understand when studying countable and uncountable nouns?

Student : I have difficulty distinguishing objects and have difficulty matching the adjective of quantity with the object.

f) **Interview with English teacher**

Researcher : What do you think about the students' ability to master countable and uncountable nouns?

English teacher : they still get the difficulties in learning countable and uncountable nouns even though I as a teacher always teach it clearly.

Researcher : What difficulties do students face in mastering countable and uncountable nouns?

English teacher : they still have difficulty matching which objects can be counted and which cannot be counted.

Researcher : Where do students have difficulty differentiating countable and uncountable nouns?

English teacher : The most obvious thing is that sometimes they are right and sometimes they are wrong

Researcher : What efforts do you make to reduce students' difficulties in differing countable and uncountable nouns?

English teacher : Ibuk always explains the difficulties they face in learning it, then Ibuk will teach them until they understand using various models of delivering learning until they understand.

2. The Result of Test

The purpose in result of test only to show the score that got by the students in every various of table form, from this the researcher take conclusion and suggestion that focus topurpose of the problems. In analyzing the data the writer uses a formula to find the mean score or the average score, as follow:

$$n = \frac{\text{ightscore}}{\text{numberofquestion}}$$

$$n = \frac{100}{25}$$

n = 4

Table VI. 1
Total of Students Score

No	Initial	Countable Noun		Uncountable Noun		Total of True	Total of False	Score
		T	F	T	F			
1	AD	4	12	3	6	7	18	28
2	AI	11	5	6	3	17	9	68
3	ALN	6	10	2	7	8	17	32
4	ABDH	10	6	5	4	15	10	60
5	A	5	11	6	3	11	14	44
6	AAU	7	9	2	7	9	16	36
7	AS	5	11	4	5	9	16	36
8	AAR	5	11	0	9	5	20	20
9	CR	3	13	3	6	6	19	24
10	DAH	7	9	2	7	9	16	36
11	FZ	4	12	5	4	9	17	36
12	FKN	4	12	2	7	6	19	24
13	FA	9	7	4	5	13	12	52
14	FSS	6	10	7	2	13	12	52
15	GAA	7	9	7	2	14	11	56
16	IS	7	9	4	5	11	14	44
17	M	10	6	4	5	14	11	56
18	MFH	8	8	8	1	16	8	64
19	NAN	8	8	2	7	10	15	40
20	NA	3	13	6	3	9	16	36
21	SH	7	9	6	3	13	12	52
22	SS	2	14	3	6	5	20	20
23	TA	11	5	2	7	13	12	52
24	TH	13	3	2	7	15	10	60
25	Y	11	5	4	5	15	10	60

Based on the formulation above, the researcher was try to analyze the data obtained from all students. The following are the results of research carried out by researcher at the research location, precisely in the firstseventh (VII) grade of MTs. YPKS Padangsidimpuan, to clarify

the scores, the writer arranged the students result from the lowest to the highest, as follow.

Table IV. 2
The Lowest to the Highest Score

No	Initial	Score
1	AA	20
2	SAR	20
3	CR	24
4	FK	24
5	AD	28
6	AL	32
7	AA	36
8	AS	36
9	DA	36
10	FZ	36
11	NA	36
12	Na	40
13	A	44
14	IS	44
15	FA	52
16	FS	52
17	SH	52
18	TA	52
19	GAA	56
20	MAFH	56
21	AA	60
22	YM	60
23	TH	60
24	MF	64
25	AI	68

Based on the data above, it is known that the average score is 36. The low score is 20 and the high score is 68. Then the researcher displayed the students result in countable and uncountable noun by categorized them the true answer and the wrong answer. The result were showed in the table below:

Table IV. 3
True and false on Each Numbers of Multiple Choice

No	Initial	Numbers of Test in Countable	Numbers of Test in Uncountable
1	AD	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
2	AI	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
3	ALN	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
4	AAD	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
5	A	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
6	AAU	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
7	AS	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
8	AAR	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
9	CR	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
10	DAH	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
11	FZ	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
12	FKN	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
13	FA	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
14	FSS	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
15	GAA	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
16	IS	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
17	M	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
18	MDH	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24

No	Initial	Numbers of Test in Countable	Numbers of Test in Uncountable
19	NAN	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
20	NA	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
21	SH	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
22	SSR	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
23	TA	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
24	TH	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24
25	YM	1, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25	2, 5, 6, 8, 17, 18, 23, 24

Table IV. 4
Total True and False Each Number of The Test

Number of Question	True	False	Kinds
1	20	5	C
2	8	17	U
3	17	8	C
4	20	5	C
5	19	6	U
6	12	13	U
7	14	11	C
8	10	15	U
9	14	11	C
10	7	18	C
11	12	13	C
12	6	19	C
13	9	16	C
14	6	19	C
15	3	22	C
16	8	17	C
17	18	7	U
18	2	23	U
19	1	24	C
20	7	18	C
21	11	14	C

Number of Question	True	False	Kinds
22	16	9	C
23	14	11	U
24	3	22	U
25	9	16	C
TOTAL	266	359	

Table IV. 5
Total true and fals between countable and uncountable nouns

No	Kind of Noun	Number of True	Numbers of False	Total T	Total F
1	Countable nouns	20,20,17,20,14,14,7,12,6,9,6,3,8,1,7,11,16,9	5,8,5,11,11,18,13,19,16,19,22,17,24,18,14,9,16	180	245
2	Uncountable nouns	19,10,18,2,8,1,2,14,3	17,6,13,15,7,23,11,12	86	104

In studying countable and uncountable nouns, there are several difficulties faced by students, namely that students lack the knowledge to determine countable objects and uncountable objects, especially countable nouns which have singular and plural so that the plural in countable nouns is often considered an uncountable noun by students, so that students become confused about how to differentiate objects that can be counted from objects that cannot be counted clearly.

To anticipate these learning difficulties the efforts made by English teachers are: English teachers often repeat lessons, especially in determining countable nouns with uncountable nouns, . Meanwhile, to overcome students' difficulties in determining countable and uncountable nouns, teacher ask students to pay attention to the physical form of the object whether it can be

counted or not, meanwhile The teacher explains this matter several times so that students really understand it. Others, English teachers motivate students to improve student sprites learning especially on countable nouns and uncountable nouns.

English teachers ask students to memorize 10 vocabulary words and the meaning of each class meeting. Before the English teacher gives a lesson, the teacher ask students to pronounce their vocabulary. The teacher chooses the students randomly so that all students can be motivated to memorize vocabulary. Teachers often give tests with different models to help strengthen their level of confidence in countable nouns and uncountable nouns. The teacher gives a test, the teacher also gives an idea of how countable and uncountable objects are by including pictures.

B. Discussions

The researcher found some of research that quite similar with this research, it was conducted by another student that still has relation with this title like:

The first is Rosid.¹ the objectives of this study is to find the problems in learning countable noun and uncountable nouns. The author uses descriptive correlation method. The instrument used in this study was a questionnaire and exam. From the result of the research it can be concluded that they found the problem in learning to count nounand noun cannot be counted. The writer also found some problem in learning countable and uncountable nouns, some

¹ Muhammad Rosid “*The Problem In Learning Countable And Uncountable Noun*” (Jakarta : Syarif Hidayatullah State Islamic University, 2005), p.37 <https://repository.uinjkt.ac.id/dspace/handle/123456789/31979>

uncountable noun such as hair, light, noise, paper, room, time, work, may be used as countable noun depending on the context. Even though there are some other factors, which involved in teaching and learning processes. Such as supporting factor like the facility, the quality of the teacher and students background.

The similarity between this research and his research was same discuss about countable and uncountable noun, while the differences were the kind of research, this research used qualitative research while his research was used descriptive correlation research. Another difference was the instrument of test, this research was used test and interview as the instrument, while his research was used questionnaire and exam.

The second is Junaidi.² This study is intended to find out the students' ability in using countable and uncountable nouns at second year students of SMPN 1 Aikmel academic year 2010/2011. This is aimed at finding out The students' ability in using countable and uncountable nouns. The population of this study was all of the second grade students of SMPN 1 Aikmel which consist of 280 students. And the sample of this study is 28 or 10 % from population. The instrument consists of sentences namely building with countable and uncountable noun and practice in sentence. The test is divided into two parts namely multiple- Choice test and completion in grammar test in given after the students have the treatment of teaching from current English

² M. Junaidi, "*The Students Ability In Using Countable And Uncountable Nouns: At Second Year Students Of Smpn 1 Aikmel In East Lombok*" (Lombok : Nahdlatul Ulama Al Mahsuni Lotim Tarbiyah College of Science, 2019), p. 23 <https://journal.ummat.ac.id/index.php/telaah/article/view/6192>

teacher to measure the students' ability in using countable and uncountable noun. The result conclude that the result for multiple choice test, there are 1 students achieve 100 (3.6%), 1 students achieve 90 (3.6%), 6 students achieve 80 (21.6%), 10 students achieve 70 (36%) 3 students achieve 60 (25.5%), 3 students achieve 50 (10.8%); that means, mostly students have good enough knowledge about countable and uncountable nouns.. In completion test, there are 2 students achieve 100 (7.2%) , 3 students achieve 90 (10.8%) , 3 students achieve 80 (10.8%), 7 students achieve 70 (25.2%) , 5 students achieve 60 (18%), 6 students achieve 50 (21.6%) and the last 2 students achieve 40 (7.2%). This also means that researcher found the students ' mastery about countable and uncountable noun good enough.

The similarities between this research and his research was same discuss about countable and uncountable noun and the research was applied in Junior High School students, while the differences were the kind of research, this research used qualitative research while his research was used quantitative research. Another difference was the instrument of test, this research was used test and interview as the instrument, while his research was used test.

The third is conducted by Masriah.³ This research are purpose to know the ability in identifying countable and uncountable nouns at the grade VII MTs darul istiqomah padangsidimpun, to know the difficulties faced by

³ Masriah “*The Ability In Identifying Countable And Uncountable Nouns At Grade Students’Mts Darul Istiqomah Padangsidimpun*” (padangsidimpun : State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpun, 2023), p. 38 <https://etd.uinsyahada.ac.id/9184/1/1620300120.pdf>

students and the efforts done by English teacher and to decrease the students' difficulties in identifying countable and uncountable nouns at the grade VII MTs Darul Istiqomah Padangsidempuan. After the researcher was done, it conclude be known the students' ability in category into enough (65.15). But the students' still have problem to the students' lack of the knowledge to determine the noun that between countable and uncountable noun did not change, students' had poor vocabularies in noun. The effort done by English teacher the students' to decrease the students' difficulties in identifying noun were the English teacher often repeat asked the lesson and always give motivation to students'.

The similarities between this research and his research was same discuss about countable and uncountable noun and the research was applied in Junior High School students, while the differences were the kind of research, this research used qualitative research while his research was used quantitative research. Another difference was the instrument of test, this research was used test and interview as the instrument, while his research was used test.

The fourth was conducted by Kurniasih,⁴ the writer used descriptive method. The data were obtained through test. For this reason, a number of tests were prepared in written form. The scope of this study is countable and uncountable nouns but the writer only used singular and plural countable

⁴ Kurniasih. A Study on The Ability in Using Countable and Uncountable Nouns of The Eighth Grade Students of SMP Negeri 5 Kupang in The School Year 2018/2019. Teacher Training and Education Science Faculty Widya Mandira Catholic University Kupang. 2019. <http://repository.unwira.ac.id/10645/1/1%20.pdf>

nouns and singular uncountable nouns. The subject of this study are 28 students of the eighth grade students of SMP Negeri 5 Kupang in the school year 2018/2019. The result showed (1) The eighth grade students of SMP Negeri 5 Kupang in the school year 2018/2019 were able to use countable nouns particularly in singular and plural form and uncountable nouns particularly in singular form. (2) The ability level as a class of the eight grade students of SMP Negeri 5 Kupang in the school year 2018/2019 in using countable and uncountable nouns is 7.06. It is classified as fairly good based on the standard of measurement applied. (3) Kinds of grammatical mistakes faced by the students in all countable and uncountable nouns includes in the test. The students' areas of grammatical mistakes in using countable and uncountable nouns from the lowest to the highest are: singular countable nouns aspect with 49 (19.2%) mistakes, singular uncountable nouns aspect with 93 (36.5%) mistakes and plural uncountable nouns aspect with 113 (44.3%) mistakes.

The similarities between this research and his research was same discuss about countable and uncountable noun and the research was applied in Junior High School students, while the differences were the kind of research, this research used qualitative research while his research was used quantitative research. Another difference was the instrument of test, this research was used test and interview as the instrument, while his research was used test.

The last was conducted by Putri.⁵ This research aimed to analyze errors made by the students in their use of countable and uncountable nouns in their writing procedure text. This research used descriptive qualitative method to identify learners' errors in their writing of procedure text. The researcher collected samples of students' procedure text writing in this study, identified, classified, and evaluated their errors. Students' procedure text writing errors with countable and uncountable nouns were analyzed and described. This research used a case study for the design. The data analysis showed the most dominant frequency of error, and the most dominant type of error is misformation 34,7%. Then, the omission is 31,9%, addition is 23,6%, and misordering is 9,7%, with the total frequency of error being 72. And the most dominant error source is overgeneralization 66,6%, mother tongue interference 23,6%, and error encouraged by teaching material or method 9,7%, with a total frequency of 72.

The similarities between this research and his research was same discuss about countable and uncountable noun and the research was applied in Junior High School students, while the differences were the kind of research, this research used qualitative research while his research was used quantitative research. Another difference was the instrument of research, this

⁵ Vania Jelita Putri. An Error Analysis of The Use of Countable and Uncountable Nouns in Students' Writing of Procedure Text (A case study at the eleventh grade of SMA 1 Sungayang, West Sumatra). Department of English Education Faculty of Education Sciences UIN Syarif Hidayatullah Jakarta 2022.
https://repository.uinjkt.ac.id/dspace/bitstream/123456789/70278/1/VANIA%20JELITA%20PUTRI_1117014000012_SKRIPSI.pdf

research was used test and interview as the instrument, while his research was used test.

CHAPTER V

CLOSING

A. Conclusion

Based on the result of test and interview done by the researcher about the students' difficulties in differentiating countable and uncountable noun at the grade VII in Madrasah Tsanawiyah YPKS, the researcher can conclude as follows:

1. The difficulties that faced by students in differentiating countable and uncountable noun:
 - b. The students lack of the knowledge to determine the noun that the ending letter was changed and then addition "s" only or the noun addition "es".
 - c. The students lack of the knowledge noun that between singular and plural did not change.
 - d. Students had poor vocabularies, especially in countable noun and uncountable noun.
 - e. The students felt difficulty to writing the noun.
2. The efforts by English teacher to decrease the students difficulties in forming countable and uncountable noun were:
 - a. The students the difficulties in determining the noun can be counted and can not be counted , The English teacher often repeated the lesson, the teacher asked the students to determine how was

countable noun and non countable noun ,while the teacher gave the explanation many time about it so the students understood truly.

- b. The English teacher motivated the students to improve students' sprite in learning.
- c. The English teacher asked the students to memorizing 10 vocabularies and utter it before teaching.
- d. The teacher often writes countable noun and uncountable word in the blackboard, then students write and repeat it

B. Implication of the Research

From the results of research on students' difficulties in differentiating countable and uncountable nouns, it can be seen from the results of assessments from tests and interviews given to students and teachers that they provide good results regarding students' difficulties in differentiating countable and uncountable nouns so as to get to the point of problems that students usually face.

In differentiating countable and uncountable nouns, starting from differentiating the form of the object which is included in the countable or uncountable noun, . The results of tests and interviews provide improvements for teachers in overcoming students' problems in differentiating countable and uncountable nouns in teaching them to students using various methods which are proposed from the results of research on students' difficulties in differentiating countable and uncountable nouns.

C. Suggestion

Based on the conclusions above, writer gave some suggestions as follow:

1. To the English teacher to motivate the students to improve their abilities especially in learning countable and uncountable noun, when learning teacher should be always effort the students,so they can understand countable and uncountable noun well. The teacher should began use appropriate teaching method and teaching media, so thatstudents are not saturated and teaching becomes more varied, than thatthe studentsare also more easily understand and remember. Teachers also have toreproducethe pictures that can betaped to the walls of the class associated with the vocabulary that aims to increase students' vocabulary.
2. To the readers especially English learners more improve their knowledge in learning noun especially countable noun and uncountable noun.
3. For the next researcher : Hopefully the result of this research can be used as a reference for other researcher who has the similar research that is about countable and uncountable noun.

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CURRICULUM VITAE



A. Identity

Name : Lian Fitriyadi Lubis
Registrational Number : 1820300064
Place / Date Of Birthday : Padangsidempuan/ January 16th2000
Sex : Male
Religion : Islam
Address : Sutan Sori Pada Mulia Street, Gg. Sepakat

B. Parents

Fathers' Name : Abdul Kholik Lubis
Mother's Name : Irian Ani Hutabarat

C. Educational Background

Elementary School : Madrasah Ibtidaiyah 1 Padangsidempuan
Junior High School : MTs. YPKS Padangsidempuan
Senior High School : Madrasah Aliyah Negeri 1 Padangsidempuan
Institute : UIN Syahada Padangsidempuan

APPENDIX I

SURAT VALIDASI

Dengan ini menerangkan bahwa saya yang bertanda tangan dibawah ini ;

Nama : Deli Warni, S.Pd

Profesi : Guru Bahasa Inggris Dan Wakil Kepala Madrasah Bidang Kurikulum.

Telah memberikan pengamatan dan masukan terhadap bentuk test yang akan diberikan kepada siswa – siswi Mts.YPKS Padangsidempuan untuk kelengkapan penelitian yang berjudul :“ **The Difficulties In Differentiating Countable And Uncountable Nouns At The VII Grade Students Of Mts.YPKS Padangsidempuan.**

Yang disusun oleh :

Nama : Lian Fitriyadi Lubis

NIM : 1820300064

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah Dan Ilmu Keguruan (FTIK)

Adapun masukan yang telah diberikan terhadap si peneliti adalah :

1. Include pictures in the questions to make them more interesting.
2. The question should be varied.

Dengan harapan, masukan serta penilaian yang diberikan kepada peneliti dapat digunakan, serta dapat menyelesaikan dan menuntaskan penelitiannya dan juga dapat menyempurnakan instrument test yang baik untuk penelitiannya.

Appendix II

Instrument of validity To Know The Students' Difficulties In Differentiating Countable And Uncountable Nouns At The VII Grade Students of MTs. YPKS Padangsidempuan

Name :

Class :

Chose the best answer (a, b, c, and d) for each number.

1. Which of the following is a countable noun?



Water



Juice



Cup



Rice

2. Which of the following is an uncountable noun?



Bread



Pencile



Fruit



Hat

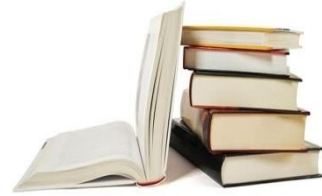
3. Which of the following is a countable noun?

a.



Cheese

c.



Book

b.











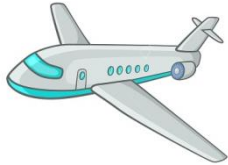
Milk

d.



Salt

Please look at the picture to answer number 4, and 5

 <p>Toy</p>	 <p>Backpack</p>	 <p>Honey</p>
 <p>Sugar</p>	 <p>Car</p>	 <p>Salt</p>
 <p>Coffee</p>	 <p>Rice</p>	 <p>Plane</p>

4. How many countable nouns are there in the pictures above and what are they ?

- Three (3), they are plane, car, and honey
- Four (4), they are coffee, rice, salt, and toy
- Four (4), they are backpack, plane, toy, and car
- Three (3), they are toy, backpack, and car

5. How much uncountable nouns are there in the pictures above and what are they ?
- Five (5), they are coffee, rice, sugar, salt, and honey
 - Four (4), they are rice, sugar, salt, and plane
 - Five (5), they are car, toy, backpack, plane, and rice
 - Three (3), they are rice, salt, and plane

6. Read conversasion below, and choose the right answer !

Alex : Hello Billy...

Billy : Hi Alex

Alex : Hello Billy.. I have many things here namely : handphone, laptop, glass, money,wallet, tea, sugar, shoes, jacket, and guitar, can you help me to choose which one of uncountable noun here ?

Billy : yes, I can, uncountable nouns are

- Jacket,sugar,guitar,tea, and laptop
- Glass, wallet, handphone,laptop,shoes, and sugar
- Money, tea, sugar,and wallet
- Suguar,money,and tea.

Please look At the table below to anwer number 7 and 8 :

Pencil	Gold	Horse	Shirt	Cloud	Chair	Ring
A family	Honey	Soap	Ice	Goat	Sand	Cap

7. Which of the following are countable nouns from the table above ?
- Pencil, a family, horse, shirt, and chair
 - A family, cap, ring, goat, horse, shirt, pencil, and chair
 - Soap, ice, honey, gold, cloud, and sand
 - Cap, cloud, chair, gold, goat, honey, horse, shirt, and soap
8. Which of the following are uncountable nouns from table above ?
- Ice, honey, soap, cloud, sand, and gold
 - Cloud, gold, ice, shirt, ring, and cap
 - Gold, sand, honey, chair, a family, and pencil
 - Honey, soap, ice, and sand

Choose the correct answer for the singular from the following choices.

HOLIDAY

On Sunday, I go holiday to beach to enjoy my day off, I go by bus with the cheap costs. So many beautiful views along the way, after I arrived at the beach, I very thirsty I ordered watermelon juice so fresh at the restaurant and eat a burger with big size, I went to take a walk I found a lot of (**9. trees (a. tree, b. tre, c. teri, d. tri)**) at the beach, so many (**10. Peoples (a. people, b. peoples, c. person, d. people)**) at the beach begin from children, men, women and tourist. I bought many (**11. Candies (a. candies, b. candy, c. candi, d. candis)**) for my sweet snack, the sand so soft I can feel with my (**12. Feet (a. food, b. foot, c. foodt, d. feet)**), the temperature so warm, the situation is comfortable and peaceful, I will relax and spend time till the evening comes to call me go home.

Choose the correct answer for the plural from the following choices.

STORY OF MY LIFE

On Sunday morning I woke up from my bed. I opened all of my bedroom windows. I went to take a shower. I brushed my teeth, brushed my body and brushed my hair. After taking a shower, I took breakfast. I took a plate, a (**13. Glass (a. glass, b. glasses, c. glases, d. gellass)**) of water, a spoon, and a (**14. Mango (a. mangoz, b. mangos, c. mangoes, d. manggies)**) fruit. The last I ate (**15. Loaf (a. loafes, b. loafs, c. loafes, d. loaves)**) on the table as dessert. After taking breakfast, I continued to take a phone call and call my lady. After that, I went to the city near to my village by bus. My purpose is to take a walk. I believe I will be safe even if I am alone because of I am a (**16. Man (a. men, b. maman, c. mans, d. manses.)**)

Choose the right answer of Adjective of Quantity to complete the sentence.

17. How money do you have ?
- a. some
 - b. much
 - c. many
 - d. any
18. Can I havegasoline of yours, please?
- a. several
 - b. little
 - c. few
 - d. many

19. He has friends in this village
- a. few
 - b. little
 - c. much
 - d. any
20. children are studying in the library now.
- a. several
 - b. little
 - a. much
 - b. any

Read the sentences below to answer number 21 and 22.

- I. Please give me some fruit juice
 - II. How much chocolate do you need ?
 - III. I have several ink
 - IV. Did you meet any friends there last night ?
 - V. How many years have you lived in Jakarta?
21. Which part of the sentences is uncountable noun ?
- a. I, II, and V
 - b. II,I,III
 - c. I,IV,V, and III
 - d. II and V

22. Which part of the sentences is countable noun ?

- a. IV and II
- b. II, III, and, V
- c. IV and V
- d. V and I

Read the text below and fill the blank from the choices for complete the teks.

I am so hungry, I want to take breakfast, I have sereal here, hmmm... this sereal must mix with milk, how (23) milk I need in my cereal ?, may be 30 ml is enough, I foreget my mother brought (24) bread for me and my family,the bread is very deliciouns when mix with milk sereal, after I took breakfast I continue my activity with (25) friend there.

23. What is the right answer to fill the blank above ?

- a. much
- b. many
- c. few
- d. several

24. which part of the right answer to fill the blank above ?

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

25. which part of the right answer to fiil the blank above ?

- a. a little
- b. a great deal of
- c. many
- d. much

APPENDIX III

KEY ANSWER

- | | |
|-------|-------|
| 1. C | 14. C |
| 2. B | 15. D |
| 3. C | 16. A |
| 4. C | 17. B |
| 5. A | 18. B |
| 6. D | 19. A |
| 7. B | 20. A |
| 8. A | 21. B |
| 9. A | 22. C |
| 10. B | 23. A |
| 11. A | 24. D |
| 12. D | 25. C |
| 13. B | |

APPENDIX IV

Interview with English teacher



- Researcher** : What do you think about the students' ability to master countable and uncountable nouns?
- English teacher** : they still get the difficulties in learning countable and countable nouns even though I as a teacher always teach it clearly.
- Researcher** : What difficulties do students face in mastering countable and uncountable nouns?
- English teacher** : they still have difficulty matching which objects can be counted and which cannot be counted.
- Researcher** : Where do students have difficulty differentiating countable and uncountable nouns?
- English teacher** : The most obvious thing is that sometimes they are right and sometimes they are wrong
- Researcher** : What efforts do you make to reduce students' difficulties in differing countable and uncountable nouns?
- English teacher** : Ibuk always explains the difficulties they face in learning it, then Ibuk will teach them until they understand using various models of delivering learning until they understand.

INTERVIEW WITH STUDENTS







1. Interview with Aulia Asyura Rahayu

Researcher : Do you know what countable and uncountable nouns are?

Student : I Don't know, sir?

Researcher : Do you have difficulty learning countable and uncountable nouns?

Student : Yes sir, I don't know how the objects are counted with objects not included and I don't know how the quantity adjectives fit, sir?

Researcher : Does your teacher understand your disability?

Student : yes sir, the teacher continues to teach me with various learning models until I can understand, it turns out it is still difficult to understand the material,

Researcher : What parts do you find difficult to understand when studying countable and uncountable nouns?

Student : I still have difficulty determining the adjective quantity with the object it should be.

2. Interview with Suci Sari Rohma

Researcher : Do you know what countable and uncountable nouns are?

Student : Yes, I know, sir, namely objects that can be counted and objects that cannot be counted.

Researcher : Do you find difficulties when studying countable and uncountable nouns?

Student : yes sir

Researcher : Are your difficulties tolerated by teachers?

Student : yes sir, even though I have difficulty understanding, the teacher is not angry with me but still asks me what I don't understand

Researcher : What parts do you find difficult to understand when studying countable and uncountable nouns?

Student : I still don't understand the difference between countable and uncountable nouns

3. Inter view with Fakhira Khalila Nst

- Researcher** : Do you know what countable and uncountable nouns are?
- Student** : You know, sir, objects that can be counted are objects that cannot be counted.
- Researcher** : Do you find difficulties when studying countable and uncountable nouns?
- Student** : Yes sir, I have difficulty in distinguishing between countable and uncountable objects, especially since objects are difficult to think about, sometimes they can be counted but the object is included in uncountable objects.
- Researcher** : Are your difficulties tolerated by teachers?
- Student** : Yes sir, the teacher was never angry with me even though I didn't understand, but the teacher always asked me what I didn't understand in her lesson.
- Researcher** : What parts do you find difficult to understand when studying countable and uncountable nouns?
- Student** : I have difficulty distinguishing between objects.

4. Inter view with Citra Ramadani

- Researcher** : Do you know what countable and uncountable nouns are?
- Student** : You know, sir, objects that can be counted and objects that cannot be counted.
- Researcher** : Do you find difficulties when studying countable and uncountable nouns?
- Student** : I have difficulty distinguishing between objects that can be counted and objects that cannot be counted
- Researcher** : Are your difficulties tolerated by teachers?
- Student** : The teacher understands me even though I have difficulty understanding and the teacher always teaches me until I understand, but I still have difficulty understanding.
- Researcher** : What parts do you find difficult to understand when studying countable and uncountable nouns?
- Student** : I have difficulty distinguishing between objects that can be counted and those that cannot be counted.

5. Inter view with Afifah Daria

Researcher : Do you know what countable and uncountable nouns are?

Student : Do you know, sir, objects that can be counted and objects that cannot be counted?

Researcher : Do you find difficulties when studying countable and uncountable nouns?

Student : I have difficulty distinguishing countable objects from uncountable objects

Researcher : Are your difficulties tolerated by teachers?

Student : The teacher understands my inability to learn it, but the teacher asks where I don't understand this lesson.

Researcher : What parts do you find difficult to understand when studying countable and uncountable nouns?

Student : I have difficulty distinguishing objects and have difficulty matching the adjective of quantity with the object.

APPENDIX VI

The Clarification of Students' Difficulties

No	Name of students	Countable nouns	Uncountable nouns
1	Afifah Daria	4	3
2	Ahmad Ikhsan	11	6
3	Aisyah Lestrini Nufri	6	2
4	Ali Abbad Daffa Harahap	10	5
5	Andini	5	6
6	Ariz Aditya Ungerer	7	2
7	Asraf Sagala	5	4
8	Aulia Asyura Rahahy	5	0
9	Citra Rahmadani	3	3
10	Deswita Angraeni Harahap	7	2
11	Fahrisatul Zahra	4	5
12	Fakhira Khalila Nasution	4	2
13	Fazri Aswin Harahap	9	4
14	Fitri Sakinah Sagala	6	7
15	Gahtan Al Amir	7	7
16	Ikhwan Saputra	7	4
17	Malika Al Fath Harahap	10	4
18	Muhammad Fariz Harahap	8	8
19	Nadira AnanditaNazmi	8	2
20	Najwa Andriani	3	6
21	Sania Hayati	7	6
22	Suci Sari Rohma	2	3
23	Tasya Andriani	11	2
24	Tohiratul Hasanah	13	2
25	Yustika Maharani Harahap	11	4



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// Juni 2024

Lamp : -

Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

Yth.

1. Fitri Rayani Siregar, M.Hum (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd. (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:

Nama	: Lian Fitriadi Lubis
NIM	: 1820300064
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Difficulties in Differentiating Countable and Uncountable Nouns at the Grade Students of MTs YPKS Padangsidimpuan

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.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik
dan Kelembagaan

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17 Juli 2024

Lampiran : -

Hal : Izin Penelitian

Penyelesaian Skripsi

Yth. Kepala MTs. YPKS Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Lian Fitriyadi Lubis

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Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Jln. Sutan Sori Pada Mulia, Gg. Sepakat

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Difficulties in Differentiating Countable and Uncountable Nouns at VII Grade Students of MTs. YPKS Padangsidempuan"**.

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

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan

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YAYASAN PENDIDIKAN KARYA SETIA (YPKS)
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SURAT KETERANGAN

Nomor: 706/MTs-YPKS/PSP/VI/2024

Sehubungan dengan Surat Pelaksanaan Observasi Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor : B- 4440/Un.28/E.1/TL.00/06/2024 tanggal 01 Juni tentang izin Melaksanakan Observasi di MTs YPKS Padangsidimpuan, maka bersama hal ini menerangkan bahwa :

Nama : LIAN FITRIADI
NIM : 1820300064
Program Studi : Tadris Bahasa Inggris

Telah mengadakan Riset Penyelesaian Skripsi di MTs YPKS Padangsidimpuan dan telah diberikan informasi data-data yang diperlukan. Riset tersebut berlangsung sejak tanggal di keluarkannya Surat Izin Melaksanakan Riset sampai dengan tanggal 21 Juni 2024.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 21 Juni 2024

Wakil Kepala Madrasah,
Wakil Kurikulum



ROSMALINA, S.Pd