



**THE STUDENTS' ABILITY IN
IDENTIFYING NOUNS AT MTs. NEGERI SIABU**

A THESIS

*Submitted to State College for Islamic Studies (STAIN)
Padangsidempuan as a Partial Fulfillment of Requirement
For Degree of Islamic Educational Scholar (S.Pd.I) in
English Program*

Written by:

**SYAHARA RIZKI RANGKUTI
Reg. No. : 08 340 0037**

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTEMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN**

2013



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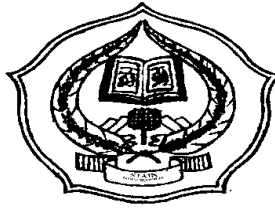
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Witten by:

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ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
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PADANGSIDIMPUAN**

2013



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Lampiran : 5 (Lima) Examplar

Padangsidimpuan, 07 Februari 2013
Kepada Yth:
Bapak Ketua STAIN
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Padangsidimpuan

Assalamu 'alaikum Wr.Wb

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n **Syahara Rizki Rangkuti** yang berjudul "**The Students' Ability In Identifying Nouns at MTs. Negeri Siabu**", maka kami berpendapat bahwa skripsi ini sudah dapat memenuhi syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah STAIN Padangsidimpuan.

Untuk itu, dalam waktu tidak berapa lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

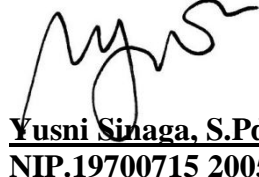
Demikian kami sampaikan kepada Bapak atas perhatiannya dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

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PERNYATAAN KEASLIAN SKRIPSI

Dengan nama Allah Yang Maha Pengasih lagi Maha Penyayang, Saya yang bertanda tangan di bawah ini:

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Seiring dengan hal tersebut, bila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini merupakan hasil jiplakan atau sepenuhnya dituliskan pada pihak lain, maka Sekolah Tinggi Agama Islam (STAIN) Padangsidempuan dapat menarik gelar kesarjanaan dan ijazah yang telah saya terima.

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Pembuat Pernyataan,



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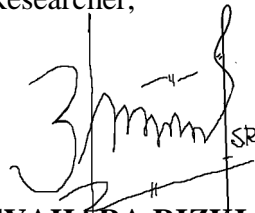
In the name of Allah, Most Gracious, Most Merciful. I myself stated that:

Name : SYAHARA RIZKI RANGKUTI
Number of Registration : 08 340 0037
Department/ Study Program : Tarbiyah/ English Education Study Program
Thesis' Title : The Students' Ability in Identifying Nouns At MTs
Negeri Siabu

Declare with the truth that I submit this thesis was really a result of my own work, except in the form of quotations from the books of reading materials and interviews.

Along with this, if later proven or can be proven that this thesis was plagiarized or completely written on the other hand, the State College for Islamic Studies (STAIN) Padangsidimpuan can pull the Degree and Diploma that I had received.

Padangsidimpuan, 11 June 2013
Researcher,

A handwritten signature in black ink, appearing to be 'SR' with a large flourish, positioned over a vertical line that serves as a signature separator.

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Judul Skripsi : THE STUDENTS' ABILITY IN IDENTIFYING NOUNS AT MTs
NEGERI SIABU

Ditulis Oleh : **SYAHARA RIZKI RANGKUTI**

NIM : **08 340 0037**

Telah dapat diterima untuk memenuhi salah satu tugas
dan syarat-syarat dalam memperoleh gelar
Sarjana Pendidikan Islam (S. Pd.I)

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الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

Firstly, researcher would like to thank Allah who has given researcher the chances to finish this thesis. Secondly, to prophet Muhammad saw blessing and dark era to the bright era.

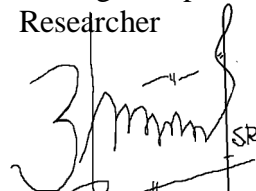
In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for researcher to complete and finish this thesis. Therefore researcher would like to thank:

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8. Mr. Fatahuddin Aziz Siregar, M.Ag., Mrs. Fitri Rayani Siregar, M.Hum., Mrs. Magdalena, M.Ag., and Mr. Hamka, M.Hum as my examiners.
9. My beloved parent, Soripada Rangkuti and Rosmawati Pulungan who have given researcher support in moral and material during and after finishing academic year in STAIN Padangsidimpuan.
10. All my beloved families and friends who cared me and support me in finishing this thesis.
11. Thanks are due to all of my friends who had helped the researcher in writing this thesis.

And the last but least, researcher wants to say thank you very much for their helping. Allah SWT bless them and STAIN Padangsidimpuan.

Padangsidimpuan, 11 June 2013
Researcher

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ABSTRACT

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Department/ Study Program : Tarbiyah/ TBI-1
The Title : The Students' Ability in Identifying Nouns at MTs
Negeri Siabu
Year : 2013

This research is about the students' ability in identifying nouns. The kind of this research is qualitative research by using descriptive method. The instruments of collecting data are observation and interview. The source of data are the grade VIII students, the English teacher, and Headmaster of MTs. Negeri Siabu.

This research are purpose to know students' ability in identifying nouns at the grade VIII MTs Negeri Siabu, to know the difficulties faced by students and the efforts done by English teacher and to decrease the students' difficulties in identifying nouns at the grade VIII MTs Negeri Siabu.

After the research was done, it could be known the students' ability in identifying nouns at the grade VIII MTs Negeri Siabu category into enough (46.32%). But the students is still have problem to identifying the noun that the ending letter was changed and then addition "s" only or the noun addition "es", the students lack of the knowledge to determine the noun that between singular and plural did not change, students had poor vocabularies in noun.

The efforts done by English teacher to decrease the students' difficulties in identifying nouns were the English teacher often repeat the lesson and always give motivation to the students, the English teacher asked the students to know 10 vocabularies and utter it before teaching, the teacher often write word in the blackboard and then the students writes and repeat it.

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Appendix III : Test Item

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CURRICULUM VITAE

A. Identity

Name : SYAHARA RIZKI RANGKUTI
Reg. No : 08 340 0037
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Religion : Islam
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Kec.Siabu, Kab. Mandailing Natal

Parents

Father's name : Soripada Rangkuti
Mother's name : Rosmawati Pulungan

B. Educational Background

1. Graduated from Taman Kanak-Kanak Pertiwi Padangsidempuan at 17 June 1995.
2. Graduated from elementary school in SD Negeri 142442 Padangsidempuan at 30 June 2001.
3. Graduated from junior high school in MTs. Negeri Siabu at 28 June 2004.
4. Graduated from senior high school in SMA Negeri 4 Jambi at 14 June 2008.
5. Be University student in State College for Islamic Studies (STAIN) Padangsidempuan.

Appendix I

OBSERVATION GUIDANCES

1. The location of MTs Negeri Siabu.
2. Media or tools that used to support or make the teaching activity effectively.
3. The method that used by the teacher when teaching nouns.
4. The teachers' strategy in teaching material of nouns.
5. The ability of students in receiving the subject from their teacher.

APPENDIX II

INTERVIEW GUIDANCES

A. Wawancara dengan Kepala Sekolah

1. What is the background of MTs Negeri Siabu?
2. How many English teachers are there in MTs Negeri Siabu?
3. How many students are there in each class in MTs Negeri Siabu?
4. How percentage of attendance of English teacher in MTs Negeri Siabu?
5. What is the background of education of the English teacher in MTs Negeri Siabu?
6. What has been done by the headmaster to increase the students' ability in learning English?
7. Is there a consultation intensive English for students out time study in learning English?

B. Interview to English Teacher

1. What is the primer books that used by the teacher in teaching Nouns?
2. What media used by the teacher in teaching Nouns?
3. How do you teach English especially about Nouns at VIII grade?
4. What is the strategy used by the teacher in teaching Nouns?
5. What are the difficulties faced by student in learning Nouns?
6. What is the effort to overcome that problem?

C. Interview to Students

1. Do you enjoy in learning English especially about Nouns?
2. What do you know about Nouns?
3. Have you felt able to identify Nouns?
4. What is the problem faced by students when learning Nouns?
5. What is the effort to overcome that problem?

APPENDIX III

TEST KEMAMPUAN SISWA DALAM PELAJARAN BAHASA INGGRIS KHUSUSNYA IDENTIFY NOUNS

Name :
Students Number :

- a. Read the text above and choose either a, b, or c for the correct answer that identifying nouns!
1. Kittens and cats make fun pets.
 - a. Kittens, cats, pets
 - b. Kittens, make, pets
 - c. Make, cats, pets
 2. Terry has a beautiful garden.
 - a. Beautiful, garden
 - b. Terry, beautiful
 - c. Terry, garden
 3. Jack and Jill went up the hill to fetch a pail of water.
 - a. Jack, hill, fetch, pail, water
 - b. Jack, Jill, hill, pail, water
 - c. Jack, Jill, hill, fetch, pail, water
 4. Mr. & Mrs. Ingals built a little house on the prairie.
 - a. Built, house, prairie,
 - b. Ingals, little, house, prairie
 - c. Mr. & Mrs. Ingals, house, prairie
 5. I read some very interesting articles in that magazine.
 - a. I, interesting, articles, magazine
 - b. Articles, magazine
 - c. Some, magazine
 6. Shawn plays football every Saturday
 - a. Football, plays, Saturday
 - b. Shawn, plays, football, Saturday
 - c. Shawn, football, Saturday
 7. My cat isn't allowed to sit on the table.
 - a. Cat, table
 - b. My cat, sit, table
 - c. Cat, allowed, sit, table
 8. Where is your book?
 - a. Your, book
 - b. Book
 - c. Where, your, book
 9. The children like ice cream
 - a. Children, like, ice cream
 - b. Children, ice cream

c. Children, cream, the

10. Ms. Mallory is the teacher of English-Zone.Com.

a. Ms. Mallory, teacher, English-Zone.Com.

b. Mallory, teacher

c. Ms. Mallory, English-Zone.Com.

b. Read the sentences and circle each of the nouns. The number in () following each sentence indicates the number of nouns in sentence!

1. I will go to Bogor. ()

2. Rudi has a garden. ()

3. Halimah is going to there to visit her uncle. ()

4. Henry and Karna are going to spend their holiday in Yogyakarta. ()

5. The hotel is big and luxurious. ()

6. There is only one bed in the room. ()

7. My sister has four Barbie dolls. But now she has none. ()

8. My family likes vegetable so much. ()

9. My mother always cooks delicious foods made from vegetable in the kitchen.
()

10. I find so many kinds of vegetable in our kitchen, such as: carrot, spinach, cucumber, beats, lettuce, chili, onion, potato, etc. ()

c. Read the text below, then find some nouns from the text and write on the blank below!

Once upon a time, there lived a poor man named Goppetto, a carpenter. He made puppets from wood. He called his puppet "Pinocchio", "I would love to be a father to a real boy", he wished. One night, a fairy cast a magic spell over Pinocchio. The next day he found that Pinocchio could walk, talk, sit, sing, and run.

1. ()

2. ()

3. ()

4. ()

5. ()

6. ()

7. ()

8. ()

9. ()

10. ()

APPENDIX IV

The Result of the Test

No.	Initial Name	Choosing	Essay I	Essay II	Sum
1.	N	6	25	32	63
2.	SS	6	15	28	49
3.	A	6	15	28	49
4.	RK	5	20	32	57
5.	SA	4	25	28	57
6.	PL	6	20	28	54
7.	SH	7	5	28	40
8.	MI	6	5	28	39
9.	HE	5	15	24	44
10.	SA	3	15	32	50
11.	RH	4	5	24	33
12.	PA	1	0	20	21
13.	FD	2	0	8	10
14.	SW	5	15	32	52
15.	SF	5	15	32	52
16.	RA	7	20	20	47
17.	CD	4	20	32	56
18.	MN	5	20	32	57
19.	YS	5	15	32	52
20.	EL	5	20	32	57
21.	HE	5	15	32	52
22.	AR	6	10	32	48
23.	YP	5	20	32	57
24.	BN	8	15	36	59
25.	MH	6	20	32	58
26.	JC	8	15	32	55
27.	VA	6	25	32	63
28.	IP	6	15	36	57
29.	FD	7	10	36	53
30.	IS	8	10	32	50
31.	IN	8	15	28	51
Total					1542

$$M = \frac{\sum \text{Score}}{\sum \text{Respondent} \times \sum \text{item} \times \sum \text{high score}} \times 100 \%$$

$$M = \frac{1542}{31 \times 3 \times 36} \times 100\% = \frac{1542}{3348} \times 100\% = 46,32 \%$$

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important, actually for human as means of communications tool to humanity. Because human is homo zoon politicon, that is social creature. Human cannot live without others. They require others to assist them in conducting important features in their life and also sharing with each other. By language human can communicate what they are thinking of, feelings and desiring.

It is based to Al-Qur'an sentence 84 of As Syuaraa:

وَأَجْعَلْ لِي لِسَانَ صِدْقٍ فِي الْآخِرِينَ ﴿٨٤﴾

Its meaning: *Grant me honourable mention on the tongue of truth among the latest (generations)*¹

There are many languages as known as first language, national languages and international languages, where the international languages are eight. They are English, Arabic, Mandarin, Indonesia, Franch, Portugal, Spain and Russia.² English is the most well known which most of the country in this world use English as a foreign language no exception to the Indonesia.

¹R.H.A. Soenarjo, *Al Qur'an Dan Terjemahan* (Semarang: CV. Toha Putra, 1989), p. 371

²<http://artikelryoga15.wordpress.com/2010/04/17/bahasa-internasional-paling-banyak-dipakai-di-dunia-termasuk-bahasa-indonesia/2013/02/14/15.30>

Our prophet Muhammad Saw sayed in a Hadist which is history by Thabrani:

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ هُمَا فَعَلَيْهِ بِالْعِلْمِ
(رواه الطبرانی)

Its meaning: *Whoever desires happiness in the world then it should be with the knowledge, and he who require happiness here after, then it should be with the knowledge. And he who desires happiness both (Hereafter) then it should be with the both knowledge.*³

From the hadist above, we were commanded by Rasulullah to find and study science in this case the language science which very useful in our life and also in eternity so that we will secure and prosperous in both. So it is very useful to learn English to keep abreast of era.

Guided by the foundation and development of basic education curriculum 1994, English is a foreign language is taught and it is considered so essential for the absorption and the development of science, technology, art, culture and development of relations between nations.

There are four skills in a language; listening, speaking, reading and writing. The four skills are supported by the learning of language elements. They are vocabulary, pronunciation and structure/grammar.

In English grammar, there are some major classes or parts of speech to build a sentence. They are adjective, verb, adverb, pronoun, preposition,

³ H. Moh. Rifa'i. *Ilmu Fiqih Islam Lengkap* (PT. KaryaToha Putra, 1978), p. 11

conjunction, interjection, and the last of them is noun. Noun is the name of thing. It is the base of English language first we have to know. In institute of study or school especially in Indonesia, the noun has been learned in the earlier study about English and re-studied at Junior High School in first year.

In fact, based on the result of preliminary studies by asking the students when researcher teaches in a school. The researcher finds many students cannot show and mention nouns. The researcher think if the students in the school cannot show and mention nouns, is the problem same with MTs Negeri Siabu students? Whereas my sister Saripah Anggraini as a student in MTs Negeri Siabu say there are many students in MTs Negeri Siabu still have problems in learning English.⁴ Besides that the writer was graduated from there also. So, it makes the writer interested to research this problem. Which the title: **THE STUDENTS' ABILITY IN IDENTIFYING NOUNS AT MTs NEGERI SIABU.**

B. The Focus of Problem

Based on the identification of the problem above, there are many problems includes in grammar. But because of the limitation of the time, fund and knowledge, so the writer has to focus the problem of this research on the students' ability in identifying Nouns MTsN Siabu.

C. The Formulation of the Problem

From the above explanation, the research formulated the problems on the below question:

⁴ Saripah Anggraini, a student in MTs Negeri Siabu, *Private Interview*, Desember 2012.

1. How the ability of the students in identifying nouns at MTs Negeri Siabu?
2. What are the difficulties that usually faced by students in identifying nouns at MTs Negeri Siabu?
3. What are the efforts done to overcome the problems in identifying the nouns at MTs Negeri Siabu?

D. The Objective of the Research

The purpose of this research are as follows:

1. To know students' ability in identifying nouns at MTs Negeri Siabu?
2. To know the difficulties that usually faced by students in identifying nouns at MTs Negeri Siabu?
3. To know the efforts done to overcome the problems in identifying the nouns at MTs Negeri Siabu?

E. The Significances of Research

The significance of this research is expected to be useful for the teacher to improve their teaching of nouns. It is also expected to be useful for the students in increasing their ability in mastering the nouns. The significance has two major benefits as follows:

1. Theoretically
 - a. To fulfill a requirement to reach the first strata degree in English section in education department of state collage for Islamic studies Padangsidempuan.
 - b. As an input for the readers especially the English learners that is research is expected to be able to improve their knowledge in learning the nouns.

2. Practically

- a. As an input for the headmaster in guiding his English teacher.
- b. As an input for the English teacher in teaching and learning process especially in identifying nouns. They can improve their ability to make and find the effective strategies in teaching about nouns so that their problems that faced in classroom can be solved.
- c. As an input to the students to decrease their problems to identifying the nouns.

F. The Definitions of Key terms

According to the topic of this research is “The Students Ability in Identifying Nouns”. We find some terminologies, the terminologies that use it regarded important to be clarified about the topic. It is done for avoiding the misunderstanding between the writer and the reader, they are:

1. Students’ Ability

The word student in this topic of discussion means a person who is studying at a school, college, University, etc. A.S. Hornby states: “Student means: anyone who studies or who is devoted to the acquisition of knowledge”.⁵

The ability means the quality or capacity of being able to do something well. As said by Hornby, the definition of ability such as, “Ability are: 1).

⁵A.S. Hornby, *Oxford Advanced Dictionary of Current English* (Cambridge: Oxford University Press, 1987), p. 41.

Capacity or power to do something physical and mental. 2). Cleverness, intelligence. 3). Special natural power to do something well that talent”.⁶

. Base on description before, the students’ ability means the quality of who is studying at school being able to do something well

2. Identifying Noun

Identifying is differentiating of two or more the object. As said by Hornby, the definition of identify such as, “To recognize and able to say who or what are they”.⁷

The word nouns in this topic of research derives from “noun” which means a word that refers to a person (such as doctor), place (such as Paris) or thing, a quality or an activity (such as tennis).⁸

Base on description before, the identifying noun is recognizing and able to say and show what are the word that refers to person, place, thing, or quality.

Based on the above the meaning, the writer simplifies that the meaning of the title: The students’ Ability in Identifying Nouns at MTs Negeri Siabu is about the students’ ability in knowing and identifying nouns.

⁶*Ibid*, p.2

⁷*Ibid*, p.672

⁸ Dakshina Murthy, Jayanthi, *Contemporary English Grammar* (Book Palace, 2003), p. 5.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Review

In conducting a research, theories are needed to explain some concept or terms applied in research concerned. The terms are as follow:

1. The Description of Language Ability

a. The Language Ability

Appropriate social communication requires that children have adequate language to support their social interaction. In order for a school age child to communicate appropriately and successfully, he/she needs to be linguistically competent. Indeed, language is the primary means by which school age children succeed in establishing and maintaining social relationships. The pivotal role that language plays in teacher-related adjustment (Gresham, 1998)¹

According to Hornby, “ ability is the quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.”² Beside it, according to “*second-generation transformational grammar*”, ability is the knowledge of the original

¹ Gresham, F. (1998). Social skills training with children. In T. S. Watson & F. Gresham (Eds.), *Handbook of child behavior therapy* (New York, NY: Plenum Press), p. 475-497

² A.S Hornby, p. 12

speaker/listener not consciousness, sneaking, intrinsic, implicit, intuitive and is not limited to its language.³

So the language ability is the ability to create and comprehend sentences, including sentences which they have never hear previously.

b. The Characteristics of Language

According to H. Douglas Brown there are eight characteristic of language, they are:⁴

1. The language has systematic system.
2. The language has set symbols of arbitrer.
3. The language has character vocal or non vocal.
4. The language has conventional meaning.
5. The language utilized as a means of communications.
6. The language operates in language society or culture.
7. The language intrinsically has to character of humanity.
8. The language obtained by everyone which the same to and the language has world marking.

Anderson describe the same characteristics which differential word, they are:⁵

1. The language has systematic system
2. The language has vocal/non vocal.

³ Henry Guntur Tarigan, *Pengajaran Kompetensi Bahasa* (Bandung: Angkasa, 1990), p. 21-22

⁴ H Douglas Brown, *Principles of Language Learning and Teaching* (New Jersey: Prentice-Hall, 1980), p 89

⁵ Paul S Anderson, *Language Skill in Elementary Education*. (New York: Macmillan Publishing Co., Inc), p. 27

3. The language has arbitrary symbol.
4. The language is unique
5. The language is communication
6. The language relate to culture.
7. The language is fluctuating
8. The language is habit.

c. The Component of Language Ability

There are some components of language ability from the perspective of Bachman (1990:107):⁶

1. Language Ability, which was subdivided into organizational and pragmatic competence. These were further subdivided into grammatical, textual, illocutionary, and sociolinguistic ability.
2. Strategic Ability, a notion built on Ganale's (1983) model of communicative ability, and Faerch & Kasper's (1983) formulation of strategies of communication, which would in turn have three components: assessment, planning, and execution.
3. Psychophysiological mechanisms, in which "we can distinguish the visual from the auditory channel and the productive from the receptive skill.

According to Enric Llurda, component of language ability are:⁷

⁶ Bachman, L.F. (1990) *Fundamental considerations in language testing*. (Oxford University Press), p.87

⁷ Enric Llurda, *On Competence, proficiency, and communicative language ability*, (Spain: University of Lleida), p. 87

1. Functional Finesse Ability:
 - a. Participative Ability, the students is capable to response according to the correct procedural.
 - b. Interactional Ability, the students is capable to interaction and cooperation easily to finish class duties.
 - c. Academic Ability, the students capable to comprehend the new information, forming and developing new concept and also obtain the other new competence. In academic there are four basic language domains; speaking, listening, reading, and writing.⁸
2. Communicative Ability
 - a. Strategic Ability, the students capable to mastering the verbal-nonverbal communicative strategies.
 - b. Discourse Ability, the students capable to coupling the forms and sense grammatical in many genre.
 - c. Sociolinguistic Ability, the students capable to comprehend usage of sentence according to social context.
 - d. Grammatical Ability, the students capable to mastering vocabulary, word formation, sentence formation, phonology, and semantic.

⁸ Agnes Stephenson, *Assesing English Language Proficiency*, (California: CERA, 2004), p. 3



d. The Levels of Language Ability

To knowing the students level in language ability, there are writer explain about level of student ability in language:⁹

1. Entering

Entering is the process when student does not understand or speak English with the exception of a few isolated word or expressions.

2. Beginning

Beginning is the process when student:

- Understand and speaks conversational and academic English with hesitancy and difficulty.
- Understand pars of the lesson and simple direction.
- The student is at a pre-emergent level of reading and writing in English, significantly below grade level.

3. Developing

Developing is the process when student:

- Understand and speaks conversational and academic English with decreasing hesitancy and difficulty.
- The student is post-emergent, developing reading comprehension and writing skills in English.
- The student's English literacy skills allow the students to demonstrate academic knowledge in content areas with assistance.

⁹ Robin M Lisboa, *English Language Proficiency Standards for English Language Learners* (Chicago: Illinois, 2004), p. 4

4. Expanding

Expanding is the process when student:

- Understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.
- The student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

5. Bridging

- Understand and speaks conversational and academic English well.
- The student is near proficient in reading, writing and content area skill needed to meet grade level expectations.
- The student requires occasional support.

2. Description of Noun

By looking at the important of the language for human as a communication with other. The first that teach to children is about the name of thing in their environment. It is relevant with sentence 31 surah Al-Baqarah which Allah SWT teaches Adam firstly about the name of thing in earth.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Its meaning: *and He taught Adam the nature of all things; then He placed them before the angels, and said: "Tell me the nature of these if ye are right."*¹⁰

a. Noun

Noun is things; the things can be living things or not living things. The 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. In addition, it may function as the chief or head word in many structures of modification.

According to Marjolijn Verspoor and Kim Sauter, "Noun is the name of things and persons".¹¹ Jayanti Dakshina Murty says "Noun is a word used to name a person, place, thing, and a quality of is defined as a noun".¹² While according to Wren & Martin that "A noun is a word used as the name of a person, place or thing".¹³ The other ideas about definition of noun by Stannard Allen that, Noun is naming things that we cannot count (uncountable or mass nouns) have no indefinite article, and usually no plural.¹⁴ And the last, Collins in *Cobuild English Grammar* says that noun is used to identify a person or thing.¹⁵

From the explained above can be concluded that Noun is a word used to name of things, like to name a person, place, and it may can be

¹⁰ R.H.A. Soenarjo, *Al Qur'an Dan Terjemahan* (Semarang: CV. Toha Putra, 1989), p.7.

¹¹ Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis* (Amsterdam/ Philadelphia: John Benjamins Publishing Company, 2000), p. 88.

¹² Jayanthi Dakshina Murty, *Contemporary English Grammar* (New Delhi: Book Palace, 2003), p. 5.

¹³ Wren & Martin, *High School English Gramar* (NDV: Prasada Rao, 1990), p. 5.

¹⁴ Stannard Allen, *Living English Structure* (Hongkong: Longman, 1987), p. 1.

¹⁵ Collins, *Cobuild English Grammar* (Cheltenham: Promerade Graphics, 2003), p. 5

counted or not. Besides that, nouns have some types dividing each. Every type to be more majoring it. The names will be explained in kinds of nouns following.

b. Kinds of Noun

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

a. Proper nouns

A proper noun begins with a capital letter in writing. It includes:

- 1) Personal names, examples: Mr. Ramdansyah, Annisa
- 2) Names of geographic units such as countries, cities, rivers, examples: Indonesia, Padangsidempuan, North Sumatra
- 3) Names of nationalities and religions, examples: Islamic, Dutchman
- 4) Names of holiday, examples: Independence day, Thanksgiving day
- 5) Names of time units, examples: Friday, August
- 6) Words used for personification-an abstraction thing treated as a person, examples: Nature, Liberty

As opposed to proper nouns, all other nouns are classified as common nouns.

b. Concrete or Abstract nouns

A concrete noun is a word for a physical object that can be perceived by the senses- we can see, touch, and smell the object, examples: cat, flower, and boy. An abstract noun is a word for a

concept- it is an idea that exists in our minds only, examples: beauty, justice, and mankind

c. Countable or uncountable nouns

A countable noun can usually be made plural by the addition of – s (one boy, two boys). A noncountable noun is not used in the plural. Mass nouns form one type of noncountable noun. They are words for concrete objects stated in an undivided quantity, examples: sugar, ink, iron. Abstract nouns (including names of school subjects and sports) are noncountable.

Some noncountable nouns may also be used in a countable sense and will therefore have plural, examples: we had chicken for dinner (chicken is a mass noun), there were many chickens in the yard (chicken is a countable noun). In addition, a noncountable noun may be used in the plural with the special meaning of *kinds of*- Many fruits were displayed at the fair.

d. Collective nouns

A collective noun is a word for a group of people, animals or objects considered as a single unit. Examples: audience, committee, class, crew, enemy, faculty, family, flock, folk, group, orchestra, press, public, team, herd, jury, minority, nation.¹⁶

¹⁶ Marcella Frank, *Modern English A Practical Reference Guide* (New Jersey: Prentice Hall, 1972), p. 6.

While according to Jayanthi Dakshina Murthy that nouns are divided into eight kinds:

a. Common noun

Common noun is a name given in common to every person or thing of the same class or kind. Examples: Teacher, boy, town, place, driver and region.

b. Proper noun

Proper noun is the name of some particular person or place. Examples: Obama, Indonesia, Miss Fathonah, Mrs. Fatmawati

c. Collective noun

Collective noun is the name of collection of things or person. Examples: Mob, Parliament, Poultry, Gentry, Block, Nation and Family.

d. Concrete noun

Concrete noun is the name of a thing that can be touched or seen. Examples: room, girl, boy, computer, paper, pencil, correction fluid.

e. Abstract noun

Abstract noun is the name of a quality, action or state. Examples: Childhood, Admission, Sorrow, Love, Freedom and Kindness.

f. Countable noun

Countable noun is the name of a thing that can be counted or divided into singular or plural. Examples: Woman, Dictionary, Veil, Letter, Lamp, Uniform and Shirt.

g. Uncountable noun

Uncountable noun is the name of a thing that cannot be counted or divided into singular and plural. Examples: Rice, Tea, Liberty, Democracy, Money, Honesty and Gold.

h. Material noun

Material noun is the name of a material or substance out of which things are made. Examples: Gold, Silver, Iron, Cooper, Water, Money, Ink and Air.¹⁷

So, the writer concludes that kinds of noun are:

a. Concrete noun is the name of thing that can be perceived by the sense, we can see, touch, smell the object.

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

Examples: Teacher, town, region, place, boy, typist, driver

2) Proper noun is the name of some particular person or place and the nouns begins with a capital letter in writing. It includes personal names, names of geographic units such as countries, rivers, lakes, mountains.

Examples: Indonesia, North Sumatra, Batang Ayumi

3) Collective noun is the name of group of people animals or things considered as a single unit.

Examples: audience, committee, class, family, nation, team

¹⁷ *Ibid*, p. 6.

4) Material noun is the name of a material or substance out of which things are made.

Examples: gold, silver, iron, cooper, ink, wool, money

5) Countable noun is the name of a thing that can be counted, and countable noun divided into singular and plural.

Examples: woman, three veils, a book,

6) Uncountable noun is the name of a thing that cannot be counted or divided into singular and plural.

Examples: rice, gold, tea, air, water, sugar

b. Abstract noun is the name of quality, action or state. Abstract noun same with uncountable noun. Examples: justice, childhood, admission, freedom, sorrow, love, luck

Besides that, there are also functions that made disposition of nouns in sentence. Following will discuss in Classes of nouns.

c. Functions of Noun

Noun has some functions in a sentence. According to A.J. Thomson & A.V. Martinentin *A Practical English Grammar*, as:

a. The subject of a verb

Example: Suci arrived.
s v

b. The object of a verb

Example: I saw Suci.
s v o

c. The object of a preposition

Example: I spoke to Suci.
 s v o

d. The complement of the verb be, become, seem.

Example: Suci is a student.
 s to be o

e. A noun can also be in the possessive case

Example: Suci's books.¹⁸
 s

Marcella Frank says that, there are four function of nouns, namely:

a. As a subject (before the verb)

Example: Ilham loves his mother.
 s v o

b. As an object of verb (after the verb)

1) Direct Object

Example: Ilham loves mother.
 s v o

2) Indirect Object

Example: Ilham sent mother money.
 s v o c

c. As an object of preposition (In a prepositional phrase and after a preposition)

Example: I took it from Ilham.
 s v o c

¹⁸ A.J. Thomson & A.V. Martinet, *A Pactical English Grammar* (London: Oxford University Press, 1986), p. 24.

d. As a complement

- 1) Subjective complement (after verbs like be, appear, seem, become, remain)

Example: Ilham is president.
 s to be c

- 2) Objective complement

Example: They elected Ilham president.¹⁹
 s v o c

According to Ridwansyah in his book *Mastering English Grammar* that, there are six of the functions of noun.

- a. As a subject of a verb

Example: Ramdansyah is my father.
 s to be c

- b. As the complement of the verb, be, become, seem. The function of noun here is as part of predicate.

Example: My father is a carpenter.
 S to be c

- c. As an object of a verb

Example: I received a letter this morning.
 s v o c

¹⁹ Marcella Frank, *Modern English Part I Parts of Speech* (New Jersey: Prentice Hall, 1972), p. 2.

d. As complement or as adverb/ apposition

Example: I gave the Doctor his bag.
 s v o c

e. As an object of a preposition

Example: She talked with Syahrani.
 s v o

f. As the possessive case

Example: Rembrandt's works. (The works of Rembrandt).²⁰
 s

It's different from Collins in his book who says that, the functions of noun are very simple. A noun can be the subject, object or complement of a clause or the object of a preposition.²¹

While according to Betty Schramper Azar and Stacy A. Hagen, that:

a. A noun is used as the subject of a sentence.

Example: Birds fly
 S V
 N

Bird is a noun, it is used as the subject of a sentence.

b. A noun is used as the object of a verb.

Example: Fatimah is holding a pen
 S V O
 N N

Pen is a noun. It has the article *a* in front of it; *a pen* is used as the object of the verb is holding.

²⁰ Ridwansyah, *Mastering English Grammar* (Jakarta: Puspa Swara, 2006), p. 15-16.

²¹ Collins, *Op.Cit.* p. 2.

c. A noun is also used as the object of a preposition.

Example: <u>Birds</u>	<u>fly</u>	<u>in</u>	<u>the sky</u>
<u>S</u>	V	Prep	O. Prep
N			N

In is a preposition. The noun *sky* (with the article *the* in front) is the object of the preposition *in*.²²

So, it can be concluded that there are four the functions of nouns.

They are:

- a. As a subject (before the verb), example: Andy buys a car.
- b. As an object (after the verb)
 - 1) As an object of verb
 - a) Direct Object, example: Andy buys a car.
 - b) Indirect Object, example: Andy bought Wisa a car.
 - 2) As an object of a preposition (after a preposition), example: I took it from Andy
- c. As a complement (after the verbs)
 - 1) Subjective complement, example: Mr. Salim is the Headmaster
 - 2) Objective complement, example: They elected Mr. Salim Headmaster.
- d. As the possessive case, example: Sari's home

Besides that, there are also the divisions of nouns pursuant to divided gender become four class. Following will discuss in Classes on Nouns.

²² Betty Schrampf Azar and Stacy A. Hagen, *Basic English Grammar* (New York: Pearson Longman, 2006), p. 158.

d. Classes of Noun

Classes of noun means classify the noun according to sex, it is known as gender. The word gender is originated from Latin “Genus”, genus means kind or sort. So gender indicates whether a person or an animal is male or female.²³

There are four kinds of gender:

a. Masculine Gender

Jayanti Dakhsina Murthy said masculine gender is a noun which denotes a male person or an animal.²⁴ According to Anne Juwita masculine gender is a noun that we used denotes masculine gender.²⁵ In line with idea above Ridwansyah also said that masculine gender we used denotes masculine.²⁶ So the writer can conclude that masculine gender is a noun that we used denotes masculine gender (a male person or an animal).

Examples: boy, husband, grandfather, father, king, monk, male animal

b. Feminine Gender

Feminine gender is a noun which denotes a female person or an animal.²⁷ According to Anne Juwita feminine gender we used denotes

²³ Jayanthi Dakshina Murty, *Op.Cit.*, p. 14.

²⁴ *Ibid.*

²⁵ Anne Juwita, *1 Hari Tuntas Menguasai Grammar* (Jakarta: Hi-Fest, 2009), p. 24.

²⁶ Ridwansyah, *Op.Cit.*, p. 16.

²⁷ Jayanthi DakshinaMurty,*Loc. Cit.*

feminine.²⁸ While according to Ridwansyah feminine gender is a noun that we used denotes feminine.²⁹ So, feminine gender is a noun that we used denotes feminine gender (a female person or an animal).

Examples: queen, girl, wife, mother, grandmother, female animal.

Adding the masculine gender or female gender after the noun if want denotes the gender with clearly.³⁰

Example: Boy friend, She-dog, and Woman teacher

c. Neuter Gender Nouns

Neuter gender according to Jayanthi Dakhsina Murthy is a noun which denotes either male or female person or an animal.³¹ While according to Anne Neuter gender is a noun that we used denotes a noun has not gender or neuter.³² Ridwansyah add that neuter gender means either male or female. So, neuter is inanimate things. Animals whose sex don't know and sometimes babies whose sex don't know. If related to people, we use *he and she*. But if it related with nouns, animals or children we use *it or its*.³³ From some ideas above is about neuter gender.

So, the writer concludes that neuter gender is a noun which denotes either neither male nor female person or an animal. Examples: radio, table, window, car, school, science, poetry

²⁸ Anne Juwita, *Loc. Cit.*

²⁹ Ridwansyah, *Loc. Cit.*

³⁰ Anne Juwita, *Loc. Cit.*

³¹ Jayanti Daksina Murthy, *Loc. Cit.*

³² Anne Juwita, *Loc. Cit.*

³³ Ridwansyah, *Loc. Cit.*

Examples:

- I have *a new dress*, it is white.
- Fathonah likes her *cat*. Its name is pussy.
- Look at that lovely *girl*. She's my sister

d. Common Gender Nouns

Common gender is a noun which denotes both male and female person or animal.³⁴ While according to Anne common gender is a noun that we used denotes a noun has common gender or generally.³⁵ So, from the second idea above, the writer conclude that common gender is a noun which denotes a noun has common gender or generally both male and female person or an animal.

Examples: parents, pupil, person, painter, singer, teacher, baby.

To see do a nouns in the form of singular or plural hence nouns divided to become two types and studied in number of nouns following.

e. Number of Nouns

Number is a word which indicates whether a noun is singular or plural. There are two kinds of numbers, they are:³⁶

- a. The Singular Number is a noun which denotes one person or thing.

Example: box, tree, man, boy, girl, cow, bird, pen, book, dictionary

³⁴ Jayanthi Dakhsina Murthy, *Loc.Cit.*

³⁵ Anne Juwita, *Loc.Cit.*

³⁶ Jayanthi Dakhsina Murthy, *Op.Cit.*, p. 16.

- b. The Plural Number is a noun which denotes more than one person or thing.

Example: boxes, trees, men, boys, girls, cows, birds, books, dictionaries

In line with idea above that there are two kinds number of nouns.

So, according to Betty Schramper Azar that there are some certainty that we can change from singular to plural:

- a. To make most nouns plural add *-s*.³⁷ Marcella Frank said that the general rule for writing the plural of English nouns is to add *s* to the singular form.³⁸ According to A.J Thomson and A.V Martinet the plural of a noun is usually made by adding *s* to the singular.³⁹ So, the general rule for writing the plural of English nouns is to add *s*. Examples: dog becomes dogs, book becomes books, houses become houses, bird becomes birds.
- b. In fundamentals of English Grammar, Betty Schramper Azar said that add *-es* to nouns ending in *-sh*, *-ch*, *-ss*, and *-x*.⁴⁰ In line with Betty idea that spelling of plural endings *-es* after *-s/-sh/-ch/-x*.⁴¹ *-es* plural nouns ending in sibilant sounds spelled with *s*, *z*, *ch*, *sh*,

³⁷ Betty Schramper Azar, *Fundamentals of English Grammar* (Jakarta Barat: Bina Rupa Aksara, 1993), p. 68.

³⁸ Marcella Frank, *Modern English A Practical Reference Guide. Op. Cit.*, p.13.

³⁹ A.J. Thomson & A.V. Martinet, *Op.Cit.*, p. 25.

⁴⁰ Betty Schramper Azar, *Loc.Cit.*

⁴¹ Raymond Murph, *Essential Grammar in Use* (New York: Cambridge University Press, 1990), p. 120.

⁴².Nouns ending in *o* or *ch*, *sh*, *ss* or *x* form their plural by adding *es*.⁴³ Marcella Frank adds in other book that after a sibilant sound spelled as *s*, *z*, *ch*, *sh*, *x*, *es* is added. However, if final *ch* pronounced [k], only *s* is added, examples: stomachs, epochs.⁴⁴ So, add *-es* if nouns ending *-sh*, *-ch*, *-ss*, *-x*, *-o*, *-z*. Examples: brush becomes brushes, box becomes boxes, class becomes classes, stomach becomes stomachs, epoch becomes epochs, and monarch becomes monarchs.

- c. Betty said that if noun ends in a consonant *-y*, change the *-y* to *-i* and then add *-es*. But if *-y* is preceded by a vowel, add only *-s*.⁴⁵ In line with Betty idea, Marcella said that after *y* preceded by a consonant, the *y* is changed to *i* and *es* is added. If final *y* preceded by a vowel, no change is made.⁴⁶ While according to A.J Thomson and A.V Martinet said that nouns ending in *y* following a consonant form their plural by dropping the *y* and adding *ies*. While nouns ending in *y* following a vowel form their plural by adding *s*.⁴⁷ So, if nouns ending in *-y* following a consonant, change the *-y* to *-i* and then add *-es*. But if nouns ending *-y* following a vowel, add only *-s*. Examples: baby becomes babies, city becomes cities, lady becomes ladies, day

⁴² Marcella Frank, *Modern English A Practical Reference Guide*, *Loc.Cit.*

⁴³ A.J. Thomson & A.V. Martinet, *Loc.Cit.*

⁴⁴ Marcella Frank, *Modern English A Practical Reference Guide*, *Loc.Cit.*

⁴⁵ Betty Schramper Azar, *Fundamentals of English Grammar*, *Loc.Cit.*

⁴⁶ Marcella Frank, *Modern English A Practical Reference Guide*, *Loc.Cit.*

⁴⁷ A.J Thomson and A.V Martinet, *Loc.Cit.*

becomes days, toy becomes toys, boy becomes boys, and monkey becomes monkeys.

- d. If a noun ends in *-fe* or *-f*, the ending to *-ves*.⁴⁸ According Raymond Murphy if spelling of plural endings *-f/fe* becomes *ves*.⁴⁹ One syllable nouns ending in a single *f* or *fe*: *f* is changed to *v*. There are some word may also have a regular plural scarves or scarfs, dwarves or dwarfs.⁵⁰ In line with some idea above, nouns ending in *f* or *fe* drop the *f* or *fe* and add *ves*. The nouns hoof, scarf, and wharf take either *a* or *ves* in the plural: hoofs or hooves, wharfs or wharves. Other words ending in *f* or *fe* add *s* in the ordinary way: cliff becomes cliffs, safe becomes safes.⁵¹ So, in one syllable words, final *f* or *fe* becomes *ves* in the plural. However, some such words take the regular *s* ending. A few words have either form for the plural. Examples: leaf becomes leaves, wife becomes wives, roof becomes roofs, chief becomes chiefs, wharves or wharfs, scarf or scarves.
- e. After final *o*, *es* is sometimes added, especially in some common words. If a vowel precedes the final *o*, or if the word is a term used in music, only *s* is added. Sometimes the *es* alternate with a less common *s* ending.⁵² While according Betty the plural form of nouns

⁴⁸ Betty Schramper Azar, *Fundamentals of English Grammar, Loc.Cit.*

⁴⁹ Raymond Murphy, *Essential Grammar in Use, Loc.Cit.*

⁵⁰ Marcella Frank, *Modern English A Practical Reference Guide, Loc.Cit.*

⁵¹ A.J Thomson and A.V Martinet, *Loc.Cit.*

⁵² Marcella Frank, *Modern English A Practical Reference Guide, Loc.Cit.*

that end in *-o* is sometimes *-oes* and sometimes *-os*.⁵³ So, if noun ending in *o*: *es* only examples: Negroes, heroes, potatoes, tomatoes. If *s* only, examples: terms in music, pianos, studios, sopranos. If *es* or *s* ending, examples: cargoes or cargos, volcanoes or volcanos, mottoes, mottos.

- f. Irregular plurals based on older English may take the form of:⁵⁴
- 1) an internal change, examples: man becomes men, foot becomes feet, mouse becomes mice, goose becomes geese, person becomes two people/some people/many people
 - 2) an *en* ending, examples: child becomes children, ox becomes oxen. Brethren (the older plural of brother) is found mainly in religious context.
- g. Names of certain creatures do not change in the plural. *Fish* is normally unchanged. *Fishes* exist but is uncommon. Some types of fish do not normally change in the plural:
- Examples: salmon, carp, squid, trout, pike, cod, turbot, plaice
- But if used in a plural sense they would take a plural verb.
- Others add *s*:
- Crabs, eels, herrings, lobsters, sardines, sharks
- Deer and sheep do not change: one sheep, two sheep.

⁵³ Betty Schramper Azar, *Fundamentals of English Grammar, Loc. Cit.*

⁵⁴ Macella Frank, *Modern English A Practical Reference Guide, Loc. Cit.*

Sportsmen who shoot duck, partridge, pheasant. Use the same form for singular and plural. But other people normally add *s* for the plural: ducks, partridges, pheasants. The word game, used by sportsmen to mean an animal/animals hunted, is always in the singular, and takes a singular verb.⁵⁵

- h. Some words which retain their original Greek or Latin forms make their plurals according to the rules of Greek and Latin.⁵⁶

Examples: crisis/crises, phenomenon/phenomena, terminus/termini

But some follow the English rules:

Examples: dogma/dogmas, gymnasium/gymnasiums

Sometimes there are two plural forms with different meanings:

Examples: Appendix, appendixes or appendices (medical terms)

Index, indexes (in books), indices (in mathematics)

Musicians usually prefer Italian plural forms for Italian musical terms:

Examples: Libretto/Libretti, tempo/tempi

But *s* is also possible: Librettos, tempos

Marcella said that many foreign words retain their foreign plurals in English.

- 1) Singular *us* ending becomes plural *i* ending, examples: stimulus becomes stimuli, radius becomes radii.

⁵⁵ A.J Thomson and A.V Martinet, *Op.Cit.*, p. 26.

⁵⁶ *Ibid*, p. 27.

- 2) Singular *a ending* becomes plural *ae ending*, examples: larva becomes larvae, vertebra becomes vertebrae.
- 3) Singular *um ending* becomes plural *a ending*, examples: memorandum becomes memoranda, stratum becomes strata. Some such words are used chiefly in the plural, examples: data, bacteria.
- 4) Singular *is ending* becomes plural *es ending*, examples: crisis becomes crises, parenthesis becomes parentheses.
- 5) Singular *on ending* becomes plural *a ending*, examples: criterion becomes criteria, phenomenon becomes phenomena.
- 6) Singular *ex or ix ending* becomes plural *ices ending*, examples: vortex becomes vortices, matrix becomes matrices.
- 7) Singular *eau ending* becomes plural *eaux ending*, examples: bureau becomes bureaux, plateau becomes plateaux.

There is an increasing tendency for regular *s* plurals to alternate with foreign plurals. The dictionary therefore also records such plurals as memorandums, vertebrae, vortexes, criterions, bureaux.⁵⁷

- i. Collective nouns can take a singular or plural verb; singular if we consider the word to mean a single group or unit:

Examples: Our team is the best.

Or plural if we take it to mean a number of individuals:

Our team are wearing their new jerseys.

⁵⁷ Marcella Frank, *Modern English A Practical Reference Guide*. Op.Cit., p. 13-14.

When a possessive adjective is necessary, a plural verb with *there* is more usual than a singular verb with *its*, though sometimes both are possible:

Examples: The jury is considering its verdict.

The jury are considering their verdict.

- j. Certain words are always plural and take a plural verb:

Examples: clothes, police

Garments consisting of two parts:

Examples: breeches, pants, pyjamas, trousers

And tools and instruments consisting of two parts:

Examples: binoculars, shears, spectacles, scales, pliers, glasses, scissors

- k. A number of words ending in *ics*, acoustics, athletics, politics, mathematics, which are plural in form, normally take a plural verb:

Example: His mathematics are weak.

But names of sciences can sometimes be considered singular:

Example: Mathematics is an exact science.

- l. Words plural in form but singular in meaning include news:

Example: The news is good

Certain diseases:

Mumps, rickets, shingles

And certain games:

Billiards, bowls, darts, dominoes⁵⁸

m. Compound Nouns

1) Normally the last word is made plural:

Examples: boy-friends breaks-ins travel agents

But where man and woman is prefixed both parts are made plural:

Examples: men drivers women drivers

2) The first word is made plural with compounds formed of verb + *er*

nouns + adverbs:

Examples: hangers-on, lookers-on, runners-up

And with compounds composed of noun + preposition + noun:

Example: ladies-in-waiting, sisters-in-law, wards of court

3) Initial can be made plural:

Examples: VIPs (Very Important Persons),

MPs (Members of Parliament), OAPs (Old Age Pensioners)⁵⁹

B. Review of Related Findings

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

1. Dwita Normasanti, Arie Sugiyartati, (2009) Gunadarma University, research on the title “The Mastery Level of the First Year Students of Faculty of Letters in Understanding Countable and Uncountable Nouns”. Result of research after

⁵⁸ A.J Thomson and A.V Martinet. *Loc.Cit.*

⁵⁹ *Ibid*, p. 27-28.

analyzing the data, the percentage of mastery as much as 76, 22% and the percentage of errors as much as 23.78%. So, the level of understanding of the first year students of Faculty of Letters of Gunadarma University in understanding countable and uncountable nouns in grade C which means average or acceptable.⁶⁰

2. Mastika Rizki Pohan, (2011) Universitas Muhammadiyah Tapanuli Selatan, research on the title “An Analysis on the Students’ ability in nouns mastery of the grade VIII at SMP Negeri 3 Angkola Selatan in 2010-2011 Academic year”. Result of research after analyzing the data, it can be stated that their mastering nouns was sufficient namely. In fact, after collecting the data it can be found that the total score of them is 6225 and their mean score is 66, 93 and then after scored the grade VIII students of SMP N 3 Angkola Selatan in 2010-2011 in academic year in mastering noun exactly. Further, the difficulties of them students can be known form their unable mastery the uncountable nouns as nouns they are to small to count or choose that can not be counted but it can be measure only.⁶¹

From the above explanations, the researcher saw, they used one variable in order they knew about how far the students’ ability in identifying nouns. The researcher thought, it was high subject that must be understood by students. This was one of the basic reasons why researcher chose the title “The Students’ Ability in

⁶⁰ Dwita Normasanti and Arie Sugiyartati, *The Mastery Level of the First Year Students of Faculty of Letters in Understanding Countable and Uncountable Nouns* (Medan: Gunadarma, 2009), p.40.

⁶¹ Mastika Rizki Pohan, *An Analysis on the Students’ Ability in Nouns Mastery of the Grade VIII at SMP Negeri 3 Angkola Selatan in 2010-2011 Academic Year* (Padangsidempuan: UMTS, 2011), p. 35.

Identifying Nouns at the Grade VIII MTs. Negeri Siabu,” with one variable. Researcher thought, if the students want to identify nouns, they must understand from the basic like they have to be able to identify noun well and they have so many vocabulary to be able to identify nouns.

CHAPTER III

RESEARCH METHODOLOGY

A. Kinds of the Research

Based on the analysis of data, this research used qualitative approach. Qualitative research is the research that's means to understand the phenomenon about what is the subject research undergone by using natural method.¹ While according to Burhan Bungin in *Analisis Data Penelitian Kualitatif*, qualitative research is one of the main approaches that basically are a label or general name of a big family of research methodology.²

Based on the method, this research used descriptive method. Descriptive method is a research to depict the object genuinely.³ The descriptive method is a research want to describe objects. Descriptive research purposes to describe the current situations about the object of research.⁴ This descriptive method is used to describe students' ability in identifying nouns in MTs Negeri Siabu.

Based on the place, this research is field research.⁵ This research has done in MTs Negeri Siabu.

¹ Lexy J Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya, 2009), p. 126.

² Burhan Bungin, *Analisis Data Penelitian Kualitatif* (Jakarta: PT. Raja GrafindoPersada, 2007), p. 19.

³ Sukardi, *Metode Penelitian Pendidikan Kompetensi dan Prakteknya* (Jakarta: Bumi Aksara, 2003), p. 157.

⁴ Mardalis, *Metode Penelitian; Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003), p. 26.

⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), p. 8-9.

B. The Location and Time of the research

1. Place of the Research

The research conducted at Grade VIII MTs Negeri Siabu in academic in 2012/2013 Academic Year, which the complete address is on Jln Medan-Padang, Kecamatan Siabu, Kabupaten Mandailing Natal.

2. Time of the Research

The researcher has done from February 2013 to April 3013, and the data has taken after the research letter comes up from the Academic Office of STAIN Padangsidimpuan.

C. The source of Data

The source of data this research is consist of two sources, they are: the primary data and the source of secondary data.

- a. Primary source of data (principal data) is the basic of data. Primary source of the data took from the English teacher they are Mrs. Duma Sari Hasibuan, S. Pd, Mrs. Purnama Indah Nst, S. Pd, and Mrs. Azizah, S. Ag. And the students grade VII in MTs Negeri Siabu. They are divided into six classes: class VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, and class VIII 6. The researcher took one class is the students of VIII 1, consisted of 30 students. The researcher took this class is the cleverest class in Grade VIII in MTs Negeri Siabu.
- b. Secondary sources of data (supplementary data),is an information from Mr. Drs. Saparuddin as the headmaster and Mrs. Rosmawati Pulungan as the

chief administration and Ms. Melliana as the administration of MTs Negeri Siabu.

D. The Technique of Collecting Data

Jhon W. Creswell said that there are some steps in collecting data of qualitative research include: setting the boundaries of study, collecting information through unstructured (or semi structured), observations and interview, document and visual materials.⁶

To get an accurate data, researcher collected data by doing those activities:

a. Observation

Ronny Hanitijo Soemitro Said on Metode Penelitian; Dalam Teoridan Praktek by Joko Subagyo observation is tracking with intentionally, systematic, about social phenomena with psychological indications to be notes later:⁷ Observation is a technique of collecting data which is done through an observation and take a note to a condition or object behavior. So this observation used to know the situation in MTs Negeri Siabu included location, facilities and subject of research as supporting to know the students' ability in identifying nouns.

⁶ Jhon W. Creswell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Saga Publications, Inc, 2002), p. 185.

⁷ Joko Subagyo, *Metode Penelitian Dalam Teori dan Praktek* (Jakarta: PT. Rineka Cipta, 2004), p. 63.

b. Interview

Interview is data collecting activity by using dialogue.⁸ While Gay and Peter Airasian in his book, which the title *Education Research Competencies for Analysis and Application* that interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.⁹ In this research, the researcher interviewed directly to the Headmaster to know about condition of school, and to English teacher to know about the students' ability in identifying nouns and how the learning strategies that used in teaching that subject, the researcher also interviewed with the students about their ability in identifying nouns.

So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting. Interview has given for grade VIII students in MTs Negeri Siabu, the questions was appropriate with the list of interview. It is also had done to the headmaster and the English teacher of MTs Negeri Siabu. Interview is for getting the data about the difficulties that usually faced by the grade VIII MTs Negeri students' ability in identifying nouns and the efforts is done by English teacher to increase the students' ability in identifying nouns at the grade VIII MTs Negeri Siabu. Interview also has done to get information from the headmaster and the English

⁸ Sutrisno Hadi, *Metodologi Research* (Yogyakarta: Andi, 2004), p. 218.

⁹ Gay and Peter Airasion, *Education Research Competencies for Analysis and Applicationn* (USA: Prentice Hall, 2000), p. 219.

teacher about situation in MTs Negeri Siabu to complete the researcher information about the school.

c. Test

In order to gather the data accurately on students' ability in identifying nouns, the researcher gives a test. Appropriate with the instrument of this research, the researcher wants to know the ability of students in identifying nouns. The test was consisting of 30 questions. Every item that had correct answer gave 3 values, for the first item gave 1 point, for the second item gave 4 point, and the last item gave 5 point. While the incorrect answers was not give a value. So, if all questions can answered correctly then the values will 100.

E. Checking of Trustworthiness

In doing the research, the research needs to make validating of the findings. In this case the research used the term of trustworthiness for validating the accuracy findings. In checking the trustworthiness of the data, the researcher proposed triangulation technique.

Triangulation is supposed to support finding by showing that independent measured of it agree with, at least, do not contradict it. It is supported by Creswell who stated "Triangulate is done by examining evidence from the sources and using it to build a coherent justification for themes".¹⁰ It means that in triangulation the researcher should compare the resources or measure or the result that do not contradict each other.

¹⁰John W. Creswell, *Research Design* (USA: Sage Publication, 2002) p. 196

The data that is comparing must be selected and supported each other. It was done by the researcher by comparing the different data sources; they confirm one another. The data about teaching strategies that researcher gets from direct observation; test and interviewing the teachers are compared. After researcher did the triangulation, researcher found the real data that researcher needed.

F. The Technique of Data Analysis

After collecting the data, the researcher analyzes the data; the technique of data analysis presented in descriptive form. The data analyzes by the following procedures:

1. Checking data whether the data are true or false.
2. Counting sum of the true from the students' answer and then classified them based on their score.
3. Calculating their result (mark) by using mean score. In this research used the formula mean score. The formula is:

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

Note: M = Mean score (Average)

N = Sum of the respondents

$(\sum x)$ = Total of the result¹¹

4. After calculating and scoring students' answer sheets then, their score was consulted into the classification quality on the table below:

¹¹Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.

Table 1
The Classification Quality of the Students' Score

Interval	Predicate
0% - 20%	Very weak
21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good ¹²

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

- a. If the value of mean score is 81% - 100%, it can be categorized into very well.
- b. If the value of mean score is 61% -80%, it can be categorized into good.
- c. If the mean score 41% - 60%, it can be categorized enough.
- d. If the mean score 21% - 40%, it can be categorized weak.
- e. If the mean score 0% - 20%, it can be categorized very weak.
- f. Take conclusion, it is done to conclude the discussion briefly and clearly.

So, from the explanations above that the researcher analyzed the result of the test with meant score, the researcher interviews the English teacher and some

¹²Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

of students, the researcher arrange the data systematically and concluding of the research descriptively.

CHAPTER IV
THE RESULT OF THE RESEARCH

A. Findings

1. General Findings

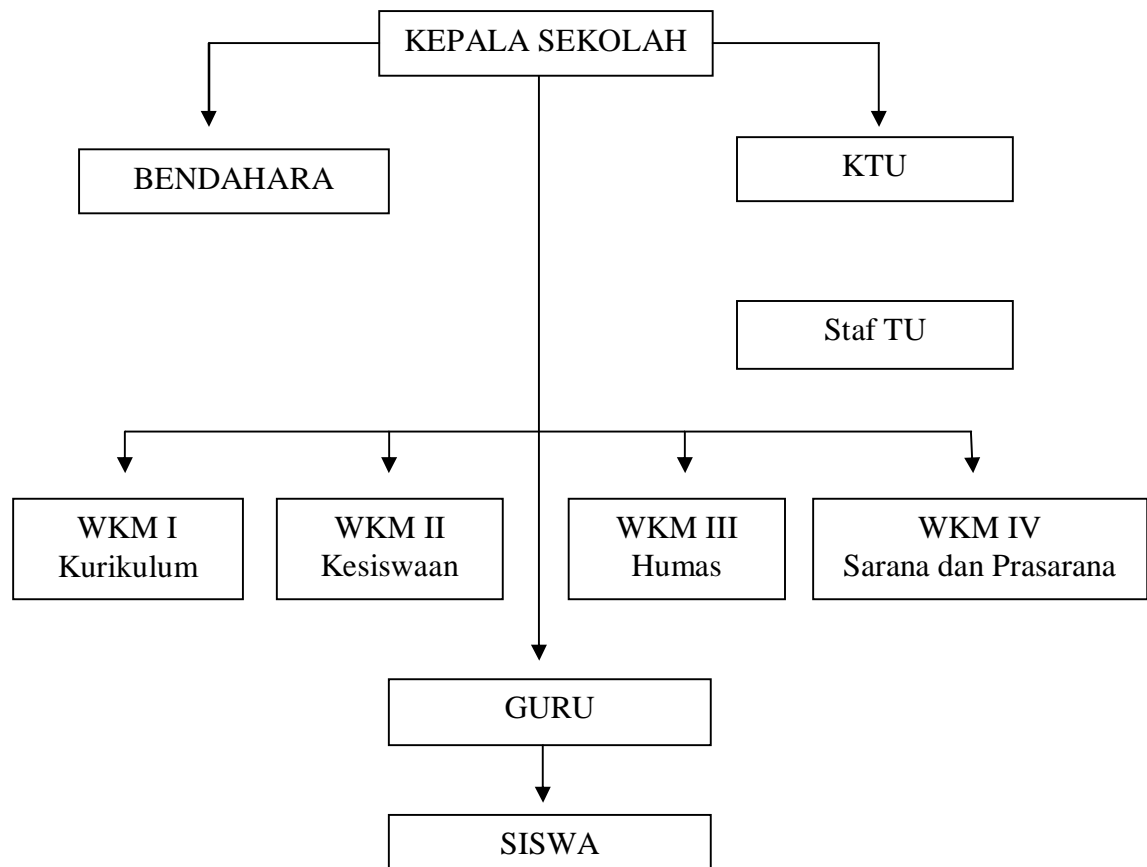
As a general result of this thesis, research described the result of observation location and the setting of research. MTs Negeri Siabu is one of the junior high school in Siabu at Jln. Medan Padang km.53, Kec. Siabu, Kab Mandailing Natal. This school is built in 1986 called MTs Guppi Huraba and change with called MTs Negeri Siabu in 1997.¹ There are some Headmasters which have led in MTs Negeri Siabu and the structure of organization in MTs Negeri Siabu.

Table 2
Headmasters Profile at
MTs Negeri Siabu

No	Name	Period
1.	Ishak Hasibuan, B.A	1997-2000
2.	Drs. H. Maradiun Pulungan	2000-2003
3.	Drs. Ibrahim	2003-2006
4.	Drs. Saparuddin, M.A	20011-now

¹ Rosmawati Pulungan, The Chief Administration in MTs Negeri Siabu, *Personal Interview*, 17 May 2013.

Diagram 1
The structure of organization in
MTs Negeri Siabu



The location is great roadside and easy to be reached. The existence of school location is released pollution. It's comfortable place with flower garden in front of the classroom. Almost class has a flower garden in front of their class. It has trees that make the process of teaching and learning gratified.

These are the description of MTs Negeri Siabu that research can pretend as a general result about location and setting of research.

Based on interview with Mrs. Melliana, S. Pd as a administration in MTs Negeri Siabu has some infrastructures; those are infrastructures that can be found in MTs Negeri Siabu.²

a. Facilities of the school at MTs Negeri Siabu

Table 3
Facilities of the School at MTs Negeri Siabu

No	Infrastructures	Total	Condition	
			Good	Damage
1.	Class room	19	Good	-
2.	Library room	1	Good	-
3.	Mushoollah	1	Good	-
4.	Physics Laboratory	1	Good	-
5.	Computer room	1	Good	-
6.	Headmaster room	1	Good	-
7.	Teacher room	1	Good	-
8.	Administration room	1	Good	-
9.	Toilet	8	Good	-

From those above infrastructures, physically, MTs Negeri Siabu has a sufficiency building, where even classes or offices are built permanently. MTs Negeri Siabu already has 19 classes to conduct the process of teaching and learning.

² Melliana, The Administration in MTs Negeri Siabu, *Personal Interview*, 18 May 2013.

b. Population of the students in MTsN Siabu

These are total students of MTs Negeri Siabu based on 2 departments:

Table 4
The Population of the Students in MTs Negeri Siabu

No	Grade	Class	Student
1.	Grade VII	VII _P	225
		VII ₁	
		VII ₂	
		VII ₃	
		VII ₄	
		VII ₅	
2.	Grade VIII	VIII _P	213
		VIII ₁	
		VIII ₂	
		VIII ₃	
		VIII ₄	
		VIII ₅	
		VIII ₆	
3.	Grade IX	IX _P	203
		IX ₁	
		IX ₂	
		IX ₃	
		IX ₄	
		IX ₅	
Total		19	641

MTs Negeri Siabu has 19 classes. Grade VII is divided into 5 regular and 1 special classes. It took 225 students. Grade VIII is divided into 6 regular and 1 special classes. It took 213 students. Grade IX is divided into 5 regular and 1 special classes. It took 203 students. So the total of all students are 641 people.³

³Data was taken from Data Personil Guru MTs Negeri Siabu.

c. Conditions of the teachers at MTs Negeri Siabu

There are 37 teachers that teach in MTs Negeri Siabu. Among them there are 5 English teachers as follows:⁴

Table 5
Name of teacher in MTs Negeri Siabu

No	Name	Position
1.	Drs. Saparuddin, M.A	Kepala
2.	Rosmawati Pulungan	Kaur TU
3.	Dra. Rosbulan	WKM III
4.	Hafni Megasari, S. Pd	WKM II
5.	Bintang Sri, S.Pd	Guru
6.	Azizah, S.Ag	Guru
7.	Maraluddin, S.Ag	WKM IV
8.	Dra. Siti Kholijah	Guru
9.	Zakiah	Guru
10.	Risqon Djadidah, S.Pd	Guru
11.	Syamsuriawati, S.Ag	Guru
12.	Kamsia, S.Pd	Guru
13.	Dra. Rafiah	Guru
14.	Kasran	Guru
15.	Masbaur, S.Pdi	Guru
16.	Asnuri, S.Pdi	Guru
17.	Dra. Nurhayati	Guru
18.	Hamidah, S.Pdi	Guru
19.	Dumasari Hasibuan, S.Pd	Guru
20.	Nuriyati, S.Pd	Guru
21.	Yusna Dewi, S.Pd	Guru
22.	Mardiani, S.Pd	Guru
23.	Megasari, S.pd	Guru
24.	Syarifuddin, S.Pd	Guru
25.	Nurhaidah, S.Pd	Guru
26.	Nurhayati ZA, S.Pd	Guru
27.	Drs. Suhdan	Guru

⁴Data was taken from Data Personil Guru MTs Negeri Siabu.

28.	Salimah, S.Pd	Guru
29.	Irfan Mustofa, S.E	Guru
30.	Nafisah Nasution, S.Pd	Guru
31.	Seriani, S.Pd	Guru
32.	Purnama Indah Nasution, S.Pd	Guru
33.	Torang, S.Pd	Guru
34.	Kholijah Hsb, S.Pd	Guru
35.	Leliani Hasibuan, S.Pd	Guru
36.	Dini Charnisah Nst, S.Pd	Guru
37.	Amna Hayati Siregar, S.Pd	Guru

Table 6
English Teachers in MTs Negeri Siabu

No.	Name
1.	Duma Sari Hasibuan, S.Pd
2.	Azizah, S.Ag
3.	Mega Sari, S.Pd
4.	Kasran
5.	Purnama Indah, S.Pd

2. Specific Findings

- a. Description of the students' ability in identifying nouns at Grade VIII in MTs Negeri Siabu based on Result of Test Answer.

Based on the result was found from the respondents, it can be seen that the score of respondents between 0 up to 63. It means that the high score by the respondents was 63 and the lowest score was 0. The description data of the students' ability at the grade VIII in MTs Negeri Siabu in identifying nouns can be seen in the following explanations:

For question 1 until 10, the test about identify nouns. The question item form of choosing. The following table is the results of test about identify nouns:

Table 7
The Result of Students Answers

Number of Test	Students (Correct)	Students (Fault)	Total
1.	25	6	31
2.	25	6	31
3.	8	23	31
4.	20	10	31
5.	6	25	31
6.	6	25	31
7.	15	16	31
8.	15	16	31
9.	29	2	31
10.	20	10	31

From the data show that the students' ability in identify nouns. For question number 1, there were 25 students right (80,64%) and 6 students were wrong (19,35%). Question number 2, there were 25 students right (80,64%) and 6 students were wrong (19,35%). Question number 3, there were 8 students right (25,80%) and 23 students were wrong (74,19%). Question number 4, there were 20 students right (64,51%) and 10 students were wrong (32,25%). While question number 5, there were 6 students right (19,35%) and 25 students were wrong (80,64%).

For question number 6, there were 6 students right (19,35%) and 25 students were wrong (80,64%). Question number 7, there were 15 students right (48,38%) and 16 students were wrong (51,61%). Question number 8, there were 15 students right (48,38%) and 16 students were wrong (51,61%). Question number 9, there were 29 students right (93,54%) and 2 students were wrong (6,45%). And while question number 10, there were 20 students right (64,51%) and 10 students were wrong (32,25%).

Questions 11 until 20, the test about identify nouns also, but the question item form filling. The following table is the results of test about identify nouns:

Table 8
The Result of Students Answers

Number of Test	Students (Correct)	Students (Fault)	Total
11.	1	30	31
12.	28	3	31
13.	7	24	31
14.	3	28	31
15.	13	18	31
16.	25	6	31
17.	1	30	31
18.	3	28	31
19.	1	30	31
20.	-	31	31

From the data show that the students' ability in identify nouns. For question number 11, there were 1 students right (3,25%) and 30 students were wrong (96,77%). Question number 12, there were 28 students right (90,32%) and 3 students were wrong (9,67%). Question number 13, there were 7 students right (22,58%) and 24 students were wrong (77,41%). Question number 14, there were 3 students right (9,67%) and 28 students were wrong (90,32%). And question number 15, there were 13 students right (41,93%) and 18 students were wrong (58,06%).

For question number 16, there were 25 students right (80,64%) and 6 students were wrong (19,35%). Question number 17, there were 1 students right (3,22%) and 30 students were wrong (96,77%). Question number 18, there were 3 students right (9,67%) and 28 students were wrong (90,32%). Question number 19, there were 1 students right (3,22%) and 30 students were wrong (96,77%). While question number 20, there were 0 students right (0%) and 31 students were wrong (100%).

The last question numbers 21 until 30, the question item form essay. The following table is the results of test about identify nouns:

Table 9
The Result of Students Answers

Number of Test	Students (Correct)	Students (Fault)	Total
21.	26	5	31
22.	28	3	31
23.	25	6	31

24.	23	8	31
25.	25	6	31
26.	23	8	31
27.	23	8	31
28.	21	10	31
29.	20	11	31
30.	22	9	31

From the data show that the students' ability in identify nouns. For question number 21, there were 26 students right (83,87%) and 5 students were wrong (16,12%). Question number 22, there were 28 students right (90,32%) and 3 students were wrong (9,67%). Question number 23, there were 25 students right (80,64%) and 6 students were wrong (19,35%). Question number 24, there were 23 students right (74,19%) and 8 students were wrong (25,80%). Question number 25, there were 25 students right (80,64%) and 6 students were wrong (19,35%).

For question number 26, there were 23 students right (74,19%) and 8 students were wrong (25,80%). Question number 27, there were 23 students right (74,19%) and 8 students were wrong (25,80%). Question number 28, there were 21 students right (67,74%) and 10 students were wrong (32,25%). Question number 29, there were 20 students right (64,51%) and 11 students were wrong (35,48%). And last for question number 30, there were 9 students right (70,96%) and 9 students were wrong (29,03%).

To get the presentation of identify nouns, the researcher made formula such as:

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

$$M = \frac{\sum \text{Score}}{\sum \text{Respondent} \times \sum \text{item} \times \sum \text{high score}} \times 100 \%$$

$$M = \frac{1542}{31 \times 3 \times 36} \times 100\% = \frac{1542}{3348} \times 100\% = 46,32 \%$$

Based on criteria of score interpretation, the result can be seen in the following table:

Table 10
The Classification Quality of Students' Score

Interval	Predicate
0% - 20%	Very weak
21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good ⁵

Based on the above criteria of core interpretation, researcher concluded that the student's ability in identify nouns in MTs Negeri Siabu was 46,32%, so the category of interpretation was enough.

⁵ Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

b. The Difficulties Faced by Students in Identifying Nouns at Grade VIII in MTs Negeri Siabu.

a) Observation

Based on observation the students have poor vocabulary (it support by Mrs Duma Sari Hasibuan statement in interview), so the students difficult to identifying nouns. In addition the students also focus for the noun indicates the thing can see and touch. They forget that noun also indicate something like place and idea. For example, holiday, time, day, street and Medan. They also confused to determine noun to adjective. The students also lack of knowledge to determine the noun to pronoun. They think pronoun is noun, for example she, he, or my mother, my family and etc. Many students underline pronoun on sentence had I give test

b) Interview

Based on the interview to Mrs Duma Sari Hasibuan as the English teacher in first year, she says that;⁶

The students had poor vocabularies, especially in noun. Example, sometimes they knew the example of noun in Indonesian but they did not know it in English, and they did not know the meaning of noun in Indonesian, so they felt difficulty to determine noun among sentence.

⁶ Duma Sari Hasibuan, S. Pd, English Teacher in MTs Negeri Siabu, *Private Interview*, 18 Mei 2013

This statement above is support by Mrs Azizah as a English teacher in second years, she says that;⁷

The students lack of the knowledge to determine the noun when the noun ending letter was changed and then addition “s” only or the noun addition “es” when they learnt about singular and plural nouns. And when asked to identify nouns in sentence they think everything adding “s” or “es” is nouns. For example *plays*, they think it is noun adding “s”. Actually, it is verb adding “s”.

c. The efforts of the English Teacher in Overcoming Difficulties of Students in Identifying Nouns at Grade VIII in MTs Negeri Siabu

a) Observation

Before the English teacher gave the lesson, the teacher asked the students to utter their vocabularies. The teacher give the punishment to the students did not memorize it well. Moreover, the English teacher motivated the students to improve students’ ability in learning especially in nouns.

b) Interview

To decrease the difficulties of the students in identifying nouns the English teacher uses next efforts. Based on interview to Mrs Purnama Indah, in determining the noun the teacher asked the students to pay attention about the ending letter of the noun while the teacher gave the explanation many time about it so the students understood truly. To

⁷ Azizah, S. Ag, English Teacher in MTs Negeri Siabu, *Private Interview*, 18 Mei 2013

anticipate students' difficulties to indicate among noun, verb, and adjective the teacher give more example for each and show it. Teacher also asked the students to memorize 10 vocabularies and the meaning every meeting.⁸

d. Description of the Learning Process

The learn process that teacher used deductive strategies in teaching noun. The technique used by teacher is speech. So the students easy to forget what they learned. The English teacher did not used the media like picture to show the thing, just used the book hand.

B. Discussion

In learning noun, there were some difficulties that faced by students, they were the students lack of the knowledge to determine the noun that the ending letter was changed and then addition "s" only or the noun addition "es", the students lack of the knowledge the noun that between singular and plural when it adding by "s" or "es", students had poor vocabularies, especially in noun, and the students also felt difficulty of identify noun. It is supported by Muhibbin Syah that the learning difficulties can be caused by 2 (two) factors, they were: *the first*, internal factor (factors from the child it self) 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 the

⁸ Purnama Indah Nst, S.Pd, English Teacher in MTs Negeri Siabu, *Private Interview*, 18 Mei 2013.

relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.⁹

To anticipate the learning difficulties, the English teacher efforts were the English teacher often repeated the lesson especially in determining the noun. Differentiate nouns among verb and adjective when the nouns added by article, suffix or prefix like addition "s" and "es". While to overcome the students difficulties in differentiate between noun and pronoun. Teacher asked the students pay attention about the grammar, the building sentence so the students understood truly. Memorize 10 vocabularies every meeting based on the division of part of speech helped the students to improve their vocabularies. And then, the English teacher motivated the students to improve their ability in learning especially in nouns. The English teacher always motivated the students in learning process. It is supported by Mulyasa that the learning difficulties can be anticipated through tutoring. It is done by teacher to guide the slow learner.¹⁰ In addition, according to Yatim Riyanto that to overcome learning difficulties can be done through remedial.¹¹

Based on observation and interview in MTs Negeri Siabu, the learn process that teacher used deductive strategies in teaching noun. The technique used by teacher is speech. So the students easy to forget what they learned. According to the researcher used the speech technique is less effective if will be used to teach

⁹ Muhibbin Syah, *Psikologi Belajar* (Jakarta: Raja Grafindo Persada, 2008), p. 182-184.

¹⁰ Mulyasa, *Menjadi Guru Profesional* (Bandung: Remaja Rosda Karya, 2008), p. 121.

¹¹ Yatim Riyanto, *Paradigma Baru Pembelajaran* (Jakarta: Pranada Media Group, 2009), p.

noun. Because the students disposed was passive, just hearing what teacher tell. The mastered the material as a result given will be limited to what the master teacher. In addition, teachers who lack the ability to speak well, this method is often regarded as a tedious method and makes students drowsy. So it was natural that the students easily forget what was taught by a teacher.

Thus, according to researcher, the technique used in teaching nouns is a demonstration method. As proposed by Wina Sanjaya that demonstration method is a method of presenting and demonstrating the lesson by demonstrating to the students about a process, situation or thing, whether real or just a copy. However, the demonstration cannot be separated from the verbal explanation by the teacher. Although the role of student demonstrations in the process of simply paying attention, but the demonstration will be able to present more concrete learning materials, making students more easily understand and remember.¹²

In addition to learning methods, media is also one thing that the success in the learning process. From observations and interviews conducted by the researchers, in noun the teacher used makeshift media receipts are available in the classroom, such as books, blackboard, and other learning tools in the classroom. Obviously if teachers rely equipment in the classroom as media to teach noun, then it will severely limit the student's knowledge. The researcher recommends that teachers use the picture media. Picture is a simple learning media but the students easy to understand and remember what is taught by a

¹² Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media Group, 2007), p. 150.

teacher. Arif S. Sadiman said that the picture is a concrete, the picture can also overcome the limitations of observations, to clarify things, it's cheap, in addition it is easy to obtain and use.¹³ So, picture media appropriate used in teaching noun.

¹³Arif S. Sadiman,et.al., *Media Pendidikan Pengertian Pengembangan dan Pemanfaatannya* (Jakarta: PT. Raja Grafindo Persada, 1993), p. 29-31.

CHAPTER V

THE CONCLUSION AND SUGGESTIONS

A. The Conclusions

After treating the collecting data, the next step is giving the conclusion of this research. It is important, because it can describe the final the researcher itself. It can be used as the input to the readers and as references to other researcher to the same topic of this research.

In this case, the researcher would like to write the conclusions of this research as the following:

1. The student's ability of the grade VIII to identify nouns in MTs Negeri Siabu can be categorized into enough categories. It can be seen from the value of the Mean Score (M) got by students, that is 46,32%.
2. The difficulties that faced by students in identifying nouns:
 - a. The students lack of the knowledge to identify the noun that the ending letter was changed and then addition "s" only or the noun addition "es".
 - b. The students lack of the knowledge to identify noun between singular and plural did not change.
 - c. Students had poor vocabularies, especially in noun.
 - d. The students felt difficulty to identify the noun which abstract to adjective and pronoun.
3. The efforts by English teacher to decrease the students difficulties in identifying nouns were:

- a. The English teacher often repeated the lesson, the teacher asked the students to pay attention about the ending letter of the noun while the teacher gave the explanation many time about it so the students understood truly.
- b. The English teacher motivated the students to improve students' sprite in learning.
- c. The English teacher asked the students to memorizing 10 vocabularies and utter it before teaching.

B. The Suggestions

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

1. To principle of MTs Negeri Siabu always to motivate the English teacher to increase her ability in teaching English.
2. To the English teacher to motivate the students to improve their abilities especially in learning noun, and in teaching must be done by inner feeling, so that the teacher always effort and the students can understand what do we say. The teacher also can use appropriate teaching method and teaching media, so that students are not saturated and teaching becomes more varied, and the students are also more easily understand and remember. Teachers also have to reproduce the pictures that can be taped to the walls of the class associated with the vocabulary as example that aims to increase students' vocabulary. And then, the teacher must give comprehension deeply about noun and the kinds especially about the noun indicate abstract.

3. To researcher to make the deepest research with the topic of this research, because it is still far from the perfect one due to the limitation of the researcher material, knowledge and experience.

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