



**THE STUDENTS' DIFFICULTIES
IN FORMING COUNTABLE AND UNCOUNTABLE NOUN
AT THE GRADE VIII MTs. NEGERI 2
PAL IV PIJORKOLING**

A THESIS

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

BY :

WINDA SARI
NIM : 07 340 0034

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
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2012



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Assalamu 'alaikum Wr.Wb

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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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ABSTRACT

The aims of research were to know students' difficulties in forming countable and uncountable noun at the grade VIII MTs. Negeri 2 Pal.IV Pijorkoling and to know the efforts done by English teacher to decrease the students' difficulties in forming countable and uncountable noun at the grade VIII MTs N 2 Pal.IV Pijorkoling.

The sources of data were the grade VIII students, the English teacher, and Head Master of MTs Negeri 2 Pal.IV Pijorkoling. The kind of this research was qualitative research by using descriptive method. The instruments of collecting data were observation and interview.

After the research was done, it could be known the students' difficulties in forming countable and uncountable noun at the grade VIII MTs. Negeri 2 Pal.Pijorkoling 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 to determine the noun that between singular and plural did not change, students had poor vocabularies in countable and uncountable noun, and students also felt difficulty to write the noun. The efforts done by English teacher to decrease the students' difficulties in forming countable and uncountable noun 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 countable and uncountable word in the blackboard and then the students writes and repeat it.

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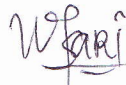
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Researcher



Winda Sari
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CHAPTER I

INTRODUCTION

A. Background of the Problem

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

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

To gain knowledge, humans need language to understand it. Humans also need language for socializing. As a creature of culture, human can not live properly, without associating with other human beings, because they need each other. They need language as a tool of communication to get the normal life. They could plan their heart, feeling and knowledge.

Sometimes knowledge come into contact with what mentioned refer to as scientists. The scientist can write and preserve their knowledge by using language

Many people who want to gain knowledge that written by scientists in their books. Even a teacher was trying to understand the knowledge that havebeen poured by the scientists in their books to be delivered again to the students. To convey the knowledge gained by teacher, a teacher is also an absolute need the language, to be understood by students. With expectations of these, students can apply the knowledge that theircould in their life. So language is very important for a teacher, not only as a tool of communication, but also as a tool for transferring knowledge.

Associated with language, it is known that so many diversity of languages used by humans in this world, one of them is English. English is one of the language in the world, knows as an international language. That is why English is known around the world, including the State of Indonesia, and indeed English is holding an important influence in education in Indonesia. So, English is one area of study to learn when we studied at the school.

English is not only as a mean of communication, but also it is a medium to transform the knowledge and technology too. Most of the countries in all over the world regard it an important subject. In Indonesia, English has succeeded to take part as an important subject to be learnt by the students. English is considered as a foreign language that has been taught to the kindergarten up to the university.

In the junior high school curriculum, teaching English covers four skills namely reading, listening, speaking and writing. The four skills are supported by

the learning of language elements. They are structure, vocabulary and pronunciation.

Countable and uncountable noun is one of the important topics in learning structure. it is also one of the simple topic, but has an enormous influence on the four aspects skill. That is why, understanding of the countable and uncountable noun also plays an important role in students' English skills.

But in fact, based on the result of preliminary studies by asking the English teacher about students' difficulties in forming countable and uncountable noun, said that the grade VIII students in MTs. Negeri 2 Pal. IV Pijorkoling still lack in forming countable and uncountable noun. It can be assumed that there are some problems in learning English process.

So, from explanation above, the writer wanted to observe of the teaching and learning process. Therefore, the writer interested in carrying out a research entitle **“THE STUDENTS’ DIFFICULTIES IN FORMING COUNTABLE AND UNCOUNTABLE NOUN AT THE GRADE VIII MTs. NEGERI 2 PAL.IV PIJORKOLING”**.

B. Focus of the Problem

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

noun. So, in this research the writer limited the problem about countable noun and uncountable noun.

C. Formulation of the Problems

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

1. What were the difficulties that usually faced by the grade VIII MTs. N 2 Pal.IV Pijorkoling students in forming countable and uncountable noun?
2. What were the efforts done by English teacher to decrease the students' difficulties in forming countable and uncountable noun at the grade VIII MTs. N 2 Pal.IV Pijorkoling?

D. Aims of the Research

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

1. To know the difficulties that usually faced by the grade VIII MTs N 2 Pal.IV Pijorkoling students in forming countable noun and uncountable noun.
2. To know the efforts done by English teacher to decrease the students' difficulties in forming countable noun and uncountable noun at the grade VIII MTs N 2 Pal.IV Pijorkoling.

E. Significances of the Research

The significances of this research are as follows:

1. As an input for the headmaster in guiding English teachers.
2. As an input for the English teacher in the teaching and learning process especially in learning nouns.
3. As an input for the readers especially the English learners that this research is expected to be able to improve their knowledge in learning nouns.

F. Definitions of Key Terms

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

1. Difficulties.

When the process of learning goes on, the student was often finding some of the difficulties in their study. According to A.S. Hornby "Difficulties is the state or quality of being hard to do or to understand".¹ Furthermore, R. R. K. Hartmann states "Difficulties is a thing or situation that causes problems".²

So, from the above definition, the researcher could take the conclusion that difficulties were some of the obstacles or problems which were found by the students in learning English especially countable and uncountable nouns.

¹ A. S. Hornby, *Oxford Advanced Learner's Dictionary (Sixth Edition)* (New York: Oxford University Press, 1995), p. 367.

² R. R. K. Hartmann, *Dictionary of Language and Linguistics* (London: Applied Science Publishers LTD, 1972), p. 62.

2. Forming

The based word is form. It means give shape or form to make and produce.³In Oxford Advanced Learner's Dictionary, form is a way of writing or saying a word that shows.⁴

From the above definition, researcher took the conclusion that forming was the students ideas or expression in forming the countable and uncountable noun.

3. Countable and Uncountable Noun

Countable noun according to Hornby is a noun that can be used in the plural and with such words.⁵While uncountable nouns are things that can't count.⁶

Based on above definitions, the meaning of the tittle Students' Difficulties in Forming Countable and Uncountable Noun at the Grade VIII MTs. Negeri 2 Pal.IV Pijorkoling is students' problems in forming countable and uncountable noun at the grade VIII MTs. Negeri 2 Pal.IV Pijorkoling.

G. Thesis Outline

To facilitate of discussion in his research, the researcher make a systematic discussion of the following:

³Hornby, *Oxford Advanced Learner's Dictionary of CurrentEnglish* (London: Oxford University Pess, 1987), p. 339.

⁴Hornby, *Oxford Advanced Learner's Dictionary. Op. Cit*, p. 529.

⁵*Ibid*, p. 264.

⁶Raymond Murphy, *Grammar in Use* (New York: Cambridge University Press, 1989), p.130.

Chapter I, it was consists of Background of the Problem that explained about the important and reasons of the research; Focus of the Problem that told about research concerned; Formulation of the Problem told about what must researcher search or describe in the research; Aims of the Research told about the purpose of research explained what for the research did; The Significances of the Research explained the destination of the research; The Definitions of Key Terms told about definition of terminologies; Outline of the thesis explained the contents each chapter.

Chapter II, it was consists of the Theoretical Description told about the descriptions of variable or materials were describe of students' difficulties in forming countable and uncountable noun; Review of Related Finding told about the related research that found before.

Chapter III, it was consists of Research Methodology consists of the Approach and Kind of Research that used in the research; the Location and Schedule of the Research told about how long and where the research did; Respondents of the Research The Research told about the source of data collection were the English teacher and principle of MTs. Negeri 2 Pal.IV Pijorkoling; Instrumentation of Data Collection told about the tools that used to collect data that were observation, interview and field notes; Technique AnalysisData told about the way to analyze the data collection; Checking of Trustworthiness told about checking the validity and accuracy of findings .

Chapter IV, it was the Result of the Research talking about the analysis of data (the result of research). This chapter consists of Data Description Described of the Result; Data Analysis Research Finding described research finding in general and specific; Discussion told about the discuss between findings before to the result of the research.

And the finally, Chapter V consists of Conclusion was concluded the result of the research and Suggestions was given to the readers or another researcher .

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Review

1. Definitions of Noun

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.

Noun is the name of things and persons.¹ According to Jayanti Dakshina Murty that “Noun is a word used to name a person, place, thing, and a quality of is defined as a noun”.² While according to Wren & Martin that “A noun is a word used as the name of a person, place or thing”.³ The other idea about definition of noun that, Noun is naming things that we can not count (uncountable or mass nouns) have no indefinite article, and usually no plural.⁴ Collins in *Cobuild English Grammar* says that noun is used to identify a person or thing.⁵

¹ Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis* (Amsterdam/ Philadelphia: John Benjamins Publishing Company, 2000), p. 88.

² Jayanthi Dakshina Murty, *Contemporary English Grammar* (New Delhi: BookPalace, 2003), p. 5.

³ Wren & Martin, *High School English Grammar* (NDV: Prasada Rao, 1990), p. 5.

⁴ Stannard Allen, *Living English Structure* (Hongkong: Longman, 1987), p. 1.

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

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 counted or not.

2. Functions of Noun

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

- a. The subject of a verb

Example : *Suci* arrived.

- b. The complement of the verb be, become, seem.

Example : *Suci is* a student.

- c. The object of a verb

Example : I saw *Suci*.

- d. The object of a preposition

Example : I spoke to *Suci*.

- e. A noun can also be in the possessive case

Example : *Suci's* books.⁶

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

- a. As a subject (before the verb)

Example : *Ilham* loves his mother.

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

⁶ A.J. Thomson & A.V. Martinet, *A Pactical English Grammar* (London: Oxford University Press, 1986), p. 24.

1) Direct Object

Example : Ilham loves *mother*.

2) Indirect Object

Example : Ilham sent *mother* money.

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

Example : I took it from *Ilham*.

d. As a complement

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

Example : Ilham is *president*.

2) Objective complement

Example : They elected Ilham *president*.⁷

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.

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*.

⁷ Marcella Frank, *Modern English Part I Parts of Speech* (New Jersey: Prentice Hall, 1972), p. 2.

- c. As an object of a verb

Example : I received *a letter* this morning.

- d. As complement or as adverb/ apposition

Example : I gave *the Doctor* his bag.

- e. As an object of a preposition

Example : She talked with *Syafrida*.

- f. As the possessive case

Example : *Rembrandt's* works. (The works of Rembrandt).⁸

It's different from Collins in his book who says that, the functions of noun is very simple. A noun can be the subject, object or complement of a clause or the object of a preposition.⁹

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 : Fathona his holding a pen
 S V O
 N N

⁸ Ridwansyah, *Mastering English Grammar* (Jakarta: Puspa Swara, 2006), p. 15-16.

⁹ Collins, *Op.Cit.*, p. 2.

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

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

Example : Birds fly in the sky
S V Prep O. Prep N

In is a preposition. The noun *sky* (with the article *the* in front) is the object of the preposition *in*.¹⁰

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.

¹⁰ Betty Schramper Azar and Stacy A. Hagen, *Basic English Grammar* (New York: Pearson Longman, 2006), p. 158.

d. As the possessive case, example: Winda's home

3. 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 nouns 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 apposed to proper nouns, all other nouns are classified as common nouns.

b. Concrete or Abstract nouns

A concrete noun is a word for a physycal object that can be perceived by the senses- we can see, touch, smell the object, examples: cat, flower, boy. An abstract noun is a word for a concept- it is an idea that exists in our minds only, examples: beauty, justice, mankind

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 a 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.¹¹

¹¹ 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, Copper, Water, Money, Ink and Air.¹²

So, the writer concludes that kinds of noun is:

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

¹² Marcella Frank, *Modern English A Practical Reference Guide* (New Jersey: Prentice Hall, 1972), p. 6.

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

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

Examples: gold, silver, iron, copper, 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

4. 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.¹³

¹³ Jayanthi Dakshina Murty, *Op.Cit.*, p. 14.

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.¹⁴ According to Anne Juwita masculine gender is a noun that we used denotes masculine gender.¹⁵ In line with idea above Ridwansyah also said that masculine gender we used denotes masculine.¹⁶ 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.¹⁷ According to Anne Juwita feminine gender we used denotes feminine.¹⁸ While according to Ridwansyah feminine gender is a noun that we used denotes feminine.¹⁹ 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.

¹⁴*Ibid.*

¹⁵ Anne Juwita, *1 Hari Tuntas Menguasai Grammar* (Jakarta: Hi-Fest, 2009), p. 24.

¹⁶ Ridwansyah, *Op.Cit.*, p. 16.

¹⁷ Jayanthi Dakshina Murty, *Loc. Cit.*

¹⁸ Anne Juwita, *Loc. Cit.*

¹⁹ Ridwansyah, *Loc. Cit.*

Adding the masculine gender or female gender after the noun if want denotes the gender with clearly.²⁰

Example : Boy friend , She-dog, Woman teacher

c. Neuter Gender Nouns

Neuter gender according to Jayanthi Dakhsina Murthy is a noun which denotes neither male or female person or an animal.²¹

While according to Anne Neuter gender is a noun that we used denotes a noun has not gender or neuter.²² Ridwansyah add that neuter gender

means neither 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 related with nouns,

animals or children we use *it or its*.²³From some ideaS above about

neuter gender. So, the writer conclude that neuter gender is a noun

which denotes neither male nor female person or an animal. Examples:

radio, table, window, car, school, science, poetry

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

²⁰ Anne Juwita, *Loc. Cit.*

²¹ Jayanti Daksina Murthy, *Loc. Cit.*

²² Anne Juwita, *Loc. Cit.*

²³ Ridwansyah, *Loc. Cit.*

d. Common Gender Nouns

Common gender, is a noun which denotes both male and female person or animal.²⁴ While according to Anne common gender is a noun that we used denotes a noun has common gender or generally.²⁵ 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.

5. Number of Nouns

Number is a word which indicates whether a noun is singular or plural. There are two kinds of numbers, they are:²⁶

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

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

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

²⁴ Jayanthi Dakhsina Murthy,*Loc. Cit.*

²⁵ Anne Juwita, *Loc. Cit.*

²⁶ Jayanthi Dakhsina Murthy,*Op. Cit.*, p. 16.

- a. To make most nouns plural add *-s*.²⁷ Marcella Frank said that the general rule for writing the plural of English nouns is to add *s* to the singular form.²⁸ According to A.J Thomson and A.V Martinet the plural of a noun is usually made by adding *s* to the singular.²⁹ So, the general rule for writing the plural of English nouns is to add *s*.

Examples: dog becomes dogs, book becomes books, houses becomes 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*.³⁰ In line with Betty idea that spelling of plural endings *-es* after *-s/-sh/-ch/-x*.³¹ *-es* plural nouns ending in sibilant sounds spelled with *s*, *z*, *ch*, *sh*, *x*.³² Nouns ending in *o* or *ch*, *sh*, *ss* or *x* form their plural by adding *es*.³³ Marcella Frank add in other book that After a sibilant sound spelled as *s*, *z*, *ch*, *sh*, *x*, *es* is added. However, if final *ch* is pronounced [k], only *s* is added, examples: stomachs, epochs.³⁴ So, add *-es* if nouns ending *-sh*, *-ch*, *-ss*, *-x*, *-o*, *-z*.

²⁷ Betty Schramper Azar, *Fundamentals of English Grammar* (Jakarta Barat: Bina Rupa Aksara, 1993), p. 68.

²⁸ Marcella Frank, *Modern English A Practical Reference Guide*. *Op. Cit.*, p. 13.

²⁹ A.J. Thomson & A.V. Martinet, *Op. Cit.*, p. 25.

³⁰ Betty Schramper Azar, *Loc. Cit.*

³¹ Raymond Murphy, *Essential Grammar in Use* (New York: Cambridge University Press, 1990), p. 120.

³² Marcella Frank, *Modern English A Practical Reference Guide*, *Loc. Cit.*

³³ A.J. Thomson & A.V. Martinet, *Loc. Cit.*

³⁴ Marcela Frank, *Modern English A Practical Reference Guide*, *Loc. Cit.*

Examples: brush becomes brushes, box becomes boxes, class becomes classes, stomach becomes stomachs, epoch becomes epochs, 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 $-s$.³⁵ In line with Betty's 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.³⁶ 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 .³⁷ 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 becomes days, toy becomes toys, boy becomes boys, monkey becomes monkeys.

- d. If a noun ends in $-fe$ or $-f$, the ending to $-ves$.³⁸ According to Raymond Murphy if spelling of plural endings $-f/fe$ becomes ves .³⁹ One syllable nouns ending in a single f or fe : f is changed to v . There are some word

³⁵ Betty Schramper Azar, *Fundamentals of English Grammar*, Loc. Cit.

³⁶ Marcella Frank, *Modern English A Practical Reference Guide*, Loc. Cit.

³⁷ A.J Thomson and A.V Martinet, *Loc. Cit.*

³⁸ Betty Schramper Azar, *Fundamentals of English Grammar*, Loc. Cit.

³⁹ Raymond Murphy, *Essential Grammar in Use*, Loc. Cit.

may also have a regular plural scarves or scarfs, dwarves or dwarfs.⁴⁰ 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 *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.⁴¹ 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*, *esis* 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* alternates with a less common *s* ending.⁴² While according Betty the plural form of nouns that end in *-o* is sometimes *-oes* and sometimes *-os*.⁴³ 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.

⁴⁰ Marcella Frank, *Modern English A Practical Reference Guide*, *Loc. Cit.*

⁴¹ A.J Thomson and A.V Martinet, *Loc. Cit.*

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

⁴³ Betty Schramper Azar, *Fundamentals of English Grammar*, *Loc. Cit.*

- f. Irregular plurals based on older English may take the form of:⁴⁴
- 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.
- 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.⁴⁵

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

⁴⁵ A.J Thomson and A.V Martinet, *Op. Cit.*, p. 26.

h. Some words which retain their original Greek or Latin forms make their plurals according to the rules of Greek and Latin:⁴⁶

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.

2) Singular *ara* 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.

⁴⁶*Ibid*, p. 27.

- 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, vortices, criteria, bureaux.⁴⁷

- 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.

When a possessive adjective is necessary, a plural verb with *there is* 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:

⁴⁷ Marcella Frank, *Modern English A Practical Reference Guide*. Op. Cit., p. 13-14.

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:

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, dominoes⁴⁸

- 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

⁴⁸A.J Thomson and A.V Martinet. *Loc. Cit.*

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)⁴⁹

6. Countable Noun and Uncountable Noun

The two biggest group of nouns are countable nouns or count noun and uncountable nouns that is also called uncount nouns or mass nouns. Most countable nouns are words for separate things that can be counted, like apples, books, teacher. Uncountable nouns are usually words related to things as a quantity or mass, like water, or time.

Betty Schramper Azar explained about countable and uncountable noun from this table below:⁵⁰

Table 1: Countable and Uncountable Noun

	Singular	Plural	Some nouns are called count nouns: a) In the singular, they can be preceded by <i>a/ an</i> or <i>one</i> . b) They have a plural form:
Count noun	a chair one chair	chairs <i>two</i> chairs <i>three</i> chairs <i>some</i> chairs	

⁴⁹ *Ibid*, p. 27-28.

⁵⁰ Betty Schramper Azar, *Fundamentals of English Grammar. Op. Cit.*, p. 193.

		<i>several chairs</i> <i>a lot of chairs</i> <i>many chairs</i> <i>a few chairs</i>	-s or -es
Uncount noun	Furniture <i>some furniture</i> <i>a lot of furniture</i> <i>much furniture</i> <i>a little furniture</i>	Ø	Some nouns are called noncount nouns: (1) They are not immediately preceded by <i>a/ an</i> or <i>one</i> . (2) They do not have a plural form (no final -s is added).

Ø : no plural

a. Countable noun

Countable nouns are things that can be count.⁵¹ We can make them plural. According to Marcella Frank in *Modern English* book that a countable noun can usually be made plural by the addition of -s, examples: one girl → two girls⁵²

Raymond Murphy explained about countable nouns, that:

1) Before singular countable nouns you can use a/an:

- that's a good suggestion - Do you need an umbrella?

You cannot use singular countable nouns alone (without a/the/my)

- I'm looking for a job. (not I'm looking for job)

- Be careful of the dog. (not be a careful of dog)

- I've got a headache.

132. ⁵¹ Raymond Murphy, *Grammar in Use* (New York: Cambridge University Press, 1989), p.

⁵² Marcella Frank, *Modern English A Practical Reference Guide. Op.Cit.*, p. 7.

2) We often use a/an + noun when we say what something/someone is, or what something/ someone is like:

- A dog is an animal.
- This is a really beautiful house.
- Jack has a big nose.

Remember to use a/an for jobs:

- Tom's mother is a doctor. (not Tom's mother is doctor)
- I wouldn't like to be an English teacher

In sentences like these, we use plural countable nouns alone (not with some):

- Tom's parent's are very nice people. (not some very nice people)
- Ann has blue eyes.
- Dogs are animals.

3) using some with plural countable nouns. Some = a number of / a few of (but we don't know or say exactly how many):

- I've seen some good movies lately.
- Some friends of mine are coming to stay for the weekend.

Do not use some when you are talking about things in general:

- I love bananas. (not some bananas)

Sometimes you can use some or leave it out:

- There are (some) eggs in the refrigerator if you're hungry.

4) You have to use some when you mean some, but, not all/ not many)

- Some children learn very quickly. (but not all children)

- Some police officers in Britain carry guns, but most of them don't.⁵³

b. Uncountable noun

Uncountable nouns are things that can't count. They have no plural.⁵⁴ Marcella Frank said that some nouns are not used in the plural.⁵⁵ Such uncountable nouns may be:

1) Names of substances considered generally, examples: cloth, coffee, cream, dust, jam, oil, sand, soap, stone, tea, water, wine, wood.⁵⁶ Marcella is classifying about names of substance. She said mass noun is representing concrete objects in their undivided form.⁵⁷

a) Foods, examples: sugar, milk, coffee, meat, fish, chicken

b) Metals, minerals, gases, examples: gold, iron, coal, oil, oxygen, sulphur

⁵³ Raymond Murphy, *Grammar in Use, Loc. Cit.*

⁵⁴ *Ibid*, p. 130.

⁵⁵ Marcella Frank, *Modern English Part I Part of Speech* (New Jersey: Prentice Hall, 1972), p.

⁵⁶ A.J. Thomson and A.V. Martinet, *Op. Cit.*, p. 28.

⁵⁷ Marcella Frank, *Modern English Part I Part of Speech, Loc. Cit.*

- 2) Abstract nouns, including fields of study, sports, examples: democracy, beauty, philosophy, chemistry, tennis⁵⁸
- 3) Also considered uncountable in English, examples: baggage, camping, damage, furniture, luggage, parking shopping, weather
- These, with hair, information, knowledge, news, rubbish, are sometimes countable in other languages.⁵⁹

While Raymond Murphy, said that some nouns are usually uncountable in English but often countable in other languages.⁶⁰

Here are the most important of them: luggage, furniture, traffic, work, trouble, baggage, news, information, travel and behavior.

These nouns are uncountable, so you cannot use a/an before them, and they cannot be plural:

- We don't have much luggage to carry. (not many luggages)
- I'm afraid I have some bad news. (not a bad news)

Remember that news is not plural:

- The news is very depressing today. (not The news are...)

Do not use travel to mean trip/journey:

- We had a good trip. (not a good travel)

⁵⁸ *Ibid.*

⁵⁹ A.J. Thomson and A.V. Martinet, *Loc. Cit.*

⁶⁰ Raymond Murphy, *Grammar in Use. Op. Cit.*, p. 130

Note these pairs of countable (C) and uncountable (UNC) nouns:

- I'm looking for a job. (C)

but I'm looking for work. (UNC)

- What a beautiful view! (C)

but What beautiful scenery! (UNC)

4) Uncountable nouns are always singular and it's used with a/ an:

I don't want (any) advice or help. I want (some) information.

These nouns are often preceded by some, any, no, a little, or by nouns such as bit, piece, slice + of:

A bit of news, a cake of soap, a drop of oil, a grain of sand, a pane of glass, a piece of advice, a pot of jam, a sheet of paper.⁶¹

5) Many of the nouns in the above groups can be used in a particular

sense and are then countable and can take a/an in the singular.

Examples: hair (all the hair on one's head) is considered uncountable, but if we consider each hair separately we say one hair, two hairs.⁶² In line with idea above Raymond Murphy said that

Many nouns can be used as countable or as uncountable nouns.

Usually there is a difference in meaning. For example:

Paper : I bought a paper. (a newspaper-countable)

⁶¹ A.J Thomson and A.V Martinet, *Loc. Cit.*

⁶² *Ibid.*

I bought some paper. (material for writing on - uncountable)

Hair : There's a hair in my soup! (one single haircountable)

She has beautiful hair.(hair o her head-uncountable)

Experience : We had many interesting experiences on our vacation. (things that happened to us - countable)

You need experience for this job.(knowledge of something because you have done it before- uncountable)⁶³

6) Some abstract nouns can be used in a particular sense with a/an, but in the singular only:

A help, examples: My children are a great help to me.

A good map would be a help.

A relief, example: It was a relief to sit down.

A knowledge + of, example: He had a good knowledge of mathematics.

A dislike/dread/hatred/horror/love + of is also possible, examples: a love of music, a hatred of violence.

⁶³ Raymond Murphy,*Loc. Cit.*

A mercy/pity/shame/wonder can be used with that-clauses introduced by it, examples: It's a pity you weren't here, It's a shame he wasn't paid.

7) A fear/ fears, a hope/hopes, a suspicion/suspicious

These can be used with that-clauses introduced by there, example: there is a fear/ there are fears that he has been murdered.

We can also have a suspicion that...

Something can arouse a fear/fears, a hope/ hopes, a suspicion/suspicious.⁶⁴

8. Measurements with Uncountable nouns

In Basic English Grammar, Betty Schramper Azar and Stacy A. Hagen said that Units of measure are used with uncountable nouns to express a specific quantity.⁶⁵

Common expressions of measure. They are: A bag of rice, a bowl of cereal, a box of candy, a bunch of bananas, a can of corn, a carton of milk, a head of lettuce, a glass of water, a bottle of olive oil, a bar of soap, a jar of pickles, a loaf of bread, a piece of cheese, a sheet of paper, a tube of toothpaste, a cup of coffee, a bowl of soup, a glass of juice, the amount (a pound of, a quart of), or the shape (a bar of soap, a sheet of paper).

9. Expressions of quantity

⁶⁴ A.J Thomson and A.V Martinet, *Op. Cit.*, p. 29.

⁶⁵ Betty Schramper Azar and Stacy A.Hagen, *Op. Cit.*, p. 191.

Expressions of quantity are words that describe the number or amount of a noun. Examples of common expressions of quantity: some, any, many, much, a lot (of), a few, a little, two, a couple (of), three, several, etc. expressions of quantity are usually used in front of a noun, examples: some paper, a lot of fruit.⁶⁶

According to Betty Schramper Azar in other book she said that some expressions of quantity are used only with count nouns; some only with noncount nouns; some with either count or noncount nouns.⁶⁷

Table 2: Expressions of Quantity

EXPRESSIONS OF QUANTITY	USED WITH COUNT NOUNS	USED WITH NONCOUNT NOUNS
One	One apple	Ø
Each	Each apple	Ø
Every	Every apple	Ø
Two	Two apples	Ø
Both	Both apples	Ø
A couple of	A couple of apples	Ø
Three, etc	Three apples	Ø
A few	A few apples	Ø
Several	Several apples	Ø
Many	Many apples	Ø
A number of	A number of apples	Ø
A little	Ø	A little rice
Much	Ø	Much rice
A great deal of	Ø	A great deal of rice
Not any/no	Not any/no apples	Not any/no rice
Some	Some apples	Some rice
A lot of	A lot of apples	A lot of rice
Lots of	Lots of apples	Lots of rice
Plenty of	Plenty of apples	Plenty of rice

⁶⁶ Betty Schramper Azar, *Fundamentals of English Grammar. Op. Cit.*, p. 216.

⁶⁷ Betty Schramper Azar, *Understanding and Using English Grammar* (Jakarta: Bina Rupa Aksara, 1993), p. 210.

Most All	Most apples all apples	Most rice All rice
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Ø: “not used” for example, you can say “I ate one apple” but not I ate one rice

a. Using many, much, a few, a little, some, any⁶⁸

1) Many is used with plural count noun.

Example: I don't get many letters

2) Much is used with noncount nouns.

Example: I don't get much mail.

3) A few is used with plural count nouns.

Example: Winda gets a few letters.

4) A little is used with noncount nouns.

Example: Andy gets a little mail.

5) Some are used in:

a) Affirmative statement, example: Wisa has some money.

b) Negative statement, example: Wisa doesn't have any money.

c) Question statement, example: Does Wisa have some money?

6) Any is used with noncount nouns and plural count nouns.

Examples: I don't have any money.(noncount noun)

I don't have any matches.(plural count noun)

Does Wisa have any money?

⁶⁸ Betty Schramper Azar and Stacy A. Hagen, *Op.Cit.*, p. 195-205.

b. Single Quantity: one, each, every

Table 3: Single Quantity

<p>(a) <i>One student</i> was late to class (b) <i>Each student</i> has a schedule (c) <i>Every student</i> has a schedule</p>	<p><i>one, each</i> and <i>every</i> are followed immediately singular count nouns (never plural nouns, never noncount nouns).</p>
<p>(d) <i>One of the students</i> was late to class. (e) <i>Each (one) of the students</i> has a schedule (f) <i>Every one of the students</i> has a schedule</p>	<p><i>one of, each of</i> and <i>every one of</i> are followed specific plural count nouns (never singular nouns, never noncount nouns).</p>

Compare:

- Every one (spelled as two words) is an expression of quantity. Example: I have read every one of those books.
- Everyone (spelled as one word) is an indefinite pronoun, it has same meaning as everybody. Example: Everyone/ everybody has a schedule.

Note:

- Each and every have essentially the same meaning.
- Each is used when the speaker is thinking of one person/ thing at a time.
 Examples: Each student has a schedule, = Andi has a schedule, Muliadi has a schedule, Winda has a schedule, Sari has a schedule, Wica has a schedule.
- Every is used when the speaker means "all". Example: Every student has a schedule = All of the students have a schedule.⁶⁹

⁶⁹ Betty Schramper Azar, *Understanding and Using English Grammar. Op. Cit.*, p. 216.

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 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.⁷⁰
2. Mastika Rizki Pohan, (2011) Universitas Muhammadiyah Tapanuli Selatan, research on the tittle “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

⁷⁰Dwita Normasanti and Arie Sugiyartati, TheMastery Level of the First Year Students of Faculty of Letters in Understanding Countable and Uncountable Nouns (Medan: Gunadarma, 2009), p.40.

difficulties of them students can be known from their unable mastery the uncountable nouns as nouns they are too small to count or choose that can not be counted but it can be measure only.⁷¹

From the above explanations, the researcher saw, they used one variable in order they knew about how far the students' ability in countable and uncountable noun. The researcher thought, it was high subject that must be understood by students. This was one of basic reason why researcher chose the title "Students' Difficulties in Forming Countable and Uncountable Noun at the Grade VIII MTs. Negeri 2 Pal. IV Pijorkoling," with one variable. Researcher thought, if the students want to form the countable and uncountable noun, they must understand from the basic like they have to be able to form countable and uncountable noun well and they have so many vocabulary to be able to form countable and uncountable noun.

⁷¹Mastika 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.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Approach and Kind of Research

Based on analysis of data, this research would use qualitative approach. Pendekatan kualitatif adalah “penelitian yang bermaksud untuk memahami fenomena tentangapa yang dialami oleh subjek penelitian dengan memanfaatkan metode ilmiah”.¹ (Qualitative research is the research that’s means to understand the phenomenon about what is the subject research undergone by using natural method).

Based on the method, this research would use descriptive method. Metode deskriptif adalah “penelitian yang menggambarkan objek sesuai apa adanya”.² (Descriptive method is a research thatwants to describe object). This method will be used to describe the students’ mastery in using noun at the grade VIII MTs N 2 Pal.IV Pijorkoling.

Based on the place, it is a field research.³ That would be done in MTs. N 2 Pal.IV Pijorkoling. Based on it’s aim, it is an explorative research, and concentrate to expression of the phenomena as.⁴

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

² Sukardi, *Metode penelitian Pendidikan Kompetensi dan Prakteknya* (Jakarta: Bumi Aksara, 2003), p. 157.

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), p. 8-9.

⁴ *Ibid*, p. 6.

B. Location and Schedule of the Research

1. Location of the Research

This research located at MTs. Negeri 2 Pal.IV Pijorkoling, Jl. H. T. Rizal Nurdin KM. 6,5 Gg. Pendidikan Padangsidempuan.

2. Schedule of the Research

Schedule of this research was on November 2011 until February 2012 at MTs.Negeri 2 Pal.IV Pijorkoling.

C. Respondents of the Research

This research used two respondents. It was the English teacher and the principle of MTs.Negeri 2 Pal.IV Pijorkoling.

D. Instruments of Data Collection

The instruments of collecting would be use in this research are:

1. Observations

Observasi adalah “teknik pengumpulan data yang dilakukan melalui suatu pengamatan, dengan disertai pencatatan-pencatatan terhadap keadaan atau perilaku objek sasaran”.⁵ (Observation is a technique of collecting data which is done through an observation and taking a note a condition or object behavior). So this observation would

⁵ Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2006), p. 104.

be use to know the situation in MTs Negeri 2 Pal.IV Pijorkoling include location, facilities and subject of research as supporting to increasing students' difficulties in forming countable and uncountable noun.

2. Interview

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.⁶ In this research, the writer will use structural interview. In structural interview the researcher prepares the question an alternative of the answer that will be given to the interviewer.⁷ So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting. Interview was given to the English teacher of MTs. N 2 Pal.IV Pijorkoling, the questions were appropriated with the list of interview.

Interview was done for getting data about the difficulties that usually faced by the grade VIII MTs N 2 Pal.IV Pijorkoling students in forming countable and uncountable noun and the efforts done by English teacher to decrease the students' difficulties in forming countable and uncountable noun at the grade VIII MTs N 2 Pal.IV Pijorkoling. Interview also have done to get information about situation in MTs Negeri 2 Pal.IV Pijorkoling.

⁶ Gay and Peter Airasion, *Education Research Competencis for Analysis and Application* (USA: Prentice Hall, 2000), p. 219.

⁷ Amirul Hadi and Haryono, *Metodologi Penelitian* (Bandung: Pustaka Setia, 1998), p. 136.

E. Technique Analysis Data

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

The data will be analyzed by the following procedures:

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

F. Checking of Trustworthiness

In doing the research, the researcher needed to make validating of the findings; in this case the researcher used the term of 'trustworthiness' for validating the accuracy findings. In checking the trustworthiness of the data, the researcher proposed peer debriefing technique.

Peer debriefing was supposed to support finding by showing that independent measured of it agree with or, at least, did not contradict it. It was supported by Creswell who states "Peer debriefing is the process involves locating a person who reviews and ask questions about the qualitative

study”.⁸It means that in peer debriefing the researcher should compare the resources or measures or the result that did not contradict each other.

The data that were compare must be related and supported each other. It was done by the researcher by comparing the different data sources; they confirm one another. The data about students’ difficulties that researcher got from the English teacher, and from researcher herself directly from the field. After researcher did the peer debriefing, researcher found the students’ difficulties at Grade VIII MTs. Negeri 2 Pal.IV Pijorkoling that didn’t contradict with others respondents, like:

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

⁸John W. Creswell, *Research Design* (USA: Sage Publication, 2002), p. 196.

CHAPTER IV

RESULT OF RESEARCH

A. Findings

1. General Findings

This research was conducted in Madrasah Tsanawiyah Negeri 2 Pal.IV Pijorkoling which address at Jl. H. T. Rizal Nurdin KM. 6, 5 Gg. Pendidikan Padangsidempuan.

a. Standing History

This school was built on 2004 year. Before Madrasah Tsanawiyah Negeri 2 Pal.IV Pijorkoling, this school was Madrasah Tsanawiyah Al-Barokah. On 19 June 2009, Madrasah Tsanawiyah Al-Barokah changed name to Madrasah Tsanawiyah Negeri 2 Pal.IV Pijorkoling.¹

Based on the observation, if it was looked the location of this Madrasah is very strategic because this school stood in the center of society so the other society get easy to reach it.

b. Situation of Equipments and Facilities

Equipments and facilities are the factor which establish in the implementation education effort to get purpose maximally. There are some equipments and facilities in Madrasah Tsanawiyah Negeri 2 Pal.IV Pijorkoling, they are:

¹H.M Basyri Nasution, Principle of Madrasah Tsanawiyah Negeri 2 Pal.IV Pijorkoling, *Private interview*, 11 November 2011.

1. 10 classrooms
2. 1 teacher office = head master office = administration room
3. 1 bath room

c. Situation of Teachers and Officials MTs Negeri 2 Pal. IV Pijorkoling

Teacher is one of factor who establish students success in learning process. The data of teachers MTs Negeri 2 Pal. IV Pijorkoling as follows:

Table 4: Situation Teachers and Official

No	Name	Subject	Function	Group/ Position
1	Drs. H.M Basyri Nasution	-	Principle	IV A
2	Drs. Mursalin Harahap	-	KTU	IV A
3	Hj Rupana BA	Fiqh	Teacher	IV A
4	Dra Hoiriah	Fiqh/SKI	Teacher	IV A
5	Maralias Siregar, S.Ag	Bahasa Arab	Teacher	IV A
6	Nini Afrida, S.Pd	PKN/IPS	Teacher	IV A
7	Faridah Harahap, SE	-	Treasurer/Official	III D

			Staf	
8	Faujiah Sidebang, S.Ag	Aqidah Akhlak	Teacher	III D
9	Siti Junaidah Harahap, S.Ag	Aqidah Akhlak	Teacher	III D
10	Nikmatul Hijriah Gultom, S.Pd	Bahasa Inggris	Teacher	III D
11	Herawati Hutabarat, S.Pd	PKN/IPS	Teacher	III D
12	Elfi Zahra Nasution, S.Pd	IPA	Teacher	III D
13	Yusnaini Rambe, S.PdI	Qur'an Hadist	Teacher	III C
14	Abdul Rahman Ritonga, S.Pd	Bimbingan Konseling	PKM 2 (Kesiswaan)	III C
15	Nurhamidah Siregar, S.Pd	IPA	Teacher	III B
16	Hotna Sari Pohan, S.Pd	Matematika	Teacher	III C
17	Mismida, S.Pd	Penjas	Teacher	III B
18	Drs. Zamaluddin, S.Pd	Qur'an Hadist	PKM 1 (Curriculum)/Guru	III B
19	Drs. Saiful Safri Dalimunte	Bahasa Arab	PKM 3	III B

			(Equipments and Facilities)/Teacher	
20	Lisda Khoiriah	Bahasa Inggris	Teacher	III B
21	Murti Sastrawati Daulay, S.Pd	Bahasa Inggris	Teacher	III A
22	Keptidawarni Dalimunte, S.Ag	Bahasa Arab	Teacher	III A
23	Abdul Hakim Siregar, S.PdI, M.SI	SKI	Teacher	III A
24	Hanna Laila, S.Pd	Matematika	Teacher	III A
25	Martua Roni Rahmad, S.Pd	IPA	Teacher	III A
26	Saripah Hannum Siregar, S.S	Bahasa Indonesia	Teacher	III A
27	Hasan Basri	Qur'an Hadist	Official Staf/Teacher	II B
28	Ika Aliana Ritonga	-	Official Staf	II B
29	Mulia Nasution	TIK	Teacher	GTT

30	Irpan Ali Sukri, S.Pd	IPS/TIK	Teacher	GTT
31	Fitri Sri Hartati, S.Pd	TIK	Teacher	GTT
32	Khodijah Pohan, S.Pd	IPS	Teacher	GTT
33	Naimah Daulay, S.Pd	Muatan Lokal	Teacher	GTT
34	Milpa Hannum Napitupulu, S.PdI	TIK	Official Staf/Teacher	GTT
35	Rafni Dewi Yanti, S.Pd	Bahasa Inggris/Seni Budaya	Teacher	GTT
36	Nila Suaidah Lubis, S.Pd	Bahasa Indonesia/ Seni Budaya	Teacher	GTT
37	Evi Wahyuni, S.Pd	Matematika/ Bahasa Indonesia	Teacher	GTT
38	Ikhsan Siagian, S.Pd	Muatan Lokal	Teacher	GTT
39	Nurhijriah Nasution, S.Pd	IPS/ Seni	Teacher	GTT

		Budaya		
40	Sahnidar Ritonga, S.Pd	Seni Budaya	Teacher	GTT
41	Jum'atil Syawal Sihotang, S.PdI	Muatan Lokal	Teacher	GTT
42	Rizki Fauziah Ritonga	-	Official Staf	GTT

Table above description of teachers data Madarasah Tsanawiyah Negeri 2 Pal.IV Pijorkoling at 2011/2012. So all teacher in this year are 42 persons consist of 13 persons of boys and 29 ladies.

Especially for English lesson, MTs Negeri 2 Pal.IV Pijorkoling had 4 teachers, they were:

1. Nikmatul Hijriah Gultom, S.Pd
2. Lisda Khoiriah
3. Murti Sastrawati Daulay, S.Pd
4. Rafni Dewi Yanti, S.Pd

d. Situation of Students

In learning process, student is a factor who have a role as a target in education. The data of students MTs Negeri 2 Pal.IV Pijorkoling as follows:

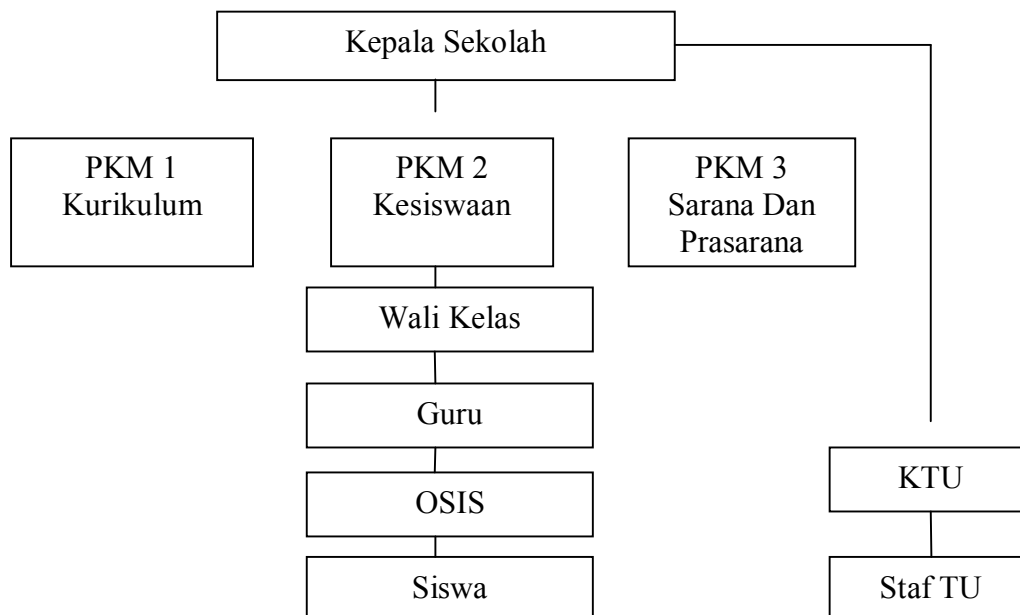
Table 5: Situation of Students

No	Class	Boy	Girl	Total
1	VII	69	71	140
2	VIII	64	72	136
3	IX	37	52	89
Total		170	195	365

Table above description of students data Madarasah Tsanawiyah Negeri 2 Pal.IV Pijorkoling at 2011/2012. So all studnts in this year are 365 persons consist of 170 persons of boys and 195 ladies.

e. Structure of Organization

Diagram 1: Structure Organization



2. Specific Findings

a. The Difficulties that Usually Faced by the Grade VIII MTs N 2 Pal. IV Pijorkoling Students in Forming Countable and Uncountable Noun

Based on the interview to English teacher of Madrasah Tsanawiyah Negeri 2 Pal. IV Pijorkoling, there were some difficulties that usually faced by students in forming countable noun and uncountable noun; they were: *the first*, 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". For example, the plural box is boxes. But, the English teacher said that many students said that the plural box is boxs. The other example, the plural toy is toys. But many students said that the plural toy is toyes.

The second, the students lack of knowledge to determine the noun that between singular and plural did not change. For example, knowledge has the plural knowledge. So, the singular and the plural is same.

The third, students had poor vocabularies, especially in countable noun and uncountable noun. For example, sometimes they knew the example of countable noun and uncountable 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 both countable noun and uncountable noun.

The last, students also felt difficulty to write the noun. They knew the example of countable noun and uncountable noun but they did not know writing the noun. sometimes the students think that uncountable noun addition s/es only. The english teacher said that many students were wrong in writing examples of uncountable noun. For examples, the students knew that butter is uncountable noun. But, they did not know the writing butter. They know the writing butter is batter.²

b. The Efforts Done by English Teacher to Decrease the Students' Difficulties in Forming Countable and Uncountable Noun at the Grade VIII MTs N 2 Pal.IV Pijorkoling

To decrease the difficulties of the students in forming countable and uncountable noun the English teacher uses next efforts. Based on the result of interview to English teacher, in determining the noun that the final letter was changed and then addition "s" only or the noun addition "es" and the noun that between singular and plural did not change, the teachers efforts are: 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. Moreover, the English teacher motivated the students to improve students' sprite in learning especially in countable noun and uncountable noun.

²Rafni Dewi Yanti, English Teacher in Madrasah Tsanawiyah Negeri 2 Pal.IV Pijorkoling, *private interview*, 23 November 2011.

To overcome the difficulties about the poor vocabularies, the English teacher asked the students to memorize 10 vocabularies and the meaning every meeting. Before the English teacher gave the lesson, the teacher asked the students to utter their vocabularies. The teacher kicked the students randomly so all the students should prepare their memorizing vocabularies.

While to overcome the difficulty of writing the noun. The teacher sometimes write about word, sentence, paragraph, topic, it is noun especially countable noun and uncountable noun in the blackboard. After writing, the teacher read and shows the letter of countable noun and uncountable noun clearly.³

B. Discussions

In learning countable and uncountable 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 not change, students had poor vocabularies, especially in countable noun and uncountable noun, and the students also felt difficulty of writing 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)

³ Rafni Dewi Yanti, English Teacher in Madrasah Tsanawiyah Negeri 2 Pal. IV Pijorkoling, *Private Interview*. 25 November 2011.

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 relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.⁴

To anticipate the learning difficulties, the English teacher efforts were the English teacher often repeated the lesson especially in determining the noun that the final letter was changed and then addition "s" only or the noun addition "es" and the noun that between singular and plural not change. While to overcome the students difficulties in determining "s" and "es" addition of 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. The other, the English teacher motivated the students to improve students' spirit in learning especially in countable noun and uncountable noun.

The English teacher asked the students to memorize 10 vocabularies and the meaning every meeting. Before the English teacher gave the lesson, the teacher asked the students to utter their vocabularies. The teacher kicked the students randomly so that all of the students can be motivated to memorize the vocabularies.

The teacher often write about word, sentence, paragraph, topic, it is noun especially countable noun and uncountable noun in the blackboard. After the teacher write, the teacher also read and show the letter of countable noun and

⁴ Muhibbin Syah, *Psikologi Belajar* (Jakarta: Raja Grafindo Persada, 2008), p. 182-184.

uncountable noun clearly. The other, 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.⁵ In addition, according to Yatim Riyanto that to overcome learning difficulties can be done through remedial.⁶

Based on observations and interviews, that the teacher could use the lecture method in teaching countable and uncountable noun. So the students easy to forget what they learned. According to the researcher used the lecture method is less effective it will be used to teach countable and uncountable noun. Because the students mastered the material as a result of the lecture will be limited to what the master teacher. In addition, teachers who lack the ability to speak well, the lecture method is often regarded as a tedious method and make students drowsy. So it was natural that the students easily forget what was taught by a teacher.

Thus, according to researcher, methods used in teaching both countable and uncountable noun 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 can not 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

⁵ Mulyasa, *Menjadi Guru Profesional* (Bandung:Remaja Rosda Karya,2008), p. 121.

⁶ Yatim Riyanto, *Paradigma Baru Pembelajaran* (Jakarta:Pranada Media Group,2009), p.

more concrete learning materials, making students more easily understand and remember.⁷

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 teaching countable and uncountable 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 countable and uncountable noun, then it will severely limit the student's knowledge. The writer recommend 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 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.⁸ So, picture media appropriate used in teaching countable and uncountable noun.

C. The Threats of the Research

In this research, the writer believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

⁷ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media Group, 2007), p. 150.

⁸ Arief S. Sadiman, et. al., *Media Pendidikan Pengertian, Pengembangan dan Pemanfaatannya* (Jakarta: PT. Raja Grafindo Persada, 1993), p. 29-31.

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students did not do the test seriously. So, the writer took the seats answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the researcher. The researcher has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions.

Based on the result of observation and interview done by the researcher about the students' difficulties in forming countable and uncountable noun at the grade VIII in Madrasah Tsanawiyah Negeri 2 Pal.IV.Pijorkoling, the researcher can conclude as follows:

1. The difficulties that faced by students in forming countable and uncountable noun:
 - a. The students lack of the knowledge to determine the noun that the ending letter was changed and then addition "s" only or the noun addition "es".
 - b. The students lack of the knowledge noun that between singular and plural did not change.
 - c. Students had poor vocabularies, especially in countable noun and uncountable noun.
 - d. The students felt difficulty to writing the noun.
2. The efforts by English teacher to decrease the students difficulties in forming countable and uncountable noun were:
 - a. The students the difficulties in determining the noun that the final letter was changed and then addition "s" only or the noun addition "es" and the noun that between singular and plural did not change, 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.
- d. The teacher often writes countable noun and uncountable word in the blackboard, then students write and repeat it.

B. The Suggestions

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

1. To principle of Madrasah Tsanawiyah Negeri 2 Pal.IV Pijorkoling 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 countableand uncountable noun, and in teaching must be done by inner feeling, so that theteacher always effort and the students can understand what do we say. And then the teacher also can useappropriateteaching method and teaching media, so thatstudents are not saturated andteachingbecomesmore varied, than thatthe studentsare also moreeasilyunderstand and remember. Teachers also have toreproducethe pictures that can betaped to the walls of the class associated with the vocabulary that aims to increase students'vocabulary.

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3. To the readers especially English learners more improve their knowledge in learning noun especially countable noun and uncountable noun.

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Appendix I

PEDOMAN OBSERVASI

1. Lokasi MTs. Negeri 2 Pal.IV Pijorkoling.
2. Keadaan dan situasi siswa pada saat proses pembelajaran bahasa inggris.
3. Keadaan dan situasi guru pada saat proses pembelajaran bahasa inggris.
4. Keadaan sarana dan prasarana sebagai penunjang proses pembelajaran.
5. Mengobservasi metode mengajar guru.
6. Mengobservasi media yang digunakan guru dalam mengajar.

Appendix II

PEDOMAN WAWANCARA

A. Wawancara dengan Kepala Sekolah

1. Apa yang melatarbelakangi berdirinya MTs. Negeri 2 Pal.IV Pijorkoling?
2. Bagaimana letak geografis MTs. Negeri 2 Pal.IV Pijorkoling?
3. Berapa jumlah guru dan staf pegawai MTs. Negeri 2 Pal.IV Pijorkoling?
4. Berapa jumlah guru bahasa inggris MTs. Negeri 2 Pal.IV Pijorkoling?
5. Berapa jumlah siswa di MTs. Negeri 2 Pal.IV Pijorkoling?
6. Bagaimana struktur organisasi MTs. Negeri 2 Pal.IV Pijorkoling?

Appendix III

FIELD NOTES (Catatan Lapangan)

1. Metode apa sajakah yang Bapak/Ibu gunakan dalam mengajarkan Countable Dan Uncountable Noun Di MTs. Negeri 2 Pal.IV Pijorkoling?

Metode yang saya gunakan dalam mengajarkan Countable dan Uncountable Noun di kelas VIII MTs. Negeri 2 Pal.IV Pijorkoling adalah menjelaskan mata pelajaran, misalnya: apa itu countable noun dan apa pula uncountable noun. Setelah itu, saya memberikan banyak contoh yang termasuk countable ataupun uncountable noun kepada mereka. Jadi, biasanya saya hanya menggunakan metode Ceramah saja.
(Rafni Dewi Yanti, S.Pd, English Teacher at MTs. Negeri 2 Pal.IV Pijorkoling, *Interview*, 14 November 2011, pkl: 11.00).

2. Apa buku pokok yang digunakan Bapak/Ibu dalam mengajarkan countable noun dan uncountable noun?

Biasanya buku yang saya gunakan dalam mengajarkan countable noun dan uncountable noun yaitu: buku yang diterbitkan oleh Yudistira, Grahadi dan sebagai tambahan saya menggunakan Grammar.
(Rafni Dewi Yanti, S.Pd, English Teacher at MTs. Negeri 2 Pal.IV Pijorkoling, *Interview*, 16 November 2011, pkl: 12.30).

3. Apa media yang digunakan Bapak/Ibu dalam mengajarkan countable dan uncountable noun?

Ketika saya mengajarkan countable noun dan uncountable noun biasanya saya menggunakan buku pelajaran, itulah sebagai media pokok saya dalam mengajarkan countable noun dan uncountable noun. Jika saya memberikan contoh-contoh yang berkaitan dengan countable dan uncountable noun saya menggunakan benda-benda yang ada di dalam ataupun sekitar kelas, dengan harapan siswa dapat memahami pelajaran dengan baik.
(Rafni Dewi Yanti, S.Pd, English Teacher at MTs. Negeri 2 Pal.IV Pijorkoling, *Interview*, 18 November 2011, pkl: 10.30).

4. Bagaimana hasil belajar siswa dalam pembelajaran countable noun dan uncountable noun?

Sebenarnya, kalau saya boleh jujur mengenai hasil belajar siswa dalam pembelajaran countable dan uncountable noun itu masih kurang maksimal. Pemahaman mereka tentang countable dan uncountable noun pun masih sangat rendah. Saya tidak tahu apa yang menjadi masalah. Padahal kalau menurut saya, saya sudah begitu maksimal dalam penyampaian pelajaran. Selain itu sudah begitu sering mengulang dan mengingatkan siswa tentang countable dan uncountable noun. Namun, hasilnya masih kurang maksimal.
(Rafni Dewi Yanti, S.Pd, English Teacher at MTs. Negeri 2 Pal.IV Pijorkoling, *Interview*, 21 November 2011, pkl: 10.00).

5. Apa kesulitan-kesulitan yang dihadapi siswa dalam belajar countable dan uncountable noun?

a. Kesulitan Siswa dalam mempelajari countable noun, yakni:

- 1) Kalau menurut apa yang saya ketahui tentang kesulitan yang biasanya dihadapi siswa dalam mempelajari countable noun adalah: siswa masih sangat kesulitan dalam menggunakan countable noun mana yang dibelakangnya hanya ditambah *s* saja, dan countable noun mana yang dibelakangnya ditambah *es*. Jadi siswa belum memahami, misalnya: jika kata benda yang berakhiran *s*, *z*, *ch*, *sh*, dan *x*, pluralnya ditambah *es*. Seperti: box, pluralnya menjadi boxes. Ternyata masih banyak siswa yang menganggap pluralnya box adalah boxs. Jika kata benda yang berakhiran *y* dan di dahului oleh huruf vokal maka hanya ditambah *s* saja. Seperti: toy, pluralnya adalah toys. Masih ada siswa yang beranggapan bahwa plural dari toy adalah toyes. Sedangkan kata benda yang berakhiran *y* dan di dahului oleh huruf konsonan, maka huruf *y* diganti menjadi *i* kemudian ditambah dengan *es*. Misalnya: baby, pluralnya menjadi babies. Tetapi banyak siswa yang menyangka kalau plural baby adalah babys atau babyes. Jika kata benda yang berakhiran *f* atau *fe* maka huruf *f* diganti menjadi *v* kemudian ditambah *s*. Contohnya: Leaf, pluralnya menjadi leaves. Ternyata, tidak jarang siswa menganggap bahwa pluralnya leaf adalah leafs. Untuk kata benda yang berakhiran *o*, jika kata benda umum, biasanya ditambah *es* dibelakang kata benda tersebut. Tetapi jika kata benda yang berakhiran *o* merupakan istilah dalam musik hanya ditambah dengan *s* saja. Misalnya: potato, pluralnya menjadi potatoes dan piano menjadi pianos.
- 2) Selain siswa merasa kesulitan dalam penambahan *s* atau *es* dalam countable noun, siswa juga biasanya merasa kesulitan dalam menentukan countable noun yang antara singular dan pluralnya sama atau tidak berubah. Seperti contoh: knowledge memiliki bentuk plural knowledge (tidak berubah).
- 3) Kesulitan yang paling dominan adalah siswa tidak bisa menentukan kata benda countable noun, dikarenakan rendahnya pengetahuan vocabularinya dalam countable noun khususnya. Tidak jarang ada juga siswa yang tidak mengetahui countable noun dalam bahasa indonesia. Sangat jelaslah jika siswa itu tidak tahu countable noun dalam bahas inggris. Tetapi, terkadang siswa tahu yang termasuk countable noun dalam bahasa indonesia namun, tidak mengetahuinya dalam bahasa inggris.
- 4) Kesulitan siswa yang selanjutnya yaitu: mereka sering merasa kesulitan untuk menuliskan benda yang tergolong countable noun. Terkadang siswa mengetahui benda yang tergolong countable noun dalam bahasa indonesia, tetapi ketika menuliskannya dalam bahasa inggris mereka sama sekali tidak bisa, atau mereka mengetahui pengucapannya dalam bahasa inggris tetapi untuk menuliskannya dalam bahasa inggris mereka tidak bisa.

b. Kesulitan Siswa dalam mempelajari uncountable noun, yaitu:

- 1) Siswa kesulitan menentukan kata benda uncountable noun, dikarenakan rendahnya pengetahuan vocabularinya dalam uncountable noun khususnya. Banyak siswa yang tidak mengetahui uncountable noun dalam bahasa indonesia. Seperti: siswa tidak tahu bahwa pasir (bahasa indonesia) termasuk uncountable noun. Maka, jelas sekali jika

siswa itu tidak tahu uncountable noun (pasir) dalam bahasa Inggris. Terkadang, siswa mengetahui yang termasuk uncountable noun dalam bahasa Indonesia tetapi, mereka tidak mengetahuinya dalam bahasa Inggris. Contohnya: siswa mengetahui tanah (bahasa Indonesia) termasuk uncountable noun, tetapi siswa tidak mengetahui tanah dalam bahasa Inggris.

- 2) Kesulitan siswa yang selanjutnya adalah: mereka sering merasa kesulitan untuk menuliskan benda yang tergolong uncountable noun. Terkadang mereka tahu benda yang tergolong uncountable noun dalam bahasa Indonesia, tetapi ketika menuliskannya dalam bahasa Inggris mereka sama sekali tidak bisa, begitu juga dengan pengucapan, mereka mengetahui pengucapan benda yang tergolong ke dalam uncountable noun dalam bahasa Inggris tetapi untuk menuliskannya dalam bahasa Inggris mereka tidak bisa. Mereka hanya bisa sekedar mengucapkan, kemungkinan karena mereka sering mendengar dan tidak melihat atau mengetahui bagaimana penulisannya. Misalnya: siswa tahu butter itu adalah uncountable noun. Tetapi mereka tahu hanya pengucapannya saja. Jika saya menyuruh untuk menuliskannya, banyak siswa yang menuliskan batter. Masih banyak juga siswa yang beranggapan bahwa uncountable noun itu hanya menambahkan *s* atau *es* dibelakangnya. Seperti: *wateres*, *aires* dan *sugares*.

(Rafni Dewi Yanti, S.Pd, English Teacher at MTs. Negeri 2 Pal. IV Pijorkoling, Interview, 23 November 2011, pkl: 08.30).

6. Bagaimanakah usaha Bapak/Ibu untuk mengurangi kesulitan-kesulitan yang dihadapi siswa dalam mempelajari countable dan uncountable noun tersebut?
 - a. Kalau usaha yang sudah saya lakukan, sejauh ini saya hanya bisa mengulang-ulang pelajaran yang telah saya sampaikan sebelumnya. Seperti mempelajari tentang countable dan uncountable noun, saya selalu mengulang dan mengingatkan siswa tentang apa yang saya ajarkan tersebut. Hal ini saya lakukan bertujuan, agar siswa lebih paham dan mengingat pelajaran tersebut.
 - b. Untuk kesulitan siswa mengenai rendahnya pengetahuan vocabularinya, saya selalu memerintahkan siswa untuk menghafal 10 vocabulari beserta maknanya. Setiap pertemuan siswa saya wajibkan untuk menyetorkan atau menyampaikan hasil hafalannya di depan kelas. Biasanya saya memanggil siswa secara acak. Jika siswa tidak dapat memenuhi tugas yang telah saya berikan, maka biasanya saya akan mengambil tindakan untuk menghukum siswa untuk berdiri di depan kelas.
 - c. Mengatasi kesulitan siswa dalam penulisan countable dan uncountable noun adalah biasanya saya tidak lupa menggunakan media belajar yang tersedia di dalam kelas (papan tulis). Sesering mungkin saya menulis di papan tulis. Seperti menulis kata, kalimat, paragraf atau bahkan sebuah topik akan saya usahakan menulisnya di papan tulis. Setelah saya menuliskannya di papan tulis, maka selanjutnya saya akan membacanya sambil menunjuk kata-kata yang dibaca dan siswa mengikuti apa yang saya baca. Dengan demikian, siswa akan melihat bagaimana penulisannya dan cara membaca kata-kata tersebut.
 - d. Usaha yang paling sering saya lakukan dan hampir setiap pertemuan saya selalu melakukan itu yakni memotivasi seluruh siswa. Saya selalu mengingatkan siswa betapa pentingnya mempelajari bahasa Inggris. Karena saya sadar banyak siswa yang mengaku

bahwa bahasa inggris itu adalah pelajaran yang sangat sulit, ketika saya menanyakan alasannya, mereka menjawab bahwa penulisan dengan cara membacanya berbeda, belum lagi harus mengetahui artinya dalam bahasa indonesia. Jadi, sebagai guru bahasa inggris saya selalu menekankan bahwa tidak ada sesuatu yang sulit itu jika ada kemauan dan usaha untuk mempelajari dan mendalaminya dengan ikhlas dan sungguh-sungguh.
(Rafni Dewi Yanti, S.Pd, English Teacher at MTs. Negeri 2 Pal.IV Pijorkoling, *Interview*, 25 November 2011, pkl: 09.00).