



**AN ANALYSIS OF STUDENTS' ABILITY
IDENTIFYING NOUN IN DESCRIPTIVE TEXT AT
GRADE X SMA N 8 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padang Sidempuan as
a Partial Fulfillment of Requirement for the Degree of
Islamic Education Scholar (S.Pd.I) In English*

Written By:

KHOLIJA H

Reg. No. 09 340 0049

ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014



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PADANGSIDIMPUAN**

2014

Term : Thesis
a.n. Kholijah

Padangsidimpuan, 23 May 2014
To
Dean Faculty of Tarbiyah and Pedagogy
Di _
Padangsidimpuan

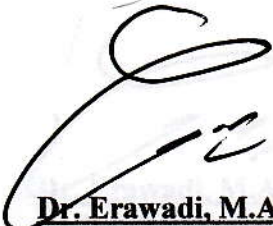
Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to **Kholijah** entitle "AN ANALYSIS OF STUDENTS' ABILITY IN IDENTIFYING NOUN IN DESCRIPTIVE TEXT AT GRADE X SMA N 8 PADANGSIDIMPUAN", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Islamic Educational Scholar (S.Pd.I), Department of Education in IAIN Padangsidimpuan.

Therefore, we hope she could be to defend her thesis in Munaqasyah. That's all and thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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Appendix : 6 (Six Exemplar)

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Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.


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The title of thesis : **An Analysis of Students' Ability in Identifying Noun in Descriptive Text at Grade X SMA N 8 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 in article 14 subsections 2.

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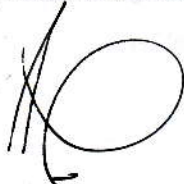
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*Optional



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LEGALIZATION

The Thesis with Title : AN ANALYSIS OF STUDENTS' ABILITY IN IDENTIFYING
NOUN IN DESCRIPTIVE TEXT AT GRADE X SMA N 8
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The thesis had been accepted as a partial fulfillment of the requirement for the degree
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Padangsidimpuan, June 2014

Dean Faculty of Tarbiyah and Pedagogy



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4. Rayendriani Fahmei Lubis, M.Ag., as a chief of Department English section IAIN Padangsidimpuan.
5. All lectures who have given me their valuable through in teaching English for researcher during the process of academic years in TBI IAIN Padangsidimpuan.

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7. My beloved brothers and sisters, who have motivated and support me to finish my thesis.
8. All my friends, I cannot mention them here who have supported and motivated me to finish this thesis.

Last but not least, researcher just wants to say thank you very much for their helping, Allah bless them and IAIN Padangsidimpuan.

Padangsidimpuan,
 Researcher,


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Name/Reg.No : KHOLIJAH/ 09 340 0049
Department/Study Program : Tarbiyah/TBI-2
The title : An Analysis of Students' Ability in Identifying Noun
in Descriptive Text at Grade X SMA Negeri
8 Padangsidempuan

ABSTRACT

The formulation of the problems were talking about how was the students' ability in identifying noun in descriptive text at grade X SMA N 8 Padangsidempuan?the difficulties for students'in identifying noun in descriptive text at grade X SMA N 8 Padangsidempuan?What were the English teacher efforts to evercoming the students' difficulties in identifying noun in descriptive text at grade X SMA N 8 Padangsidempuan?

The aims of the research to know the students' ability in identifying noun in descriptive text at grade X SMA N 8 Padangsidempuan, to know the difficulties of students in identifying noun in descriptive text at grade X SMA N 8 Padangsidempuan.To know the English teacher efforts to overcoming the students' difficulties in identifying noun in descriptive text at grade X SMA N 8 Padangsidempuan.

The sources of data were the grade X students, the English teacher, and Head Master of SMA Negeri8Padangsidempuan. The kinds of this research was qualitative and quantitative research by using descriptive method. The instruments of collecting data were observation,interview and test.Based on the result of research, researcher found that the students' identifying noun in descriptive text at grade X in SMA Negeri8Padangsidimpuan can be categorized is high (66.80%). The difficulties in learning identifying noun in descriptive text were: the students are still lack in comprehending the basic of English especially noun, kinds of noun and descriptive text. The students' poor vocabulary, the students difficulties in remember vocabulary meaning. The students found difficulties in difference the kinds kinds of noun. The efforts done by the English teacher's in overcoming students' difficulties in analysis noun in descriptiveat grade X SMA Negeri 8 Padangsidimpuan were: the English teacher's used to repeat the lesson, English teacher must explained from the basic of English and gave more example about noun and kinds of noun in descriptive text.

CURRICULUM VITAE

A. Identity

Name : KHOLIJAH
Nim : 09 340 0049
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Sex : Female
Religion : Islamic
Address : Bangkelang Kecamatan Batang Natal

B. Parents

1. Father's name : Tajuddin Batubara
2. Mother's name : Arni Hasibuan

C. Educational Background

1. Graduated from Primary School number 257Bangkelang Kec. Batang Natal In 1997 -2003.
2. Graduated from SMP N 2 Batang Natal 2003- 2006
3. Graduated from SMA N8Padangsidimpuan In 2006-2009
4. Be University student in IAINPadangsidimpuan.

APPENDIX I

GUIDANCE OF OBSERVATION

1. The learning process English in SMA N 8 Padangsidempuan
2. The condition and the facilities as the supporting of the learning.
3. To observe the teacher's teaching method.

APPENDIX II

GUIDANCE OF INTERVIEW

A. Interview to the Students

1. Do you know about noun?
2. Do you know the kinds of noun?
3. Do you know about analysis noun in descriptive text?
4. Do you have any difficulties when study English, especially in analysis noun in descriptive text?
5. What difficulties that you found when study English, especially in analysis noun in descriptive text?
6. What is your solution to solve your difficulties in analysis noun in descriptive text?

B. Interview to the English Teacher

1. What method that used in teaching the analysis noun in descriptive text in SMA N 8 Padangsidempuan?
2. What is the book that used by the teacher in teaching noun and descriptive text in SMA N 8 Padangsidempuan?
3. How the learning system in analysis noun in descriptive text in SMA N 8 Padangsidempuan?
4. How about the students' result in learning analysis noun in descriptive text in SMA N 8 Padangsidempuan?

5. What are the students' difficulties in learning noun by descriptive text in SMA N 8 Padangsidempuan?
6. How efforts of English teacher to overcome the difficulties of students in analysis noun in descriptive text in SMA N 8 Padangsidempuan?
7. How the strategy to motivate the students in learning process?

C. Interview to the Headmaster

1. What the background this school was built?
 2. How many teachers in SMA N 8 Padangsidempuan?
 3. How many English teachers in SMA N 8 Padangsidempuan?
 4. How many students in SMA N 8 Padangsidempuan?
 5. How the development condition in SMA N 8 Padangsidempuan?
- .

Appendix III

My House

My house is located in Jl Lestari no. 5. There is wall fence in front of my house to limit the area with the other and many trees such as, avocado, mango, and guava. Besides that, I also have many kind of flower and my front yard is filled by grasses. There is a terrace which usually use for us to do some activities, like chatting with my parents in the evening, doing my homework, and playing Rubik's cube with my brother.

The first room in my house is a guest room which functions to receive the guest and at this room there is one set of chair and a table; there are also two windows covered by red curtain. My guest room is not big enough and we usually use family room to receive when the guest is too many. The second room is my room which contains a bed almost as long as the room. There is a book rack besides the bed to put my brother's books and my books. There is also a desk beside the rack book. It not only uses to study, but also functions to put my bag, my brother's toys, my book, and my movies collection. The third room is my parent's room; there is a clothes closet and a bed beside it. The bed merges with a small closet and it located in the front of bed. It contains my father's books and my mother's cosmetics. The fourth room is family room; at this room, there are a small bed for us to sit down and to sleep, a television, a DVD player, a sound system and a small aquarium. I

usually spend the time at this room with my parents and my brother and it uses to discuss something or to watch a movie.

That room is bigger than other room; so I feel comfortable to spend my time longer. The fifth room is a bathroom which contains of a bath up and two water tap. I have two bathrooms and it located side by side; so my second bathroom beside it. The sixth room is a kitchen; the first thing that you seeing are refrigerator beside the door, and there is a dining table with four chairs. In front of it, there are two gas stoves, a rack and two windows behind the stoves.

My back yard is divided into two sections by small fence; the first section is the area for my family and me; the second is for my pets and my plants. In the first section there are a well and a small warehouse. The second sections contains of many pets, such as, fishes, rabbits, chickens, and bird.

A. Analysis descriptive text above with the point the blank.!

1. Common noun

Flower

House

Animal

Fruits

2. Proper noun

Jl. Lestari no. 5

Jakarta Timur

Rabbits

chickens

3. Collective Noun

Family

Discuss

Area

Movies collections

4. Abstract Noun

Evening

Time

Comfortable

Feel

5. Material Noun

Water

Gas stoves

Water tap

Cosmetic

CHAPTER I

INTRODUCTION

A. The Background of the Problems

Language is a social phenomenon. It means language is a set of convention of communicative signal used by human for communication in a community. Language has an important position in the life; it is a tool for human being to interest and to communicate in every country or nation. 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. Through language the human can communicate one with another to express idea, feeling, thoughts and desires. So, one of the languages that have a significant influence in international interaction is English language. 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. The researcher is developing country and researcher try to be able to speak English to make relationship with other country in the world so that researcher can master the science, technology and culture in the world, so the researcher can face the competition in the global era. By mastering 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.

Absolutly, language is a systematic means of communicating ideas or feeling by the used of conventional signs, sound, gesture, or marks having understood meaning. One of the most popular languages is English, because most of worlds used this language and it is accepted as an international language. Which is studied by students at school, colleges, and universities, so they can communicate by using English. Specially in Senior High School the students is very important to study English because English one of the items that are taught in the Senior High School based on the curriculum that was produced by the Indonesia National Education Departement.

In learning English there are some skill that really needed to be mastered. They are listening, speaking, writing and reading. Reading and listening are the receptive skills, while speaking and writing are productive skills. Moreover, in Al-Qur'an Allah Invites the Human to read and writer at Surah Al-Alaq 1-5 as follow:

بِالْقَلَمِ عَلَّمَ الَّذِي ۖ الْأَكْرَمُ وَرَبُّكَ أَقْرَأُ ۖ عَلَقٍ مِّنَ الْإِنسَنِ خَلَقَ ۖ خَلَقَ الَّذِي رَبِّكَ بِاسْمِ أَقْرَأُ

يَعَلَّمَ لَمْ مَّا إِلَّا نَسَنَ عَلَّمَ

The meaning: Recite in the name of your lord who created (1). Created man from a clot of congealed blood(2). Recite and your lord is most generous(3). Who taught by the pen(4). Taught man what he did not know(5).¹ So, in the Al-Qur'an Allah say reading is very important to all people in the world. Reading students would know their creature, as a result from verses above Allah have thought people how to know him, and how to know life and also to know everything that students' want. Reading is one important to understand in Al-Qur'an but writing also is very important to understand.

Writing is one of the four language skill to be improved, because writing is a way to tell and to express their option, idea, and so forth. Writing is also one of the four basic competences that are found in the syllabus of English curriculum for junior high school. Further, the students must be able to arrange writing in narrative, descriptive, news item, recount, and procedure. They must be able to analysis descriptive text, descriptive form with a good text structure. Text structure is the activity to introduce students to idea that science writing is organized in identifiable pattern. Not only writing text is important to understanding English language but basic English is very important to understand, because writing need sturctur or grammar well to write the text.

¹Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an in the English Language* (Beirut, Al-Alami Publication: 2001), p. 924.

Structure and grammar in English is eight, the name is basic English is part of speech. Part of speech to explain about verb, adjective, adverb, pronoun, preposition, conjunction, interjection, and noun. 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. Noun is a word used as the name of a person, place or thing. Noun is a subject in writing text. So the function of noun in sentence is a subject or part important in sentence.

Moreover, descriptive text is the kind of writing tries to put a picture in the readers' mind. It tells how something looks or sound tastes smell of feels when used to learn a lot of information about topic and author describes a topic by listing characteristic, features and example. Text structure of descriptive text consists of identification (writing the name of something, place, picture, city and family with a brief description) and description (describe parts, qualities and characteristic of things).

One of the functions of English in junior high school is purposed to be able to understand analysis noun in descriptive text. Actually, there are many students in SMA N 8 Padangsidempuan in their learning have difficulties to analysis noun in English well, especially, in descriptive text. It is because they do not understand how to make a good analysis text structure, tenses, parts of speech, sentence pattern, generic sentence correctly.

Researcher sees that not all of students' cannot identify noun in descriptive text. Last time, researcher was practiced of a teaching in SMA N 8 Padangsidimpuan. Researcher got the score students' in indentify noun in descriptive text was low or not all students cancomprehend yet the lesson specially to analysis noun in descriptive text. To analysis text is not easy to students. The students need to consider many aspects such as; *first*, students are not able to analysis of noun and kinds of noun. *Second*, students who do not comprehend to analyze descriptive text ability is still poor, because they find difficulties in analysis noun and kinds of noun in descriptive text. *Third*, students who do not understand the descriptive text, they do not know how to use good sentences when they are analyz about descriptive text. *Furthermore*, they find difficulties in arranging the sentences to be unity. *Then*, the students are expected to be able to analysis noun in descriptive text coherently. *Finally* students are lazy to study it, they are not motivated in writing². But not all students do not comprehend yet the lesson especially to analysis noun in descriptive text. The difficulties faced by students not only come from students alone, but also from other. It can come from teachers when they teach English. They do not use various method or strategies that are interest for the students. So, it makes them lazy or boring to study.

Based on the explanation above, the researcher wanted to make a research about "AN ANALYSIS OF STUDENTS' ABILITY

²Budi, English Teacher in SMA N 8 Padangsidimpuan, *Private Interview*, 20 January 2014.

INIDENTIFYING NOUN DESCRIPTIVE TEXT AT GRADE X SMA N 8
PADANGSIDIMPUAN”.

B. The Focus of the Problem

From the explanation above, this research is focused on identifying noun in descriptive text; they are concrete nouns, abstract noun, proper noun, common noun, collective noun, material noun, descriptive texts and focus at grade X SMA N 8 Padangsidempuan.

C. The Limitation of the Key Term

The terminologies, as follow:

1. Analysis

Analysis means study or examines in order to learn about something. According to Hornby, “The analysis is the study of something by examining its parts and their relationship”.³ From the definitions above, it can be concluded that analysis is the study about something to find out the real situation.

2. Students’ Ability

Study is a verb, defined as the activity of learning or gaining knowledge either from books or by examining things in the world a room set aside for private study.⁴ Students’ is a person who studies, or

³ AS. Hornby, *Oxford Advanced Learner’s Dictionary* (New York: Oxford University Press, 1995), p. 38.

⁴ A.S Hornby, *Oxford Learner’s Pocket Dictionary*(New York: Oxford University Press, 2003), p. 430.

investigates or a person who is enrolled for study at school, college, etc.⁵ it can be concluded that students is a person that studying at school not only Elementary School, Junior High School, Senior High School but also at university.

Ability is the power to do something physical or mental, it's also definite as special nature power to do something well or talent.⁶ So, the ability is talent or special nature power to do something well of the students' SMA N 8 Padangsidempuan in identifying noun in writing teks. Students ability is understanding or power of the students' or the knowledge of the students'.

3. Noun

Noun is a group of word. Where noun is a word used as the name of person, place, animal, or thing . the funcion 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.

4. Descriptive Text

Descriptive text is a kind of text in English. Descriptive text is the tells us about a short description of people's characterization, animal, thing and particular places. According to Joice that " Descriptive text is writing

⁵ Victoria Newfeldt, *Webster's New World College Dictionary* (USA: Macmillan, 1996), p. 1330.

⁶A. S Hornby, *Op. Cit*, p. 2.

that appeals to one or more live sense, sights, sound, smell, taste and touch”.⁷ Based on the explanation the writer concludes descriptive text is a kind of the text in English that actually tells about description something such as people, place, animal and have purpose to describe peoples, animal, place and things itself.

Absolutly, the Analysis on Students’ ability in identifying noun in descriptive text means study or examine the ability or the potential of students in describy noun in descriptive text at grade SMA N 8 Padangsidimpuan.

D. The Formulation of the Problems

The formulation of the problem of this research as below:

1. How the students’ ability in identifying noun in descriptive text at grade X SMA N 8 Padangsidimpuan?
2. What the difficulties for students’ in identifying noun in descriptive text at grade X SMA N 8 Padangsidimpuan?
3. What the English teacher efforts to evercoming the students’ difficulties in identifying noun in descriptive text at grade X SMA N 8 Padangsidimpuan?

⁷ Joice Amstrong, dkk, *Writing and Grammar* (New Jersey: Upper Saddle River, 2001), p. 6.

E. The Objectives of the Research

The aims of the research were:

1. To identify the students' ability in identifying noun in descriptive text at grade X SMA N 8 Padangsidempuan.
2. To find the difficulties of students' in identifying noun in descriptive text at grade X SMA N 8 Padangsidempuan.
3. To the find English teacher efforts to overcoming the students' difficulties in identifying noun in descriptive text at grade X SMA N 8 Padangsidempuan.

F. The Significances of the Research

1. English Teacher

This research is the combination in helping English teacher to know the ability of students and the difficulties for students' in noun on descriptive text.

2. Another researchers

Hopefully this research will be the one of the research literatures that can be a source to get information about the research focus for other researchers who are interesting in conducting research relates to this research.

G. The Outline of the Thesis

The outline of the script include in to three chapters, they were: the first chapter consist of background of the problems, formulation of the problems,

aim of the research, significance of the research, definition of terminologies and outline of the script. The contents of this chapter was about the problem that faced by students in identifying noun in descriptive text, the students do not able to analysis noun in descriptive text well, because the students do not understand, and in this chapter found how to solving the problems.

The second chapter consists of: theoretical description involve first: definition of students' ability. Definition of students' and definition of ability. Second: Definition of noun, kinds of noun, and example of noun. Third: Definition of text, definition of descriptive text, components of descriptive text, the generic structure of descriptive text and the example of descriptive text, and review of related.

The third chapter consists of: kinds of research, place and time of the research, sources of the data, instrument of collecting the data, and analysis of the data. The kinds of research is qualitative and quantitative approach, the research done in SMA N 8 Padangsidempuan, the instrument of collecting data that used by researcher were observation, test and interview.

The fourth chapter consists of analysis of discussion and result of the research consists description of analysis noun in descriptive text, and the difficulties of the students' in analysis noun in descriptive text. In this chapter about result of the research, the difficulties that faced by students in analysis noun in descriptive text, and how to overcome the difficulties about it.

The fifth chapter consists of conclusion and suggestion. The conclusion include the result of the research, the difficulties that faced by students to analysis noun in descriptive text, and the efforts by English teacher to overcome the difficulties that faced by students the suggestion include the suggestion writer to headmaster, English teacher, and the readers.

CHAPTER II

REVIEW OF LITERATURES

A. Theoretical Descriptions

1. The Nature of Students' Ability

a. Definition of Students' Ability

1) Students

Elementary school, junior high school, senior high school until university it is students. Students' is a person who studies, or investigates or a person who is enrolled for study at school, college, etc. ¹ it can be concluded that students is a person that studying at school not only Elementary School, Junior High School, Senior High School but also at university.

According to Hornby that student is a person who is studying at school or college. Denoting someone who is studying in order to enter a particular profession. Then a person engaged in study one who is devoted to learning, a learner, a pupil, a scholar, especially, one who attend a school, or who seeks knowledge from professional teachers or from books as the students of an academy, a college or a university, a medical students and a hard students. One who studies or examines in any manner, an attentive and systematic observer, as a student of human nature, or of physical nature.²

¹ Victoria Newfeldt, *Webster's New World College Dictionary* (USA: Macmillan, 1996). 1330.

² A.S Hornby, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2003), p. 1187.

Absolutly, based on above definitions, the researcher concludes that the student is a learner, a person who lives together and studies in formal education attends an educational institution and how is their relation as a member of society to develop education level process.

2) Ability

Ability is the power to do something physical or mental. Mariam says that “Ability is aquality or being able, especially in physical, mental or legal power to perform”.³ Ability is capacity or power to do something physical and mental. That’s means to do something consist of physical or mental achievement.⁴So can be determined as a skills, expertness or talent.

Based on definitions above, the researcher concluded 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 students’. Students ability is understanding or power of the students’ or the

³A. Mariam Webste, *Webster’s Colegiate Thesaurus* (USA : Massa Chusettes 1976), p. 33.

⁴Victoria Neufalt&David B. Guralmik, *Webstern New World Collage Dictionary*(USA: Macmillan, 1995), p. 2.

knowledge of the students' and get good score in the class. Specially in analysis noun in descriptive text.

3) Kinds of Ability

Ability is the power or skill required to do something physical or mental. Ability it is also special nature power to do something well. So, ability is who has a level of skill or intelegenci in analyzing work that person. Ability is have by students' in class.

There are some kinds of ability. According to Sumadi Suryabrata, ability has three kinds.⁵

- 1) Kemampuan perseptual
Kemampuan perseptual adalah melalui kemampuan dalam mengadakan persepsi atau pengamatan antara lain mencakup faktor-faktor kepekaan indera, perhatian, kecepatan persepsi dan sebagainya.
- 2) Kemampuan Psikomotor
Kemampuan psikomotor adalah mencakup beberapa faktor antara lain: kekuatan, kecepatan gerak, ketelitian, keluwesandan lain-lain.
- 3) Kemampuan Intelektual
Kemampuan Intelektual adalah kecenderungan yang menekankan pada kemampuan akal dimana mencakup beberapa faktor antara lain: ingatan, pengenalan, evaluasi, berfikir dan lain-lain.

Ability is skill or potential to getting about a competence special nature power or result for a action or practice and used to

⁵Sumadi Suryabrata, *Psikologi Pendidikan* (Jakarta: Raja Grafindo Persada, 2004), p. 163.

work something. specially in analysis noun in descriptive text. Students' must understand about it, because noun in descriptive text is one for another English lesson in SMA. So, the ability in this research means the power of the grade X students of SMA Negeri 8 Padangsidempuan in analysis noun in descriptive text.

2. The Nature of Noun

a. Definition of Noun

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. Noun is a word used as the name of a person, place or thing.⁶ The functions of noun is a subject or object in a sentence. It means that noun category includes words denoting all kinds of physical objects (people, animals, places, things) and substances: book, cat, fire, London, brother, etc. According Sharon shorenson, noun is the name of a person, place, or thing. Example; *Walking* in the *woods* is fun for *Jason*. (*Walking* is the name of a thing; *woods* are the name of a place; and *Jason* is the name of a person).⁷ Then Rodney and Geoffrey says" noun is a grammatically distinct category of words which includes those denoting all kinds of

⁶Wren and Martin, *High School English Grammar and Composition* (New Delhi, S. Chan and Company Ltd: Ram Nagar, 1991), p. 5.

⁷Sharon shorenson, *Webster's New World Student Writing Handbook* (USA: Wiley Publishing, 2010), p. 404.

physical objects, such as persons, animals and inanimate objects”.⁸

From the definition above, it can be concluded that noun is a group of words used name of a person, animal, place or thing in a sentence.

Examples of nouns:

Nouns for people: John, Peter, Robert

Nouns for places: Germany, school, shopping mall

Nouns for things: Table, chair, electric fan

Nouns for ideas: Exaggeration, ideology.

Noun is very important in sentence, because the function of noun is a subject and object. According to Martin said “A noun is a word used as the name of person, place, or thing.”⁹ So, noun is explain about something or the name of person, place or thing.

Tabel 1
Example of noun in sentence

No	Word	Class	Sentence
1	<i>pencil</i>	Noun	Touch the <i>pencil</i> !
2	<i>paper</i>	Noun	Pick up the <i>paper</i> !
3	<i>window</i>	Noun	Walk to the <i>windows!</i>
4	<i>door</i>	Noun	Open the <i>door</i> !
5	<i>door</i>	Noun	Close the <i>door</i> !

⁸Geoffrey K. Pullum and Rodney Huddleston, *A Students' Introduction English Grammar*(Cambridge: University Press,2007), p.83.

⁹Geoffrey K. Pullum and Rodney Huddleston, *Ibid*, p.83.

6	<i>desk</i>	Noun	Sit on <i>desk!</i>
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So, nouns are words used to show a person, place, thing, or idea. This is the building block for any sentence. It is the basic for the whole sentence and other words have meaning.

b. The Function of Nouns

A noun is a word that represents a person, a place, or a thing. A thing in this definition can be a physical entity or it can be an abstract idea. A noun may be used as a subject of a sentence, 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 sentences.¹⁰

1) Noun as Subject

Carpenters drive nails with air powered guns.

Blackhawk was a famous American Indian.

If it were Friday, John would be here.

Carpenters is the subject of the first sentence. Blackhawk is the subject of the second sentence. Blackhawk is the name of a person. A noun that represents the name of a person or a specific place is a proper noun. Some other nouns are also proper nouns, e.g., September, Easter, Holocaust. A proper noun is capitalized regardless of its position in the sentence. John is the subject of the third sentence.

2) Noun as Direct Object

Mr. Liu washed the car.

The authorities commended Roberta.

Identify a direct object by asking what or whom.

First sentence. Mr. Liu washed what? Answer: car. Car is the direct object of the verb washed.

¹⁰Jack Stevenson, <http://www.iscribe.org/english/noun.html>. English Grammar © 2003, 08 May 2014.

Second sentence. The authorities commended whom? Answer: Roberta. Roberta is the direct object of the verb commended.

3) Noun as Indirect Object

I sent Stephanie the camera.

He bought the dog a kennel.

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. He bought a kennel for what? Answer: dog. Dog is the indirect object.

4) Noun as Object of a 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 that preposition is the noun store.

Second sentence: The preposition is from, and the object of that preposition is the noun perspective.

5) Predicate Noun

An intransitive verb cannot accept an object. A noun that follows an intransitive verb and completes the meaning of a sentence is called a complement. The word complement means to complete. A sentence has a subject and a predicate. Predicate is a 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.

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.

6) Appositive Noun

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

Miguel, the valedictorian, will deliver the commencement oration.
"We, the people. . . ."

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

7) Noun as Possessive Modifier

A noun can be used to 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 town's water supply is in jeopardy.

The word town is a noun. In the sentence above the word town's identifies which water supply is in jeopardy. Town's is possessive case. The town possesses the water supply.

8) Noun Functioning as an Adjective

The water pump is broken.

The word water is a noun, but in this application it functions as an adjective that describes 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.

10) Noun Description

class : proper noun, or common noun number singular, or plural.

Gender: feminine, or masculine, or neuter.

case: nominative, or objective, or possessive

syntax: grammatical relationship of the noun to other words in the sentence.

c. Kinds of Nouns

To master noun, the students are expected to understand the kinds of noun and how to place it in a sentence. There are some kinds of noun. According to Jayanthi kinds of noun below:¹¹

1) Common Noun

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, places, things, or ideas. Unlike the other type of noun. Proper noun, common nouns are not the actual names of the categories mentioned above. A common noun identifies a things; a proper noun gives a things its specific name.

Example: Car, man, bridge, town, water, metal, ammonia, girl.

Sita is a *girl*.

The word *girl* is a common noun, because it is a name common to all girls.¹² The example above Sita is proper noun and girl is common noun, so Sita is girl because Sita just name a people.

¹¹JayanthiDakshina Murthy, *Contemporary English Grammar*(Delhi: Shivam Printers, 2003), p. 10.

¹²Wren and martin, *Ibid*, p. 5.

Tabel 2
Example of Common Noun in Sentence

Common Noun	Sentence
Girl	The <i>girl</i> climbed the tree
Street	The <i>street</i> is filled with people
Toy	That <i>toy</i> is very expensive
Man	The <i>man</i> climbed the tree
Dog	The <i>dog</i> bark woke up the neighbors.

Common nouns are relatively easy to detect in a sentence. It is also easy to distinguish a proper noun from a common noun. Just need to know what is a name for specific individual in a class, and which signify only classes themselves.

2) Proper Noun

Proper Noun is the name of some particular person or place. A proper noun begins with a capital letter in writing. Example: Jakarta is the capital of Indonesia. Jakarta and Indonesia are nouns because they are the name of places and beginning with capital letter and called proper nouns. It includes for the a capital letter in writing is:¹³

Personal name. Example: Mr. John, Ms. Maryam, etc.
Name of geographic units such as countries, cities, rivers, etc. Example: Holland, Jakarta, Paris.

¹³Marcella Frank, *Modern English a Practical Reference Guide* (USA, Prentice-Hall, Inc, 1972), p. 6.

Names of nationalities and religions. Example: a Dutchman, islamic.

Names of holiday. Example: Saturday, June.

Words used for personification a thing or abstraction treated as a person. Example: Nature. Liberty.

Tabel 3
Example of Proper Noun in Sentence

Proper Noun	Sentence
April	<i>April</i> is the cruellest month
Delisa	<i>Delisa</i> write a letter
Padangsidempuan	<i>Padangsidempuan</i> is an interesting city
Air France	<i>Air France</i> is a good airline
Friday	<i>Friday</i> is my favorite day

So, proper noun signify people, places, things and ideas.

The proper, however is a type of noun that specifically names one noun and begins with a capital letter in writing.

3) Collective Noun

Collective Noun is a word for group of people, animal or objects considered as a single unit or is the name of number of persons or things taken together and spoken of as one whole.

Example: audience, crowd, team, block, family, class, committee.

Example in sentence: The champion is scored by Jury. The word jury is a noun because it stands for a number of person or thing as a single unit and called collective noun.

Tabel 4
Example of Collective Noun in Sentence

Collective Noun	Sentence
Team	A group of football players is called a <i>team</i> .
Group	A large number of people is called <i>group</i>
Family	Any and Lisa is my <i>family</i>
Class	My <i>class</i> is IA-2
Choir	A large number of people is called a <i>choir</i>

All of these example team, group, family, class, and choir are collective noun that are used to describe a larger group of noun. While the collective noun itself is viewed as a single unit, it stands for multiple things that are in that groups.

4) Concrete Noun

Concrete Noun is a word for a physical object that can be perceived by the sense we can see, touch, smell the object.

Example in sentence: I like to eat pizza. Pizza is a noun called concrete noun because it can be seen, feel and touch.

Tabel 5
Example of Concrete Noun in Sentence

Concrete Noun	Sentence
Girl	The <i>girl</i> is my sister
Jhon	<i>Jhon</i> is my uncle
Noise	The <i>noise</i> is extremely annoying
Bag	I have new <i>bag</i>

So, concrete noun are types of nouns which can be experienced through our five senses: smell, sight, taste, hearing, and touch. They are things, concrete can be depending on the appropriate context, naturally, smelled, seen, heard, felt or taste.

5) Abstract Noun

Abstract Noun is the name of a quality, action, or state.
Example: liberty, goodness, freedom, truth, life, etc.

Example in sentence: Indonesia gets their freedom on 17th August 1945. Freedom is a noun because it is something that can not be seen but only can thought and felt and called abstract noun.

Tabel 6

Example of Abstract Noun in Sentence

Abstract Noun	Sentence
Love	Send my friends lots of <i>love</i>
Beatiful	<i>A beatiful</i> flower
Happiness	Without health there is no <i>happiness</i>
Freedom	Indonesia gets their <i>freedom</i>
Life	My <i>life</i> is adventure

So, abstract nouns are an important part of daily communication. While some of the abstract nouns are quite challenging to identify, familiarization and practice can make one an expert in terms of identifying different abstract noun in a given sentence.

6) Material Noun

Material Noun is the name of a material or substance out of which things are made. Example: gold, silver, wood, milk, air, tea, butter, water, paper. Example in sentence: Gold is expensive now. Gold is a noun because it is the raw material and called material noun.

Tabel 7
Example of Material Noun in Sentence

Material	Sentence
Gold	<i>Gold</i> is expansive now
Water	<i>Water</i> is important to people
Wood	<i>Wood</i> is a tool to cook
Paper	The writer printer a book making a good <i>paper</i> .
Milk	The cow producing a <i>milk</i>

Based on the kinds of noun above, kinds of noun has eight kinds that appropriate function of noun. Kinds of noun have in form common noun, proper noun, abstract noun, uncountable noun, countable noun, collective noun, concrete noun, and material noun. That is all kinds of nouns. It is important to building a text to use complete sentence.

3. The Nature of Descriptive Text

a. Definition of Descriptive Text

Descriptive text is two word. The word is descriptive and text. Descriptive is explain about something such as places, people or another. The aims of descriptive is describe about the people, animal, or another. Descriptive is to give an account of in words to tell in words what something or someone. Descriptive is one kinds genre in English to describe about people, animal or thing.

A Text is represents a discourse, although it may be a list of associated sentences and very 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 non linguistic context. Linguistic context refers to either linguistic context or non linguistic context is outside a text.

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

Based of explanation above, descriptive text is one a kinds of the genre in writing text. Desriptive texts is type of written text, which has specific function to give description about an object.¹⁴ According to Sri Dwy Astuti descriptive text is a text that describes the characteristics of a particular thing, a place, or a person.¹⁵ A descriptive text is usually started by a clear topic sentence which

¹⁴Pardiyino, *Teaching Genre-Based Writing* (Yogyakarta, Andi Offset, 2007), p. 34.

¹⁵Sri DewiAstuti, *Comparing and Contrasting Descriptive and Report Texts* (Bekasi: AldhiAksaraAbadi Indonesia, 2006), p. 30.

identifies a thing, place, or a person. It is about whom, what, and where. According to Joice said “ Description is writing that appeals to one or more live sense, sight, sound, smell, taste and touch. In this case, description tells about feeling, phenomena, sound. Etc.¹⁶ Descriptive text is to describe about something, animal, place, people, or sound.

From the explanation above, descriptive text is kinds of the genre in writing text that actually tells about a short story or long story to describe about of people’s, animals, particular place, or thing and have aims to describe people, animal, and things or that identification of phenomenon of subject will described.

b. Components of Descriptive Text

Description is a text containing two components identification and description by which a writer describes a person, or an animal. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics; of the parts of the object the function of description is to describe a particular person, place or thing.¹⁷Text can be divided into descriptive text, procedure text, narrative text, recount text and report text. However descriptive text

¹⁶Joic and Armstrong, dkk, *writing and Grammar* (New Jersey: Upper Saddle River, 2001), p. 6.

¹⁷SanggamSiahaan and KisnoShinoda, *Generic the Structure*(Yogyakarta: GrahaIlmu, 2008), p. 89.

means to describe things, people, place specifically. So, descriptive text is text describe about something specially in palces, things, animal, and to parts of description characteristic, particularly, quality or quantity with use objectives.

c. The Generic Structure of Descriptive Text

The generic structure descriptive text is identification and description. Identification intended of the topic which is wanted to describe, and description intended of description is the kind of writing that tries to put a picture in the reader's mind. Description tells how something look or sounds or taster or smell or fell. Descriptive text consist of:

- 1) Identification is writing the name or something, place, pictured, city, and family with brief description.
- 2) Description is described parts, qualities and characteristics of thing.

The function of identification and description in descriptive text is:¹⁸

Text Element	Function
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¹⁸Pardiyono, Ibid, p. 36-37.

Identification	<ul style="list-style-type: none"> - Form of statements that describe the objects to be described. - Statements should be interesting, able to provoke readers to become interested in reading the text description. - The use of the adjective degree of comparison is helpful.
Description	<ul style="list-style-type: none"> - Provided an overview of the condition of objects that can be viewed from several aspects in terms of: location, means of transport, people, weather, size, etc. - Grammatical Patterns: <ul style="list-style-type: none"> • Present tense, the present perfect tense • verb: be (is, are), have, linking verbs. • Use of adjectives to describe or illustrate function of object condition.

d. The Example of Descriptive Texts

The example of descriptive text is below.

Apple

The shape of this fruit is oval or like a pear the color of its outer skin is different depending upon the cultivar type: it can be red, green, or pink.

Apples are obtained from the medium sized tree belonging to the rosaceous family. The tree is originated in the mineral rich mountain ranges of Kazakhstan and is now being cultivated in many parts of the world such as united states, Turkey, China, Italy, and Poland produce the most apples per year in the world.¹⁹

Based on the example above, the structure descriptive text are:

- 1) Identification : Apple
- 2) Description : The shape of this fruit is oval or like a pear the color of its outer skin is different depending upon the cultivar type: it can be red, green, or pink.

B. Review of Related

Related to this research, some researchers had been done as below: the first, Ida Marlina the title is “The Correlation between Paragraph Mastery and Writing Descriptive Text Mastery to the Eleventh Grade Students of SMA Negeri 6 Padangsidempuan in 2010-2011 academic year. She found that the students’ ability in identifying paragraph mastery and writing descriptive text were categorized into good, it found the total mean score was 67. 86.²⁰

Second, 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

¹⁹Sri DwiAstuti,*Op.Cit.*,p. 32.

²⁰Ida Marlina, “The Correlation Between Paragraph Mastery and Writing Descriptive Text Mastery to Eleventh Grade Students of SMA Negeri 6 Padangsidempuan in 2010-2011 Academic Year” (Thesis, UMTS Padangsidempuan, 2011), p. 56.

research to the students, it could be concluded ability in identifying Gerund Phrases and Noun Phrases was 72, 43%.²¹

The last, research done by Ninsoum the tittle is “The Correlation between Generic Sentences Mastery and Writing Descriptive Text Mastery of the Grade IX Students at SMP Negeri 1 Panyabungan Timur in 2010-2011 Academic Year”. The concluding of her research is grade IX students at SMP Negeri 1 Panyabungan Timur in 2010-2011 academic year about generic sentences mastery and writing descriptive text mastery were categorized good with score was 70.12.²²

Then, I am as researcher too did the research through the tittle: an analysis of students’ ability indentifying noun in descriptive text at grade X SMA N 8 Padangsidimpuan. The three researchers before was about correlation or analysis between gerund, noun phrase, paragraph mastery and sentences mastery in writing descriptive text, then did the research to know how is the students’ indentifying noun in descriptive text.

²¹Rafika Zuli Siregar, “The Analysis of students’ Ability in Identifying Gerund Phrase and Noun Phrases at SMA N 3 Padangsidimpuan” (Thesis, STAIN Padangsidimpuan, 2012), p. 56.

²²Ninsoum, “The Correlation between Generic Sentences Mastery and Writing Descriptive Text Mastery of the Grade IX Students at SMP Negeri 1 PanyabunganTimur in 2010-2011 Academic Year” (Thesis, Padangsidimpuan UMTS, 2011), p. 56.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

This research was conducted at SMA N 8 Padangsidempuan. It is located at Jln. Perkebunan Pijorkoling. This subject of research was grade X students' of SMA N 8 Padangsidempuan in 2014 academic year. The research had been from February up to April 2014.

B. The Research Design

The method of the research was conducted by using the descriptive method. The descriptive method is a kind of method used in the research and this research used a qualitative approach and quantitative approach. Qualitative approach is used for investigating a variety of educational problems an issue. It is used to determine and describe the way things.¹ Qualitative approach is used to investigate of educational problems such as knowledge claims and observation of behavior. Qualitative research focused in interview and observation. Quantitative research deals in numbers, logic and the objective, focusing on logic, numbers, and unchanging static data and detailed, convergent reasoning rather than divergent reasoning.² So, quantitative focused in test because the purposes

¹L. R. Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application*(USA: Prentice Hall, 2000), p. 56.

²Babbie, Earl R. *The Practice of Social Research* (Belmont, CA: WadsworthCengage, 2010), p. 12.

of the test is to know ability students in identifying noun in descriptive text.

While according to Abdul Azis that copied by Burhan Bungin in *Analisis Data Penelitian Kualitatif*, “Pendekatan Kualitatif adalah salah satu pendekatan utama yang pada dasarnya adalah sebuah label atau nama yang bersifat umum saja dari sebuah rumpun besar metodologi penelitian”.³ (Qualitative research is one of the main approaches that basically is a label or the name of generally from a research methodology).

Based on explanation above, in this research used a qualitative approach and quantitative approach. The researcher used descriptive research to search students’ ability identifying noun in descriptive text at grade X SMA N 8 Padangsidempuan.

C. The Source of the Data

The sources of data in these research consist of two parts, they were:

1. Primary sources of data,

Primary sources of data that was the students’ grade X SMA N 8 Padangsidempuan. They were 153 students. From the six class students of SMA N 8 Padangsidempuan. They were students of X-1 consists of 25 students, X-2 consists of 26 students, X-3 consists of 25 students, X-4 consist of 27 students, and X-5 consist of 27 students.

Based on Sugiono Purposive Sampling is the technique which takes

³BurhanBungin, *Analisis Data PenelitianKualitatif*(Jakarta: RajaGrafindoPersada,2007), p.19.

sample of sources data with certain considering.⁴ The researcher used purposive sample technique in source data. Purposive sampling was used to collect the data. It could be representative to take the result of the research. From the statement, the researcher just took several participants one class consist of 25 students' grade X-1 SMA N 8 Padangsidempuan.

2. The second sources of data.

They were the English teacher and the headmaster SMA N 8 Padangsidempuan.

D. The Technique of the Data Collections

1. Observation

The method of the research was conducted by using the qualitative approach to collecting data was used observation. Observation is a technique of collecting data which was used an observation to the object of research. Observation is a technique of collecting data which is done through an observation and taking a note a condition or the aims of the object behavior observation can be done directly or indirectly. Observation was used for looking the students and teacher' learning and teaching process in English. The research concluded that observation was the research would be observed about all aspects in SMA N 8 Padangsidempuan which is a relationship to the

⁴SumadiSuryabrata, *MetodePenelitian* (Jakarta: Raja GrafindoPersada),1983. p. 219.

process of increasing students' ability in analysis noun in descriptive text.

2. Test

Based on the sources of the research, for the primary data the researcher used the test as an instrument for collecting the data, although this research used the quantitative research. Quantitative research is a formal, objective, systematic process in which numerical data are used to obtain information about the world.⁵ Appropriate with the instrument of this research, the researcher wanted to analyze the ability of students identifying noun in descriptive text. To know about the students ability researcher used test and maked the quantitative research.

Appropriate with the instrument of this research, the researcher wanted to analyze the ability of students in identifying noun in descriptive text. How the students indentifying noun like concrete nouns, abstract noun, proper noun, common noun, collective noun, material noun, countable noun, uncountable noun and descriptive text. In script the researcher made the indicators of test. The researcher have question to students in form essay, stated the total of test is 20 items is 5 score, and the score for each items are 2. It is means that the

⁵Burns N, Grove SK, *The Practice of Nursing Research: Conduct, Critique, and Utilization* (Louis, Elsevier Saunders, 5th Ed. St, 2005), p, 23.

totality of score for this test is 100. The researcher made the indicator of test as follow:

Table 8
Indicators of the Test

No.	Indicator	Items	Number items	Score
1	Common Noun	4	1, 2, 3, 4,	20
2	Proper Noun	4	5, 6, 7, 8,	20
3	Colective Noun	4	9, 10, 11,12	20
4	Abstract Noun	4	13, 14, 15 16,	20
5	Material Noun	4	17, 18, 19, 20	20
	Total	20	20	100

So, the techniques for collecting data by using the test as follow:

1. Preparing the test.
2. Giving descriptive text test to all of students according the sample stated, and gave the test with fill the blank correctly.
3. Determining the time of doing the test.
4. Giving chance or time for students to ask something left or not clears in doing the test.
5. Asking the students to do test and the researcher looked after the students during the test time.

6. After student finished answering the test, then the researcher collected their answer to analyze.

3. Interview

the researcher would use the interview to know the condition of the students. Interview used to collecting data. Interview focused in qualitative approach. Interview is a purposeful interaction, usually between two people, focus on one person trying to get information from the other person. Interview is a conversation with the aims.⁶ Gay and Peter Airasion said that Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.⁷ In this research, the researcher used structural interview. In structural interview the researcher prepared the question an alternative of the answer that is given to the interviewer.⁸ So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting.

The researcher concluded the interview of teacher, students, and headmaster. It is to know the students' difficulties in identifying noun in descriptive text. *First*, the researcher interviewed the English teacher about the students' ability in identifying noun in descriptive text. *Second*, the researcher will ask the students' how the is ability in

⁶Lexy J. Moleong, *Metode Penelitian Kualitatif*(Bandung: Remaja Rosda Karya, 2009), p. 135.

⁷Gay and Peter Airasion, *Op. Cit*, p.219.

⁸AmirulHadi and Haryono, *Metodologi Penelitian*(Bandung: PustakaSetia, 1998), p. 136.

identifying noun in descriptive text, and what are the difficulties for students are in identifying noun in descriptive text. *Third*, the researcher also had done interviewed to headmaster to know about how many English teacher and the condition in SMA N 8 Padangsidempuan.

E. The Technique of the Data Analysis

In analyzing the data, the researcher used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The qualitative data is analyzed from observation and interview. Quantitative research used collecting data focused in the test.

Quantitative data was used to analyze the score of students. The quantitative data was collected and analyzed by computing the score of noun test. To know the means of students' score for each score.

The technique of data analysis of this research used quantitative research some steps as follow:

1. Checked the true or false of the data.
2. Counted many of the true from the students' answer and then classified it based on their score.
3. Calculate their result (mark) by using mean score, the formula is

below:

$$M = \frac{(\sum x)}{N}$$

Note: M = Mean Score (Average)

N = Sum of the respondents

$(\sum x)$ = Total of the result.⁹

4. Description of data it was done to describe or interpretation of data that have been collected systematically. The researcher took conclusion, it was done to conclude the discussion solidly and briefly.

So, from the explain above that the researcher analyzed result of the test with meant score, the researcher interviewed the English teacher and some of students, the researcher arranged the data systematically and concluding of the researcher is research descriptively.

⁹AnasSudijono, *PengantarStatistikPendidikan* (Jakarta: RajaGrafindoPersada, 1987), p, 81.

CHAPTER IV

THE RESULT OF RESEARCH

A. The Descriptions

1. General Findings

This research was conducted in SMA N 8 Padangsidimpuan. It is located at Jln. Perkebunan Pijorkoling. Based on observation, if it is looked from the location of this school, it is comfortable and strategic because this school is far from the bustle of the city and a lot of trees around the school so that the location of the school is comfortable to study. Generally, this school has some equipments and facilities as follows:

SMA N 8 Padangsidimpuan has 14 classrooms, the grade X are 6 rooms, the grade XI are 4 rooms, the grade XII are 4 rooms. In this research, the participants were all of the grade X-1 in SMA N 8 Padangsidimpuan. There were 25 students. SMA N 8 Padangsidimpuan has 1 (one) library in the school. Library in the school has many lesson books, history books, magazines, Al-Qur'ans. There are many books in the library but English books are not enough for the students'. English books are very important to students and teachers in the learning process. English books in the library are LKS books, dictionaries, and new light contextual approach to learning English.

There are 45 teachers in SMA N 8 Padangsidimpuan and here are of English teachers are 4 people. The English subject has two periods in a

week. English teacher's method in teaching noun are discussion method, talk method, and drill method.

2. Specific Findings

a. The Description of Students' Ability An Analysis Noun in Descriptive Text at grade X SMA N 8 Padangsidempuan

In the previous chapter, it had been stated, instrument of this research was test. In this case, the students were asked to answer the test about analysis noun in descriptive text on essay forms.

The description scores of them analysis noun in descriptive text could be seen as below:

In the previous chapter, it had been stated, instrument of this research was test. In this case, the students were asked to answer the test about analysis noun on essay forms.

The research could conclude the students' ability in identifying noun. The description scores of the students about identifying noun could be seen as table below:

Table 9
The Description of Students' Score Identifying Noun

No	No. Respondents	Result
1	001	75
2	002	65
3	003	65
4	004	70
5	005	75

6	006	70
7	007	70
8	008	70
9	009	80
10	0010	60
11	0011	55
12	0012	75
13	0013	65
14	0014	65
15	0015	75
16	0016	55
17	0017	65
18	0018	80
19	0019	75
20	0020	75
21	0021	60
22	0022	65
23	0023	55
24	0024	65
25	0025	65
TOTAL		1670

From the result above, the researcher could conclude that the students' ability in analysis noun score of the respondents was between 55 up to 80. It means that the highest score was given by respondents was 80, the lowest score was 55. The means score 66.80%, the median 12, and the mode 15. It can be seen on the table below:

Table 10

Score of the Students'

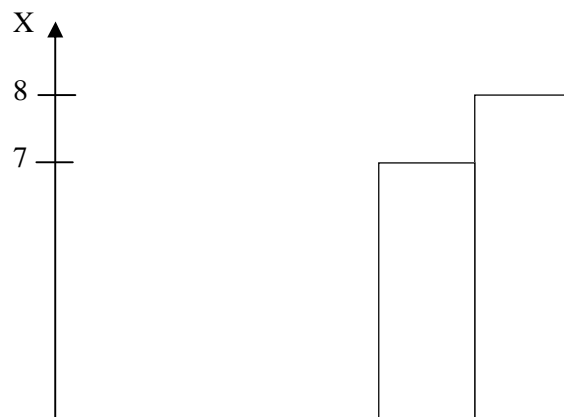
Highest Score	80
Lowest Score	55
Means Score	66.80%
Median	65
Mode	75

In the table score of the students', it can be seen on frequency distribution of student's score on the table below:

Table 11
Frequency distribution of student's score

No	Interval	Median	Frequency	Percentages
1	55-60	57	3	12%
2	61-66	63	5	20%
3	67-72	69	7	28%
4	73-78	75	8	32%
5	79-84	81	2	8%
Total			25	100%

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



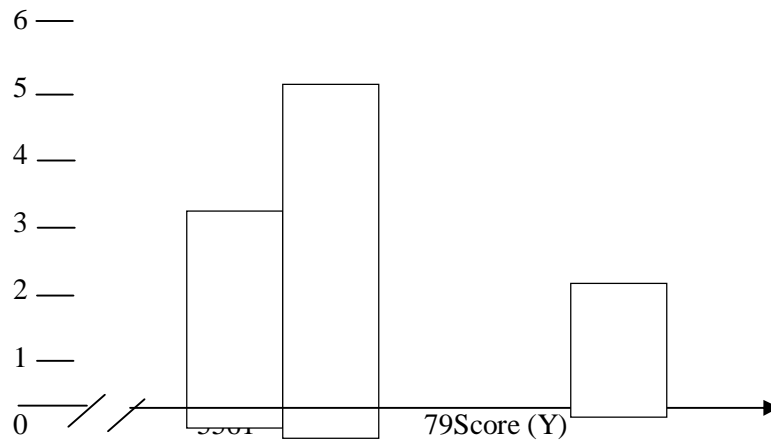


Figure 1: histogram of student's score in analysis noun

From the result above, the researcher can be concluded that students' ability in analysis noun at grade SMA N 8 Padangsidimpuan were high categories with means score 66.80%. it can be seen on the table Riduan:

Table 12
Criteria Score Interpretation

Percentage	Criteria
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very High ¹

From the result above, the researcher could conclude that the students' get means score was 66.80%. the students' ability in analysis noun were high categories.

¹ Riduan, *Belajar Mudah Penelitian Untuk Guru Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

Tabel 13
The Classification of the Student' Identifying in Analysis at Grade SMA
N 8 Padangsidempuan.

No.	Classification	Predicate	Total of student	Percentage
1.	0% - 20%	Very low	0	0%
2.	21% - 40%	Low	3	12%
3.	41% - 60%	Enough	13	52%
4.	61% - 80%	High	7	28%
5.	81% - 100%	Very High	2	8%
Total			25	100%

According to the classification in the table above, it can be seen that:

- 1) There is 0 student that can be categorized into very low category it means that there is 0% of the student could be classified very low category.
- 2) There are 3 students that can be categorized into low category It means that there are 12% of the student can be classified low category.
- 3) There are 13 students that can be categorized into enough category It means that there are 52% of the student can be classified enough category.
- 4) There is 7 students that can be categorized into high category it means that there is 28% students can be classified high category.

5) There are 2 students that can be categorized into very high category it means that there are 8 of the students can be classified very high category.

b. The Difficulties that Faced by Students Ability in Analysis Noun in Descriptive Text at Grade SMA N 8 Padangsidempuan

One of the aims in this research was to know the students' difficulties in analysis noun in descriptive text at grade X SMA N 8 Padangsidempuan. The instruments that used to find those difficulties was interview. Based on the result of interview with Sastra Oloan said, the big difficulty in analysis noun in descriptive text specially in abstract noun, proper noun, collective noun, material noun, concrete noun, countable noun and uncountable noun.² The students' could not analyze noun, some kinds of noun likes abstract noun, proper noun, collective noun, material noun, concrete noun, countable noun and uncountable noun because they lack of knowledge about definition about kinds of noun such as abstract noun, proper noun, collective noun, material noun, concrete noun, countable noun and uncountable noun.

The other difficulties were to differ between proper and common noun. based on the result of interview with Putri Lestari said that, she

²Sastra Oloan, The Student at grade X-1 SMA N 8Padangsidempuan,*Interview*,25 March 2014.

didn't know how to differ between proper and common noun.³ She didn't know how to differ two kinds of noun. It was because proper noun was noun gives a things its specific name but common noun was the name given in common to every person or thing of the same class or kind.

Then, Ummi Hani said, the big difficulty in analysis noun in descriptive text was about understanding noun. She didn't know about definition of noun and kinds of noun and she never know about noun.⁴ Based on the the result of interview, she didn't understand about noun. So, she needed long time to study specially noun. Similarly, Khalimatus Sakdiyah said that, definition and kinds of noun was one of difficulties in analysis noun in descriptive text, because English is difficult to understand.⁵ So, she has study hard, open the book, to ask the English teacher about kinds of noun, read English book, write the vocabulary, memorizing of vocabulary, and watched television in program English language.

Elmi Ardina Hasibuan said that, difficulty in analysis noun was about vocabulary. She didn't have many vocabularies and she never memorizes the vocabularies.⁶ So, she needed long time to open dictionary to know the meaning of th vocabulary. Similarly, Maesyah Andalas Putra said that,

³Putri Lestari, The Student at grade X-1 SMA N 8Padangsidimpun,*Interview*,25 March 2014.

⁴Ummi Hani, The Student at grade X-1 SMA N 8Padangsidimpun,*Interview*,25 March 2014.

⁵Halimatus Sakdiyah, The Student at grade X-1 SMA N 8Padangsidimpun,*Interview*,25 March 2014.

⁶Elmi Ardina hasibuan, The Student at grade X-1 SMA N 8Padangsidimpun,*Interview*,25 March 2014.

vocabulary and memorize the vocabularies is one of difficulties in analysis noun in descriptive text, because he didn't have many vocabularies and vocabularies meaning to identify noun in descriptive text.⁷ The researcher concluded that vocabularies were very important in analysis noun. Without the vocabulary, students were not able in analysis noun in descriptive text; the students didn't have many vocabularies. So, they felt difficult to answer the test.

Based on the result of interview had done by the researcher, when the researcher gave them the test in analysis noun in descriptive text, many students didn't know how to analysis noun. Even though the researcher gave a chance for them to open the dictionary, but they were lazy to open the dictionary, they were not seriously read a test. The last, some of them imitated their friends answer sheet.

Based on the result of the interview to English teacher Mrs. Riska the students ability in identifying noun in descriptive text at grade X SMA N 8 Padangsidempuan specially in definition of noun and kinds of noun. The English teacher said students' ability to understand English was low but not all students' got the score low, because the students was lazy, they didnot seriously in learning, they didnot understand about English learning, they was lazy to read a book English, and didnot have many

⁷Maesyah Andalus Putra, The Student at grade X-1 SMA N 8 Padangsidempuan, *Interview*, 25 March 2014.

vocabularies and vocabularies meaning. The students who had good score was the students dilligent to read a book English and opened dictionary, had many vocabularies and vocabularies meaning, seriously in learning English and focused in the class to study English.⁸ So, besides interview of the English teacher, students' had problem and difficulty in the English lesson especially in analysis noun in descriptive text. Students' difficulties in identifying kinds of noun in text and students also has difficulties in vocabularies and vocabularies meaning.

Based on the result of interview to students, there were some conclusion the students' had difficulties in analysis noun in descriptive text:

- 1) Lack of knowledge about noun
- 2) The students' didn't know kinds of noun
- 3) Poor of vocabularies
- 4) Difficulties in vocabulary and memorizing vocabulary
- 5) The students' are still lack in comprehending the descriptive text.

The researcher concluded that vocabularies were very important in analysis noun in descriptive text. Vocabularies was very important in English lesson specially in analysis noun. Without the vocabulary, students were not able in analysis noun; the students didn't have many vocabularies. So, they felt difficulty to answer the test.

⁸ Riska, English Teacher SMA N 8 Padangsidempuan, *Private Interview*, 25 March 2014.

Based on the result of interview which been by the researcher, when the researcher gave them the test in analysis noun. there were some difficulties students' didn't know what noun and kinds of noun and students also had poor vocabulary and vocabulary meaning.

c. The Efforts of English Teacher to Overcome the Difficulties of Students in Ability Identifying Noun in Descriptive Text at Grade SMA N 8 Padangsidimpuan.

In learning English, the English teacher used LKS book, text book (Look a Head), dictionary. English teacher usually used whiteboard. The methods used by English teacher's in teaching noun are discussion, talk, do and drill method. The method used the by English teacher was very helpfull the students' to understand about the lesson. The teacher also asked the students about the previous the lesson.

Based on the interview with English teacher, to anticipate the difficulties of students' in analysis noun, the English teacher often repeated the lesson until the students' understood about the lesson. English teacher must explaining clearly about noun and kinds of noun; common noun, proper noun, abstract noun, material noun, collective noun, concrete noun, countable noun and uncountable noun, what the defenition and example about noun and example noun. English teacher had to overcome the poor vocabulary of students, English teacher had to ask the students to know 10 vocabularies by heart and the meaning. Before giving the lesson, the

teacher asked the students randomly.⁹ So, that all of the students could motivated to remember the vocabularies.

B. Discussion

After analyzing the collection data, it was gotten that the students' analysis noun in descriptive text at grade SMA N 8 Padangsidimpuan could be categorized in to enough categories. It could be known from the calculating score that ability identifying noun in descriptive text at grade X-1 was means score 55.60%.

Related to this research, some researchers had been done as below: the first, Ida Marlina the tittle is "The Correlation between Paragraph Mastery and Writing Descriptive Text Mastery to the Eleventh Grade Students of SMA Negeri 6 Padangsidimpuan in 2010-2011 academic year. She found that the students' ability in identifying paragraph mastery and writing descriptive text were categorized into good, it found the total mean score was 67. 86.¹⁰

While according to research was done by Rafika Zuli Siregar the tittle is "The Analysis of Students Ability In Identifying Gerund and Noun Phrases at SMA Negeri 3 Padangsidimpuan" the research was conducted with descriptive analysis and qualitative approach. There were 37 students in XII 2

⁹Riska Juliati, *Op, Cit, Interview*, 25 March 2014.

¹⁰Ida Marlina, "The Correlation Between Paragraph Mastery and Writing Descriptive Text Mastery to Eleventh Grade Students of SMA Negeri 6 Padangsidimpuan in 2010-2011 Academic Year" (Thesis, UMTS Padangsidimpuan, 2011), p. 56.

class as sample. This research to the students, it could be concluded ability in identifying Gerund Phrases and Noun Phrases was 72, 43%.¹¹

The last, research done by Ninsoum the tittle is “The Correlation between Generic Sentences Mastery and Writing Descriptive Text Mastery of the Grade IX Students at SMP Negeri 1 Panyabungan Timur in 2010-2011 Academic Year”. The concluding of her research is grade IX students at SMP Negeri 1 Panyabungan Timur in 2010-2011 academic year about generic sentences mastery and writing descriptive text mastery were categorized good with score was 70.12.¹²

Analysis noun in descriptive text, there were some difficulties that faced by students, such as: the students didn't know what is noun and kinds of noun. Students also faced difficulties poor vocabulary and meaning vocabulary, it made they felt difficulty to write descriptive text well. Muhibbin Syah said that the learning difficulties can be caused by 2 (two) factors; they were: the first, internal factor (factors from the self child involve, physiology factors such as healthy, and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve: social factor, such as relationship between child's parent, school environment.¹³ To

¹¹Rafika Zuli Siregar, “The Analysis of students’ Ability in Identifying Gerund Phrase and Noun Phrases at SMA N 3 Padangsidimpuan” (Thesis, STAIN Padangsidimpuan, 2012), p. 56.

¹²Ninsoum, “The Correlation between Generic Sentences Mastery and Writing Descriptive Text Mastery of the Grade IX Students at SMP Negeri 1 PanyabunganTimur in 2010-2011 Academic Year” (Thesis, Padangsidimpuan UMTS, 2011), p. 56.

¹³Muhibbin Syah. *Psikologi Belajar*(Jakarta: Raja Grafindo Persada, 2003), p. 182-184.

anticipate the learning difficulties, the English often repeat the lesson until the students understand about the lesson. English teacher must explain clearly about noun and descriptive text, how to used it, what the kinds of noun and to show the example in sentence to overcome the poor vocabulary of students, English teacher must asked to students to know vocabularies by heart and the meaning.

Based on the explanation above that the students' ability identifying noun in descriptive text if was conected with result of the research formely could be categorize into enough categories. Because, the result was found 55.60% and it was far from the formely result.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of the test done by students, observation and interview done by the researcher about an analysis noun in descriptive text. The researcher would like to write the conclusions of this research as the following:

1. The students' ability in analysis noun in descriptive text at the X SMA N 8 means score was 66.80 %. It could be categorized into high categories.
2. The students' difficulties in analysis noun in descriptive text were:
 - a. Lack of knowledge about noun
 - b. The students' didn't know kinds of noun.
 - c. Poor of vocabularies
 - d. The students' difficulty in vocabulary meaning
 - e. The students' are still lack in comprehending the descriptive text.
3. The effort of the English teacher in overcoming students difficulties analysis noun in descriptive text at grade SMA N 8 Padangsidempuan were:
 - a. English teacher often to repeat the lesson until the students' understand about the lesson.
 - b. English teacher explaining clearly about noun and kinds of noun, where are common noun, proper noun, abstract noun, material noun,

collective noun, concrete noun, countable noun and uncountable noun, what the definition and example about noun and example noun.

- c. English teacher overcome the poor vocabulary of students, English teacher must asked to students to know vocabularies and vocabulary meaning.
- d. Teacher ask the student to make examples about the lesson specially noun and kinds of noun in front of class or wrote on the white/black board
- e. The teacher used to make an active condition in learning process to make class peaceful.
- f. The teacher often give the exercise.

B. The Suggestions

Based on the conclusions above, the researcher give some suggestions to:

1. The headmaster of SMA Negeri 8 Padangsidempuan, to motivate the English teachers to increase their ability in teaching English.
2. The English teacher, to motivate the students' to improve their abilities especially explaining clearly about noun and kinds of noun, where the common noun, proper noun, abstract noun, material noun, collective noun, concrete noun, countable noun and uncountable noun and does teaching must be done by inure feeling, so that the teacher always effort and the students can understand what we say. The teacher must to apply

the suitable methods. So, the students can understand the lesson and the teacher gives more exercise.

3. The readers, especially English learners must improve their knowledge in learning parts of speech specially noun in descriptive text.

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