



**THE STUDENTS' ABILITY IN IDENTIFYING NOUN ON  
DISCUSSION TEXT AT GRADE X MAN KASE RAO-RAO  
BATANG NATAL**

**A THESIS**

*Submitted to Institute For Islamic Studies (IAIN) Padangsidimpuan as a partial  
fulfillment of the requirement for the degree of Education Scholarship (S.Pd) in  
English program*

**Written By:**

**MARYA ULPA  
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STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2019**



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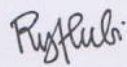
*Assalamualaikum Wr.Wb*

After reading, studying, and giving advice for necessary revision on thesis belongs to MARYA ULPA entitled " **The Students Ability in Identifying Noun on Discussion Text at Grade X MAN Kase Rao-Rao Batang Natal**". We approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd) in English.

Therefore, we hope this thesis will soon be examined in front of the Thesis Examiners Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsisimpuan. Thank you.

*Wassalam 'alaikum, Wr. Wb*

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
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
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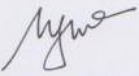
  
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Praised to Allah swt., the most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis entitled “ The Students Ability in Identifying Noun on Discussion Text at Grade X MAN Kase Rao-Rao Batang Natal”. Besides, peace and greeting be upon to the prophet Muhammad saw. that has brought the human from the darkness era into the lightness era.

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

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### **ABSTRACT**

This research focus about students' ability in identifying noun on discussion text at grade X MAN Kase Rao-Rao Batang Natal. The researcher formulates the problem on specific question as follow" Hoe is the students ability in identifying noun on discussion text at grade X MAN Kase Rao-Rao Batang Natal", and then the objectives in this research is " To describe the students ability in identifying noun on discussion text at grade X MAN Kase Rao-Rao Batang Natal.

The research methodology of this research is quantitative descriptive research. The subject of this research is grade X MAN Kase Rao-Rao Batang Natal which consist 40 students as a sample. there was instrument in collecting data: test. The researcher gives a test, and the test consist 20 noun and time allocate for the test is 45 minutes. Then the researcher analyze the data, use mean score to find out students'ability and researcher use Z formula to find the hypothesis testing and to know whether the hypothesis is accepted or rejected.

After calculating the data the researcher find that the students ability in identifying noun on discussion text at grade X MAN Kase Rao-Rao Batang Natal 71.8 mean score and the category was high category. Then, from the hypothesis testing the researcher found that hypothesis is accepted. It can be proved from  $Z_{count}=0.35 > Z_{table} = 0.3264$  by level significant 70%. Therefor, students ability in identifying noun on discussion text at grade X MAN Kase Rao-Rao Batang Natal are high category.

**Keywords** : Students' Ability, Noun, Discussion Text.

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### **ABSTRAK**

Penelitian ini berfokus pada kemampuan siswa dalam mengidentifikasi kata benda pada teks diskusi di kelas X MAN Kase Rao-Rao Batang Natal. Peneliti merumuskan masalah pada pertanyaan spesifik sebagai berikut "Bagaimana kemampuan siswa dalam mengidentifikasi kata benda pada teks diskusi di kelas X MAN Kase Rao-Rao Batang Natal", dan kemudian tujuan dalam penelitian ini adalah "Untuk menggambarkan kemampuan siswa dalam mengidentifikasi kata benda pada teks diskusi di kelas X MAN Kase Rao-Rao Batang Natal.

Metodologi penelitian dalam penelitian ini adalah penelitian deskriptif kuantitatif. Subjek penelitian ini adalah siswa kelas X MAN Kase Rao-Rao Batang Natal yang terdiri dari 40 siswa sebagai sampel. Adapun instrumen dalam mengumpulkan data adalah tes. Peneliti memberikan tes, dan tes terdiri 20 kata benda dan alokasi waktu untuk tes adalah 45 menit. Kemudian peneliti menganalisis data, menggunakan skor rata-rata untuk mengetahui kemampuan siswa dan peneliti menggunakan rumus Z untuk menemukan pengujian hipotesis dan untuk mengetahui apakah hipotesis diterima atau ditolak.

Setelah menghitung data, peneliti menemukan bahwa kemampuan siswa dalam mengidentifikasi kata benda pada teks diskusi di kelas X MAN Kase Rao-Rao Batang Natal dengan skor rata-rata 71,8 dan kategorinya adalah kategori tinggi. Kemudian, dari pengujian hipotesis peneliti menemukan bahwa hipotesis diterima. Hal ini dapat dibuktikan dari  $Z_{hitung} = 0.35 > Z_{tabel} = 0.3264$  dengan level signifikan 70%. Oleh karena itu, kemampuan siswa dalam mengidentifikasi kata benda pada teks diskusi di kelas X MAN Kase Rao-Rao Batang Natal adalah kategori tinggi.

**Kata kunci:** Kemampuan Siswa, Kata benda, Teks Diskusi

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language is a communication system for speaking and writing that is used by people to express ideas, feelings, using movements, symbols, and sounds. Language is recognized as the most perfect communication tool. Language is a tool to connect with other people, and to obtain news information from others. It means people can express their thoughts, feelings, and desires by language. Through language, people learn everything they want to know. Language makes human life easier. It is hard to imagine how people live and get along with one another without language.

One of the international language is English. English is a very important language to be learnt, because English has become an international language. Therefore, many countries in the world use English as a second language or foreign language to be taught in school. English is still stated as a foreign language in indonesia. English has become the first foreign language which is taught, some from elementary schools, junior high schools, senior high schools and up to universities level.

Study about English, there are four language skills that must be mastered by students, they are listening, speaking, reading, and writing. These

four skills are supported in learning some elements of language. Reading and listening are receptive skills, while speaking and writing are productive skills. Students are expected to master these four skills to use English communication.

Studying English as a foreign language or second language in school assert people to understand its language and elements so that our foreign language ability continue to grow. The elements which people often encounter and have to comprehend from the language are word, structure and grammar vocabularies and etc.

Grammar is a important that should be mastered by the students. Grammar consist of guidance to make statement about how to use language skills factors in order to understand writing sentence. Grammar also one of severel difficulties that are faced by most Indonesi students in English learning process. It can be inpered that without correct grammar, it is imposible to combaine word in sentence, and sentence into paragraph, because grammar is basic knowledge to learn English sentence structure.

Vocabulary is also the one aspects needed to be mastered by the students. By mastering vocabulary, English students are expected to be able to express their opinion, idea, and thought written and orally, because vocabulary is in important component in learning foreign language so thats why they should be mastered vocabulary well. Therefore, students who enrich

in vocabulary will be successful in four language learning skills, and they are speaking, writing, reading and listening.

Vocabulary is divided into eight : namely part of speech. They are noun, adjective, pronoun, verb, adverb, preposition, conjunction, and interjection. Noun is important in part of speech. The arrangement of noun with verb helps to form the sentence core which is essential to every complete sentence. Actually, the vocabulary in English especially noun have been studied from Elementary School until Senior High School.

English in Senior High School, it is stated that there is base competences taught in this level : structure and grammar studied to comprehend the text such as parts of speech they are : noun, pronoun, adjectives, verb, adverb, preposition, conjunction, interjection. Tenses they are simple present tense, simple past tense, and future tense. The last kinds of text and they are like descriptive text, narrative text, explanation text, procedure text, discussion text, exposition text, recount text, and report text.

In this case, the students are expected to master not only in grammar and parts of speech ( noun, pronoun, verb, adjectives, adverb, preposition, conjunction and interjection), and tenses like simple present tense, simple past tense, and future tense), but also comprehend about the kinds of text. For example in discussion text used some the language features they are : noun,

adverb of manner, thinking verb, constructive conjunction, modals, and evaluation language. Structure and grammar is very important to be known even to be comprehended, because that is one important aspects of a language especially to easily comprehend about discussion text. In this research , the researcher wants to analyze students' ability in identifying noun into concrete and abstract nounon discussion text.

Based on the interview with Mrs. Purnama Sari, she said that the students problem of grade X in MAN KaseRao-Rao is still confuse about the structure and grammar and kinds of text. It can be known when the researcher interview the English teacher MAN KaseRao-Rao. She said that the studentsachhievements in learning structure and grammar still low, there are so many students still confuse when study about structure and grammar. Students have difficulties also in parts of speech such as in understanding pronoun, verb, adverb, adjectives, preposition, conjunction, interjection, especially in noun.Although, they have been studied noun from elementary school until senior high school but, in fact they still have problem in understanding about noun well especially in concrete and abstract noun.<sup>1</sup>

English Teacher in MAN KaseRao-Rao also added that some of the students often find difficulties in learning english especially in learning noun

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<sup>1</sup>Purnama Sari S.Pd, English Teacher of X Grade MAN Kase Rao-Rao Batang Natal, *Private Interview*, at 24 Juli 2018.

because the students are lazy and they do not interest to study and most of the students are lazy to ask the point that they do not understand to the teacher's explanation. This situation makes the students passive in their learning English. Besides, they are also difficult to identify noun on discussion text. From the explanation above, the students ability in identifying noun on discussion text can be still low.

Based on the explanation above, the researcher wanted to make a research about "The Students' Ability in Identifying Noun on Discussion Text at Grade X MAN Kase Rao-Rao Batang Natal"

## **B. Identification of Problems**

Based on the background of the problems above there are some problems in learning noun especially in identifying noun on discussion text. . The problems come from students themselves, namely: the students still confuse in structure and grammar and kinds of text. Students have difficulties in comprehending parts of speech especially in noun.

Then, the students also feel difficult in learning English especially in learning noun because they are lazy to study and not feel interest to study and most of students are lazy to ask about the teacher explanation, and this case make students passive in learning english. Besides the students also difficult to identifying noun on discussion text.

### **C. Limitation of the Research**

As has been mentioned from the identification of the problem above, there are many problems that the students found in learning English, but the researcher limited into the students' ability in identifying noun into concrete and abstract noun on discussion text at grade X MAN KaseRao-RaoBatang Natal.

### **D. Formulation of the Problem**

Based on the limitation of problem mentioned above, the problem of the research can be formulated as "How is the students' ability in identifying noun on discussion text at grade X MAN KaseRao-RaoBatang Natal?"

### **E. Objectives of the Research**

Based on the formulation of the problem above, the objectives in this research is "To describe the students' ability in identifying noun on discussion text at grade X MAN KaseRao-RaoBatang Natal.

### **F. Significances of the Research**

There are significances of the research :

#### 1. Theoretically

- a. The result of this study is useful for English teachers at Senior High School level to get information about students ability in identifying noun on discussion text.
- b. It can be improved the students ability in learning English, especially in learning noun.

- c. The result of this study can be used as reference for another researcher who has the same interest in the same field.

## 2. Practically

- a. The teacher will know how far the students ability and the students problems in identifying noun on discussion text.
- b. For the reader especially the English learners, will get knowledge about noun and discussion text and how to identifying noun on discussion text.
- c. The writter expects that the result of this study will be useful for the students to improve their ability in identifying noun on discussion text.

## G. Defenition of the Terminologies

To avoid misunderstanding, the researcher explained someterminologies that are used in this research as follows:

### 1. Students' ability

Students' ability consist of two words. The first is students' and the second is ability. Students' is a person who is studying from the elementary up to university on the formal education institution. According to Hornby that the student is a person who is studying at school or college.<sup>2</sup> While in Indonesia dictionary the students is a learner especially on the grade, elementary, junior and high school. Meanwhile, SyaifulBahri said "Students or learner

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<sup>2</sup>A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995) ,p. 1887.

is any person who receives an influence of a person or group or person who carry out educational activities”.<sup>3</sup>

Ability is capacity or power students to perform. According to Hornby states that ability is potential capacity or power to do something physical or mental.<sup>4</sup> It means that we do something consist of physical or mental achievement as a skills.

So based on those definition above, the writer concluded that the students' ability is capacity, power and potential of the students to do something in physical and mental.

## 2. Noun

Noun is a group of word. Where noun is a word used as name of person, place, animal, or thing. The function of noun is subject or object in the sentence. Noun is one from the eight parts of speech. The kinds of noun they are concrete nouns, abstract noun, proper noun, common noun, collective noun, material noun, countable noun and uncountable noun.

## 3. Discussion text

Discussion is one of the kinds of the text. Discussion text is a piece of text that presents (at least) two points of view about an issue. Discussion is

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<sup>3</sup>Syaiful Bahri, *Guru dan Anak Didik Dalam Intraksi Edukatif*, ( Jakarta: Rineka Cipta, 2012), p. 51.

<sup>4</sup>A.S. Hornby, *Oxford Advanced ...* p. 2.

a factual text that explores different sides of an issue in order to reach an informed judgement or recommendation.<sup>5</sup>

Discussion text is the text to give two or more opinions, ideas, views, arguments to a topic, problem or phenomenon, and usually it gives two or more different perceptions in one topic.<sup>6</sup>

So discussion text is a text that gives two or more different views or opinions to one topic in order to get an informed judgement or recommendation.

## **H. Outline of the Thesis**

The outline of the thesis include into five chapters, they were : The first chapter is introduction consisted of background of the problems, the identification of the research, limitation of the problem, formulation of the problems, the objectives of the problems, significances of the research, and the last is definition of terminologies and the outline of the thesis.

The second chapter consisted of theoretical description involve first is description of ability : definition of ability, kinds of ability, the second is the nature of noun : definition of noun, kinds of noun, the third is discussion text : definition of discussion text, generic structure of discussion text,

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<sup>5</sup>Linda Garot & Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Stabler, 1992), p.214.

<sup>6</sup>Otong Setiawan Djuharie, *Genre* (Bandung : Yrama Widya, 2007), p.35

significantlexicogrammaticals features and purpose of discussion text. The fourth is defenition of identifying. The fifth is example of identifying noun on discussion text. The last is review of related findings, the hypotesis, and conceptual framework.

The third chapteris research methodology and it consisted of the place and time of the research, will be do so on. The research design, the design of this research is quantitative research used descriptive method, the population and sample, the instrument of the research,validity of the instruments the tehniqe of collecting data, then the tehniqe of data analysis.

The fourth chapter consisted of the result of the research. The result of the research consisted of the description of the data. The result of the reserach talking is about the analysis of data. This chapter consists of description of data and discussion result of the research.

The fifth chapter is consist of conclusion and sugestion. The conclusion include the result of the research.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Students' Ability

##### 1. Defenition of Students' Ability

Defenition of students' ability, it comes from two words that have meaning each words. It was study by Hornbys' statement that said Students' Ability comes from two words : students and ability, Students is a person usually over the age of 16, who studying at a university or collage. Person who observes or has a particular interest of something.<sup>1</sup> In Similarly, Victoria said that Students' is a person who studies or investigates or a person who is enrolled for study at school, collaget, etc.<sup>2</sup> Then, Students also mean a personwho is studying at a collage of university, person studyingat secondary schools, any person interested in a particularsubject.<sup>3</sup>

Based on the defenition above, the researcher concludes that the student is the component or person who learns on the elementary school, junior high school, senior high school, until university. students also means a following a course of study, as in a school, collage, and university. the students in this research is X garde of MAN KaseRao-RaoBatang Natal.

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<sup>1</sup>A.S. Hornby, *Oxford advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995), p. 1187.

<sup>2</sup>Victoria Neufalt And David B. Guralmik, *Webster's New World Collage Dictionary*, (USA: Macmilan, 1996), p. 1330.

<sup>3</sup>A.S. Hornby, *Oxford advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 2000), p. 442

Meanwhile the definition of Ability is a power, quality, or talent of a person to achieve or to do something. A.S Hornby explained the ability is:

- 1) (Possible) capacity of power ( to do something physical or mental)
- 2) Cleaverness, intelligence.
- 3) Mental power talent.<sup>4</sup>

Ability means also skill to perform certain action both physically and mentally both before and after receiving training. According to Woodwooth and Marquis, the word ability has three meanings, they are:

- 1) Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- 2) Capacity is potential ability can be measured by un straight, the individual's capacity.
- 3) Attitude is quality and can be expressed by especially training.<sup>5</sup>

General ability can be defined as potential (capability) of power (physical or mental or special natural power to do something). It also define as intellegence. C.P Chaplin in Syamsu'sbook, stated that intellegence is an ability to face and to adapt toward situation quickly and effectively.<sup>6</sup> It

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<sup>4</sup>A.S. Hornby, *Oxford Advanced learner's Dictionary*, sixth edition (New York: Oxford University Press, 1995), p. 1187.

<sup>5</sup>H. Douglas Brown, *Teaching by Principles and Interactive Approach to language Pedagogy* (New Jersey: Engle Wood Cliffs, 2001), p. 236-238

<sup>6</sup>Syamsu Yusuf LN, *Psikologi Perkembangan Anak dan Remaja*, (Bandung: PT Remaja Rosdakarya), p. 106

means that intelligence is a way of someone to solve a kinds problem. Allah also says in Holy Qur'an (An-Nahl:78) :

وَالَّذِينَ لَا يَرْجُونَ فَخْرًا لَمْ يَأْتِكُمْ مِنْ أُمَّهَاتِكُمْ مِنْ شَيْءٍ وَرَبُّكُمُ اللَّهُ يُؤْتِي مَن يَشَاءُ مَن لَّيَالَىٰ يَسْعَىٰ  
 ۞ وَالَّذِينَ لَا يَرْجُونَ فَخْرًا لَمْ يَأْتِكُمْ مِنْ أُمَّهَاتِكُمْ مِنْ شَيْءٍ وَرَبُّكُمُ اللَّهُ يُؤْتِي مَن يَشَاءُ مَن لَّيَالَىٰ يَسْعَىٰ

Meaning: And Allah has brought you out the wombs of your mothers while you are nothing, and Allah gives you hearing, sight and hearth that you may give thanks ( to Allah).

From this verse, we will know that people born purely. Their environment especially their parents, can influence their needs and their characters in daily.

So, the ability of students to understand and to know the material is not same, although they are thought by same teacher because the power to understand the material is different. The ability must get it by themselves and the students should be concert their mind to the subject.

Based on explanation above, the researcher concludes that students ability is the power of students to understand the material with using their mind and themselves. The ability means the power of students at X MAN KASE Rao-Rao to understanding the material, especially to identifying noun on discussion text.

## 2. Kinds of Ability

Ability is the power or skill required to do something in physical or mental. Then, there are two kinds of abilities the first is intellectual ability, and the second is physical ability.

According to SumadiSuryabrata, the ability has three kinds they are :

- 1) Perseptual Ability  
Perceptual ability is through the ability to hold perceptions or observations including factors of sensory sensitivity, attention, speed of perception and so on.
- 2) Psychomotor Ability  
Psychomotor ability includes several factors including: strength, speed of movement, accuracy, flexibility and others.
- 3) Intelektual Ability  
Intellectual ability is a tendency that emphasizes the ability of reason which includes several factors including: memory, recognition, evaluation, thinking, and so on.<sup>7</sup>

Based on the explanation above, the writer concludes that the ability in this research used intellectual ability, because to identifying noun in discussion text, the students at X garde MAN KaseRao-Rao must be using mental activites-thinking, memories, study, imagine and also use their intellegence to identifying noun in the discussion text.

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<sup>7</sup>Sumadi Suryabrata, *Psikologi Pendidikan* (Jakarta: Raja Grafindo Persada,2004), p.163.

## B. Noun

### 1. Defenition of Noun

Noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which essential to every complete sentence. Noun is a word used as the name of all things, people know about, have, see, hear, taste, smell, or feel. This includes words for people, things, words, for thing someone know exist but cannot touch, and an idea or quality of mind is defined as a noun.<sup>8</sup> Sharon Sherenson explained noun is the name of a person, place, or thing.<sup>9</sup> Then Groffey and Rodney said noun is a grammatically distinct category of words which includes those denoting all kind of physical objects, such as persons, animals, and animate objects.<sup>10</sup>

So, the researchers concludes that noun is word that used as a name of person, place, animals, animate object, physical obejcts and things that people know, see, hear and feel.

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<sup>8</sup>Jean Yates, *Practice makes Perfect : English Vocabulary for Beginning ESL Learners*, (United State Amerika : Mc Grow Hill Caompanies, 2006), p. 1.

<sup>9</sup>Sharon Shorenson, *Webster'S New World Student Writing Handbook* (USA: Wiley Publishing, 2010), p. 404.

<sup>10</sup>Groffey K. Pullum and Rodney Huddelstone, *A Students; Introduction English Grammar*, (Cambridge : University Press, 2007), p. 83.

Example of noun :

Noun for person : John, Peter, Robert

Noun for place : Germany, school, mall, market

Noun for things : Table, chair, window

Noun for ideas : Ideology, phenomenon

## 2. Kinds of Noun

To master noun the students must comprehend the kind of noun.

There are some kinds of nouns as bellow :

### 1) Common Noun

Jayathi stated Common noun is the name given in common to every person or thing of the same class or kind. So, common noun are words that refer to people, place, things, or ideas. A common noun identifies a things.<sup>11</sup>

Examples : Girl, bridge, man, women, town, water.

- a) She lends the book from library.
- b) I see the childrend in that class.

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<sup>11</sup>Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (Delhi :Shivam Printers, 2003), p. 10.

Common nouns are words used to name general items. This noun does not use capital letters at the beginning of the word, unless the word begins the sentence or becomes the title of a writing.

## 2) Proper Noun

Proper nouns are the names of some particular person or place. A proper noun begins with a capital letter in writing at the beginning.<sup>12</sup>

Example :

- a) Personal name : Mr. John, Mrs. Melby
- b) Name of geographic unit such as countries, cities, rivers :  
Holland, Jakarta, Paris.
- c) Name of nationalities and religion : Islamic, Dutchman.
- d) Name of Time Units : Saturday, Monday.
- e) Word used for personification a thing or abstraction treated as a person : Nature, Liberty

So, proper nouns signify people, places, and things. The proper noun, however, is a type of noun that especially names one noun and begins with a capital letter in writing.

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<sup>12</sup>Marrcella Frank, *Modern English, a Practical Reference Guide*, (New Jersey: Prentice Hall, 1972), p. 5.

### 3) Collective Noun

Collective noun is the name of collective of thing or person.<sup>13</sup>

Example:

- a) His father one of the most people in parliament
- b) The soldier come to his division
- c) Any and Lisa is my family
- d) A large number of people is called group.

So, Collective noun means are names for a collection or a number of people or things.

### 4) Concrete Noun

Concrete noun is the name of thing that can be touched or seen .  
Concrete noun also is a word for a physical object that can be perceived by sense, it can see, touch, smell the object.<sup>14</sup>

Example:

- a) My favorite food is Pizza
- b) I have new bag
- c) The women is my aunt

So, concrete noun are types of nouns which can be experienced thought our five sense : sight, taste, smell, hearing and touch.

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<sup>13</sup>Jayanthi Dakshina Murthy, *Contemporary English Grammar...*p.10.

<sup>14</sup>Marrcella Frank, *Modern English ...* p. 6.

### 5) Material Noun.

Material noun is the name of material or substance out of which things are made.<sup>15</sup>

Example :

- a) Silver is expensive thing.
- b) His house made by stone.
- c) The chair made by wood.
- d) Gold is expensive now.

### 6) Abstract Noun

Abstract noun is a word for a concept. It is ideas that exist in our mind only. It usually the name of quality or state, action or state considered apart from the object.<sup>16</sup>

Example:

- a) Wisdom is useful for a leader.
- b) Happiness is important in our life.
- c) Indonesia gets their freedom on 17<sup>th</sup> August 1945.

Abstract noun is a word for a concept, it is an idea that exists in our minds only.

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<sup>15</sup>Jayanthi Dakshina Murthy, *Contemporary English Grammar ...* p. 11.

<sup>16</sup>Marcella Frank, *Modern English ...* p. 6.

In addition, noun can be classified into countable and uncountable noun, singular and plural noun. Countable noun mean to know the amount of something and it can be counted. Uncountable noun mean cannot be counted. Singular noun is single noun. Plural noun is the opposite of singular noun

#### 7) Countable Noun

A countable noun is the name of things that can be counted or divided into singular or plural.<sup>17</sup>

Example :

- a) There is a pen on the table
- b) There are books in my bag
- c) There is a girl in the classroom

#### 8) Uncountable Noun

Uncountable noun is the name of things that cannot be counted or divided into singular or plural. Uncountable noun is not used in the plural.

Example :

- a) My brother is drinking of tea
- b) My mother is cooking rice in the kitchen
- c) Oxygen is very important for human

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<sup>17</sup>Jayanthi Dakshina Murthy, *Contemporary English Grammar ...* p. 10.

### 9) Singular Noun

Singular noun mean noun which denotes one person thing is known as singular number.

Example : boy, girl, pen, song, studios, student, plate, cat, house, a computer, a phone, a baby.

### 10) Plural Noun

Plural noun is a noun which denotes more than one person or thing is known as plural number.<sup>18</sup> For the most nouns, “-s” is added to the end of the sentence to create the plural form. When the word ends in “-y”, the “-y” is dropped and “-ies” is added to the end of the word to create the prular form.

Example : boys, girls, pens, songs, studios, students, plates, cats, houses, computers, babies.

So, the researcher conclude that countable noun is is the name of a thing that can be counted or divided into singular or plural. Uncountable noun is is the name of things that cannot be counted or divided into singular or plural.

There is tke kinds of noun : common noun, proper noun, collective noun, concrete noun, material noun, and abstract noun, countable and

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<sup>18</sup> Jayanthi Dakshina Murthy, *Contemporary English Grammar ...* p.10-16.

uncountable noun, singular and plural noun, but in this research the kinds of noun that want to identify just concrete and abstract noun.

### 3. The Function of Noun

A noun is a word that represent a person., place or thing. A thing in this defenition can be a physical entity or it can be an abstract idea. A noun may be used as a subject of a asentence, as a direct object , as an indirect object, or it may be used as the object of a preposition. Some additional noun applications are addressed below. Some examples of noun usage appear in the following sentence.<sup>19</sup>

#### 1) Noun as subject

Carpenter drive nails with air powered guns.

Blackhawk was a famous American Indian.

Riyanti is watching televison in the bad room

John teaches English in China

The politican is a liar

Carpenter is the subject first sentence. Blackhawk is the subject of the second sentence. Riyanti is the subject of the tird sentence. John is the subject of the fourth sentence. Politican is the subject of the fifth sentence. A noun that represent the name of a person or a specific place is

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<sup>19</sup>Jack Stevenson, [www.iscribe.org/English/vita](http://www.iscribe.org/English/vita), English Grammar 2003, accessed on Monday 04<sup>th</sup> of March 2019.

a proper noun. A proper noun is capitalized regardless of its position in the sentence.

## 2) Noun as Direct Object

Mr. Liu washed the car

The authorities commended Roberta

She brings some books.

Leni writes a letter.

I kicked the ball

Identify a direct object by asking what or whom.

First sentence. Mr. Liu washed what? Answer : car. Car is direct object. Second sentence. The authorities commended whom? Answer : Roberta. Roberta is the direct object. Third sentence, books is direct object. Fourth sentence, letter is direct object. Fifth sentence, ball is direct object.

## 3) Noun as Indirect Object

I sent stephanie the camera

She buys vegetables in the market

Identify an indirect object by asking to what, for what, or to whom, for whom. First sentence, I sent the camera to whom? Answer: Stephanie. Stephanie is the indirect object. Second sentence, what she buys? Answer : vegetables. Vegetables is the indirect object.

#### 4) Noun as Object of Preposition

He pulled the little red wagon to the store

From her perspective, the meeting was a success.

First sentence. The preposition is to, and the object of the preposition the noun is store. Second sentence: the preposition is from, and the object of the preposition noun is perspective.

#### 5) Predicate Noun

An intransitive verb cannot accept an object. A noun that follows an intransitive verb completes the meaning of a sentence is called a complement. A sentence has a subject and predicate. Predicate is generic term that includes those parts of the sentence that explain the subject of the sentence. The noun that follows an intransitive verb and completes the predicate may also be called a predicate noun or predicate nominative.

Note that a predicate noun is an alternate word for the subject of the sentence.

Mr. Chiao is a violinist.

I am a candidate.

Mr. Martinez will be governor.

Mrs. Yanti is a teacher.

In the first sentence above Mr. Chiao is the subject, and violinist is the predicate noun. The subject of the second sentence is I, and the predicate noun is candidate. Mr. Martinez is the subject of the third

sentence, and the predicate noun is governor. Mrs. Yanti is the subjects in the fourth sentence, and the predicate is teacher.

#### 6) Appositive Noun

Appositive mean near. In English grammar an appositive is noun or pronoun placed near another noun or pronoun. The appositive enhances our understanding of the original noun or pronoun.

My sister, Ann, is in town for the reunion.

The nurse, Janet has retired.

In the first sentence above, my sister is the subject of the sentence, and Ann is the appositive. In the second sentence, nurse is the subject of the sentence and Janet is the appositive.

#### 7) Noun as Possesive Modifier

A noun can be used modify another noun. That is, a noun can function as an adjective or adverb. A noun can also convey a sense of possession. Consider the following example.

The towns water supply is in jeopardy.

The word town is a noun. In the sentence above the word towns identifies which water supply is in jeopardy.

#### 8) Noun Functioning as an Adjective

The water pump is broken.

The word water is a noun. But in this application it functioning as an adjective that describe the kind of pump.

### 9) Noun Functioning as an Adverb

I walked *home*.

The word home is a noun, but in this application it functions as an adverb that defines where I walked.

## C. Discussion Text

### 1. Definition of Discussion Text

Discussion text is two word. The word is discussion and text. Discussion is Discussion is one of the kinds of text. A discussion is a factual text that explores different sides of an issue in order to reach an informed judgement or recommendation.<sup>20</sup> In other words, discussion has functions that are to look at more than one side of an issue, to explore various perspectives before coming to an informed decision.<sup>21</sup> Discussion is also a treatment of ideas, with emphasis on abstract nouns (concepts), verbs of thought, mental activity ('consider' or 'argue') logical arguments and connectivity.

A text represents a discourse, although it may be a list of associated sentences and every teaching materials in English subjects always involves text. A text is meaningful linguistic unit in a context. A linguistic unit is a phoneme or morpheme or a phrase or a clause, or a sentence or a discourse.

Meaningful is full of meaning. Context refers to either linguistic context or

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<sup>20</sup>Linda Garrot & Peter Wignel, *Making Sense of Functional Grammar*, (Australia: Gredstabler, 1992), p. 214.

<sup>21</sup>David Butt, *Using Functional Grammar (An Explorer's Guide)*, (National Centre For English Teaching And Research :Macquiere University, 2000), p. 233.

non linguistic context. Linguistic context refers to either linguistic context or non linguistic context is outside text.

According to Sanggam Siahaan and Kusno Shinoda said a text is meaningful linguistics unit in a content, which text is divided by two parts that is spoken text and a written text, where spoken text is any meaningful written text, it can be a notice or direction advertisement or a paragraph or an easy or an article or a book ect.<sup>22</sup>

From the explanation above, a text is any meaningful linguistic unit in both linguistic context non linguistic context or text is language skill used to communication indirectly with use structure, the language is representation productively, good arrangement that understood by the readers and their conversational representation in ordinary of fact text.

Based of explanation above, discussion text is one a kinds of the genre in writing text. Discussion text is a text to give more opinions, ideas, views, arguments to a topic, problem or phenomenon and usually it gives two or more different perspection in one topic.<sup>23</sup> In addition, discussion text is a text to present (at least) two point of view about an issue.

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<sup>22</sup>Sanggam Siahaan & Kisno Shinoda, *Genre Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 1.

<sup>23</sup>Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007), p.35.

## 2. Generic Structure in Discussion Text

Generic structure is a central importance in discourse anaalysis. Since it, encapsulates the systematic (co-pattering the form content, fuction and context) of our discourse activities.

Pardiyono stated said Generic structure is as the information focus which has to be passed.<sup>24</sup> It means generic structure is also a macro genre in that it can easily accomodate one or more of the other genres and still remain dominant. In the other word it is first step to understand before some one who wants to write, of course that text consist of genre.

While Linda Garrot and Peter Wignel stated Generic structure is consisting of scaffold plus an indication of the position of attachment of the various residues.<sup>25</sup> It means that generic structure is the indication of the position of the story. This structure can be observed by readers, and writers will use this knowledge to structure their writing, depending on their purpose. Discussion text has generic structure as follows:

- 1) Issue (an important topic that people are discusing or arguing about)
- 2) Arguments for and against or statement of differing points of view

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<sup>24</sup>Pardiyono, *Pasti Bisa Teaching Genre Based Writing*, (Yogyaakarta: Andi Offset), p. 120.

<sup>25</sup>Linda Garrot and Peter Wignel, *Making Sense of Fucional Grammar ...* p. 204.

- a) Point (a thing that somebody says or writes giving their opinion on stating a fact or the main/or most important idea in something that is said or done).
  - b) Elaboration (to explain or describe something in a more detail way).
- 3) Conclusion  
 Something that you decide when you have thought about all the information connected with the situation.<sup>26</sup>

Example discussion text based on the generic structure:

### **Internet**

<b>Issue</b>
Internet is a technology that has revolutioned the entrie world. The way that we think, conducts business, communicate, and entertain ourselves, have all changed dramatically because of internet. The web can be accessed easily anywhere and everywhere. It is difficult to imagine our world without internet, but would it be better? It's hard to truly break down the effects of the internet on society, but the best way to start is by examining all of the advantages and disadvantages.
<b>Arguments for</b>
Internet has some advantages for human being. First, internet providesunlimited access to Information. Anything you need to know can be found and learned on the internet. Second, Internet can bridge the culture gap. People can connect to people all over the world because of internet connection. Third, internet gives us a big opportunity to develop business and marketing. The ability to reach wider markets, collect valuable research on potential customers, and conduct business all over the world, has created a virtual business boom in history of mankind
<b>Arguments againts</b>
In the other hand, internet also has disadvantages. First, Internet is a potential breeding ground for Illegal activity. Since everyone can access

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<sup>26</sup>Linda Garrot and Peter Wignel, *Making Sense of Fucional Grammar ...* p. 214.

internet easily, illegal activity can also be done more easily through this technology. Second, the world is becoming more dependent to internet. All of our important information such as our medical records, criminal records, educational records, and finance records are very dependent on the security of the sites that they reside on. The last, children are vulnerable and exposed by the internet. Pornographic material is the most prominent, and childrens can very easily to access these types of websites.

#### **Conclusion**

So, internet has advantages and disadvantages in our live. If we use it wisely, we will get so many advantages and vise versa.

### **3. Purpose of Discussion Text**

David Butt said isclusion text has purpose or functions that are to look at more the one side of an issue, to explore various perspectives before coming to an informed decision.<sup>27</sup> Pardiyono said that the information as the recommendation which is made based on the analysis of social problem in society which is conveyed to the other people, organization, institution, or goverment become more effective named discussion text.<sup>28</sup> It means that the aim of discussion text is state of issue, it means stating the issue ehich is to discussed, list of supporting points which mean presenting the point in supporting the presented issue, list of contrastive point which mean

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<sup>27</sup>David Butt, *Using Functional Grammar (An Explorer's Guide)* (National Centre For English Teaching And Research :Macquiere University, 2000), p. 217.

<sup>28</sup>Pardiyono, *Pasti Bisa ...* p. 127.

presenting other points which disagree to the supporting point, recommendation means stating the writer recommendation of the discourse.

So, it can be concluded that discussion text is a kind of text to present at least two points of view about an issue. The function is to explore various perspective before coming to an informed decision. Besides, to present information and opinions about more than one side of an issue ('for' points and 'against' points).

#### 4. Significant Lexicogrammatical Features

Lexicogrammatical features is very important to know, because it is important to note that the genre for reviewing books, concert and theatre is the same genre even though three different media are involved.

Garot and Wignell explain that dominant significant lexicogrammatical features of discussion text are:

- 1) Focus on generic human and generic non-human participants.
- 2) Use of :
  - a) Material processes, example: has produced, have developed, to feed.
  - b) Relational process, example: is, could have, are.
  - c) Mental process, example: feel, hate.
- 3) Use of comparative contrastive and consequential conjunctions.
- 4) Reasoning expressed as verbs and nouns (abstraction).<sup>29</sup>

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<sup>29</sup>Linda Garrot and Peter Wignell, *Using Functional Grammar (An Explorer's Guide)* (National Centre For English Teaching And Research : Macquaire University, 2000), p. 215.

Note that discussion is like exposition in many ways except that discussion consider at least two sides of an issue, not just one. Besides that, discussion text often uses the lexicogrammar as follows:

- a) General noun, example : pollution, car
- b) Abstract noun: love, happiness
- c) Modals : must, should, should have been, perhaps.
- d) Evaluation language: necessary, important, significant, valuable
- e) Constrictive conjunction : on the otherhand, however, but, yet, while, meanwhile.
- f) Adverbials of manner : hopefully, deliberately
- g) Thinking verb: I believe, I think.<sup>30</sup>

## **D. Description of Identifying**

### **1. Definition of Identifying**

Identifying is to recognize or establish as being a particular person or thing. Identifying is state of being very similar to an able understand something. It means identifying is recognize and understand something. John M. Echols said that identify is Mengenal.<sup>31</sup>

A.S Hornby said “identify is the process of recognizing or find or discover of something”.<sup>32</sup> The researcher concludes identify is finding or discovering who or what is state being very similar to an able to understand

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<sup>30</sup>Linda Garrot and Peter Wignel , *Using Functional Grammar ...* p. 37.

<sup>31</sup>John M. Echols, *Kamus Inggris Indonesia* (Jakarta: PT Gramedia Pustaka Utama, 2003), p. 309.

<sup>32</sup>A.S. Hornby, *Oxford Advanced learner's Dictionary*, sixth edition (New York: Oxford University Press, 1995)., p. 672.

something. So, identifying in this research means here at grade X MAN Kase Rao-Rao Batang Natal in identifying noun on discussion text.

### **E. Review of Related Findings**

In conducting this research, there are many previous studies which support it. Those can contribute the present research in case of method, theories and discussion means.

First, research conducted by Kholijah.<sup>33</sup> This research was qualitative and quantitative approach. There were 25 students as her sample. This research concludes that the students ability in identifying nooun in discriptive text at the X grade SMA N 8 Padangsidimpuan means score was 66.80% and categorized into enough category.

Second, research is conducted Dian AyuPuspaNingrum.<sup>34</sup> This research is a descriptive qualitative research. The sample of this research was high class which consist of 22 students. The result of this study shows the students comprehension of noun pharase classified as good was 95, 5%, he students comprhension of noun pharse classified as fair was 4,5%. From the result of the

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<sup>33</sup>Kholijah, *An Analysis of students' Ability in Identifying Noun in Descriptive Text at Grade X SMA N 8 Padangsidimpuan*, (Unpublished Thesis, STAIN Padangsidimpuan, 2014), p. 55.

<sup>34</sup>Dian Ayu Puspa Ningrum, *Students' ability in Writing Noun Phrase In Writing Descriptive text at Seventh Grade of SMP Bumi Sholawat Sidoarjo*, ( A Thesis, UIN Sunan Ampel Surabaya, 2015), <http://digilib.uinsby.co.id>, accessed on Saturday 07<sup>th</sup> of December 2018.

analysis, the researcher concluded that the students ability in wiriting noun pharse in wring descriptive text are good level generally.

Third, research conducted by Rafika Zuli Siregar.<sup>35</sup> The research was conducted with descriptive analysis and qualitative approach. There were 37 students in XII 2 class as sample. The result in this research show that the students ability in identifying Gerund Phrase and Noun Pharse was 72.43.

## **F. Hypothesis**

The hypothesis is needed to show the research thinking and expecttation of the research related to this research. The hypothesis of this research is as follow : “The Students Ability in Identifying Noun on Discussion Text at Grade X MANKaseRao-RaoBatang Natalwas high ability.”’

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<sup>35</sup>Rafika Zuli Siregar, *The Analysis of students Ability in Identifying Gerund Pharse and Noun Pharse at SMA N 3 Padangsidimpuan*, (Unpublished Thesis, STAIN Padangsidimpuan, 2012), p. 56.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of the Research**

The research was conducted at MAN KaseRao-RaoBatang Natal. It is located at Jln. Mandailing Natal in KaseRao-Rao village. This subject of research is garde X students' of MAN KaseRao-Rao in 2018 academic year. The research started on July 2018 up to February 2019.

#### **B. Research Design**

This research uses quantitative rsearch with method of research is descriptive method. Because descriptive method which is the research that described and interpreted the object research. It means that this research was described and interpreted of the ability of the garde X students of MAN KaseRao-RaoBatang Natal in identifying noun on discussion text. Then, the researcher concludes that this research is the quantitative descriptive research that is describing the students ability in identifying noun on discussion text by measuring the students score in numeral data at grade X MAN KaseRao-RaoBatang Natal..

## C. Population and Sample

### 1. Population

In conducting the research of course, it needs the population populationis all members of the research subject. it is concluded that population is all individuals from whom the data collected. Population of this reserach are all X grade of MAN KaseRao-RaoBatang Natal. They are separated in four classes of grade X in MAN KaseRao-RaoBatang Natal. They are X-1 MIA, X-2 MIA, X-3 IIS, and X-4 IIS. Each class consist: in X-1 MIA class consist 30 students, in X-2 MIA class consist 33 students, in X-3 IIS consist 29 students, and X-4 IIS consist 31 students. Total populations in this research are 123 students.

There are the total population base on X grade in MAN KaseRao-RaoBatang Natal. They are:

**Table I**

#### **Total Population of X Grade in MAN KaseRao-RaoBatang Natal**

<b>No</b>	<b>Class</b>	<b>Total of Students</b>
1	X-1 MIA	30 students
2	X-2 MIA	33 students
3	X-3 IIS	29 students
4	X-4 IIS	31 students
<b>TOTAL</b>		<b>123 students</b>

## 2. Sample

The sample is a part of population which will be researched. When subject less 100, it is better to take all of subejct, and if the subject is more than 100, the subject can be for about 10% - 15% or 20% - 25% or more appropriate with the researcher's ability.<sup>1</sup> So, the researcher used a random sampling for taking sample of this research. The researcher use random sampling because the population in this research is 123 students and 123 is more than 100. So, the researcher take 10 students from each class as sample.

Based on the explanation above, the sample of this research can be seen in the table below:

**Table II**  
**Total Sample**

No	Class	Population	Sample
1	X-1 MIA	30 students	10 students
2	X-2 MIA	33 students	10 students
3	X-3 IIS	29 students	10 students
4	X-4 IIS	31 students	10 students
<b>Total</b>		<b>123 students</b>	<b>40 students</b>

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<sup>1</sup>Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2002), p.109.

Based on the table above, it could be seen that every class took 10 students as a sample, 10 students from X-1 MIA, 10 students from X-2 MIA, 10 students from X-3 IIS, and 10 students from X-4 IIS. The total sample of this research is 40 students.

#### **D. Instrument of Collecting Data**

Here, the researcher needs instrument, which choosing the instruments, in this research the researcher used the test as an instrument for collecting the data.

Then, the test is used for analyzing the students' ability in identifying noun on discussion text in order to know the students score objectively and measured learning outcome directly. The researcher giving the test about discussion text with the topic about "**Global Warming**" the text at least four paragraph with limit of the time given 45 minutes to collect the data in this research. The types of this test is essay test. Because in this test the students must identify the underlined 20 noun into concrete and abstract noun in discussion text and students must write down the answer into the tables. Then, the indicator of identifying noun on discussion text can be seen as below :

**Table III****The Indicators of Identifying Noun on Discussion Text**

<b>No</b>	<b>Types of Test</b>	<b>Indicators</b>	<b>Number of Items</b>	<b>Score</b>	<b>Total Score</b>
1.	Identify the underlined 20 noun into concrete and abstract noun on discussion text	Students' identifying noun	20	5	100

After preparing the test, the researcher had given the test to the sample of the research, than had tried to find out the result. There are some steps to collect the data:

- 1) The researcher made preparation of the test for the students.
- 2) The researcher made validity of the test by checking it to the english teacher, and the English teacher signed the test.
- 3) After making the item test valid, the researcher give to students the test.
- 4) Then, the resarcher explain the instruction of the test to find out whether or not the students understand and give time 45 minutes to do the test.
- 5) After students finish answering the test, the researcher collect their answer to be analyzed.

6) Analyzing the data from the test.

7) Discussing the data to the expert people to make sure the result data is in a systematic way.

### **E. Validity of the Instrument**

The test of identifying noun on discussion text was an instrument that needs to determine the validity of the test to be used in this research. To know the validity of the test will be refer to content validity to established the validity of instrument that is test. The researcher took content validity of the instrument because content validity refers to extent which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive process includes in the content universe under consideration. The test function is to measure the students' ability in identifying noun on discussion text. This process of analysis has showed the content validity of the test was validated. The researcher was validated the test by the checking the English teacher of X grade students it self, Mrs. Purnama Sari S.Pd

The English teacher checked and rechecked whether the text of the test is suitable to the students. The test also had been signed by the English teacher of X grade MAN KaseRao-RaoBatang Natal.

## F. Technique of the Data Analysis

After collecting the data , the researcher will analyze the data by quantitative data, it was presented in statistic formula. Data the were analyzed by statistical analysis with the some steps as follow :

1. Identifying and correcting the students' answer from the test.
2. Using mean score, to analyzed the test result.

the formula is : 
$$\bar{x} = \frac{\sum X}{N}$$

Note:  $\bar{x}$  : Mean score of the students

N: The number of students

$\sum x$ : The total score<sup>2</sup>

3. After the researcher get the data, it would enter in test hypothesis

with the formula as follow:

Z-Test 
$$Z = \frac{\frac{x}{n} - p}{\sqrt{p \frac{(1-p)}{n}}}$$

Explanation:

$x$  = data that includes hypothesis categories

$n$  = all the data

$p$  = hypothesis proportion.<sup>3</sup>

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<sup>2</sup>Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.

4. Then to know the students result or score would calculate into classification quality. The classification quality of the result could been seen in the following table below:

After finding the mean scores of all students, it was consulted to the classification as follows :

**Table IV**  
**The Classification Quality of the Students' Score :**

<b>Interval</b>	<b>Predicate</b>
00% - 49%	Very low
50% - 59%	Low
60% - 69%	Enough
70% - 79%	High
80% - 100%	Very high. <sup>4</sup>

- a. If the value of mean score is 80% - 100%, it can be categorized into very high.
- b. If the value of mean score 70% - 79%, it can be categorized in to high.
- c. If the value of mean score 60% - 69%, it can be categorized enough.

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<sup>3</sup>Ahmad Nizar Rangkuti, *Statistic Penelitian Pendidikan*, (Medan: Perdana Mulya Sarana, 2014), p. 80.

<sup>4</sup>Ridwan, *Pengantar Statistik Untuk Penelitian: Pendidikan Sosial, Komunikasi, Ekonomi, dan Bisnis*, (Bandung : Alfabeta, 2013), p. 23.

- d. If the value of mean score 50% - 59%, it can be categorized low.
  - e. If the value of mean score 00% - 49%, it can be categorized very low.
5. Taking conclusion from the test instrument, it is done conclude the discussion solidly and briefly.

## **CHAPTER IV**

### **THE RESULT OF THE RESEARCH**

As mentioned in earlier chapter, in order the Students' Ability in identifying Noun in Discussion Text at Grade X MAN Kase Rao-Rao Batang Natal. The researcher has calculated the students' test result relate to this research's title by applying analysis. This quantitative descriptive analysis was used mean score to get their whole result as general, then to tasted the hypothesis. Then to tasted the hypothesis, the researcher used formula of Z. Next, the detailed description of data as follow :

#### **A. Description of the Data**

Absolutely, to know the extent of the Students' Ability in identifying Noun in Discussion Text at Grade X MAN Kase Rao-Rao Batang Natal, the researcher used test as instrument of the collecting data. The researcher asked the students to identify noun based on the discussion text. So, the total of word in discussion text is 308 word . Then, the researcher underlined 20 noun, (10 as a concrete noun and 10 as a abstract noun) in the discussion text. Then the instrument given for the grade XI students of MAN Kase Rao-Rao Batang Natal. The score each of the students could seen in the table below:

**Table V**  
**The Students' Score in Identifying Noun on Discussion Text**

No	Students initial	Correct Answer		Total Score
		Noun		
		Concrete Noun	Abstract Noun	
1	RA	5	4	45
2	NT	6	6	60
3	KA	6	4	50
4	APAS	6	6	60
5	KL	7	7	70
6	MZFB	8	5	65
7	SP	5	4	45
8	RWH	7	7	70
9	PRH	8	7	75
10	RR	9	9	80
11	ES	8	7	75
12	SA	7	7	70
13	AKN	9	9	90
14	AB	7	8	75
15	RF	7	7	70
16	AS	8	7	75
17	RM	6	5	55
18	AI	8	8	80
19	SN	9	9	90
29	DAP	6	5	55
21	NAM	8	8	80
22	FH	7	8	75
23	FHS	7	7	70

24	FR	9	9	90
25	MD	7	7	70
26	NL	8	7	75
27	SHAPN	6	5	55
28	DA	8	8	80
29	NA	8	7	75
30	DAR	7	8	75
31	SAR	9	9	90
32	IPP	8	8	80
33	SNH	8	7	75
34	MB	7	7	70
35	DA	6	5	55
36	NHP	7	8	75
37	AKN	7	7	70
38	MRA	8	8	80
39	YLT	7	6	65
40	DHF	9	9	90
	<b>Total</b>			<b>2872</b>

Based on the table above, the total scores of grade X students of MAN Kase Rao-Rao Batang Natal in identifying noun on discussion text is 2872. It can be also seen that there were students have got 90 as the highest score and there were have got 45 score as the lowest score. To know the quality score each of the students in identifying noun on discussion text can be seen as below:

**Table IV****The Quality Score of the Students in Identifying Noun on Discussion Text**

<b>No</b>	<b>Students' Initial Name</b>	<b>Total Score</b>	<b>Quality Score</b>
1	RA	45	Very Low
2	NT	60	Enough
3	KA	50	Low
4	APAS	60	Enough
5	KL	70	High
6	MZFB	65	Enough
7	SP	45	Very Low
8	RWH	70	High
9	PRH	75	High
10	RR	80	Very High
11	ES	75	High
12	SA	70	High
13	AKN	90	Very High
14	AB	75	High
15	RF	70	High
16	AS	75	High
17	RM	55	Low
18	AI	80	Very High
19	SN	90	Very High
20	DAP	55	Low
21	NAM	80	Very High
22	FH	75	High
23	FHS	70	High
24	FR	90	Very high

25	MD	70	High
26	NL	75	High
27	SHAPN	55	Low
28	DA	80	Very High
29	NA	75	High
30	DAR	75	High
31	SAR	90	Very High
32	IPP	80	Very High
33	SNH	75	High
34	MB	70	High
35	DA	55	Low
36	NHP	75	High
37	AKN	70	High
38	MRA	80	Very High
39	YLT	65	Enough
40	DFH	90	Very High
<b>Total</b>		<b>2872</b>	

Based on the table above, it is clearly that quality score the students' score in identifying noun on discussion text is differently. There were many students have very low, low, enough, high and very high. It means that the ability at grade X MAN Kase Rao-Rao Batang Natal in 2018-2019 academic year in identifying noun on discussion text is variously.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

**Table VII**

**The Resume of Variable Score in Identifying Noun on Discussion Text**

No	Statistic	Variable
1	High score	90
2	Low score	45
3	Mean score	71.8
4	Median score	71.78
5	Mode	86.94

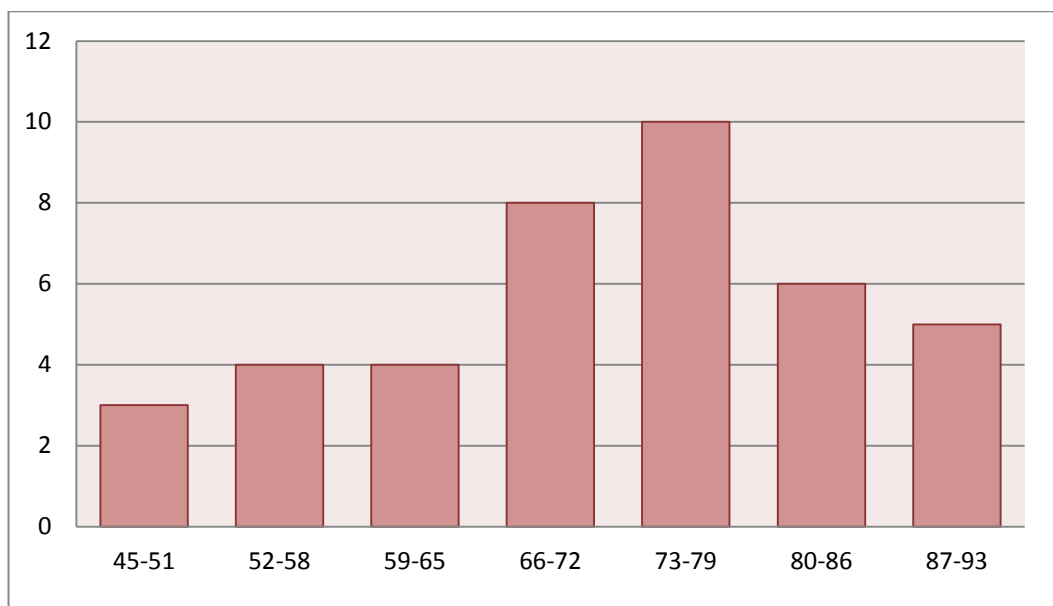
From the table above, it was known that the high score for variable in identifying word classes had been searched from 40 students, and based on the total of sample research the highest score is 90 and low score is 45, mean score 71.8, meadian is 71.78, and mode is 86.94.

Based on the calculation mean score was 71.8. So, application in identifying noun on discussion text was high, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variable score in identifying word classes which interval 7.

**Table VIII****The Frequency Distribution in Identifying Noun on Discussion Text**

<b>No</b>	<b>Interval Class</b>	<b>Frequency Absolute</b>	<b>Frequency Relative</b>
1	45 – 51	3	7.5 %
2	52 – 58	4	10%
3	59 – 65	4	10%
4	66 – 72	8	20 %
5	73 – 79	10	25 %
6	80 – 86	6	15 %
7	87 – 93	5	12.5%
	<b>I = 7</b>	<b>40</b>	<b>100 %</b>

Based on the table above, it can be drawn at histogram as below:



**Picture 1 : The histogram the students ability in identifying noun on discussion textat grade X MAN Kase Rao-Rao Batang Natal**

Based on the table above, it was known that the variable revelation students' ability in identifying noun on discussion text shown that the respondent at 45-51 were 3 students (7.5%), interval 52-58 were 4 students (10 %), interval 59-65 were 4 students (10%), interval 66-72 were 8 students (20 %), interval 73-79 were 10 students (25%), interval 80-86 were 6 students (15%), interval 87-93 were 5 students (12.5%). So, the meaning of interval in this research is showing the count of sample who got score in percentage.

## B. Hypothesis Testing

The hypothesis of the research are “The Students’ Ability In Identifying Noun on Discussion Text at Grade X MAN Kase Rao-Rao Batang Natal was high ability”. Based on the collected data, the data has been analyzed to prove hypothesis by using formula Z-test. It can be seen as follow:

$$Z = \frac{\frac{x}{n} - p}{\frac{\sqrt{p(p-1)}}{n}}$$

$$Z = \frac{\frac{29}{40} - 0.70}{\frac{\sqrt{0.70(1-0.70)}}{40}}$$

$$Z = \frac{0.725 - 0.70}{\frac{\sqrt{0.70(0.3)}}{40}}$$

$$Z = \frac{0.025}{\frac{\sqrt{0.21}}{40}}$$

$$Z = \frac{0.025}{0.07246}$$

$$Z = 0.35$$

Calculation  $Z_{table}$  :

$$Z (1/2 \alpha) = Z_{table}$$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2} (0.05)$$

$$0.025 = 0.3264$$

Based on the calculation it can be concluded that  $Z_{\text{count}} = 0.35$  was then  $Z_{\text{table}} = 0.3264$  ( $Z_{\text{count}} = 0.35 > Z_{\text{table}} = 0.3264$ ). So, from the result above the researcher concluded that the hypothesis is accepted by using Z-test. Because  $Z_{\text{count}} = 0.35 > Z_{\text{table}} = 0.3264$ .

The meaning in the level 70% the students ability in identifying noun on discussion text at grade X MAN Kase Rao-Rao Batang Natal have high ability.

So, students ability in identifying word classes at grade X MAN Kase Rao-Rao Batang Natal was high ability according to table VII. The classification quality of the students' score. It was 71.8 category.

### C. Discussion

After analyzing the data, it was known that the students ability in identifying noun on discussion text was categorized into high category or 71.8 score, it was gotten from the result of students' mean score in doing the test by analysis noun on discussion text. This category was different with researcher before that had been done by Kholijah.<sup>1</sup> The kind of this research is qualitative and quantitative approach. This research concludes that the students ability in identifying noun in descriptive text at X garde SMA N 8 Padangsidempuan means score was 66.80% and the categorized into enough category.

The second is done by Dian Ayu Puspa Ningrum.<sup>2</sup> This research is a descriptive qualitative research . the result in this research show that the ability of the students in using noun phrase in writing descriptive text, there are 95,5% students get good score and have good ability in noun phrase.

The third, was done by Rafika Zuli Siregar.<sup>3</sup> This research is descriptive analysis and qualitative approach. The result in this resrach show that the students ability in identifying gerund phrase and noun phrase was 72.43%. it is categorized into high category.

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<sup>1</sup>Kholijah, *An Analysis of Students' Ability in Identifying Noun in Descriptive text at Garde X SMA N 8 Padangsidempuan*, (Unpuplished Thesis, STAIN Padangsidempuan 2014).

<sup>2</sup>Dian Ayu Puspa Ningrum, *Students Ability in Writing Noun Phrase in Writing Descriptive Text at Seventh Grade of SMP Bumi Sholawat Sidoarjo*, (A Thesis, UIN Sunan Ampel Surabaya 2015). <http://digilib.uinsby.ac.id>, on Saturday 07<sup>th</sup> of December 2018.

<sup>3</sup>Rafika Zuli Siregar, *The Analysis of Students' Ability in Identifying Gerund Phrase and Noun Phrase at SMA N 3 Padangsidempuan*, (Unpuplished Thesis, STAIN Padangsidempuan, 2012).

Therefore, the researcher concluded that the students' ability in noun done by 3 researchers was different and category among the 4 researchers above. It can be seen as follow:

**Table XI**

**Result of previous research**

<b>No</b>	<b>Name of Researcher</b>	<b>Result of Research in Identifying Noun</b>	<b>Category of Mean Score</b>
1	Kholijah	66.80%	Enough
2	Dian Ayu Puspa Ningrum	95,5 %	Good
3	Rafika Zuli Siregar	72.43%	High

#### **D. Treats of the Research**

In conducting this research, the researcher realized that there were many treats of the researcher. It starter from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the treats of time, because the students' had the activities. Beside, the time with was given to be students' not enough. Then, students also did not do the test seriously. So, the researcher look answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellent result from the research were more difficult become there were threats the writer, the researcher helping from the entire advisors, headmaster and English teachers.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After treating the collecting data, the researcher takes the conclusion about this research as : the result of this research was categorized into high category. It can be seen from value percentage from mean score gotten by the students, that is 71.8.

Then from the result of the hypothesis testing, the researcher found that the hypothesis is accepted. It can be proved from  $Z_{\text{count}} = 0.35 > Z_{\text{table}} = 0.3264$ .

#### B. Suggestion

After take the conclusion, the researcher wants to give the suggestion above the result of this research. It can be seen as bellow:

1. It is suggested to the Headmaster of MAN Kase Rao-Rao Batang Natal, Dra. Hj. Wasliah Lubis, S.Pd, MA to motivate his teachers, especially English teachers of MAN Kase Rao-Rao Batang Natal, to keep motivating their students in studying English.
2. It is suggested to the English teachers, especially to the grade X English teachers

- a. Make sure the students that they understand well about noun. The more the students do the exercise, the more they understand about noun.
  - b. Make sure that the students know and familiar with the text genre especially in discussion text.
  - c. Before studying noun or discussion text . The teachers apply the suitable strategies, method, ways or procedures which can improve or help the students in understanding English especially in discussion text and noun topic. The teacher should be serious to teach about this. Even, up to university, the students still learn about this topic and the last that noun is part of vocabulary and vocabulary is basic knowledge to learn English. So, be sure that the students have been understood first.
3. It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.
  4. It is important to other researcher also to discuss first to the expert people about the research related to this research because to know the knowledge about the research designe and topic is bringing to arrange the more perfect the research and better than this research.

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## CURRICULUM VITAE



### A. Identity

Name : MARYA ULPA  
Nim : 14 203 00068  
Place and Birthday : Muaraparlampungan, 29<sup>th</sup> Oktober 1996  
Sex : Female  
Religion : Islam  
Address : Desa Muaraparlampungan Kec. Batang Natal

### B. Parents

1. Father's name : Ardan  
2. Mother's name : Juliani Nasution

### C. Educational Background

1. Elementary School : SD Negeeri 142682 Muaraparlampungan (2008)  
2. Junior High School : MTsS Al- Abror Muarasoma (2011)  
3. Senior High School : MAN Kase Rao-Rao (2014)  
4. Institute : IAIN Padangsidimpuan (2019)

## APPENDIX I

### RESEARCH INSTRUMENT

**Name :**

**Class :**

**Time : 45 Minutes**

**Direction :**

- 1. Identify these underlined 20 noun to concrete and abstract noun on discussion text below and write down into tables !**
- 2. Thank you very much for your kindness in answering question**

#### Global Warming

Global warming became the hottest issue around the world. Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. The scientist around the world say that the main factor of that phenomenon is human activities. Human activities releasing many dangerous gases to the atmosphere. Those gases especially carbon dioxide, driving the temperatures up and it will rise continuously every year. The impact of human activities is the cause of issue which take them to the world.

In fact, human do those activities to fill their requirement. They start an industrial revolution by build many factories to support their life. They produce a lot of vehicles to make their industry easier. They need a thousand hectares areas to build their house because their population continuously increase. It means that human doesn't have any choice to take the other way, they must do that activities to continue their life.

In the otherhand, human activites are dangerous to the inverontment. Carbon dioxide and other gases which released by the factories, vehicles, and others make the heat trapped in the atmosphere. Since the time have been industralizing, we started pollution our water and air and have been releasing greenhouse gasses that contribute to global warming. The phenomenon called greenhouse effect. The greenhouse effect make atmosphere absorbs some energy from the sun and radiated back to earth. It makes the temperature hotter. This condition make a lot of bad effect such us climate changed extremely. The floods around the world, the shrinking of Artic sea ice in the dead of some species of animlas.

In conclusion, to reduce the impact of global warming, we can do some simple thing to save our earth. We can save the energy around the house and switch off the light bulb. Those simple things may help our earth cooler.



## **APPENDIX II**

### **THE KEY ANSWER :**

#### Global Warming

Global warming became the hottest issue around the world. Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. The scientist around the world say that the main factor of that phenomenon is human activities. Human activities releasing many dangerous gases to the atmosphere. Those gases especially carbon dioxide, driving the temperatures up and it will rise continously every year. The impact of human activities is the cause of issue which take them to the world.

In fact, human do those activities to fill their requierment. They start an industrial revolution by build many factories to support their life. They produce a lot of vehicles to make their industry easier. They need a thousand hectares areas to build their house because their population continously increase. It means that human doesn't have any choice to take the other way, they must do that activities to continue their life.

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changed extremely. The floods around the world, the shrinking of Artic sea ice in the dead of some species of animlas.

In conclusion, to reduce the impact of global warming, we can do some simple thing to save our earth. We can save the energy around the house and switch off the light bulb. Those simple things may help our earth cooler.

**THE KEY ANSWER :**

<b>Noun</b>	
<b>Concrete Noun</b>	<b>Abstract Noun</b>
world	Global warming
oceans	phenomenon
human	atmosphere
factories	gasses
vehicles	life
water	Carbondioxide
sun	pollution
floods	air
animals	temperature
house	climate

### APPENDIX III

**THE DETAILED DESCRIPTION OF STUDENTS' ABILITY  
IN IDENTIFYING NOUN ON DISCUSSION TEXT AT GRADE X  
MAN KASE RAO-RAO BATANG NATAL**

No	Students initial	Correct Answer		Total Score
		Noun		
		Concrete Noun	Abstract Noun	
1	RA	5	4	45
2	NT	6	6	60
3	KA	6	4	50
4	APAS	6	6	60
5	KL	7	7	70
6	MZFB	8	5	65
7	SP	5	4	45
8	RWH	7	7	70
9	PRH	8	7	75
10	RR	9	9	80
11	ES	8	7	75
12	SA	7	7	70
13	AKN	9	9	90
14	AB	7	8	75
15	RF	7	7	70
16	AS	8	7	75
17	RM	6	5	55
18	AI	8	8	80
19	SN	9	9	90

29	DAP	6	5	55
21	NAM	8	8	80
22	FH	7	8	75
23	FHS	7	7	70
24	FR	9	9	90
25	MD	7	7	70
26	NL	8	7	75
27	SHAPN	6	5	55
28	DA	8	8	80
29	NA	8	7	75
30	DAR	7	8	75
31	SAR	9	9	90
32	IPP	8	8	80
33	SNH	8	7	75
34	MB	7	7	70
35	DA	6	5	55
36	NHP	7	8	75
37	AKN	7	7	70
38	MRA	8	8	80
39	YLT	7	6	65
40	DHF	9	9	90
		<b>Highest Score</b>		<b>90</b>
		<b>Lowest Score</b>		<b>45</b>
		<b>Sum</b>		<b>2872</b>
		<b>Mean Score</b>		<b>71.8</b>
		<b>Median</b>		<b>71.78</b>
		<b>Mode</b>		<b>86.94</b>

#### APPENDIX IV

### The Quality Score of the Students in Identifying Noun on Discussion Text at Grade X MAN Kase Rao-Rao Batang Natal

No	Students' Initial Name	Total Score	Quality Score
1	RA	45	Very Low
2	NT	60	Enough
3	KA	50	Low
4	APAS	60	Enough
5	KL	70	High
6	MZFB	65	Enough
7	SP	45	Very Low
8	RWH	70	High
9	PRH	75	High
10	RR	80	Very High
11	ES	75	High
12	SA	70	High
13	AKN	90	Very High
14	AB	75	High
15	RF	70	High
16	AS	75	High
17	RM	55	Low

18	AI	80	Very High
19	SN	90	Very High
20	DAP	55	Low
21	NAM	80	Very High
22	FH	75	High
23	FHS	70	High
24	FR	90	Very high
25	MD	70	High
26	NL	75	High
27	SHAPN	55	Low
28	DA	80	Very High
29	NA	75	High
30	DAR	75	High
31	SAR	90	Very High
32	IPP	80	Very High
33	SNH	75	High
34	MB	70	High
35	DA	55	Low
36	NHP	75	High
37	AKN	70	High

38	MRA	80	Very High
39	YLT	65	Enough
40	DFH	90	Very High
		<b>Highest Score</b>	<b>90</b>
		<b>Lowest Score</b>	<b>45</b>
		<b>Sum</b>	<b>2872</b>
		<b>Mean Score</b>	<b>71.8</b>
		<b>Median</b>	<b>71.78</b>
		<b>Mode</b>	<b>86.94</b>

## APPENDIX V

### DESCRIPTION DATA USING MATHEMATIC FORMULA

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

45	45	50	55	55
55	55	60	60	65
65	70	70	70	70
70	70	70	70	75
75	75	75	75	75
75	75	75	75	80
80	80	80	80	80
90	90	90	90	90

2. High score = 90
3. Low score = 45
4. Range = high – low score  
= 90 – 45  
= 45
5. Total of classes (BK) =  $1 + 3.3 \log (n)$   
=  $1 + 3.3 \log (40)$   
=  $1 + 3.3 (1.60)$   
=  $1 + 5.28$   
= 6.28  
= 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{45}{6} = 7,5 = 7$$

7. Mean score

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

No	Interval	Fi	Xi	Fixi
1	45 - 51	3	48	144
2	52 - 58	4	55	220
3	59 - 65	4	62	248
4	66 - 72	8	69	552
5	73 - 79	10	76	760
6	80 - 86	6	83	498
7	87 - 93	5	90	450
<b>i = 7</b>		<b>40</b>		<b>2872</b>

$$\text{Mean} = x = \frac{\sum x}{N} \quad x = \frac{2872}{40} = 71.8$$

8. Median

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - f}{f} \right)$$

$$b = 71 - 0.5$$

$$= 70.5$$

$$F = 3 + 4 + 4$$

$$= 11$$

$$f = 7$$

$$p = 6$$

$$Me = b + p \left( \frac{\frac{1}{2}n - f}{f} \right)$$

$$Me = 70.5 + 6 \left( \frac{\frac{1}{2}(40) - 11}{7} \right)$$

$$= 70.5 + 6 \left( \frac{20 - 11}{7} \right)$$

$$= 70.5 + 6 \left( \frac{9}{7} \right)$$

$$= 70.5 + \frac{54}{7}$$

$$= 70.5 + 1.28$$

$$= 71.78$$

#### 9. Modus

$$Mo = b + p \left[ \frac{b_1}{b_1 + b_2} \right]$$

$$b = BB - 0.5$$

$$= 87 - 0.5$$

$$= 86.5$$

$$P = 6$$

$$b_1 = 4$$

$$b_2 = 5$$

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

$$= 86.5 + 6 \left( \frac{4}{4 + 5} \right)$$

$$= 86.5 + 6 \left( \frac{4}{9} \right)$$

$$= 86.5 + \left( \frac{24}{9} \right)$$

$$= 86.5 + 0.44$$

$$= 86.94$$

So, modus (the score that the most students got) = 86.94

## DOCUMENTATION













KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5Sihitang 22733  
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Nomor : 127/In.14/E.6a/PP.00.9/10/2017 Padangsidimpuan, 5 Oktober 2017  
Sifat : Biasa  
Lampiran : -  
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;

1. Rayendriani Fahmei Lubis M.Ag (Pembimbing I)
2. Yusni Sinaga, S.Pd, M.Hum (Pembimbing II)

Di-  
Padangsidimpuan

*Assalamu Alaikum Wr. Wb*


Dengan Hormat, Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut :


Nama : MARYA ULPA  
Nim : 14 203 00068  
Fak/ Jurusan : Tarbiyah dan Ilmu Keguruan / TBI-2  
Judul Skripsi : **STUDENTS' ABILITY IN IDENTIFYING NOUN ON DISCUSSION  
TEXT AT GRADE X MAN KASE RAO-RAO BATANG NATAL**

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan pembimbing II penelitian penulisan skripsi yang dimaksud.

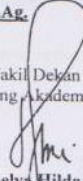
Demikian kmai sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris Sekretaris Jurusan Tadris Bahasa Inggris

  
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Wakil Dekan  
Bidang Akademik

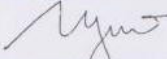
  
Dr. Lely Hilda, M.Si  
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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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Nomor : B - 2715 /In.14/E/TL.00/12/2018  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

27 Desember 2018

Yth. Kepala MAN Kase Rao-rao Batang Natal  
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Marya Ulpa  
NIM : 1420300068  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Alamat : Desa Muara Parlampungan Kec. Batang Natal

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Ability in Identifying Noun on Discussion Text at Grade X MAN Kase Rao-rao Batang Natal".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.



Dekan  
Dr. Lelva Hilda, M.Si.  
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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Nomor : B.022/Ma.02.37/KP.01.2/01/2019 Kase Rao-Rao, 07 Januari 2019  
Lamp. : -  
Hal : **Izin Penelitian**

Kepada Yth.  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri Padangsidimpuan  
di  
Padangsidimpuan

Dengan hormat,

Sehubungan dengan Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Padangsidimpuan, Nomor:  
2315/In.14/E/TL.00/12/2018, tanggal 27 Desember 2018 perihal izin penelitian  
penyelesaian skripsi, dengan ini kami sampaikan bahwa :

Nama : **Marya Ulpa**

NIM : 1420300068

Program studi : Tadris/Pendidikan Bahasa Inggris

Alamat : Desa Muara Parlampungan Kec. Batang Natal

Telah diberi izin melakukan penelitian penyelesaian skripsi mulai tanggal 07  
s/d 09 Januari 2019 di Madrasah Aliyah Negeri Kase Rao-Rao dengan tema:  
**"Student' Ability in Identifying Noun on Discussion Text at Grade X  
MAN Kase Rao-Rao"**.

Demikian kami sampaikan, atas kerjasama yang baik diucapkan  
terima kasih.



**Dra. Hj. WASLIAH LUBIS, S.Pd, MA**  
NIP. 196507081991032003

