THE STUDENTS' NOUN MASTERY OF
THE SECOND YEAR ENGLISH DEPARTMENT
UIN SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN

A THESIS

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement
for Degree of (S. Pd) in English Department

Written By:

WINDA KHOLILAH
Reg. No. 16 203 00097

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

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Submitted to the State Islamic University of Syekh Ali Hasan
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WINDA KHOLILAH
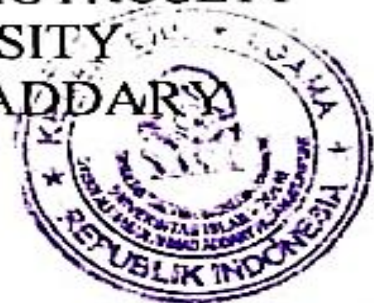Reg. No. 16 203 00097

ENGLISH EDUCATIONAL DEPARTMENT

Advisor I

Dr. Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

Advisor II

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

SURAT PERNYATAAN PEMBIMBING

Hal   : Skripsi

A.n   : Winda Kholilah

Lampiran   : 7 (Tujuh) Examplar

Padangsidimpuan, 2| Februari 2023

Kepada Yth,

Dekan Fakultas Tarbiyah dan

Ilmu Keguruan UIN Syekh Ali

Hasan Ahmad Addary

Padangsidimpuan
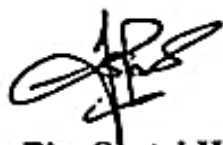
di-

Padangsidimpuan

Assalamu'alaikum Wr.Wb.

       Setelah membaca, menelaah dan memberikan saran-saran perbaikan sepenuhnya terhadap skripsi a.n **Winda Kholilah** yang berjudul **"The Students' Noun Mastery of the Second Year English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan"**, maka kami berpendapat bahwa skripsi ini telah dapat diterima untuk melengkapi tugas dan syarat-syarat mencapai gelar sarjana pendidikan (S.Pd) dalam bidang Ilmu Program Studi Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

       Seiring dengan hal diatas, maka saudari tersebut dapat menjalani sidang munaqosyah untuk mempertanggungjawabkan skripsi ini.

       Demikian kami sampaikan, semoga dapat dimaklumi dan atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pembimbing I   **Pembimbing II**

Dr. Eka Sustri Harida, M.Pd.   **Fitri Rayani Siregar, M.Hum.**

NIP. 1975091720031 2 001   NIP. 197820731 200912 2 004

LETTER AGREEMENT

Term   : Munaqosyah

Item   : 7 (seven) exemplars

Padangsidimpuan, 2₁ Februari 2023

a.n. **Winda Kholilah**

To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Winda Kholilah**, entitled **"The Students' Noun Mastery of the Second Year English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

Advisor I

Dr. Eka Sustri Harida, M.Pd.
NIP. 1975091720031 2 001

Advisor II

Fitri Rayani Siregar, M.Hum.
NIP. 197820731 200912 2 004

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name	: Winda Khollah
Reg. Number	: 16 203 00097
Faculty/Department	: Tarbiyah and Teacher Training Faculty
The title of the Thesis	: The Students' Noun Mastery of the Second Year English Department UIN Syekh Ali Hasaan Ahmad Addary Padangsidimpuan

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Declaration Maker

Winda Kholilah
Reg. Number 16 203 00097

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Signed

Winda Kholilah
Reg. Num. 16 203 00097

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name   : Winda Kholilah

Registration Number   : 16 203 00097

Faculty/Department   : Tarbiyah and Teacher Training Faculty/ TBI-3

The Tittle of Thesis   : **The Students' Noun Mastery of the Second Year English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan**

Chief,   Secretary,

Fitri Rayani Siregar, M.Hum.   Dr. Eka Sustri Harida, M.Pd
NIP. 19820731 200912 2 004   NIP. 19750917 200312 2 002

Members,
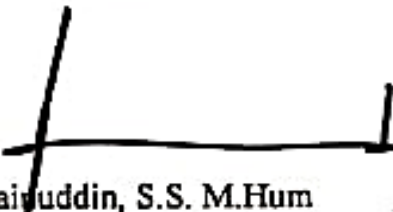
Fitri Rayani Siregar, M.Hum.   Dr. Eka Sustri Harida, M.Pd
NIP. 19820731 200912 2 004   NIP. 19750917 200312 2 002

Rayendriyani Fahmei Lubis, M.Ag.   Zainuddin, S.S. M.Hum
NIP. 19710510 200003 2 001   NIP. 19760610 200801 1 016

Proposed:
Place   : Padangsidimpuan
Date   : January, 16nd 2023
Time   : 08. WIB until finish
Result/Mark : 77 (B)
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Predicate   : Sangat Memuaskan

STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARARY
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY

Jl. H.T. Rizal Nurdin Km. 4,5Sihitang 22733
Telp. (0634) 22080, Faximile (0634) 24022

LEGALIZATION

Thesis
: The Students' Noun Mastery of the Second Year English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Written By
: WINDA KHOLILAH

Reg. No
: 16 203 00097

Faculty/Department
: Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, 14 Desember 2022
Dean

Hilda, M.Si.
NIP. 20 200003 2 002

Name   : **Winda Kholilah**

Reg.Number   **: 16 203 00097**

Faculty   **: Tarbiyah And Teacher Training Faculty/ English Education**

Title of Thesis   **: The Students' Noun Mastery of the Second Year English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan**

ABSTRACT

This research discussed about the students' noun mastery of the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The problems of the research were the students lack independents' in noun mastery especially in countable and uncountable noun.

The research has a formulation of problem, it was: how is the students' ability in noun mastery of the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The aims of this research with this research were to know students' in noun mastery of the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan especially in countable and uncountable noun.

In this research, the researcher used a quantitative descriptive with the population was the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The sample of this research was population sample, they are 31 students. The researcher used multiple choices, test as the instrument. The data were analyzed statistically by using mean score.

Based on the result of the research, researcher found that students' noun mastery of the second year English department UIN Syekh Ai Hasan Ahmad Addairy Padangsidimpuan is good ability. The mean score is 78.29, than hypothesis was accepted.

Keywords: Countable and Uncountable Noun

Name : **Winda Kholilah**

Reg.No : **16 203 00097**

Faculty : **Tarbiyah dan Ilmu Keguruan/TBI**

Title of Thesis : **Kemampuan Siswa Dalam Penguasaan Kata Benda Terhitang dan Tidak Terhitung di Semester Kedua di UIN Syekh Ali Hasan Ahmad Addairy Padangsidimpuan**

ABSTRAK

Penelitian ini membahas tentang kemampuan mahasiswa dalam penguasaan kata benda disemester kedua di Uin Syekh Ali Hasan Ahmad Addairy Padangsidimpuan. Masalah dalam penelitian ini adalah mahasiswa kurang mandiri dalam penguasaan kata benda, khususnya dalam kata benda yang terhitung dengan kata benda yang tidak terhitung.

Penelitian ini memiliki satu masalah saja yaitu, bagaimana kemampuan mahasiswa dalam penguasaan kata benda di semester kedua di UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Tujuan penelitian ini adalah untuk mengetahuikemampuan mahasiswa dalam penguasaan kata benda di UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan khususnya kata benda terhitung dengan kata benda tidak terhitung.

Penelitian ini adalah penelitian tentang penguasaan kata benda dengan populasi penelitian ini adalah mahasiswa semester kedua bahasa inggris di UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Sampel penelitian adalah populasi dan sampel berjumlah 31 mahasiswa. Peneliti menggunakan pilihan ganda (a, b, c, and d), sebagai instrument tesnya. Data tersebut di analisis menggunakan mean score (nilai utama).

Berdasarkan hasil penelitian diatas, peneliti menemukan kemampuan mahasiswa dalam penguasaam kata benda di semester kedua bahasa inggris di UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan memiliki pemahaman yang baik. Nilai utamanya adalah 78.29, dan penelitian ini diterima.

Kata Kunci: kata benda terhitung dan kata benda tak terhitung.

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Padangsidimpuan,   Februari 2023

Researcher

Winda Kholilah

Reg. Number 1620300097

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CHAPTER 1

INTRODUCTION

A. Background of the Problems

English is an international language. In Indonesia, English as we know is learnt and taught to elementary school, junior high school, senior high school up to university. It means that English is important for the students to be taught at school based on situation and condition of the object area. The main purpose in teaching English in Indonesia is that the students are able to use the English language to communicate each other both orally and writing.[1]

English is an International Language that used by many people in some countries for socials relationship. Indonesia is one of many countries that used English for connecting a huge relationship to another country people. Then, Indonesia government makes English a subject in the school until university. University students, especially English Department of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, learn many subjects in English in order to make them be able in every skill.[2]

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[1] Mila Arizahans Tri Molly Ramadhona, "The Correlation Noun Phrase and Writing of Descriptive Text at Tenth Level Students of SMA N 5 OKU," *Basis* 6, no. 1 (2019). p.1.

[2] Fitriadi Lubis, Fitri Rayani Siregar and Rayendriani Fahmei Lubis, "The Correlation Between Student's Ability in Identifying Nouns and Adjectives to Analyzing Compound Noun and Compound Adjectives of TBI Students Iain Padangsidimpuan," *Takzir* 1 (2015). p.2-3.

There are many languages in this worlds, one of them is English language. English is universal language and it is spoken in many countries in the world. Therefore English becomes an international languages, it is used as commercial and diplomacy cooperation in regionally, bilaterally and multilaterally. In globalization era, mastery of English is absolutely necessary.

Globalization allows interaction without boundaries and it is hoped that language will no longer be a barrier. English has four language skills which are divided into two kinds, namely receptive and productive skill. Receptive skills are listening and reading which these two skill receiving information that is why they are called receptive skills. The productive skills are speaking and writing because they involve producing words, phrase, sentences and paragraphs. In learning grammar there is important topic, that is part of speech as the basic part in English sentence.

When someone has just learned English, sometimes it can be confused in understanding nouns because noun is more complicated than other parts of speech.[3] It is an interrelated group noun-verbal system, symbols, signs, gesture, and so on. It is used foe communication or expression in particular art and skill. A noun is the name of person, place, animals or things.

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[3] Fitri Fuadi Rambe And Jupriman, "The Influence of Parts of Speech Mastery Towards Sentences Mastery at MTS Negeri 2 Pal IV Pijorkoling Padangsidimpuan," *Revolution of English Department* 2, no. 1 (2020). p.10-11.

A noun names people, animals, places, things, events, qualities, and state. Vocabulary also words used on a particular occasion or in a particular sphere. By mastering vocabularies, English students are expected to be able to express their opinion, idea, and thought written and orally, because vocabulary is an important component in learning foreign language so that's why they should be mastery vocabulary, the more vocabulary is mastered by learners, and the better will be their performance in all aspects of learning English.

Therefore, students who enrich in vocabulary will be successful in 4 language learning skill. Noun is a word used as the name of all thing, people know about, have, see, hear, taste, smell, or feel. This includes words for people, things, word, for thing someone knows exist but cannot touch, and idea or a quality of mind is defined as noun. A noun is a word that names something, such as a person, place, thing, or idea. In a sentence, nouns can play the role of subject, direct object, indirect object, subject complement, object complement, appositive, or adjective.

Nouns form a large proportion of English vocabulary and they come in a wide variety of types. Nouns can name a person such as, the president, my mother, and a girl. Nouns can also be object of a verb in a sentence. An object can be either a direct object (a noun that receives the action performed by subject) or an indirect object (a noun that is the recipient of a direct object, example: Give the books to

her. Nouns as subject and object complements.[4] A noun is word that refers to a thing, a book, and an animal.[5] Another type of noun use is called a subject complement. In this example, the noun teacher is used as a subject.

Among the part of speech, noun is widely use in sentence constructions, it may function as subject, object, or complement in a sentence. Nouns usually function as do pronouns, as the subject, object or complement of a verb, or follow preposition. Noun itself, rarely used as a single word in sentence, but it is usually modified by other part of speech, like as adjectives, adverbs. The noun is word makes it allow you to name of label the person, entities, places, and concepts that make up our worlds that means noun are the important part to make a good descriptive writing for the students.

The noun in English 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" words in many structures of modification. A related usage of nouns is called an object complement. Example: I now pronounce you husband and wife. An appositive noun is a noun that immediately follows another noun in order to further define or

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[4] Fitriadi Lubis, Fitri Rayani Siregar and Rayendriani Fahmei Lubis, "The Correlation Between Student's Ability in Identifying Nouns and Adjectives to Analyzing Compound Noun and Compound Adjectives of TBI Students Iain Padangsdidimpuan." p.7-8.

[5] Fitriadi Lubis, Fitri Rayani Siregar and Rayendriani Fahmei Lubis.

identify it, example: My brother, Michael, is six years old.[6]   Countable nouns can be used with a/an. Examples: here is a cat. Uncountable nouns, or mass nouns are nouns that come in a state or quantity which is impossible to count, (salt, sand, air, sugar, oil) nouns usually have articles (the, a, or an).[7] So, in this study, the researcher did a research on finding the ability of the students of English department in mastering countable and uncountable noun.

B. Identification of the Problems

Based on the problem which suggest that one of the grammar topic is part of speech especially in noun has been studied by the students at the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Therefore the students has problem in used noun mastery especially in countable and uncountable noun.

1. The students has problem in used vocabulary.

2. The students can not differentiate the words of countable and uncountable noun.

3. The students face difficulties to compare of using countable noun and uncountable noun so that sometimes the student produced the words incorrectly.

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[6] Susanto Windi, *Students' Ability to Analyze the Contruction of English noun Phrase in Reading Text by the Seventh Semester Students of English Department Muhammadiyah University Makkassar*, 2019. p.6-7.

[7] Rohmatullah, *Teaching and Learning Countable Noun by Using Flash Cards at MtsIrsyadulMuta'alimin an First Semester of Eight Grade in the Academic Year 2020/2021*, 2022.

C. Limitation of the Research

In this research, the researcher is limited on looking for the students' ability in mastery countable and uncountable noun.

D. Formulation of the Problem

The formulation of the problem is "how is the students' noun mastery of the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan".

E. Objectives of the Research

The objective of the research is to know the students' noun mastery of the second year of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan".

F. Significances of the Research

The findings of this research were accepted to be useful, there were many significances of this research, and they are:

1. For the lecturer to measurement the teaching progress

2. For students, to know their especially about nouns.

3. For the faculty, it is can be a reference in conducting similar research in the next time.

G. Outline of the Thesis

To make this research easier to read, the researcher made the systematic of this research had been divided into five chapters. Each chapter consists of many sub-chapters with details are follows:

The first chapter is consists of background of the problems, identification of the problem, limitation of the research, significance of the study, formation of the research, objectives of the research, significances of the research.

The second chapter is explaining about the description. Theoretical are divided by ten parts. The first is student ability. The second part noun, it consist to eight parts, they are; proper noun, collective noun, material noun, common noun, abstract noun, concrete noun, countable noun, uncountable noun. Countable and uncountable noun, the third part is countable noun. The forth part is uncountable noun. The sixth part is difference between countable and uncountable noun. Next is using how much and how many. Next, is common problem with countable and uncountable nouns then, differences related quantity adjective, differences in using article with countable and uncountable nouns the last is hypothesis.

Chapter III consist research methodology, it is divided into research design, research methodology, participants, the subject of the study, research instrument, data collection, and data analysis.

Chapter IV consists into three parts. The first is data that is concluded in the first cycle, and the second cycle. The second part is the comparative result of action, and third is discussion of the researcher findings and the last part in chapter IV Is the threats of the research. The last chapter is consists of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Noun Mastery

According to Mantlik noun uses crop in the middles English period, the history of shell nouns from the perspective of morphology and word-formations.[8] Greek states the noun, as far the etymological origin if the nouns that serve as shell nouns themselves are concerned, the detailed analysis of the information.[9] A noun is the name of a person, a place, or things.

Noun falls into two classifications, common nouns and proper nouns. A noun it is one of most important parts of speech. Its arrangement with the verb helps to form the sentences core which is essential to every complete sentence.

Noun is every word that refers to person, place, animal, plant, things all called noun. Noun is one of the most important parts of speech. It could be functioned as a subject, object, or subjective

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[8] A Matnlikm, *The Historichal Development of Shell Nouns: A Diachronic Study of Abstract Noun Construction in English*, 2014.

[9] kartika Puspita Sari, "An Analysis Of Inflectional Nouns Made by the Seventh Grade Students of SMP N 1 Loa Kulu,"Jjurnal Intelegensia," *English Department* 2, no. 2 (2017): 21, kartikapuspandari@uinjakarta.ac.id. P.120.

complement in a central core of a sentence. Moreover, the nouns that are used in this study are only common noun.[10]   Mastery can be defined as a great skill and knowledge about something.[11] It means mastery is comprehension or capability to use knowledge or skill that makes an individual mastery in particular subject. Mastery is comprehensive knowledge or skill in a particular subject or activity.[12] Mastery is the all of comprehending of knowledge, mastery also complete knowledge or great skill.[13] In other words, mastery is a construct that cannot be observed directly but can inferred from observables performance on a set of items or tasks related to a particular concept, skill or subject.[14] Mastery did not give a goal and did not give a step how to do it.[15]

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[10] Nina Kenyar, *The Mastery of Stress Placement of Nouns Among the Second Semester Students of the Second Semester Students of the English Language Educational Study Program*, 2009.

[11] H.S Hornby, *Oxford Advanced Learner's Dictionary, Ed Jonathan Crow the, Fifth*, 1995.

[12] Eka Sustri Harida, "Collocations Mastery of the University Students" 1, no. 2 (2019): 201–8.

[13] Amelia Puspa et al., "The Correlation Between Students' Grammar Mastery and Students' Speaking Ability at the Fifht Semester Students of UNISMUH Makassar," *Keguruan dan Ilmu Pendidikan (JKIP)* 6, no. 1 (2019): 10–22.

[14] Kartika Puspita Sari, "An Analysis of Inflectional Nouns Made by the Seventh Grade Students of SMP N 1 Loa Kulu,"Jjurnal Intelegensia," *English Department* 2, no. 2 (2017): 21, kartikapuspandari@uinjakarta.ac.id.

[15] Rayendriani Fahmei Lubis et al., "Students ' Writing Procedure Text Mastery" 08, no. 02 (2020): 166–76.

2. **Kinds of Noun**

In other hand, noun is a verb that refers to person, thing, animal, plant, place and idea that can be placed as a subject or object. So, the researcher concludes that noun is word that used as name of person, place animals, animate object, physical object and things that people know, see, hear, and feel. There are some kinds of nouns as explained in the description below.[16]

a. Proper Noun

A proper noun is the name of a particular person, a place, or a thing and it always begins with capital letter.

Proper noun is the name of a particular person, a place, or thing and it always begins with capital letter.[17] Proper nouns have two distinct features, they are name specific one-of-kind items, and they begin with capital letters, no matter where they occur within a sentence. Proper noun is the name of some particular person or place. Proper nouns are written with capital letters as the beginning.

In Windas' thesis proper noun is the name of person, place, and which is specific. So, proper noun is a classification

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[16] Muhammad Afrizal Hasibuan, *Students' Ability In Countable and Uncountable Noun Mastery At Grade VIII MTs Tapanuli Selatan*, 2020.

[17] Sari, "An Analysis Of Inflectional Nouns Made by the Seventh Grade Students of SMP N 1 Loa Kulu,"Jjurnal Intelegensia."

of nouns for specific people, places, and things. This noun is used among others for name of the institution, organization, day, month, nation, religion, and place. Proper noun always uses capital letters at the beginning of the word name of thing, and is always capitalized.[18]

Proper nouns are exemplified as follows:

1) To state the names of people

    a) Aminah is a student.

    b) Suhendra is a Policeman.

    c) Hasan and Husein are my cousins.

    d) Winda *and* Anto wanted to try a new restaurant.

    e) Raditya Dika makes many movies.

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

    a) Jakarta is the capital city of Indonesia

    b) Medan is the best place I have ever visited.

    c) I go to Batam.

    d) Sipirok is the best place in South Tapanuli.

    e) The capital city of North Sumatera is Medan.[19]

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[18] K Herni, "The Interference of Indonesian Noun Phrases into English Noun Phrases at the Eleventh Grade of SMA Islam Terpadu Wahdah Makassar" (Muhammadiyah University of Makassar, 2020).

[19] Afrizal Muhammad Hasibuan, *Students' Ability in Countable and Uncountable Noun Mastery at Grade VII MTs Tapanuli Selatan*, n.d.

3) To state the names of university and school

    a) They studied in <u>UIN Syahada</u>.

    b) <u>IAIN Padangsidimpuan</u> conducted a comparative study to IAIN Bukittinggi.

    c) Andi really wants to be a student at an <u>Indonesian university.</u>

    d) He graduated from <u>SMP Batangangkola.</u>

    e) <u>The university </u>of Indonesia is a university located in Depok and Salemba.

4) To state the names of Hotel and Restaurant

    a) I stay in <u>Mega Hotel.</u>

    b) <u>Yasto Restaurant </u>is the best restaurants in Padangsidimpuan. I have lunch in <u>BI Restaurant</u>.

    c) <u>Mega Permata Hotels </u>are more expensive than <u>Mutiara Hotels.</u>

    d) <u>Mutiara Hotel </u>is a new hotel in Padangsidimpuan.

    e) <u>JW. Marriot Hotel </u>is one of the biggest hotels in Medan.

5) To state names of mosque

    a) He prays in <u>Al-Abror Mosque</u>.

b) <u>Istiqlal mosque</u> is the biggest mosque in Jakarta.

c) <u>Al-Mashun</u> Mosque is near from my school.

d) <u>Masjidil Haram</u>is the largest and grandest most famous mosque in the world and is located in the city of Mecca, Saudi Arabia.

e) <u>The Great Mosque of the Islamic Center</u>, which is located in Riau province, is very much visited because of its magnificent mosque.

b. Collective Noun

A collective noun is the name refers to a group. When it refers to a group as a whole, it takes singular verb. When the individual members of group are considered, it takes plural verbs.[20] Collective nouns are name of a group of people or things. The words committee, orchestra, and main union all the name are group of people.

Collective noun refers to a type of noun that encompasses "a whole group as a single entry" as well as the members of that group. It is considered singular in form.[21] Collective nouns are exemplified, army, crowd, flock, team,

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[20] Sari, "An Analysis Of Inflectional Nouns Made by the Seventh Grade Students of SMP N 1 Loa Kulu,"Jjurnal Intelegensia." p.22.

[21] Angelia Maya Ratih Kusuma, *A Study English Noun Phrases In Football News In The Jakqrta Post Published During The Fifa World Cup 2006*, 2007. p.43.

organization, committee, jury, band, group, class, herd, etc. they are example about collective noun:

1) His father is one of the most handsome in parliament.

2) The soldiers come to their division.

3) Andi and Doni are my family.

4) Let's feed a flock of sleep.

5) This is social faculty.

6) The group demonstrator was too much.

7) All the audiences apply used after watching his performance.[22]

c. Material Nouns

Material nouns are the names of the substances which things are made of. These types of nouns are mostly proper nouns than common nouns. Material noun is the name of material or substance out of which things are made. Material nouns are names given to the raw elements or objects exist in the nature and con not be create by human being, the main source of raw materials are nature, animal, and plants.

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[22] Herni, "The Interference of Indonesian Noun Phrases into English Noun Phrases at the Eleventh Grade of SMA Islam Terpadu Wahdah Makassar."

So, material noun is the name of material or substance from which things are made and which we can see, hear, smell, taste or touch, material nouns are exemplified below:

1) <u>Iron</u> is a hard metal.

2) The ring is made from <u>gold</u>.

3) This chair is made from <u>wood</u>.

4) There is no <u>paper</u> on the table.

5) Pour some <u>oil</u> on the heat frying pan I want to fry the egg.[23]

d. Common Nouns

Common noun is the name of any person, place, or thing, and it never begins with capital letter.[24] A common noun is the name of any person, place, or thing, and it never begins with capital letter. Common nouns are names of classes of person, places, and things, or which describe person, places, and thing in general.[25] A common noun is used to name general things, places, ideas, events or people. They are words that refer to things in general terms, and not in specific terms.

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[23] Afrizal Muhammad Hasibuan, *Students' Ability in Countable and Uncountable Noun Mastery at Grade VII MTs Tapanuli Selatan.*

[24] Sari, "An Analysis Of Inflectional Nouns Made by the Seventh Grade Students of SMP N 1 Loa Kulu,"Jjurnal Intelegensia." p.21.

[25] Septiayana Ida Subekti, p.14.

So, common noun is the generic name of person, place, or thing class or group. They are examples of common noun:

1) <u>Money </u>can't buy my happiness.

2) <u>The child </u>was crying because he is starving.

3) They lend the <u>book </u>to me.

4) It is a smallest <u>building </u>in this city.

5) I see <u>the children </u>in the class.

6) My youngest sister wants to be <u>a doctor</u>.

7) I see <u>the women </u>in that room.

e. Abstract Nouns

Abstract noun is the noun of something that can be in our mind although it cannot touch or seen. Abstract noun is a noun that refers to an intangible concept such as an emotion, a feeling, a quality, a pleasure, a beauty, courage, a fear, a faith, a clever, a wealth, an advice, a friendship or an idea. In other words, an abstract noun does not refer to a physical object.[26]

Abstract noun is word for a concept. It is ideas that exist in our mind only, it usually the name of quality or state, action or state considered apart from the object. In another perception abstract noun is a noun that states an idea, concept,

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[26] Ida Subekti, *An Analysis of Students' Error in Using Faculty of Tarbiyah and Teachers' Training*, 2015.

feeling, states, or quality.[27]

This noun can be understood and imagined but cannot be touched or seen with the senses. Abstract nouns are nouns referring to a certain circumstances. So, abstract noun is a noun that cannot be seen, and felt by the five senses in short can be called an intangible noun, below are examples of abstract noun.

1) Love is something that cannot be bought with money.

2) Laughing is the best medicine.

3) Everyone hope to get happiness.

4) The child was drowned in the sea.

5) Never be discouraged to doing the good things.

6) The child was drowned in the sea.

f. Concrete Noun

A concrete noun is a word for a physical object that can be perceived by the tenses.[28] Concrete noun is a noun indicates the name of any object that has certain properties that can be seen, touched, held by our five senses. Concrete noun also is a

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[27] Hasibuan, *Students' Ability In Countable and Uncountable Noun Mastery At Grade VIII MTs Tapanuli Selatan*.

[28] Septiyana Ida Subekti, p.14.

word for a physical object that can be perceived by sense, it can be seen. Smell the object and touch.[29]

In other hand, concrete noun is a noun in the form of material or something tangible. Because it is tangible, concrete nouns can be touched and observed (recognized by the sense). So, researcher concludes concrete noun is a type of noun that refers to a type of thing that has a shape or form, examples are:

1) My big brother decided to join the <u>navy </u>after graduation.

2) The audience applauded loudly at the <u>movie.</u>

3) My mother has forgotten to put her <u>cell phone</u> she cannot be called by anyone.

4) We know that in Bandung, <u>the flowers</u> can grow fast. It is why, Bandung is called Kota Kembang.

5) I have bought the <u>novel </u>in the Gramedia Bookstore. It was so interesting so you have to read it. It has many moral messages on it.

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[29] Subekti, *An Analysis of Students' Error in Using Faculty of Tarbiyah and Teachers ' Training*.

3. **Countable and Uncountable Noun**

    a. Countable Noun

        Michael Swan states "countable noun is the names of separate object, people, and idea, which can be counted". Countable nouns, most nouns fall into this category. This noun can be measured or quantified, so that it can be preceded by a/ an or one, two, three, etc. the plural can also be ended is a noun which can be found in both that (or any one) singular and plural from that in names anything it refers, brunches and babies. Studied in an environment where it's not primary vehicle for daily interaction and where input in that language restricted.[30]

        Countable noun is a noun that can be counted, whereas uncountable noun is a noun that cannot be counted. The situation between countable and uncountable noun is based on whether or not we can count what the nouns describe. Countable noun is singular when they refers to only one person, animal, tree or things, the plural when they refers to more than one. Countable noun is a noun which can be found in both singular and plural

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[30] Rohmatullah, *Teaching and Learning Countable Noun by Using Flash Cards at MtsIrsyadulMuta'alimin an First Semester of Eight Grade in the Academic Year 2020/2021*, 2022.

forms and it names anything (or any one) that can be counted, such as table, chair, branches, and babies.[31]

Countable nouns are nouns which have a singular from as well as a plural form. In other hand a countable noun is the name of things that can be counted or divided into singular or plural.[32] So, the researcher concluded noun is nouns can we count and this noun has the singular plural form.

a. Rules of Countable Noun

1) Before singular countable noun you may use a/an.

a) You eat a banana.

b) I have a book.

c) My sister eats an apple.

d) I bring an eraser to school.

e) I buy an umbrella.

1) Remember to use a/an for job.

a) I am a teacher.

b) He is an advisor.

c) He is a driver.

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[31] Tiseer Zaki and Hamid Ahmed, *Problems Facing Students in Dealing with Uncountable Nouns in the Written Discourse: A Case Study of the Students of Almotamar Secondary School for Girls, Greator Locality, Gezira State of Sudan*, 2016. p.6.

[32] A Real Dillelemma Basak Tan Irtes, "Countable Or Uncountable," *Education and E-Learning* 2, no. 3 (2014), https://learnenglish.britishcouncil.org. p.3.

d) I am <u>an actor</u>.

e) She is <u>a writer.</u>

2) Before plural countable nouns you use some as general rule.

    a) I need <u>some</u> pencils to draw.

    b) I have <u>some</u> apple in my kitchen.

    c) We have <u>some</u> blue and red pens.

    d) I have <u>some</u> history books Indonesia.

3) Do not use some when you are talking about general things.

    a) Generally speaking, I like cardiology books.

    b) I am very interested with Hollywood movies.

4) You have to use some when you mean some, but not at all. Example: some doctors carry a stethoscope.

So, we use a/an for jobs and singular in countable noun. Then, we use some in plural, but don't use some when you are talking about general things. So, the parts of countable are:

a. Singular Countable Noun

    Example: <u>a</u> mosque and <u>an</u> apple.

b. Plural Countable Noun

Table 1

Determiners of Countable Noun

Countable Singular	Countable Plural
A	Many
An	A lot of
The	A few/few
That	Several
This	A number
One	of
Each	Some
Every	Any
	Not/not
	any
	Al

4. Uncountable Noun

Uncountable noun sometimes are known as mass or non-count nouns. Uncountable noun is the name of thing that cannot be counted or divided into singular or plural. Hughes defines the uncountable noun as "a noun which does not have plural form and which refers to something that does not usually count it always takes a singular verb.[33]

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[33] Fuat Ginanjar, *An Error Analisys Of Subject-Verb Agreement In Expository Essay Made By First Year Students Of Nusantara Pgri Kediri University In Academic Year 2014/2015*, 2015. p.7.

Table 2
Singular and Plural Countable Nouns with
Uncountable Nouns

Singular countable Noun	Plural Uncountable nouns	Non Countable Nouns
The cat	The cars	The traffic
The table	The tables	The furniture
The rings	The Jewel	The Jewel

Uncountable noun is the name of thing that cannot be counted or divided into singular or plural. Hughes defines the uncountable noun as "a noun which does not have plural form and which refers to something that does not usually count it always takes a singular verb. From the statements above, researcher summarize that uncountable nouns are things we count because usually they are mess or abstract things: Sugar, oil, sand, dust, Rice, and Love.[34]

Uncountable nouns sometimes are known as mass or non-count nouns, uncountable noun also a noun that cannot be counted. Some determines can only use with uncountable nouns and only with countable nouns, but can be used with both countable and uncountable nouns. In other hand uncountable noun is the name of thing that cannot be counted

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[34] Hasibuan, *Students' Ability In Countable and Uncountable Noun Mastery At Grade VIII MTs Tapanuli Selatan*.

or divided into singular or plural. From the statements above, researcher summarizes that uncountable nouns are things we cannot count because usually they are mess or abstract things.

1) Rules of Uncountable Noun

   a) We cannot normally use a/an with uncountable noun. We do not say a sands but you often use a … of. For example:

      a) A bowl of rice.

      b) A piece of paper.

      c) A sand of sugar.

      d) A bottle of coffee.

      e) A glass of water.[35]

2) You can use uncountable nouns alone (without the/ any/ some, etc.). for example:

      a) I eat rice every day.

      b) There's blood on your shirt.

      c) I drink coffee.

      d) Don't bring my pen.

      e) Milk is very good to our health.

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[35] Hasibuan.

f) There is oil in your bag.

g) I always drink water.

h) Buy coffee for me please!

i) He eats meal every day.

j) I eat fruit after breakfast.

c. You can use some and any with countable nouns. For example:

a) We listened to some music.

b) Did you buy any apple juice?

c) My friend need some help to move this desk

d) Do you have any friends in Japan now?

e) I am going to buy some dress.

f) You don't have any books in your bag.

g) She has some information that given to me.

h) Citra didn't have any gift that he gives to Afkar.

i) I don't have any pens more.

j) Roja has some coloring books.

k) I've got some money.

l) I haven't got much rice.[36]

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[36] Muhammad Junaidi, "The Students Ability in Using Countable and Uncountable Nouns", at Second Year Students of Smp N Aikmel In East Lombok," *Jurnal Ilmiah Telaah* 2, no. 1 (2019), https://journal.ummat.ac.id.index.php/telaah . p.2.

d. We use Much and Little with uncountable nouns. For example:

    a) I have got little money to save to buy new car.

    b) My friends don't drink much syrup more.

    c) There is a little oil in this place.

    d) My grandfather doesn't have much hair anymore.

    e) We didn't do much shopping.

    f) Do you have a little time in this morning I want to speak with you.

    g) Drinks much coffee makes stomachache.

    h) This sound is little annoyed for us.

    i) Too much wood in the building is not good.

    j) I have a little work to do.

2. Types of Uncountable Nouns

The type of uncountable divided into 13 types, they are: liquid, solid substances, various abstract, gases, frequency and abstract nouns, feelings and emotions, various types, various activities, scientific subject and field of study, nouns of languages, spent and related activities, various natural phenomena, and name of disease.

a. Liquids

    Examples for liquids are, (Water, Tea, Coffee, Milk, Cocoa, Lemonade, Fruit juice, Bear, Ink, and Deodorant).[37]

b. Gases

    Examples for gases are (Air, Oxygen, Hydrogen, Natural gas methane, Smoke, Monoxide, and Cloud).

c. Solid Substances

    Examples for solid substances, (Bread, Butters, Cheese, Meat, Fruits, and Ice).

d. Various Abstract Nations

    Examples for various abstract nations are, (Beauty, Charity, and Home lessen).

e. Frequently used Abstract Nouns

    Examples for frequently used abstract nouns are, (Advice, Freedom, Luck, Peace, Power, Memory, New, Order, and Time).

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[37] Yustinus Calvin Gai Mali, "Writing Grammatical Sentences:Voices Of Indonesian Undergraduates In EFL Classroom," *Language and Literature Education* 16, no. 1 (2016), https://ejournal.upi.edu. p.2.

f. Feelings and Emotions

Example for feelings and emotions are (Anger, Anxiety, Calm, Confidence, Courage, Happiness, Hatred, Jealousy, Kindness, and Joy).[38]

g. Various Types of State

Examples for various types of state are (Health, Sleep, Silence, Motherhood, Childhood, Old, and Age).[39]

h. Various Activities

Examples for various activities, (Reading writing, Studying, Driving, Cooking, Drinking, Running, Riding, Diving, and Reading).

i. Scientific Subject and Field of Study

Examples for scientific subjects and fields of study, (Physics, Mathematics, Medicine, and Sciences).

j. Names of Languages

Example for names of language, (English, German, Spanish, Polish, and Dutch).

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[38] Wiedy Martini Firman Firman, Baedhoi Baedhoi, "The Effectiveness Of The Scientific Approach To Improve Student Learning Outcomes," *Scientics Journals* 3, no. 2 (2018), https://journal.unnes.ac.id. p.2.

[39] Isabel Fraga, "Emotional Nouns Affect Attachment Decision In Sentence Completion Tasks," *Sage Journal* 65, no. 9 (2012), https://journalis.sagepub.com. p.12.

k. Sport and Related Activities

Example for sports and related activities, (Basketball, Tennis, Baseball, Swimming, Cards, Billiards, and Chess).

l. Various Natural Phenomena

Examples for various natural phenomena (Energy, Light, Gravity, Sunshine, and Dutch).

m. Name of Diseases

Example for name of diseases, (Diabetes, Measles Mumps, Cancer, and Tuberculosis).[40]

5. Difference between Countable and Uncountable Nouns

In English, as in many others language, nouns are divided into two categories known as (count nouns). It is important to distinguish between these two groups. Non countable nouns are a large group of mass or collective nouns that do not make a distinction between singular and plural form.[41] They are used with collective quantity words like (a lot of, some, any, much or many), instead of count words like (many/ several/ two/ or few).

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[40] Junaidi, "The Students Ability in Using Countable and Uncountable Nouns", at Second Year Students of Smp N Aikmel In East Lombok."

[41] Nurma Dhona Frangky Silitong Handayani, "Ability To Identify Singular And Plural Nouns In Paragraph," *English and Literature and Teaching*, n.d., https://jurnal.ummuhjember.ac.idm. p.1.

On other hand countable nouns refer to things that can be divided up into smaller units which are separate and distinct from one another, they usually refer to what can individually be seen or head. So, researcher concluded differences between countable noun and uncountable noun is Countable nouns are can be counted while uncountable nouns cannot. Therefore, uncountable noun only have singular forms and are followed by singular verbs. We should bear in mind that, even though a noun is uncountable in English, the word for it in another language may well be countable, and vice versa:

Table 3
Examples Countable and Uncountable Nouns

No.	Countable Noun	Uncountable Noun
1.	You eat a banana.	I eat rice every day.
2.	I have a book.	I have sugar.
3.	I bring an eraser to school.	You bring money to campus.
4.	I am a teacher.	A sand of sugar.
5.	He is a driver.	A glass of water.
6.	I am an actor.	A cup of coffee.
7.	There are some cookies in the jar	There is some water on the floor.
8.	You can buy some posters in this shop.	She always takes some sugar with

No.	Countable Noun	Uncountable Noun
		her coffee.
9.	How many children do you have?	How much money will we need?
10.	There are many animals in the zoo.	How much sugar I should add in your coffee.
11.	Do you serve any vegetarian dishes?	Do you want any sugar in your drink?
No.	**Countable Noun**	**Uncountable Noun**
11.	Do you serve any vegetarian dishes?	Do you want any sugar in your drink?
12.	I am going to buy some dress.	Do you want any sugar in your drink?
13.	Did you eat any food?	We had a little ice cream after dinner.
14.	Citra has so many friends in her school	You need much money to go the mecca.
15.	There are many people in the traditional market.	There are a lot of students that waiting their teacher.
16.	We have many collection video of drama.	I have a little hope win this game.
17.	There are many desks in the school.	I have a little mango juice in a bottle.
18.	There are many English teachers here.	A few boys came here yesterday.
19.	How many pens do you have?	Afkar has a few red shoes.
20.	How many times you go to museum?	She read a lot of history books.

6. Using How Many and How Much

a. How Many

How many is question words used to ask things that can be counted, for example:

1) How many cars do you have?

2) How many children do you have?

3) How many novels do you have in your house?

4) How many papers do you have in your bag?

b. How Much

How much is question words used to ask things that cannot be counted, for example:

1) How much money do you have?

2) How much do you put sugar to my coffee?

3) How much time do you have to complete your task?

4) How much sugar do you have?[42]

7. Common Problem With Countable and Uncountable Noun

Although the differences between count and uncountable nouns in many ways, there are problems and confusion when one uses uncountable nouns as count noun.

a. Although substances are usually uncountable nouns:

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[42] Fatimah, *Improving the Students' Vocabulary Mastery by Using Picture Cardat the Eight Grade of SMP N 9 Parepare*, 2019. p.16-18.

1) Would you like some cheese?

2) Coffee keeps me awake, at night!

3) Sugar makes me fat.

   They can be also used as count nouns:

   a) I'd like a coffee please!

   b) May I have orange juice?

   c) They sell a lot of coffee!

   d) I prefer orange juice to coffee.

   e) This is an excellent soft cheese.

b. Some nouns have both a countable and uncountable nouns:

   1) We should always have hope.

   2) George had hopes of promotion.

   3) Travel is a great teacher.

   4) Where did you go on your travels?

c. Nouns with two meanings, some nouns have two meaning one count and the other uncountable:

   1) His life was in danger.

   2) There is a serious danger of fire.

   3) Linguistics is the study of language.

   4) Is English a difficult language?

   5) It is made of paper.

6) The times are an excellent paper.[43]

8. Differences Related Quantity Adjectives

a. Some and any

Both words modify either countable or uncountable nouns.

➢ Some

1) There are some cookies in the jar (countable).

2) There is some water on the floor (uncountable).

3) You can buy any posters in this shop (countable).

4) She always takes some sugar with her coffee (uncountable).

➢ Any

1) Did you eat any food? (countable).

2) Do you want any sugar in your drink? (uncountable).

3) Do you serve any vegetarian dishes? (countable).

4) Do you have any questions? (countable).

b. Much and many

➢ Much modifiers only uncountable nouns, examples:

1) How much money will we need?

2) They are so much.

3) You need much money to go the mecca.

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[43] Afrizal Muhammad Hasibuan, *Students' Ability in Countable and Uncountable Noun Mastery at Grade VII MTs Tapanuli Selatan.*

4) I get too much salt in my soup.

5) How much sugar I should add in your coffee?

6) How much does it cost to rent the bus?

7) Alwi flow much blood in the accident.

8) How much time you take study English?

➢ Many only countable, examples:

1) How many children do you have?

2) They had so many books, that they had to stock them in the hall.

3) There are many friends in her life.

4) Citra has so many friends in her school.

5) How many comic do you have?

6) There are many people in the traditional market.

7) We have many collection video of drama.[44]

c. A lot of-lots of

There words are informal substitutes for much and many, examples:

1) Lots of effort will be required to solve this problem.

2) A lot of Americans travel to Europe each year.

3) My sister like dancing a lot.

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[44] Fatimah, *Improving the Students' Vocabulary Mastery by Using Picture Cardat the Eight Grade of SMP N 9 Parepare*.

4) She reads a lot of about law.

5) The baby need sleeps a lot.

6) She reads a lot of history books.

7) If a have a lot of money, I will buy new phone.

8) There are a lot of students that waiting their teacher.[45]

d. Little, quite a little

Modify only uncountable nouns, example:

1) We had a little ice cream after dinner.

2) They offered little help for my problem.

3) I have a little time to do my homework.

4) Would you spare a little time for me?

5) I have a little hope win this game.

6) His condition now is a little better than yesterday when you

sick.

7) I have a little mango juice in a bottle.

8) Sorry, I can't accompany you there, I have little time today.

e. A few

Modify only countable, example:

1) A few doctors from hospital play on the soft ball team.

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[45] Arniati Anggia Ina Daingo, *An Analisyis of Diffulties in Determining Quantifiers Committed by Eight Grade Students of SMP N 2 Kupang Academic Year 2020/2021*, 2021. p.3.

2) Few restaurants in this town offer vegetarian dishes (meaning only small number).

3) There are a few ducks stray over the road.

4) A few boys came here yesterday.

5) Citra has a few red shoes.

6) I have a few books about computer.

7) Vitamins have a few calories than carbohydrates.

8) Quite a few restaurants in this town offer vegetarian dishes (meaning a large number).[46]

9. **Differences in Using Articles with Countable and Uncountable**

A countable noun always takes either the indefinite (a and an), or definite (the) article when it is singular or plural, if it refers to a definite, specific groups and no article of it is used in general sense. For example:

a. The guest of honor arrived late.

b. You are welcome as a guest in our home.

c. The guest at your party yesterday made a lot of noise.

d. Guests are welcome here anytime.

Uncountable nouns never take the indefinite article (a or an) but they takes singular verb. The sometimes is used with uncountable nouns, example:

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[46] Daingo.

a. Information is a precious commodity in our computerized world.

b. The information in your files is correct.

B. Review of Related Findings

The researcher hypothesis is related to some previous researcher concluding. The first researcher is Suraida Waeheetae. The research was conducted with descriptive quantitative approach. There were from 31 students, the researcher got 58,706 % mean score as can be categorized the students' ability in identifying countable and uncountable noun enough.[47]

The second related finding is Muhammad Fahrizal Hasibuan. There are 31 students the result of the result in students' ability in identifying countable and uncountable noun is 64.8. Its finding can be categorized high because the total was 58.7 %.[48]

The third, M.Junaidi be found the score category students ability using countable and uncountable noun are 2 students achieve 100 (7.2%), 3 students achieve 90 (10.8%), 3 students achieve 80 (10.8%), 7 students achieve 70

[47] Miss Suraida Waeheetaf, *The Students' Ability in Identifying Noun on Short Story at GradeVIII MTs N 2 Padangsidimpuan*, 2019.

[48] Hasibuan, *Students' Ability In Countable and Uncountable Noun Mastery At Grade VIII MTs Tapanuli Selatan*.

(25.2%), 5 students achieve 60 (18%), 6 students achieve 50 (21.6%), and the last 2 students mastery about countable and uncountable noun good enough.[49]

Then, Hasanah Sari HSB, the conclusion of this research as the students ability in identifying adjectives and adverb at grade XI SMA Negeri Barumun Tengah can be categorized in to low categories, because mean score 24.20%.[50]

The last is Sri Narwati after the concluding and analyzing the data from the students score, it could be found the score of the students was 2946 from 44 students. Based on the the mean score was 67%. So, it could be categorized that the ability of the tenth grade students in SMA Negeri 1 Batang Angkola in writing recount text in 2015-2016 academic year was enough category. Based on the researcher above it can be know the student ability in identifying noun on short story is enough.[51]

C. Hypothesis

Here, the hypothesis of the research is "The students' noun mastery of the second year English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan" is good.

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[49] Junaidi, "The Students Ability in Using Countable and Uncountable Nouns", at Second Year Students of Smp N Aikmel In East Lombok."

[50] Hasanah Sari HSB, *Students Ability In Identifying Adjective And Adverb In Descriptive Text at Grade XI In SMA Negeri 1 Barumun Tengah*, 2013.

[51] Sri Nirwani, *The Ability of the Tenth Grade Students in Sma Negeri 1 Batang Angkola in Writing Recount Text*, 2009.

CHAPTER III
RESEARCH METHODOLOGY

A. Time and Place of the Research

The location of this research is at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. It located on H.T Rizal Nurdin KM. 4,5Sihitang. Pendidikan street, Kec. Padangsidimpuan Tenggara, Kota Padangsidimpuan Prov. Sumatera Utara. The schedule of the research was on July 2022 to January 2023.

B. Kinds of the Research

This research used quantitative descriptive, with method of research is descriptive method. Quantitative research with descriptive method is purpose to describe about situations or happens. Quantitative research deals in number, logic, and the objective, focusing on logic, number, and unchanging static data. So, based on above definition, it can be concluded that, quantitative descriptive research means to analyze or make a sense about situation or events and it was focused in test.[52]

Descriptive research involved gathering data that describe events and then organize, tabulates, depicts, and describes that the data collection. So, it can be concluded that descriptive method used to describes the mastery

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[52] Waeheetaf, *The Students' Ability in Identifying Noun on Short Story at GradeVIII MTs N 2 Padangsidimpuan*.

students' ability in noun mastery of the second year English department students UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

In this study, the writer discusses about the Noun. The purpose of the research is gain information about phenomena in order to describe exited condition in the field. This idea supported by who defines a noun research as research which aims to describe the fact of phenomena related to the characteristics of certain population systematically and accurately. The purpose of the research was to describe the second year students' ability in noun mastery.[53] This researcher focused on the students' noun mastery especially in countable noun and uncountable noun.

C. Population and Sampling

1. Population

   The students in TBI-1, the second year were 31 students.

2. Sample

   The sampling is all of students in second year English department of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. They were 31 students.

D. Research Instrument

The instrument of research is multiple choices test with 4 options in 40 questions. For each question has 2.5 points the indicators are countable nouns,

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[53] Herni, "The Interference of Indonesian Noun Phrases into English Noun Phrases at the Eleventh Grade of SMA Islam Terpadu Wahdah Makassar."

students are able to identifying noun in questions. Uncountable noun also, students should be able to identifying uncountable noun in 20 questions.

Table 1
Question for Using Countable and Uncountable Noun

No.	Indicator to be	Number of Question	Score
1	The students mastering countable noun.	20 Question	For each question has 2.5 points. $2.5 \times 20 = 50.$
2	The students mastering uncountable noun.	20 Question	For each question has 2.5 points. $2.5 \times 20 = 50.$

E. Data Collection Technique

The researcher collects the data from writing test, the procedure as follows:

a. Firstly, the researcher gave instrument the student about noun.

b. The researcher explained how to work out the writing test.

c. The researcher gave the test to the students.

d. The researcher asked the students to do this test.

e. The researcher analyzed the students' writing test.

F. Data Analysis Technique

The data that been collected need to be analyzed. The researcher analyzes this data by more steps.

1. Tabulating the students' scores

The students' score was tabulated every each question in 2.5 score.

2. Calculating the students score, the students score with the formula:

Total score: X=$\frac{1}{N}$ $(x1 + x2 + x3 + xn$

3. Analyzing Students' Score

Based on the scores which were gotten from the test, the research calculated the scores so that the finding of the research was be revealed in form of the information related to the analysis of students' noun mastery of the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, then the scores were analyzed.

4. The Researcher Give the Score Classification

There are five level of the students' noun mastery encompassing poor, fair, average, good, and excellent.

The students' score skill levels are:

80 – 100 classified as Excellent.

61 – 80 classified Good.

42 – 60 classified Average.

21 – 40 classified Fair.

0 – 20 classified Poor.[54]

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[54] Herry Jaisyan Khoiri, *An Analisys of Students; Ability in Writing Descriptive Text at Eight Grade of SMP UNIMUSH Makassar*, 2020. p.27.

This research is about students' noun mastery of the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The data were taken by using test. The describing of data is as followed:

A. The Description of Data

After testing the students by instrument of the research, it can be seen the students' noun mastery in identifying Countable and Uncountable noun as in table below:

Table 1
The Description of Students Score in Identifying Countable and Uncountable Noun

No.	Initial of the Students	True Countable	False Uncountable	Score
1.	AAP	18	18	90.0
2.	ANH	15	11	65.0
3.	ANHS	19	16	87.5
4.	AS	17	15	80.0
5.	AZRL	18	16	85.0
6.	BRNR	18	14	80.0
7.	DMPP	16	19	87.5
8.	DFS	17	17	85.0
9.	HSR	14	15	72.5
10.	KH	15	13	70.0
11.	LFN	17	11	70.0
12.	LTH	15	15	75.0
13.	M	19	18	92.5
14.	NS	16	19	87.5
15.	NSS	19	11	75.0
16.	NAN	14	14	70.0
No.	Initial of the Students	True	False	Score

No.		Countable	Uncountable	
17.	NH	15	17	80.0
18.	NN	17	18	87.5
19.	RDS	21	17	95.0
20.	S	16	17	82.5
21.	SL	21	15	90.0
22.	SD	12	17	72.5
23.	SAH	19	13	80.0
24.	TRB	14	9	62.5
25.	TAN	12	18	75.0
26.	WH	14	10	60.0
27.	WA	15	9	60.0
28.	YFH	15	15	72.5
29.	YIA	18	17	80.0
30.	YPR	13	11	60.0
31.	YSB	20	19	97.0
Total				2.427

From the result of the students it could know that score of the students was between 60 up to 97.0. It means that the highest score got by students was 97.0, classified excellent from 80-100 is categorized in excellent. From the 42-60 categorized to average so, the average score was 60.

Table 2

The Classified the Score

No.	Initial of the Students	Score	Classified
1.	AAP	90.0	Excellent
2.	ANH	65.0	Good
3.	ANHS	87.5	Excellent
4.	AS	80.0	Good
5.	AZRL	85.0	Excellent
6.	BRNR	80.0	Good
7.	DMPP	87.5	Excellent
No.	**Initial od the Students**	**Score**	**Classified**

8.	DFS	85.0	Excellent
9.	HSR	72.5	Good
10.	KH	70.0	Good
11.	LFN	70.0	Good
12.	LTH	75.0	Good
13.	M	92.5	Excellent
14.	NS	87.5	Excellent
15.	NSS	75.0	Good
16.	NAN	70.0	Good
17.	NH	60.0	Average
18.	NN	87.5	Excellent
19.	RDS	95.0	Excellent
20.	S	82.5	Excellent
21.	SL	90.0	Excellent
22.	SD	72.5	Good
23.	SAH	80.0	Excellent
24.	TRB	62.5	Good
25.	TAN	75.0	Good
26.	WH	60.0	Average
27.	WA	60.0	Average
28.	YFH	72.5	Good
29.	YIA	80.0	Excellent
30.	YPR	60.0	Average
31.	YSB	97.0	Excellent
Total			2.427

The evaluate students noun mastery in countable and uncountable nouns at second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the researcher has concluded the data by using below.

Next, the more description would be explained as below:

1. Mean score

    To get the main score, the researcher used the formula as below:

    $$X = \frac{1n}{} (x_1+x_2+x_3+x_n)$$

    $$\frac{1}{31} (2.427)$$

    78.29

2. Lowest score

    The lowest score that student get was 60.

3. Highest score

    The highest score that student get was 97.

4. Medium score

    To get the medium score, the research her used the formula as below:

    $$M_e = \frac{1}{2} (n+1)$$

    $$\frac{1}{2} (31+1)$$

    $$\frac{1}{2} (32)$$

    16.

So, the sixteen data was score 70.

5. Modus

The modus score was 80.

The score would be put in the column below:

Table 2
Students' score in identifying countable and uncountable noun

Mean score	78.29
Highest score	97.0
Lowest score	60
Medium	70
Modus	80

Based on the results of the tests that were gives to students, it can be concluded that the score of students was between 60 up to 97. Furthermore, the highest score that was found from the student was 97. Where the average score was 60, the mean score was 78.29, the medium score was 70, and the modus score was 80.

To be clearly, let see the various mastery of the students in noun especially in countable and uncountable noun into distribution below:

R= High score- low score

R= 90 – 60.

R=30.

Then, the frequency distribution in noun mastery especially in countable and uncountable noun would be explained below:

Table 3
The Frequency Distribution in Noun Mastery
(Countable and Uncountable Noun)

No.	Interval	Frequency	Percentage
1.	0-20	0	0%
2.	21-40	0	0%
3.	41-60	3	0.93%
4.	61-80	16	4.96%
5.	81-100	12	3.72%
Total		31	100%

There are five level of the students' noun mastery encompassing poor, fair, average, good, and excellent.

The students' score skill levels:

81 – 100 classified as Excellent.

61 – 80 classified Good.

41 – 60 classified Average.

21 – 40 classified Fair.

0 – 20 classified Poor.[55]

From the data above, it can be concluded that there was 12 students who got excellent level that's from 80-100. There were 16 students who got good level that's 61-80. The last, there were 3 students who got average level. From the frequency distribution above

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[55] Khoiri.

can be seen the students' noun mastery in countable and uncountable noun was good. It can be seen from the percentage of people who got the mean score 78.29. It can be concluded that the students' score was in good level. The data will be shown by histogram below:

Histogram 1
The Students' Noun Mastery in Countable
and Uncountable Noun
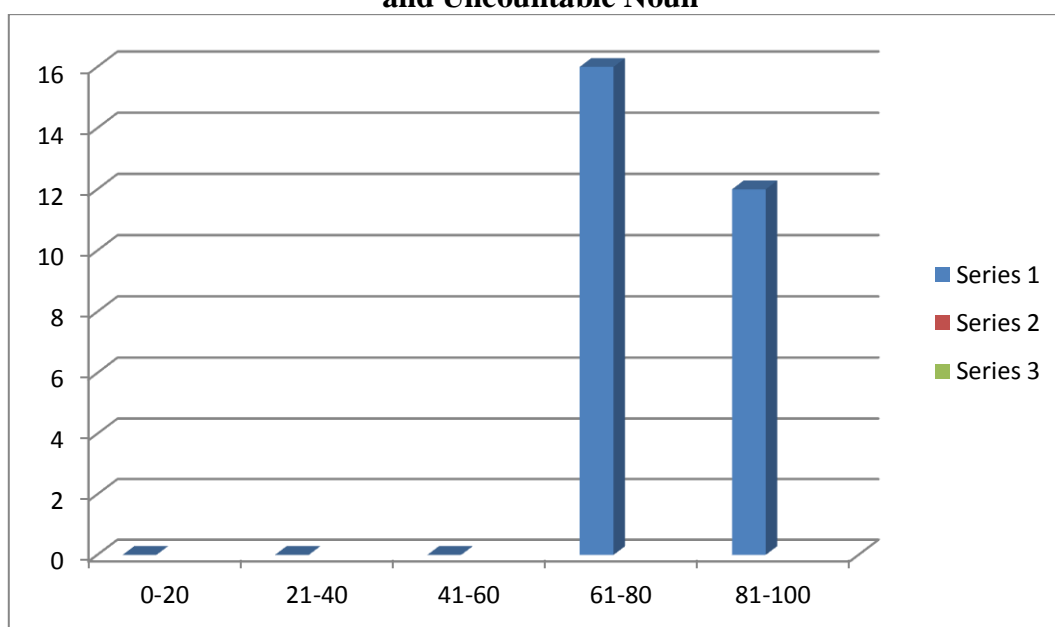
B. The Result of Hypothesis

Hypothesis of the research are ''The Students' Noun Mastery of the Second Year English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan'', is good. After **concluding** the data, it can be found that the result of the mean score of the students in identifying countable and uncountable noun is on 78.29. It can be categorized to good. From the value of means score, it can be learned that the hypothesis has accepted.

So, this hypothesis of the research was "The Students' Noun Mastery of the Second Year English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan", is good

C. Discussion

In this research, the researcher searched the students' noun mastery especially in countable and uncountable noun of the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The researcher wanted to know is students' noun mastery in countable and uncountable noun as such as (animal, things, person, etc.).

After getting the data, the researcher made the data analysis, it could be concluded that the students' noun mastery in countable and uncountable noun at the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan was good.

It can be seen from the mean score where they only got 78.29. So, the students' noun mastery of the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan was good. The researcher hypothesis is related to some previous researcher concluding. The first researcher is Suraida Waeheetae. [56]

The research was conducted with descriptive quantitative approach. There were from 31 students, the researcher got 58,706 % mean score as can be

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[56] Waeheetaf, *The Students' Ability in Identifying Noun on Short Story at Grade VIII MTs N 2 Padangsidimpuan.*

categorized the students' ability in identifying countable and uncountable noun enough.

The second related finding is Muhammad Fahrizal Hasibuan. There are 31 students the result of the result in students' ability in identifying countable and uncountable noun is 64.8. Its finding can be categorized high because the total was 58.7 %. [57]

D. Limitation of the Research

The researcher is still far from perfect, so this research is still limited. Maybe there was many weakness of this research. One of the weakness the original answer of the student. The researcher did not know the seriousness of the students in answering the test if they were seriously or not in answering the test. In analyzing the data the researcher tried to find the mean score from students' ability in noun mastery especially in countable and uncountable noun.

Before the researchers give the test to the students, the test has been validated by the lecturer. After doing the research, based on the mean score of the students about "the students' noun mastery of the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsimpuan was 78.29 and it categorized in good.

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[57] Hasibuan, *Students' Ability in Countable and Uncountable Noun Mastery at Grade VIII MTs Tapanuli Selatan*.

E. Treats of the Research

In conducting this research, the researcher realized that there were many treats of the researcher knows thesis is far from excellent thesis. In doing the test, there were the treats and of time to given the test to the students' some of students, were not serious when answering the test. In this research there are many problems, but the researcher attempted to do the best. Thanks that the researcher gets the support from both of the advisor, friends and readers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the result of the research and conclusions of the data, it can be concluded that the students' noun mastery of the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan from the test the researcher got the mean score from student test was 78.29. It was categorized is good, the hypothesis is accepted. So, the students' noun mastery of the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan is good.

B. The Suggestion

Based on the conclusion and the implication of the research that have mentioned previously, the researcher would like to give some suggestions to people who gets benefits from this research. Based on the result of the research and conclusions of the data, it can be concluded that the students' noun mastery of the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan from the test the researcher got the mean score from student test was 78.29.

It was categorized is good, the hypothesis is accepted, so, the students noun mastery of the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan is in good category. To the students of

Second Year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan should be increase their ability in learning English, especially in identifying countable and uncountable noun.

1. To English lecturer should improve their teaching method in teaching English especially in noun mastery in about identifying countable and uncountable noun.

2. The readers, especially English learning more improve their knowledge in learning kinds of noun.

3. Should be increases their ability in learning English, especially in identifying countable and uncountable noun.

From the test the researcher got the mean score from student test was 78.29 It was categorized is good, the hypothesis is accepted. So, the students noun mastery of the second year English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, was good category.

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APPENDIX 1

Instrument for test

Choose one correct answer from a, b,   c, d below!

1. Wonder to climb trees without …
   a. Branch
   b. Branchs
   c. Branches
   d. Brancing
2. Stamped kitchen …are usually cheaper than forged kitchen
   a. Knife
   b. Knives
   c. Knifes
   d. Knifing
3. He cleaned up his kitchen sink after finding two …
   a. Mouses
   b. Mouse
   c. Mousing
   d. Mice
4. Tina has … apple for dessert
   a. An
   b. A
   c. Some
   d. Any
5. How … clothes did you buy yesterday?
   a. Much
   b. Many
   c. Little
   d. Any
6. How many … can we eat per week?
   a. Eggs
   b. Egg
   c. Eggss
   d. Egges

7. How … cats do you have in your house?
    a. Many
    b. Much
    c. Little
    d. Any
8. How … cars does that rich man have?
    a. Many
    b. Much
    c. Little
    d. Any
9. How … books have you read today?
    a. Many
    b. Much
    c. Little
    d. Any
10. If you have other e-mail … please indicate them
    a. Address
    b. Addresses
    c. Addre's
    d. Addressed
11. I love to visit both public and academic
    a. Library
    b. Libraries
    c. Library's
    d. Librariyet
12. There are a couple of … with antlers
    a. Deer
    b. Deers
    c. Deeres
    d. Deered

APPENDIX 2

Key Answer

1. B.	21. A.
2. B.	22. D.
3. D.	23. B.
4. A.	24. B.
5. A.	25. C.
6. B.	26. A.
7. A.	27. B.
8. A.	28. D.
9. A.	29. A.
10. A.	30. B.
11. A.	31. A.
12. B.	32. D.
13. B.	33. A.
14. A.	34. C.
15. A.	35. A.
16. A.	36. A.
17. A.	37. A.
18. D.	38. A.
19. D.	39. B.
20. A.	40. A.

APPENDIX 3

The Description of Students Score in Identifying

Countable and Uncountable Noun

No.	Initial of the Students	True Countable	False Uncountable	Score
1.	AAP	18	18	90.0
2.	ANH	15	11	65.0
3.	ANHS	19	16	87.5
4.	AS	17	15	80.0
5.	AZRL	18	16	85.0
6.	BRNR	18	14	80.0
7.	DMPP	16	19	87.5
8.	DFS	17	17	85.0
9.	HSR	14	15	72.5
10.	KH	15	13	70.0
11.	LFN	17	11	70.0
12.	LTH	15	15	75.0
13.	M	19	18	92.5
14.	NS	16	19	87.5
15.	NSS	19	11	75.0
16.	NAN	14	14	70.0
17.	NH	15	17	80.0
18.	NN	17	18	87.5
19.	RDS	21	17	95.0
20.	S	16	17	82.5
21.	SL	21	15	90.0
22.	SD	12	17	72.5
23.	SAH	19	13	80.0
24.	TRB	14	9	62.5
25.	TAN	12	18	75.0
26.	WH	14	10	60.0
27.	WA	15	9	60.0
28.	YFH	15	15	72.5
29.	YIA	18	17	80.0
30.	YPR	13	11	60.0
31.	YSB	20	19	97.0
Total				2.427

APPENDIX 4

The Classified of the Score

No.	Initial of Students	Score	Classified
1.	AS	80.0	Excellent
2.	AAP	90.0	Excellent
3.	AZRL	85.0	Excellent
4.	ANH	65.0	Good
5.	ANHS	87.5	Excellent
6.	AN	67.5	Good
7.	ANS	72.5	Good
8.	BRNR	80.0	Excellent
9.	DH	85.0	Excellent
10.	DMPP	87.5	Excellent
11.	DFH	95.0	Excellent
12.	FWN	90.0	Excellent
13.	HSR	72.5	Good
14.	KH	70.0	Good
15.	KP	70.0	Good
16.	KP	92.5	Excellent
17.	LFN	70.0	Good
18.	LTH	75.0	Good
19.	M	92.5	Excellent
20.	NS	87.5	Excellent
21.	NSS	75.0	Good
22.	N	70.0	Good
23.	NAN	60.0	Average
24.	NHP	60.0	Average
25.	NH	87.5	Excellent
26.	NN	72.5	Good
27.	PAA	95.0	Excellent
28.	RDS	97.5	Excellent
29.	RSS	95.0	Excellent
30.	RA	82.5	Excellent
31.	S	82.5	Excellent
32.	SZH	90.0	Excellent
33.	SL	72.5	Good
34.	SD	80.0	Excellent

No.	Initial of Students	Score	Classified
35.	SAH	62.5	Good
36.	TRB	95.0	Excellent
37.	TA	75.0	Good
38.	TAN	70.0	Good
No.	**Initial of Students**	**Score**	**Classified**
39.	UH	60.0	Average
40.	WH	60.0	Average
41.	WA	80.0	Excellent
42.	WA	80.0	Excellent
43.	WH	72.5	Good
44.	YFH	80.0	Excellent
45.	YIA	60.0	Average
46.	YPR	92.5	Excellent
47.	YSR	97.0	Excellent
48.	YSS	92.5	Excellent
Total Score		**3.642**	