



**STUDENTS' ABILITY IN IDENTIFYING NOUNS AND
ADJECTIVES OF THE SECOND SEMESTER IN TBI
AT IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Degree of Graduate of
Islamic Education (S. Pd. I) in English*

WRITTEN BY

**FAUZAN LAHMUDDIN DALIMUNTHE
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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
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2014

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Title of the Thesis : **STUDENTS' ABILITY IN IDENTIFYING NOUNS
AND ADJECTIVES OF THE SECOND SEMESTER
IN TBI AT IAIN PADANGSIDIMPUAN**

ABSTRACT

The aims of this research is to know the students' ability of the second semester in TBI at IAIN Padangsidimpuan in identifying nouns and adjectives.

The research was done in IAIN Padangsidimpuan. The method will be used in this research is quantitative research. It is an analysis research, here the researcher observes one variable and type of the research was descriptive method. The sources of data was the students second semester in TBI at IAIN Padangsidimpuan. The kind was quantitative research.

After analyzing and calculating the result of the data, it can be concluded that The students' ability in identifying nouns of the second semester in TBI at IAIN Padangsidimpuan can be categorized enough, because the means score is 48.33 and the students' ability in identifying adjectives of the second semester in TBI at IAIN Padangsidimpuan can be categorized enough, because the means score is 53.20.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to convey the grateful to Allah SWT who has given the health, time and chance for finishing this thesis. This thesis is written to fulfill one of the requirements for the degree of graduate of Islamic education in the English education department at the Faculty of Tarbiyah and Teacher Training at State Institute for Islamic Studies or IAIN Padangsidempuan.

In writing this thesis, I assisted by some people and instructions. Therefore, in this opportunity I would like to express my gratitude to the following people.

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8. Thanks to all my friend who has give me supports and helps for finishing this thesis.

This thesis still so far from being perfect based on the weakness of the writer. Therefore, the writer expects the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidimpuan, August 11th, 2014



Fauzan Lahmuddin Dalimunthe
Reg. No. 07 340 0044

Padangsidempuan, August 11th, 2014

Term : Munaqosyah
a.n. Fauzan Lahmuddin Dalimunthe

To :
Dean Tarbiyah and Teacher Training
Faculty
in-
Padangsidempuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to **Fauzan Lahmuddin Dalimunthe** entitle "**Students' Ability in Identifying Nouns and Adjectives of the Second Semester in TBI at IAIN Padangsidempuan**", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Graduated of Islamic Education (S.Pd.I) in English.

Therefore, we hope he could be to defend his thesis in munaqosyah. That's all and thank you for the attention.

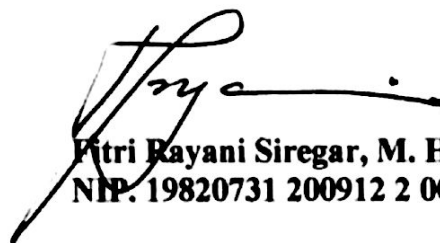
Wassalamu'alaikum Wr. Wb.

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**AGREEMENT OF PUBLICATION
OF FINAL TASK FOR ACADEMIC CIVITY**

As Academic Civity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

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Kind : THESIS

For development of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan **Non Exclusive Royalty Right** on my thesis with the title:

**“STUDENTS’ ABILITY IN IDENTIFYING NOUNS AND ADJECTIVES OF
THE SECOND SEMESTER IN TBI AT IAIN PADANGSIDIMPUAN”**

With all the sets of equipment (if needed). Based on this **Non Exclusive Royalty Right**, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organized in data base form, to keep and publicate my thesis as long as I determine as a writer and owner of its creative right.

Thus, this statement is made truly to be used properly.



Padangsidimpuan, April 9th, 2015

Fauzan Lahmuddin Dalimunthe
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APPENDICES LIST

- Appendix I : The Instrument of Students' Mastery in Nouns
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- Appendix VI : The Interval Class Students' in Identifying Adjectives
- Appendix VII : The Students' Score in Identifying Nouns
- Appendix VIII : The Students' Score in Identifying Adjectives

8. James attended a one room school.
.... is a proper noun in this sentence.
a. James c. One room
b. Attended d. School
9. "I was in the English department".
.... is a collective noun in this sentence.
a. I c. English
b. The d. Department
10. I really love sport.
.... is a uncountable noun in this sentence.
a. I c. Love
b. Really d. Sport
11. My father bought a new TV last night.
.... is a common noun in this sentence.
a. My c. TV
b. Bought d. Last night
12. The new truck arrives this morning.
.... is a common noun in this sentence.
a. The c. Arrives
b. Truck d. Morning
13. "I saw the police are catching criminals".
.... is a collective noun in this sentence.
a. I c. Police
b. Saw d. Catching
14. I just bought a cell phone in the store.
.... is a common noun in this sentence.
a. I c. Bought
b. Cell phone d. The
15. The price of gold is getting expensive.
.... is a material noun in this sentence.
a. Price c. of
b. Gold d. Expensive

16. My mother watering the flowers with water.

.... is a material noun in this sentence.

- a. My
- b. Flowers
- c. Watering
- d. Water

17. The army camped in the jungle

.... is a collective noun in this sentence.

- a. The
- b. Army
- c. Camped
- d. Jungle

18. The boy drank a glass of milk.

.... is a countable noun in this sentence.

- a. Boy
- b. a glass
- c. Drank
- d. Milk

19. It is a silver ring.

.... is a material noun in this sentence.

- a. It
- b. Is
- c. Silver
- d. Ring

20. He prefers to drink tea to coffee.

.... is a uncountable noun in this sentence.

- a. Prefers
- b. Drink
- c. Tea
- d. Coffee

21. The flower grow on the land.

.... is a material noun in this sentence.

- a. The
- b. Grow
- c. Flower
- d. Land

22. Indonesia is beautiful country.

.... is a proper noun in this sentence.

- a. Indonesia
- b. Is
- c. Beautiful
- d. Country

23. Happiness is important in our life.

.... is an abstract noun in this sentence.

- a. Happiness
- b. Is
- c. Important
- d. In

48. I've lost my key, I can't open my room!

.... is a concrete noun in this sentence.

- a. Lost
- b. Key
- c. Open
- d. Room

49. The man dyed his hair in red.

.... is a uncountable noun in this sentence.

- a. Man
- b. Dyed
- c. Hair
- d. Red

50. He wants to change his appointment.

.... is a abstract noun in this sentence.

- a. Wants
- b. Change
- c. His
- d. Appointment

8. My friend give me a sad story.
.... Is an adjective of quality in this sentence.
a. Friend c. Me
b. Give d. Sad
9. How delicious fried chicken.
.... Is an exclamatory adjective in this sentence.
a. Delicious c. Chicken
b. How d. Fried
10. One student came forward to become a leader of this class.
.... Is an adjective of number in this sentence.
a. One c. Forward
b. Student d. Leader
11. Two children make a perfect family.
.... Is an adjective of number in this sentence.
a. Two c. Make
b. Children d. Perfect
12. Andy is a good student.
.... Is an adjective of quality in this sentence.
a. Andy c. Good
b. Is d. Student
13. There are seven days in a week.
.... Is an adjective of number in this sentence.
a. There c. Seven
b. Days d. Week
14. I don't have much money.
.... Is an adjective of quantity in this sentence.
a. Don't c. Much
b. Have d. Money
15. This book is very good.
.... Is ademonstrative adjective in this sentence.
a. This c. Very
b. Book d. Good

40. Your friend is studying now.
.... Is a possessive adjective in this sentence.
a. Your c. Friend
b. Studying d. Now
41. She is very woman I want to see.
.... Is an emphasizing adjective in this sentence.
a. She c. Woman
b. Very d. See
42. That is the very book I am looking for.
.... Is an emphasizing adjective in this sentence.
a. Very c. Book
b. Looking d. For
43. The Chinese noodles are in the kitchen pantry.
.... Is a proper adjective in this sentence.
a. Chinese c. Noodles
b. Kitchen d. Pantry
44. How tall mountain there.
.... Is an exclamatory adjective in this sentence.
a. Tall c. How
b. There d. Mountain
45. What time is it?
.... Is an interrogative adjective in this sentence.
a. It c. Is
b. Time d. What
46. Did French fries really originate in France?
.... Is a proper adjective in this sentence.
a. France c. Fries
b. French d. Originate
47. What a beautiful day!
.... Is an exclamatory adjective in this sentence.
a. A c. What
b. Day d. Beautiful

48. The English Parliament is in session.
.... Is a proper adjective in this sentence.
- a. Session
 - b. Parliament
 - c. In
 - d. English
49. How beautiful your gown is!
.... Is an exclamatory adjective in this sentence.
- a. How
 - b. Beautiful
 - c. Your
 - d. Grown
50. Alaskan salmon is nutritious and delicious.
.... Is a proper adjective in this sentence.
- a. Salmon
 - b. Delicious
 - c. Alaskan
 - d. Nutritious

Appendix III

THE KEY ANSWER OF MULTIPLE CHOICE TESTS

NOUN

| | | | | |
|-------|-------|-------|-------|-------|
| 1. A | 11. A | 21. D | 31. D | 41. B |
| 2. B | 12. B | 22. A | 32. D | 42. B |
| 3. C | 13. C | 23. A | 33. B | 43. C |
| 4. C | 14. D | 24. A | 34. C | 44. C |
| 5. B | 15. B | 25. B | 35. D | 45. B |
| 6. D | 16. D | 26. D | 36. A | 46. B |
| 7. B | 17. B | 27. A | 37. C | 47. D |
| 8. A | 18. B | 28. B | 38. C | 48. B |
| 9. B | 19. C | 29. D | 39. A | 49. B |
| 10. D | 20. D | 30. D | 40. D | 50. D |

ADJECTIVE

| | | | | |
|-------|-------|-------|-------|-------|
| 1. A | 11. A | 21. C | 31. D | 41. B |
| 2. C | 12. C | 22. D | 32. B | 42. B |
| 3. A | 13. C | 23. C | 33. C | 43. A |
| 4. A | 14. C | 24. B | 34. B | 44. C |
| 5. B | 15. A | 25. A | 35. B | 45. D |
| 6. D | 16. A | 26. A | 36. B | 46. B |
| 7. B | 17. B | 27. C | 37. A | 47. C |
| 8. D | 18. A | 28. A | 38. D | 48. D |
| 9. B | 19. D | 29. C | 39. D | 49. A |
| 10. A | 20. C | 30. A | 40. A | 50. C |

Appendix IV

The Means Score Students' in Identifying Nouns

$$\begin{aligned} X &= \frac{\sum X}{N} \times 100 \% \\ &= \frac{1450}{30} \times 100\% \\ &= 48.33 \end{aligned}$$

The Means Score Students' in Identifying Adjectives

$$\begin{aligned} X &= \frac{\sum X}{N} \times 100 \% \\ &= \frac{1596}{30} \times 100\% \\ &= 53.20 \end{aligned}$$

Appendix V

The Interval Class Students' in Identifying Nouns

$$R = \text{High Score} - \text{Low Score}$$

$$= 68 - 26$$

$$= 42$$

$$K = 1 + 3.3 \times \log N$$

$$= 1 + 3.3 \times \log 30$$

$$= 1 + 3.3 \times 1.47$$

$$= 1 + 4.85$$

$$= 5.85$$

$$= 6$$

$$I = \frac{R}{BK}$$

$$= \frac{42}{6}$$

$$= 7$$

Appendix VI

The Interval Class Students' in Identifying Adjectives

$$R = \text{High Score} - \text{Low Score}$$

$$= 80 - 18$$

$$= 62$$

$$K = 1 + 3.3 \times \log N$$

$$= 1 + 3.3 \times \log 30$$

$$= 1 + 3.3 \times 1.47$$

$$= 1 + 4.85$$

$$= 5.85$$

$$= 6$$

$$I = \frac{R}{BK}$$

$$= \frac{62}{6}$$

$$= 10.33$$

$$= 10$$

Appendix VII

THE STUDENTS' SCORE IN IDENTIFYING NOUNS

| No | Initial of Students | Number of Tests | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Sum | | | |
|----|---------------------|-----------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | | | | |
| 1 | ALZ | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 2 | 44 |
| 2 | AS | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 56 | |
| 3 | DHZ | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 2 | 50 |
| 4 | ED | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 44 | |
| 5 | EDP | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 54 |
| 6 | EE | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 2 | 50 | |
| 7 | EEN | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 40 | | | |
| 8 | EF | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 2 | 50 | | |
| 9 | FM | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 68 | | |
| 10 | HW | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 56 | | | |
| 11 | JK | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 38 | | | |
| 12 | KS | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 36 | | |
| 13 | LES | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 56 | | | |
| 14 | LR | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 56 | | | |
| 15 | MKR | 0 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 48 | | | |
| 16 | MM | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 2 | 56 | | |
| 17 | MRA | 0 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 52 | | | |
| 18 | MSR | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 2 | 54 | | |
| 19 | NA | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 2 | 36 | | | | |
| 20 | NH | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 2 | 52 | | | | |
| 21 | NK | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 30 | | | |
| 22 | NN | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 26 | | | | |
| 23 | NS | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 58 | | | | |
| 24 | PL | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 54 | | | | | |
| 25 | RD | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 2 | 42 | | | | |
| 26 | RH | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 2 | 56 | | | |
| 27 | RHM | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 42 | | | |
| 28 | SA | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 2 | 58 | | | |
| 29 | SR | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 46 | | | | |
| 30 | YA | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 46 | | | | |

Appendix VIII

THE STUDENTS' SCORE IN IDENTIFYING ADJECTIVES

| No | Initial of Students | Number of Tests | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|---------------------|-----------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | Sum | | |
| 1 | ALZ | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 70 |
| 2 | AS | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 80 |
| 3 | DHZ | 0 | 2 | 2 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 0 | 76 | |
| 4 | ED | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 64 | |
| 5 | EDP | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | | |
| 6 | EE | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 68 | | |
| 7 | EEN | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 36 | | |
| 8 | EF | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 36 | |
| 9 | FM | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 52 | | |
| 10 | HW | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | | |
| 11 | JK | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 0 | 0 | 74 | | | |
| 12 | KS | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 32 | | | |
| 13 | LES | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 58 | | | |
| 14 | LR | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 2 | 80 | | | |
| 15 | MKR | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 2 | 56 | |
| 16 | MM | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 2 | 80 | | | |
| 17 | MRA | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 50 | | | |
| 18 | MSR | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 68 | | | |
| 19 | NA | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 62 | | | |
| 20 | NH | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 36 | | |
| 21 | NK | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 28 | | |
| 22 | NN | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 22 | | |
| 23 | NS | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 64 | | | |
| 24 | PL | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 52 | | | |
| 25 | RD | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 60 | | | |
| 26 | RH | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 46 | | | | |
| 27 | RHM | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 68 | | | |
| 28 | SA | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 30 | | | |
| 29 | SR | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | | | |
| 30 | YA | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 78 | | | |

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a system of communication by sound, through the organ of speech and hearing among human being of certain group of communication using vocal symbol possessing arbitrary conventional meanings. Language is very important to interact for people. One of the famous languages is English. It is an international language in the world. Most of countries use it as second or primary language. In Indonesia, English is the second language for people it is as compulsory subject which is has to learn by the students in school and university. It means that beside another subjects, English should be studied by every student in their level education. It has been studied for several years in the school, and the students should be able to use it in their daily life.

English is used in many aspects of international relationship; people use English for business, technology, even in educational interaction. English is an introduction language spoken in international event and is used as the medium of information flow on science, technology, and culture as well. As we are in developing country we should try to be able to speak English to make relationship with other country in the world so that we can master the science, technology and culture in the world, so we can face the competition in the global era. By identifying English, it is easier for us to make a good

relationship with other countries. So, English is one of important language that should be understood and mastered by students, because it is one of international language that used by many people in the world. It is necessary for students to learn English. The purpose of learning English is in order to be able to communicate in that language both orally or writing in teaching and learning English for the students in the school.

Structure and grammar in English is eights, the name basic English is part of speech. They are noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjection. So, noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence.

The curriculum of a language included of many skills which have to master by students in learning English, they are listening, speaking, reading and writing skills, to support those four skills above the students have to know the vocabulary and the structure or the grammar of the English, parts of speech is includes in the structure or grammar which consist of the eight parts, they are noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjection.

Noun is a word used as the name of a person, place or thing, and a word used with a noun to describe or point out, the person, animal, place or thing which the noun names, or to tell the number or quantity, is called an adjective. Adjective are words that modify nouns and pronouns. Noun is a

subject in writing text. So the function of noun in sentence is a subject or part important in sentence.

The noun and the adjective have been tough since the first time students know English. So the students in the second semester in TBI at IAIN Padangsidimpuan have been studying them for nine years since they were in the four grade primary school. Base on the interview which has been done by the researcher to the students in the second semester in TBI at IAIN Padangsidimpuan, they still find difficulties in identifying the part of speech especially in identifying noun and adjective.¹

Based on the this phenomenon the researcher is interested to research their ability in **STUDENTS' ABILITY IN IDENTIFYING NOUNS AND ADJECTIVES OF THE SECOND SEMESTER IN TBI AT IAIN PADANGSIDIMPUAN.**

B. Focus of the Problem

From the explanation above, this research is focused on identifying noun (proper noun, collective noun, common noun, material noun, abstract noun, concrete noun, countable noun and uncountable noun) and adjective (adjective of quality, adjective of quantity, adjective of number, demonstrative adjective, distributive adjective, interrogative adjective, possessive adjective, emphasizing adjective, exclamatory adjective and proper adjective).

¹ Dedi Hariadi Zai, Students of IAIN Padangsidimpuan, Interviewed at 04 Mei 2014.

C. The Terminologies

There some words to be explained word to escape this mastery any word. They are ability, mastery, noun, adjective.

Ability is the power to do something physical or mental, it's also definite as special nature power to do something well or talent.² Ability is a level of skill or intelligence.³ Is acquired or natural capacity, competence, dexterity, proficiency, talent, etc that enables an individual to perform a particular act, job, or task successful at any time.

Mastery is possession of consummate skill, the status master or ruler, control, full command, of a subject of study.

Noun is one of the major from classes, or parts of speech, it comprises words denoting person, places, things, and such other words as shows similar grammatical behaviors. The kinds of noun they are concrete nouns, abstract noun, proper noun, common noun, collective noun, material noun, countable noun, and uncountable noun.

Adjective is as a word used to express the quality, quantity, number and to point out the person or thing is regarded as an adjective.⁴ Adjectives are

² A. S. Hornby, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2003), p. 2.

³ A. S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p. 441.

⁴ Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (Delhi: Book Palace, 2003), p. 33.

words, typically with nouns, to provide more information about the things referred to (*happy people, large objects a strange experience*)⁵

Based on the definitions above the mastery of the title “The Students’ Ability in Identifying Nouns and Adjectives of the second Semester in TBI at IAIN Padangsidempuan is the ability of the students in identifying noun and adjective include the part of speech English and grammar well so they can communicate with another people.

D. Formulation of the Problem

In this research, the researcher formulated the problem as follows: “How is the second semester in TBI ability at IAIN Padangsidempuan in identifying nouns and adjectives?”

E. Aim of the Research

Based on the formulations of the problem above, the aims of this research are:

1. To know the second semester of TBI students’ ability in IAIN Padangsidempuan in identifying nouns.
2. To know the second semester of TBI students’ ability in IAIN Padangsidempuan in identifying adjectives.

⁵ George Yule, *The Study of Language*, (Cambridge: Cambridge University Press, 2010), p. 82.

F. Significances of the Research

The result of research is expected to be useful as the contribution:

1. To evaluate the students' difficulties in identifying nouns and adjectives, then, to improve their ability in English.
2. To increase the English teacher skills in teaching English, especially in teaching nouns and adjectives for students.
3. To head master of the college in order to motivate English teacher in teaching English and students to learn English well.

G. Systematic of the Research

The systematic in this research are five chapters:

Chapter I is Introduction; Background of the Problem, Focus of the Problem, the Terminologies, Formulation of the Problem, the Aim of the Research, Significances of the Research, Systematic of the Research.

Chapter II is Theoretical Description; the Theoretical Review, Related Findings, Conceptual Framework and Hypothesis.

Chapter III is Research Methodology; Place and Time of the Research, the Method of the Research, Population and Sample of the Research, the Instrument of Data Collecting, the Technique of Data Analysis.

Chapter IV is The Result of Research; the Description of Data and Limitation of the Research.

Chapter V is The Conclusion and the Suggestion; the Conclusion, the Suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical Review

1. Students' Ability

Students' is a person who studies, or investigates or a person who is enrolled for study at school, college, etc.⁶ Ability is the power to do something physical or mental. Mariam says that "Ability is actuality or being able, especially in physical, mental or legal power to perform".⁷ Ability is capacity or power to do something physical and mental. That's means to do something consist of physical or mental achievement. So can be determined as a skills, expertness or talent.⁸

Based on above definitions, the researcher concludes that the students ability is a power level of skill or intelligence of a person who is studying in a university or college in performing something. Students' ability is a person who has a level of skill or intelligence in analyzing works that person is studying at Junior High School up to a university or college. So, the ability is talent or special nature power to do something well of the

⁶ Victoria Newfeldt, *Webster's New World College Dictionary*, (USA: Macmillan, 1996), p. 1330.

⁷ A. Mariam Webste, *Webster's Colegiate Thesaurus*, (USA : Massa Chusettes 1976), p. 33.

⁸ Victoria Neufalt & David B. Guralmik, *Webstern New World Collage Dictionary*, (USA: Mac Millan, 1995),p. 2.

students. Students' ability is understanding or power of the students' or the knowledge of the students' and get good score in the class. Specially in identifying noun and adjective.

According to Wood Wooth and Marquis, the word "ability" has three meanings, they are:

- a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- b. Capacity is potential ability and can be measured by not straight, the individual's capacity.
- c. Aptitude is quality and can be expressed by especially training.⁹

So, students' ability in this script meant the achievement of person who is studying at secondary school.

2. The Description of Noun

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 knows exist but cannot touch, and an idea or a quality of mind is defined as a noun.¹⁰

Further, also stated that noun can be classifies into proper nouns, collective nouns, material nouns, common nouns, abstract nouns,

⁹ H. Dauglas Brown, *Teaching by Principles and Approach to Language Pedagogy*, (New Jersey: Engle Wood Cliffs, 2001), p. 236, 238.

¹⁰ Jean Yates, *Practice Makes Perfect: English Vocabulary for Beginning ESL Learners*, (United State Amerika: Mc Grow Hill Componies, 2006) p. 1.

countable and uncountable nouns¹¹. The explanations of them can be seen as below:

a. Proper Noun

Proper noun is the name of some particular person or place. Proper nouns are always written with a capital letters at the beginning.¹²

1) To state the names of people

Example:

- a) *Anna* is a student.
- b) *Budi* is a post man.

2) To be state the names of country, area and regency.

Example:

- a) *Jakarta* is the capital city of *Indonesia*.
- b) I arrived in *Medan* at 7 a.m.

3) To state the names of University and school.

Example:

- a) They study in *IAIN*.
- b) They graduated from *SMA*.

¹¹ Hartanto, John S, *Accurate Brief, and Clear English Grammar*, (Surabaya: Indah, 1996), p. 14.

¹² Marcella Frank, *Modern English, a Practical Reference Guide*, (New Jersey: Prentice Hall, 1972), p. 5.

4) To state the names of hotel and restaurant.

Example:

a) We stay in *Garuda Hotel*.

b) We have diner in *Garuda Restaurant*.

5) To state names of mosque.

Example:

a) She prays in the *Istiqlal Mosque*.

b) *The Ar - Rahman Mosque* is near from here.

b. Collective Noun

Collective noun is the name of collection of things or person.¹³

Example:

a) His father one of the most people in *parliament*.

b) The solder come to his *division*.

c. Common Noun

Common noun is a name given in common to every person or thing of the same class or kind.¹⁴

Example:

a) They lend the *book* from library.

b) There is a biggest *house*.

¹³ Jayanthi Dakshina Murthy, *Op. Cit.*, p. 10.

¹⁴ *Ibid.*, p. 5.

d. Material Noun

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

Example:

- a) *Silver* is expensive thing.
- b) His house made by *stone*.

e. Abstract Noun

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

Example:

- a) *Wisdom* is useful for a leader.
- b) *Happiness* is important in our life.

f. 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.¹⁷

Example:

- a) *Mr. John* is a teacher (names of people)
- b) She is a *woman* (names of gender)

¹⁵*Ibid.*, p. 11.

¹⁶ Marcella Frank, *Op. Cit.*, p. 6-7.

¹⁷*Ibid.*, p. 6.

- c) The ring is made by the *gold* (names of materials)
- d) She is one of the member *team* (names of collective nouns)

In addition, nouns can be classified into countable and uncountable noun. Countable noun mean to know the amount of something and it can be counted. Uncountable noun mean cannot be counted.

g. Countable Noun

A countable noun is the name of things that can be counted or divided into singular or plural.¹⁸

Example:

- a) There is a *bag* on the table
- b) There are *pen* in my pocket
- c) The *car* is stopping on the street
- d) There is a *boy* on the building

So, countable noun is the name of thing that can be singular or plural.

h. Uncountable Noun

An uncountable noun is the name of thing that cannot be counted or divided into singular or plural.¹⁹ An uncountable noun is not used in the plural.

¹⁸ Jayanthi Dakshina Murthy, *Op. Cit.*, p. 10.

¹⁹ *Ibid.*, p. 11.

Example:

- a) My friend is drinking of *milk*
- b) I cook *rice* everyday
- c) The children are playing on the *sand*
- d) *Oxygen* is very important for people

So, uncountable noun are nouns that cannot be broken into parts or counted. These also cannot be used as a plural noun. Generally, uncountable nouns are things that are considered abstract, thing that you cannot touch. Some items can touch are considered uncountable nouns as well, generally all liquid are consider as uncountable noun. Some food items are also considered as uncountable nouns as well. In general, uncountable nouns are often confused with countable nouns.

3. The Description of Adjective

Adjective is a word used with a noun to describe or point out the person, animal, place or thing which the noun names, or to tell the number or quantity.²⁰ Adjective is used to give character of noun and all nouns have restrictive strength limited.

Adjectives are nearly always used in connection with a noun or pronoun to give information about the person, thing, or group referred to.

²⁰ Wren and Martin., *Op. Cit.*, p. 19.

When this information is not the main purpose of a statement, adjectives are placed in front of a noun, as in “hot coffee”. Adjectives which are used in a noun group are said to be used attributively.²¹

Adjectives are divided into ten types, namely:

- 1) Adjective of Quality
- 2) Adjective of Quantity
- 3) Adjective of Number
- 4) Demonstrative Adjective
- 5) Distributive adjective
- 6) Interrogative Adjective
- 7) Possessive Adjective
- 8) Emphasizing Adjective
- 9) Exclamatory Adjective
- 10) Proper Adjective²²

The explanations of them can be seen as below:

a. Adjective of Quality

Adjective showing the kind or quality of nouns or pronouns are called adjective of quality.

Example:

- a) He is a *good* boy
- b) Taj Mahal is *wonderful*
- c) Sarah is *smart* girl
- d) Rose is a *beautiful* flower

²¹ Collin Cobuild, *English Grammar*, (London: Harper Collins Publishers, 1990), p. 63.

²² Jayanthy Dakshina Murthy, *Loc. Cit.*

b. Adjective of Quantity

Quantitative adjective are the adjectives that show the quantity of the things, they are limited the use of same nouns like as quantity or its degree that state the adjectives.²³ The main words of these categories are:

1) Much or many (a large quantity of):

Example:

- a) She ate *much cake*
- b) She does not have *much money*

2) Little (a small quantity of):

Example:

- a) Mary cooked *little bread*
- b) She buys *little cake*

3) No (not any):

Example:

- a) Mary ate *no bread*
- b) You take *no coffee*

4) Some (a certain quantity of):

Example:

- a) She ate *some bread*
- b) My mom cooks *some rice*

²³*Ibid.*,p. 85.

5) Enough (adequate):

Example:

- a) She ate enough bread
- b) We bring enough rice

6) Whole (all):

Example:

- a) She ate the whole bread
- b) They buy the whole coffee

7) Sufficient (enough):

Example:

- a) She ate *sufficient bread*
- b) They buy *sufficient money*

8) Half (partly):

Example:

- a) *A half holiday* is better than none
- b) *A half done* is better than nothing²⁴

c. Adjective of Number

Numeral adjectives are adjectives that show how much of the noun or in some sequence. Numeral adjectives are limited usage of the nouns to people and same thing as numbers or serial sequence that are

²⁴*Ibid.*

show by adjective. Numeral adjectives can be categorized into Definite Numeral and Indefinite Numeral.²⁵

Definite numerals are called Cardinal numbers, they show selected precise numbers; the numbers that show how many of the thing, such as *one, two, three* etc. Further. Numerals show serial sequences of things precisely are called ordinal numbers, such as *first, second, third*, etc. indefinite numerals show the selected number without telling precisely how much or how many are the numbers. Such as *all, some, enough, no, many, few, several and sundry*.

Example:

- a) *All* of them are students
 - b) *Some* of them are here
 - c) I think that it will be *enough*
 - d) *No* men were present
 - e) *Many* men are poor
- d. Demonstrative Adjective

Demonstrative adjectives are show the usage of thing or people that are expected showed of adjective demonstrative can be divided into two categorized.²⁶ They are:

²⁵*Ibid.*,p. 87.

²⁶*Ibid.*,p. 92.

1) Definite Demonstrative

Definite demonstratives are used if people or object shown precisely.

Example:

- a) *This* boy (Singular)
- b) *These* children (Plural)
- c) *That* table (Singular)
- d) *Those* houses (Plural)

2) Indefinite Demonstrative

Indefinite demonstratives are used if the object or people referred in one selected understanding but do not precisely.

Example:

- a) *An* apple
- b) *A* car
- c) *Any* thing
- d) *Some* oil

e. Distributive Adjective

Distributive adjective is limited usage of noun by indicating that the people or object posed at by noun used one after another, or in separate parts of such as each every, either, neither.²⁷

²⁷*Ibid.*

Example:

- a) The two men had *each* a gun
 - b) *Every* man had a gun
 - c) You can take *either* side, that is one side or the other
 - d) You should take neither side
- f. Interrogative adjective

Interrogative adjectives are used with nouns to ask questions

Example:

- a) *What* color is her hair?
 - b) *Whose* car is this?
 - c) *Whom* do you want to meet?
 - d) *Whose* shop is closed?
- g. Possessive adjective

Possessive adjective is a pronoun that replaces a noun, as possessive adjectives replaces nouns, they are classified as pronouns.

Example:

- a) Take *his* spoon and put it by your plate
 - b) *My* father arrived in Medan
 - c) Is this *your* name card?
 - d) His name is John
- h. Emphasizing adjective

Emphasizing adjectives are the word to emphasize a noun.

Example:

- a) I did it with my *own* hands
 - b) Mind your *own* language
- i. Exclamatory adjective

Sometimes a word “what” is used for exclamation is called exclamatory adjective.

Example:

- a) *What* an idea!
 - b) *What* a beautiful flower it is!
- j. Proper Adjective

Proper adjective are drawn a noun with a selected proper of the names, the proper names are limited the usage the noun of the people or the same thing as include in environments of selected proper names proper adjective should be started by using the capital letter.²⁸

Example:

- a) An Indonesian pilgrim (a pilgrim from Indonesia).
- b) The English language (the language of England).
- c) The Turkish Empire (the Empire of the Turkish).
- d) The Indian Plains (the Plains of Indian).

²⁸*Ibid.*

B. Related Findings

Related to this research, some researches had been done as below:

The first, Rafika Zuli Siregar the title is “The Analysis of Students Ability in Identifying Gerund and Noun Phrases at SMA Negeri 3 Padangsidempuan” the research was conducted with descriptive analysis and qualitative approach. There were 37 students in XII 2 class as sample. This research to the students, it could be concluded ability in identifying Gerund Phrases and Noun Phrases was 72.43.²⁹

Second, Husnil Khotima entitled “ A Study on the Students’ Ability in Using Adjectives to the grade VII Students of MTs Swasta Pondok Pesantren Aek Haruaya in 2008 - 2009 academic year”. The concluding can be stated that the grade VII students of MTs Swasta Pondok Pesantren Aek Haruaya Sibuhuan in 2008 - 2009 academic year are unable to use the adjectives, especially the demonstrative adjective, descriptive adjective and numeral adjective as topic discuss of the research. The total means score (M) all samples of the research is 62.34. It means that the value of mean score (M) 62.34 is less than 70 ($M < 70$).³⁰

The last, Nurhayani entitled “Students’ Ability in Mastering Noun and Adjective of the Grade VIII Students at SMP Negeri 5 Panyabungan in 2009 -

²⁹ Rafika Zuli Siregar, The Analysis of students’ Ability in Identifying Gerund Phrase and Noun Phrases at SMA N 3 Padangsidempuan, (*Unpublished Thesis*), STAIN Padangsidempuan, 2012,

³⁰ Husnil Khotima, A Study on the Students’ Ability in Using Adjectives to the grade VII Students of MTs Swasta Pondok Pesantren Aek Haruaya in 2008 - 2009 academic year, (*Unpublished Thesis*), Padangsidempuan: UMTS, 2008.

2010 academic year”. The concluding of her research is know that the skill of the students of SMP Negeri 5 Panyabungan in mastering noun is low, and the skill of the students of SMP Negeri 5 Panyabungan in mastering adjective is good.³¹

C. Conceptual Framework

Noun and adjective are parts of speech. They are important to master by the students both in written and speaking English because both of them often use in daily speaking and writing. As explained above that are many kind English noun and adjective.

Thus, in teaching English, the English teacher should be know how to teach both of them by suitable techniques and methods because it is not easy to teach these topics to the students.

One of the most techniques in teaching noun and adjective is giving the more drill and practice in their daily learning and often to introduce those words for them regularly. In addition, students also should often use the words in their daily conversation to their friend, family, friend and teacher and make it as their habit.

³¹ Nurhayani, Students' Ability in Mastering Noun and Adjective of the Grade VIII Students at SMP Negeri 5 Panyabungan in 2009 - 2010 Academic Year, (*Unpublished Thesis*), Padangsidempuan: UMTS, 2009.

D. Hypothesis

Hypothesis is a temporary answer to the formulation of research problems, in which the formulation of the research problem has been stated in the form of a question because the answers is given based on the theory. Hypothesis formulated on the basis of the framework is the answer to the problem while is formulated.

Formulating research hypothesis is that research using a quantitative approach. Furthermore, the hypothesis has been tested with a quantitative approach. So, the hypothesis of Students' ability in identifying nouns and adjectives of the second semester in TBI at IAIN Padangsidimpuan are enough.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at the state institute of IAIN Padangsidimpuan and the address of the college is at Jl. Imam Bonjol. Km. 4,5 Sihitang, Padangsidimpuan.

The researcher has chosen the state institute because it was accessible for him to do the research and the time of this research has been done from March until August 2014.

B. Method of the Research

The method used in this research was quantitative research. It is an analysis research, here the researcher observed one variable and type of the research was descriptive method. Quantitative method is a “Method which describe condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices or interest some group of people.”³²

Descriptive method was not just asking some people with some questions and reporting answer, but descriptive method studies should have a

³² L. R. Gay, *Educational Research Competencies for Analysis and Application*, (USA: New Jersey, 2000), p. 279

set of basic steps, they are identify a topic problem, select an appropriate sample of participants, collect valid and reliable data, and analyze and report conditions. On the other words descriptive studies involve a number of unique problems. Sumadi Suryabrata said “Penelitian deskriptif adalah penelitian yang bermaksud untuk membuat deskripsi mengenai situasi-situasi atau kejadian - kejadian.”³³ “One descriptive method is a method which is carried out in order to make the description about situation and condition”.

The type of this research is classified into descriptive because the researcher wants to describe the difference of the students’ ability in identifying English noun and adjective.

C. Population and Sample of the Research

1. Population of the Research

There many perception about population that published by the experts. First, Suharsimi Arikunto said who had been written in Encyclopedia of Educational Evaluation: “A population is a set (or collection) of all elements processing one or more attributes of interest”.³⁴ The second is Sukardi said from Ary, etc, that population is all members of well define

³³ Sumadi Suryabrata, *Metode Penelitian*, (Jakarta: Rajawali, 1983), p. 18.

³⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2010), p. 173

class of people, events, or objects.³⁵ The third Sugiyono stated: “Populasi adalah wilayah generalisasi yang terdiri atas: obyek / subyek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya”.

Population is generalization area that consist of objects or subject who has specific quality and characteristics that chosen by the researchers to be studied and then to be concluded.³⁶ L. R. Gay said that population is the group of interest to the researcher, the group to which would like the result of the study to be generalizable.³⁷

From many statement and definition about population, the researcher concludes that population is generalization area that has characteristic and quality who want to be studied and want to be concluded by the researcher. In this research, the researcher chose all of students second semester in TBI at IAIN Padangsidempuan 2014 academic year. They consisted of three classes and the total numbers of them are 120 students.

2. Sample of the Research

Suharsimi Arikunto said that sample is a part or a substitution of the population that want to be researched.³⁸ Moreover, he said: “Apabila subyeknya kurang dari 100, lebih baik diambil semua sehingga

³⁵ Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*, (Jakarta: Bumi Aksara, 2009), p. 53.

³⁶ Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 1994), p. 45

³⁷ L. R. Gay and Peter Airasian, *Op. Cit.*, p.14.

³⁸ Suharsimi Arikunto, *Op. Cit.*, p. 174.

penelitiannya merupakan penelitian populasi. Selanjutnya, jika subyeknya besar dapat diambil antara 10 - 15 % atau 20 - 25 % atau lebih”.

If the number of population is relatively large, where are it is known that they are homogeneous. It is regarded important for the writer to limit into the smaller one. It means that the researcher has to take a part of population or in other words it can be stated that the researcher applies the sample research. So, if the number <100 it is better to take all of population as the sample. But if the total population is >100 students the sample can be taken about 30 % from 120 students.

Then, sample was taken by using purposive sampling technique. It is a technique used when the population has not the opportunities to choose as sample of research, and it's also include in non probability sampling. The sample of research was students from all of students second semester in TBI at IAIN Padangsidempuan 2014 academic year are 30 students.

D. Instrument of the Data Collection

A researcher must have an instrument in this research, because a good instrument can go guarantee for taking the valid data. In addition, Suharsimi Arikunto said “Instrumen adalah alat yang digunakan untuk mengumpulkan

data”.³⁹ So that, the processes is easier and better with more careful, complete and systematic.

In this research, the researcher used the instrument for collecting the data from the students by test. The researcher gave some test to the students and they have to answer directly at that time. In this test the researcher tried to technique of test by multiple choice test about students’ ability in identifying nouns and adjectives, it is 100 questions and every questions has 1 score, so the total score will be 100. The researcher made the test related to the semester II of TBI. The indicator of students’ test in identifying nouns and adjectives can be seen as table below:

Table 1

Indicator of Nouns

| No. | Indicators | Items | Number of Items | Score | Total Score |
|------------|-------------------|--------------|------------------------|--------------|--------------------|
| 1. | Proper Noun | 6 | 1,3,8,22,27,41 | 2 | 12 |
| 2. | Collective Noun | 6 | 2,4,6,9,13,17 | 2 | 12 |
| 3. | Common Noun | 6 | 11,12,14,32,38,47 | 2 | 12 |
| 4. | Material Noun | 6 | 15,16,19,21,26,37 | 2 | 12 |
| 5. | Abstract Noun | 6 | 23,24,28,30,44,50 | 2 | 12 |
| 6. | Concrete Noun | 6 | 7,31,33,35,42,48 | 2 | 12 |
| 7. | Countable Noun | 7 | 5,18,25,34,38,40,43 | 2 | 14 |

³⁹*Ibid.*, p. 108.

| | | | | | |
|--------------|------------------|-----------|----------------------|---|------------|
| 8. | Uncountable Noun | 7 | 10,20,29,36,45,46,49 | 2 | 14 |
| Total | | 50 | | | 100 |

Table 2

Indicator of Adjectives

| No. | Indicators | Items | Number of Items | Score | Total Score |
|--------------|-------------------------|--------------|------------------------|--------------|--------------------|
| 1. | Adjective of Quality | 5 | 2,3,4,8,12 | 2 | 10 |
| 2. | Adjective of Quantity | 5 | 6,7,14,17,27 | 2 | 10 |
| 3. | Adjective of Number | 5 | 10,11,13,19,20 | 2 | 10 |
| 4. | Demonstrative Adjective | 5 | 15,16,18,23,39 | 2 | 10 |
| 5. | Distributive Adjective | 5 | 21,22,24,28,30 | 2 | 10 |
| 6. | Interrogative Adjective | 5 | 25,26,29,34,45 | 2 | 10 |
| 7. | Possessive Adjective | 6 | 32,33,35,36,37,40 | 2 | 12 |
| 8. | Emphasizing Adjective | 4 | 31,38,41,42 | 2 | 8 |
| 9. | Exclamatory Adjective | 5 | 1,9,44,47,49 | 2 | 10 |
| 10. | Proper Adjective | 5 | 5,43,46,48,50 | 2 | 10 |
| Total | | 50 | | | 100 |

Then, the techniques for collecting data with the test were as follow:

1. Explaining about the outline of the nouns and adjectives.
2. Preparing the test.
3. Checking out the validity and reliability of the test.
4. Giving written test to all students according the sample stated and giving the test with fills the blank.
5. Determining the time of doing the test.
6. Giving chance or time for students to something left or not clear in doing the test.
7. Asking the students to do test and the researcher look after the students during the test time.
8. After students finished answering the test, then the researcher collected their answer to be analyzed.

E. Technique of the Data Analysis

After collecting data, the researcher analyzed the data, the technique of data analysis in presented descriptive form.

The data was analyzed by the following procedure:

1. Analyzing students' answer.
2. Calculating the students' score.

In getting the percentage the researcher were calculated using the rule:

$$X = \frac{\sum X}{N} X 100 \%$$

Where:

X : The mean of students

$\sum X$: Total scores

N : The students' size

3. After analyzing the students' answer and calculating the students' score, their score were consulted into criteria score interpretation on the table below:

Table 3

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 ⁴⁰ |

4. Finally, the researcher took conclusion, it was done to conclude the discussion solidly and briefly.

⁴⁰ Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2005), p. 89.

CHAPTER IV
THE RESULT OF RESEARCH

A. Description of the Data

1. The Result of the Students' in Identifying Nouns and Adjectives

After testing the students by instrument of the research, the result of students' score in identifying nouns can be seen as table below:

Table 4

The Description of Students' Score in Identifying Nouns

| No. | Initial of Students | Score of Students |
|------------|----------------------------|--------------------------|
| 1. | ALZ | 42 |
| 2. | AS | 56 |
| 3. | DHZ | 48 |
| 4. | ED | 44 |
| 5. | EDP | 54 |
| 6. | EE | 50 |
| 7. | EEN | 40 |
| 8. | EF | 50 |
| 9. | FM | 68 |
| 10. | HW | 56 |
| 11. | JK | 38 |
| 12. | KS | 36 |
| 13. | LES | 56 |

| | | |
|----------------------|-----|--------------|
| 14. | LR | 56 |
| 15. | MKR | 48 |
| 16. | MM | 56 |
| 17. | MRA | 52 |
| 18. | MSR | 54 |
| 19. | NA | 36 |
| 20. | NH | 52 |
| 21. | NK | 30 |
| 22. | NN | 26 |
| 23. | NS | 58 |
| 24. | PL | 54 |
| 25. | RD | 42 |
| 26. | RH | 56 |
| 27. | RHM | 42 |
| 28. | SA | 58 |
| 29. | SR | 46 |
| 30. | YA | 46 |
| TOTAL | | 1450 |
| Means Score | | 48.33 |
| Highest Score | | 68 |
| Lowest Score | | 26 |
| Median | | 52 |
| Modus | | 56 |

Based on the result of the test given to respondents, it can be known that the score of the respondents was between 26 up to 68. It means that the highest score gotten by respondents was 68, the lowest score was 26. The

means score 48.33 the median 52 and the modus 56. It can be seen on the table below:

Table 5

Students' Score in Identifying Nouns

| | | |
|---------------|---|-------|
| Highest score | : | 68 |
| Lowest score | : | 26 |
| Means score | : | 48.33 |
| Median | : | 52 |
| Modus | : | 56 |

$$\begin{aligned}
 X &= \frac{\sum X}{N} \times 100 \% \\
 &= \frac{1450}{30} \times 100\% \\
 &= 48.33
 \end{aligned}$$

To be clearly let see the various ability of them in answering the test into the table frequency distribution as below:

Table 6

The Frequency Distribution in Using the Nouns

| No | Interval | Frequency | Percentage |
|----|----------|-----------|------------|
| 1 | 26 - 32 | 2 | 6.67 % |

| | | | |
|--------------|---------|-----------|--------------|
| 2 | 33 - 39 | 3 | 10 % |
| 3 | 40 - 46 | 7 | 23.33 % |
| 4 | 47 - 53 | 6 | 20 % |
| 5 | 54 - 60 | 11 | 36.67 % |
| 6 | 61 - 67 | 0 | 0 % |
| 7 | 68 - 74 | 1 | 3.33 % |
| TOTAL | | 30 | 100 % |

$$R = \text{High Score} - \text{Low Score}$$

$$= 68 - 26$$

$$= 42$$

$$K = 1 + 3.3 \times \log N$$

$$= 1 + 3.3 \times \log 30$$

$$= 1 + 3.3 \times 1.47$$

$$= 1 + 4.85$$

$$= 5.85$$

$$= 6$$

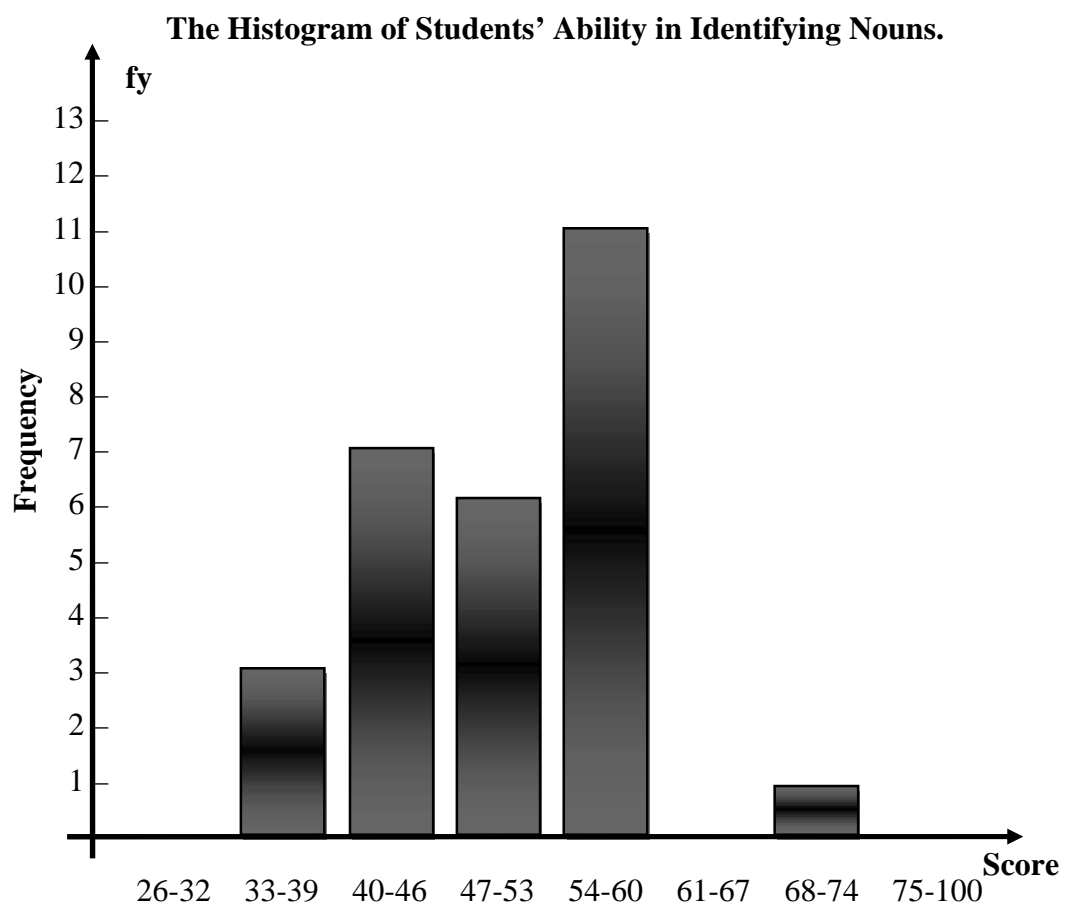
$$I = \frac{R}{BK}$$

$$= \frac{42}{6}$$

$$= 7$$

From the frequency distribution above can be known the students' ability in identifying nouns of the second semester in TBI at IAIN Padangsidimpuan in 2014 academic year are enough in using the nouns, because the means score was 48.33, and it can known the score.

Figure 1



After testing the students by instrument of the research, the result of students' score in identifying nouns can be seen as table below:

Table 7**The Description of Students' Score in Identifying Adjectives**

| No. | Initial of Students | Score of Students |
|------------|----------------------------|--------------------------|
| 1. | ALZ | 70 |
| 2. | AS | 80 |
| 3. | DHZ | 76 |
| 4. | ED | 64 |
| 5. | EDP | 18 |
| 6. | EE | 68 |
| 7. | EEN | 36 |
| 8. | EF | 36 |
| 9. | FM | 52 |
| 10. | HW | 28 |
| 11. | JK | 74 |
| 12. | KS | 32 |
| 13. | LES | 58 |
| 14. | LR | 80 |
| 15. | MKR | 56 |
| 16. | MM | 80 |
| 17. | MRA | 50 |
| 18. | MSR | 68 |
| 19. | NA | 62 |
| 20. | NH | 36 |
| 21. | NK | 28 |
| 22. | NN | 22 |
| 23. | NS | 64 |

| | | |
|----------------------|-----|--------------|
| 24. | PL | 52 |
| 25. | RD | 60 |
| 26. | RH | 46 |
| 27. | RHM | 68 |
| 28. | SA | 30 |
| 29. | SR | 24 |
| 30. | YA | 78 |
| TOTAL | | 1596 |
| Means Score | | 53.20 |
| Highest Score | | 80 |
| Lowest Score | | 18 |
| Median | | 68 |
| Modus | | 80 |

Based on the result of the test given to respondents, it can be known that the score of the respondents was between 18 up to 80. It means that the highest score gotten by respondents was 80, the lowest score was 18. The means score 53.20 the median 68 and the modus 80. It can be seen on the table below:

Table 8

Students' Score in Identifying Adjectives

| | | |
|---------------|---|----|
| Highest score | : | 80 |
| Lowest score | : | 18 |

| | | |
|-------------|---|-------|
| Means score | : | 53.20 |
| Median | : | 68 |
| Modus | : | 80 |

$$\begin{aligned}
 X &= \frac{\sum X}{N} X 100 \% \\
 &= \frac{1596}{30} \times 100\% \\
 &= 53.20
 \end{aligned}$$

To be clearly let see the various ability of them in answering the test into the table frequency distribution as below:

Table 9

The Frequency Distribution in Using the Adjectives

| No | Interval | Frequency | Percentage |
|--------------|----------|-----------|--------------|
| 1 | 18 - 27 | 3 | 10 % |
| 2 | 28 - 37 | 7 | 23.34 % |
| 3 | 38 - 47 | 1 | 3.33 % |
| 4 | 48 - 57 | 4 | 13.33 % |
| 5 | 58 - 67 | 5 | 16.67 % |
| 6 | 68 - 77 | 6 | 20 % |
| 7 | 78 - 87 | 4 | 13.33 % |
| TOTAL | | 30 | 100 % |

$$R = \text{High Score} - \text{Low Score}$$

$$= 80 - 18$$

$$= 62$$

$$K = 1 + 3.3 \times \log N$$

$$= 1 + 3.3 \times \log 30$$

$$= 1 + 3.3 \times 1.47$$

$$= 1 + 4.85$$

$$= 5.85$$

$$= 6$$

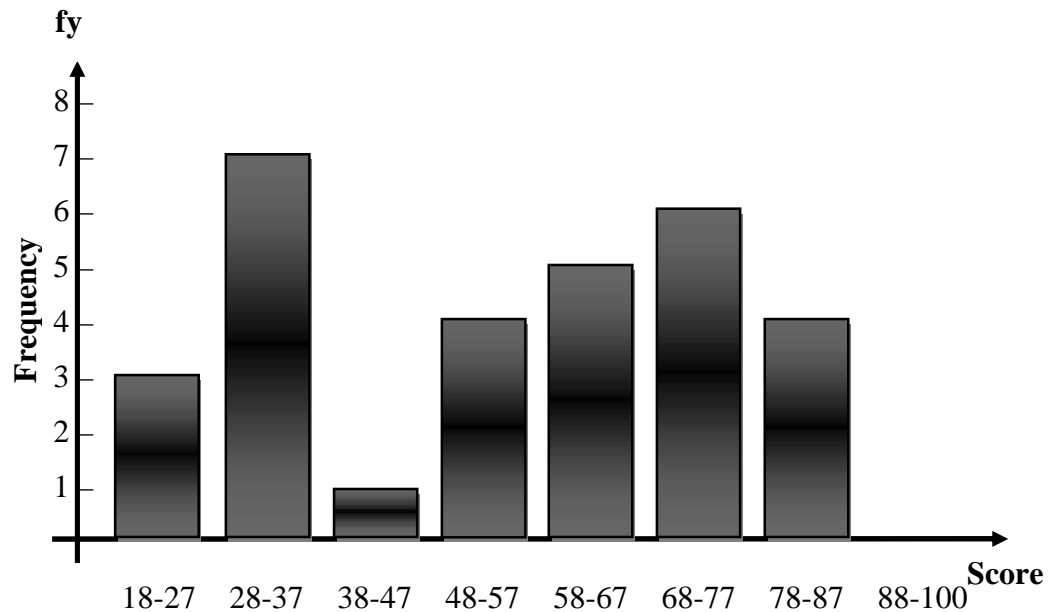
$$I = \frac{R}{BK}$$

$$= \frac{62}{6}$$

$$= 10.33$$

$$= 10$$

From the frequency distribution above can be known the students' ability in identifying adjectives of the second semester in TBI at IAIN Padangsidimpuan in 2014 academic year are enough in using the adjectives.

Figure 2**The Histogram of Students' Ability in Identifying Adjectives.**

2. Testing of Hypothesis

After calculated the data, it can be founded that the result of the students in identifying the nouns and the adjectives was enough. The means score from students identifying the nouns was 48.33 and the adjectives was 53.20.

Based on the test result that given to the students, to determine the students' ability in identifying nouns and adjectives of the second semester in TBI at IAIN Padangsidimpunan are enough. It can be seen on the table below:

Table 10**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 ⁴¹ |

From the value of means score, they are categorized into enough criteria in using nouns and adjectives. Thus, it can be stated that the students' ability in identifying nouns and adjectives of the second semester in TBI at IAIN Padangsidimpuan in 2014 academic year are enough in using the nouns and the adjectives; so the hypothesis was accepted.

B. Discussion

In this research, the researcher searched students' ability in identifying nouns and adjectives. The researcher wanted to know students' ability in identifying nouns and adjectives of the second semester in TBI at IAIN Padangsidimpuan. This research is focused on identifying noun (proper noun, collective noun, common noun, material noun, abstract noun, concrete noun,

⁴¹ Riduan, *Loc., Cit.*

countable noun and uncountable noun) and adjective (adjective of quality, adjective of quantity, adjective of number, demonstrative adjective, distributive adjective, interrogative adjective, possessive adjective, emphasizing adjective, exclamatory adjective and proper adjective).

The researchers' hypothesis was related to some previous researchers' concluding. The first researcher was Rafika Zuli Siregar in identifying Gerund Phrases and Noun Phrases was 72.43. Second, Husnil Khotima concluded the Students' Ability in Using Adjectives to the grade VII Students of MTs Swasta Pondok Pesantren Aek Haruaya Sibuhuan is 62.34. The last, Nurhayani concluded the Students' Ability in Mastering Noun and Adjective of the Grade VIII Students at SMP Negeri 5 Panyabungan is enough.

It was suitable with the hypothesis of this research, the students' ability in identifying nouns and adjectives of the second semester in TBI at IAIN Padangsidempuan was enough.

C. Limitation of the Research

This research is still far from perfect, so this research is still limited. Maybe there was many weakness of this research. One of the weakness is the original answer of the students. The researcher did not know the seriousness of the students in answering the test if they was seriously or not in answering the tests.

CHAPTER V

THE CONCLUSION AND THE SUGGESTION

A. The Conclusion

After analyzing and calculating the result of the data, it can be concluded that the students' ability in identifying nouns of the second semester in TBI at IAIN Padangsidimpuan can be categorized enough, because the means score was 48.33, and the students' ability in identifying adjectives of the second semester in TBI at IAIN Padangsidimpuan can be categorized enough, because the means score was 53.20. Then, the students' ability in identifying nouns and adjectives of the second semester in TBI at IAIN Padangsidimpuan can be categorized enough because the total was 50.76. it means that the hypothesis is accepted.

B. The Suggestion

Based on the conclusion and the implication of the research that have mentioned previously, the researcher would like to give some suggestions to people who gets benefits from this research.

1. To the students of the second semester in TBI at IAIN Padangsidimpuan should be increase their ability in learning English, especially in identifying nouns and adjectives.

2. The English teacher should improve their teaching method in teaching English, especially in identifying nouns and adjectives.

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DECLARATION LETTER OF WRITING OWN THESIS

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Title of the Thesis : STUDENTS' ABILITY IN IDENTIFYING NOUNS AND
ADJECTIVES OF THE SECOND SEMESTER IN TBI AT IAIN
PADANGSIDIMPUAN

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan.

I did this declaration truthfully, if there is a deviation and incorrect of my declaration letter on, I resign to get the punishment as what has involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that is about disposition of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, August 11th, 2014

Declaration Maker



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