THE STUDENTS' ABILITY IN IDENTIFYING NOUNS AT GRADE VII MTS YAYASAN PENDIDIKAN PESANTREN NURUL HUDA DESA BANGAI LABUHANBATU SELATAN

A THESIS

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

Written By:

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TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
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To:**Dean**
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Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nurhikmah Hasibuan**, entitled **"The Students' Ability in Indetifying Nouns at Grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan".** 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

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ABSTRACT

This research focus about students' ability in identifying nouns at grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan. The researcher finds many students cannot show and mention nouns. They do not know how to express a good sentence. The students who learned noun is still low. They get difficulties and confusion to identify noun.

The researcher formulates the problem on specific question as follow "How is the students' ability in identifying nouns at grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan", and then the objectives in this research is "To describe the students' ability in identifying nouns at grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan".

The research methodology of this research is quantitative descriptive research. The subject of this research is grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan which consist 72 students as a sample. There was instrument in collecting data: test. The researcher gives a test and the test consist questions and time allocate for the test is 45 minutes. Then the researcher analyze the data, use mean score to find out students' ability and researcher use Z formula to find the hypothesis testing and to know whether the hypothesis is accepted or rejected.

After calculating the data the researcher find that the students' ability in identifying nouns at grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan 65.97 mean score and the category was enough category. Then, from the hypothesis testing the researcher found that hypothesis is accepted. It can be proved from Z_{count} = 8.25 > Z_{table} = 0.3264. Therefore, students ability in identifying nouns at grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan are enough category

Keywords: Students' Ability, Nouns

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Judul **: Kemampuan Siswa dalam Mengidentifikasi Kata Benda di Kelas VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan.**

ABSTRAK

Penelitian ini berfokus pada kemampuan siswa dalam mengidentifikasi kata benda di kelas VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan. Peneliti menemukan banyak siswa yang tidak dapat menunjukkan dan menyebutkan kata benda. Mereka tidak tahu bagaimana mengungkapkan kalimat yang baik. Siswa yang mempelajari kata benda masih rendah. Mereka mengalami kesulitan dan kebingungan untuk mengidentifikasi kata benda.

Peneliti merumuskan masalah pada pertanyaan spesifik sebagai berikut "Bagaimna kemampuan siswa dalam mengidentifikasi kata benda di kelas VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan", dan kemudian tujuan dalam penelitian ini adalah “Untuk menggambarkan kemampuan siswa dalam mengidentifikasi kata benda di kelas VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan.

Metodologi penelitian dalam penelitian ini adalah penelitian deskriptif kuantitatif. Subjek penelitian ini adalah siswa kelas VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan yang terdiri dari 72 siswa sebagai sampel. Adapun instrumen dalam mengumpulkan data adalah tes. Peneliti memberikan tes, dan tes terdiri 20 soal dan alokasi waktu untuk tes adalah 45 menit. Kemudian peneliti menganalisis data, menggunakan skor rata-rata untuk mengetahui kemampuan siswa dan peneliti menggunakan rumus Z untuk menemukan pengujian hipotesis dan untuk mengetahui apakah hipotesis diterima atau ditolak.

Setelah menghitung data, peneliti menemukan bahwa kemampuan siswa dalam mengidentifikasi kata benda di kelas VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan dengan skor rata-rata 65,97 dan kategorinya adalah kategori cukup. Kemudian, dari pengujian hipotesis peneliti menemukan bahwa hipotesis diterima. Hal ini dapat dibuktikan dari $Z_{hitung} = 8.25 > Z_{tabel} = 0.3264$. Oleh karena itu, kemampuan siswa dalam mengidentifikasi kata benda di kelas VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan adalah kategori cukup.

Kata kunci: Kemampuan Siswa, Kata benda

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Researcher

Nurhikmah Hasibuan

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Education should not only be considered as an effort to provide information and skills training, but also includes an effort to fulfill the wants, needs and abilities of individuals so that they have a satisfying style of personal life and society. Education is not only one of the means to prepare for the life to come, but for the life of the child to develop spiritually.

English is an international language that used by many humans in a few nations for social dating. Indonesia is one of many nations that used English for connecting a large dating to some other united states humans. Then, Indonesian authorities make English as a topic with inside the faculty till university. Study many topics in English a good way to lead them to have the ability in each skill. Some countries use English as a first language and other use English as second or foreign language. Indonesia is one of the countries that use English as a foreign language.

Learning a language is not a matter of accusing a set of rule and building up a large vocabulary. The teacher efforts should not be directed to inform her students about language, but enable them to use it.[1] The four fundamental language skills must be taught to students: ability to listening, speaking, reading, and writing. These abilities typically fall into two categories: passive (reading

[1] Muhammad Junaidi, "The Students Ability in Using Countable and Uncountable Nouns: At Second Year Students of SMPN 1 Aikmel in East Lombok," *Al Mahsuni: Jurnal Studi Islam & Ilmu Pendidikan* 2, no. 1 Januari (2019): 3, http://ejournal.kopertais4.or.id/sasambo/index.php/alamahsuni/article/view/3461.

and listening) and active (speaking and writing). Due to the distinct linguistic systems of the two languages, teaching Indonesian students the English four major skills is not always simple.

Students must acquire a variety of skills, including vocabulary. By studying vocabularies, English collage students are predicted so as to specific their opinion, idea and concept written and orally, because vocabulary is an crucial issue in gaining knowledge of overseas language so that's why they have to be mastery vocabulary, the greater vocabulary is mastered through learners and the higher will be their overall performance in all factors of gaining knowledge of English. Therefore, college students who enhance in vocabulary might be a hit in four language.

Based on the interview with Irma, she said that the students problem of grade VII in Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan is students still confused about the structure and grammar. It can be known when the researcher interviewed the English teacher of Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan. According to her, there are still many students who are confused when studying structure and grammar, and student success in this area is still poor. Additionally, students struggle with understanding pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and interjections, particularly in nouns. Although they have studied nouns from elementary school through high school, they still struggle to grasp them, particularly concrete and abstract nouns.

English Teacher in Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan also added that Some learners have difficulties in learning English, especially when it comes to understanding nouns, since they are lazy and don't want to study. Most students are also too lazy to bring up a subject they don't understand after hearing the teacher explain it. The learners' learning of English becomes passive as a result of this circumstance. Additionally, they are challenging terms to identify. From the explanation above, many students at grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Bangai are less interest in studying vocabulary, hence make their vocabulary rating are low. Its trouble make the students are not able to master some other skill.

Actually, the students often see the word of many kinds of noun, but they cannot distinguish which noun is it or they don't know the position of noun in the sentences. According to Wood a noun has been defined as a word used as the name of something. It may be the name of a person, a place, a thing, or of some abstract quality, such as, *justice* or *truth.*[2]

Given the importance of understanding noun in English language, so researcher want to know the students' ability to identify nouns and have read one of journal with the title is the students ability in using countable and uncountable nouns at Second Year Students of SMPN 1 Aikmel in East Lombok, In the journal, this study is intended to find out the students' ability in using countable

[2] Thomas Wood, *Practical Grammar and Composition* (Beyond Books: First Edition, 2021)

and uncountable nouns, the population of this study was all of the second grade students of SMPN 1 Aikmel.[3] The research, which involved 280 students, concentrated on how to practice utilizing countable and noncountable nouns in writing. Based on personal experience, the writer is particularly interested in learning more about the second-year students at SMPN 1 Aikmel's proficiency with both countable and uncountable nouns.

So researcher is encouraged to do research with the title is the students' ability in identifying nouns at grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai. The research focused on identifying noun, based on a preliminary study of what researchers did with observations to the school, the researcher finds that many learners struggle to demonstrate and name nouns. They lack the ability to form coherent sentences.

In other words, English should be represented by grasping its fundamental components. There are many elements of grammar for instances tenses, verbs, preposition, punctuation, nouns, etc.[4] Noun is one of the factors that must be taken into considerations while teaching and studying a language. The Low number of students have learnt nouns. To recognize nouns is difficult for them and causes confusion. The researcher is so motivated to investigate this issue which the title: The Students' Ability in Identifying Noun at Grade VII

[3] Junaidi, "The Students Ability in Using Countable and Uncountable Nouns: At Second Year Students of SMPN 1 Aikmel in East Lombok," 5.

[4] Nurma Dhona Handayani Frangky Silitong, "EFL Students' Ability to Identify Singular and Plural Nouns in Paragraph," *ELLITE: Journal of English Language, Literature, and Teaching* 1, no. 2 (2016): 117–18, https://doi.org/https://doi.org/10.32528/ellite.v1i2.469.

MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan.

B. Identification of the Problem

There are certain problems with learning nouns based on the context of the problems mentioned above. The issues are caused by the learners themselves, specifically their continued grammatical and structural confusion. Students have trouble understanding different parts of speech, especially when it comes to nouns.

As a result of their lack of motivation to study, laziness in asking teachers for explanations, and general laziness, students find it difficult to learn English, especially when studying nouns. This makes learners inactive in their English learning. The learners' skill is still low, they have a limited vocabulary, and they have trouble and uncertainty identifying words.

C. Limitation of the Problem

Based on the identification of the problem above, there are several problems that are found in identifying noun. In this research, the researcher was focused on students' ability in identifying noun at grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan.

D. Definitions of Operational Variable

The definition of operational variables in this research are:

1. Students' Ability

Students' ability consist of two words. The first is student and the second is ability. A student is someone who is enrolled in formal education at

any level, from basic through university. According to Hornby that the student is a person who is studying at school or college.[5] The students are learners when learning the Indonesian language, particularly in the elementary, junior, and high school grades. Meanwhile, Syaiful Bahri said "Student or learner is any person who receives an influence of a person or group or person who carry out educational activities".[6]

Ability is the capability or ability of a learner to perform. According to Hornby states that ability is potential capacity or power to do something physical or mental.[7] It implies that the things we perform as talents include either physical or mental accomplishment.

Consequently, the writer came to the conclusion that the students' ability is their capacity, power, and potential to perform anything on a physical and mental level.

2. Noun

A noun is a word group. Nouns are words that are used to identify people, places, animals, and objects. Nouns can function as the subject, the direct object, the indirect object, the subject complement, the object complement, or the adjective in a sentence.

---

[5] A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995), p. 1887.

[6] Syaiful Bachri Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif* (Jakarta: PT Rineka Cipta, 2014), 56, https://www.ptonline.com/articles/how-to-get-better-mfi-results.

[7] A.S. Hornby, *Oxford Advanced* … p. 2.

E. Formulation of the Problem

From the above explanation, the research formulated the problems on the question: How is students' ability in identifying nouns at Grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda, Desa Bangai Labuhanbatu Selatan?

F. Purposes of the Research

The goal of this study is to determine learners' abilities in identifying nouns at Grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda, Desa Bangai Kecamatan Torgamba Kabupaten Labuhanbatu Selatan.

G. Significances of Research

The significance of this research is expected to be useful for the teacher to improve their teaching of nouns. Additionally, it is anticipated that it will help learners get a deeper knowledge of nouns. The significance has the following two key advantages:

1. Theoretically
    a. To complete the first layer degree requirement in the English division of the education department of the state college for Islamic studies, Padangsidimpuan
    b. As a resource for readers, particularly English language learners, the research is anticipated to help them become more adept at acquiring nouns.
2. Practically
    a. As guidance for the English instructor by the headmaster.
    b. As a resource to assist the English instructor identify nouns during the teaching and learning process. So that they may tackle the issues they

experience in the classroom, they can develop their capacity to create and identify the most efficient techniques for teaching about nouns.

c. As a resource to assist learners who are having trouble identifying nouns.

H. Outline of The Thesis

This study is organized into five chapters, each of which includes a number of smaller chapters containing the following details: chapter one consist of background of the problems, identification of the problems, limitation of the problems, definition of operational variables, formulation of problems, purpose of the research, significances of the research and the systematic outline of the thesis.

The second chapter consisted of the theoretical description involve first is description of ability: definition of ability, kinds of ability, the second is the nature of noun: definition of noun, kinds of noun, the third is definition of identifying. The fifth is example of nouns. The last is review of related findings, the hypothesis, and conceptual framework.

The third chapter is research methodology and it consisted of the place and time of the research. The research design, the design of this research is quantitative research used descriptive method, the population and sample, the instrument of the research, validity of the instruments, the technique of collecting data, then the technique of data analysis.

The fourth chapter consisted of the result of the research. The result of the research consisted of the description of the data. The description of the data was the research's end product. The research's findings are discussed in terms of

data analysis. This chapter describes the data and discusses the findings of the study. The fifth chapter is consist of conclusion and suggestion. The conclusion includes the result of the research.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

In this section, it consists of the definition of ability. Identifying noun, kind of nouns, and the examples.

1. Definitions of Students' Ability

Definition of Students' ability is derived from two terms with distinct meanings. It was study by Hornby "statement that said Students' Ability comes from two words: students and ability, Students is a person usually over the age of 16, who studying at a university or collage. Person who observes or has a particular interest of something.[1] In Similarly, Neufalt and Guralmik said that Students' is a person who studies or investigates or a person who is enrolled for study at school, collage, etc.[2] Then, Students alsomean a person who is studying at a collage of university, person studying at secondary schools, any person interested in a particular subject.[3]

The researcher comes to the conclusion that a student is the element or person who learns throughout elementary school, junior high, senior high school, and university based on the description given above. Students also refers to someone who is pursuing a course of study, such as in a college, university, or school.

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[1] A.S. Hornby, *Oxford advanced Learner's Dictionary of Current English* (New York: OxfordUniversity Press, 1995), p. 1187.

[2] Victoria Neufalt And David B. Guralmik, *Webster's New World Collage Dictionary*, (USA:Macmilan, 1996), p. 1330

[3] A.S. Hornby, *Oxford advanced Learner's Dictionary of Current English* (New York: OxfordUniversity Press, 2000), p. 442

The ability to do something or to perform something is defined as a person's ability, quality, or talent. Hornby defined the skill as follows:

a. (Possible) capacity of power (to do something physical or mental)
b. Cleaver ness, intelligence.
c. Mental power talent[4]

Ability includes the capacity to carry out a specific task both physically and cognitively, both before and after training. The term "ability" might signify one of three things:

a. Achievement is actual ability and can be measured by straight useof the instrument or devised test.
b. Capacity is potential ability can be measured by un straigt, the individual's capacity.
c. Attitude is quality and can be expressed by especially training.[5]

The definition of general ability is the potential (capacity) of power (physical or mental or special natural power to do something). Additionally, it defines intellect. Syamsu's book, stated that intelligence is an ability to face and to adapt toward situation quickly and effectively.[6]

According to Hornby, "ability is the quality of being able to do something, especially the physical, mental, financial or legal power to

[4] A.S. Hornby, *Oxford Advanced learner's Dictionary*, sixt edition (New York: Oxford University Press, 1995), p. 1187.

[5] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, second edi (San Francisco, California, 2000), 236–38.

[6] Syamsu Yusuf, *Psikologi Perkembangan Anak Dan Remaja* (PT Remaja Rosdakarya, 2006), 106, https://elibrary.bsi.ac.id/readbook/204156/psikologi-perkembangan-anak-dan-remaja.

accomplish something." [7] Ability is the mental, physical, or technical competence that enables one to do an action. As a result, the concept of student ability is the state of ability in a student.

According the Cambridge Business English Dictionary, Ability is the capacity or aptitude required to carry out a task or the fact that a person is capable of carrying out a task. Merriam Webster said ability is the quality or state of being able especially about physical, mental or legal power to do something and also we can say ability is competence in doing something.[8]

As a result, despite having the same teacher, learners' abilities to grasp and know the content vary. This is because their capacities for understanding differ. The pupils' minds should be focused on the material and the ability must come to them on their own.

According to the aforementioned explanation, the researcher draws the conclusion that a student's ability is the strength or trait that enables them to be able to accomplish anything, to easily grasp what they do, and to have good intellect.

2. Kinds of Ability

Ability is the capacity or expertise needed to carry out a physical or mental task. Then, there are two categories of abilities: intellectual capacity and physical ability.

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[7] A.S. Hornby, *Oxford Dictionary of American English* (Oxford University Press, 2005), p. 1

[8] Webster-Merriam, "Merriam-Webster s Advanced Learner's English Dictionary," 2008, 25, https://www.merriam-webster.com/dictionary/ability.

The three different types of ability, according to Suryabrata, are:

1) Perceptual Ability

Perceptual ability is through the ability to hold perceptions or observations including factors of sensory sensitivity, attention, speed of perception and so on.

2) Psychomotor Ability

Psychomotor ability includes several factors including: strength, speed of movement, accuracy, flexibility and others.

3) Intellectual Ability

Intellectual ability is a tendency that emphasizes the ability of reason which includes several factors including: memory, recognition, evaluation, thinking, and so on.[9]

According to the explanation given, the researcher draws the conclusion that recognizing nouns required intellectual capacity, which was applied in this study, the students at grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan must be using mental activities-thinking, memories, study, imagine and also use their intelligence to identifying nouns.

3. Identifying Nouns

Identifying is the process of separating two or more objects. As said by Hornby, the definition of identify such as, “To recognize and able to say who

[9] Sumadi Suryabrata, *Psikologi Pendidikan*, 5th ed. (Yogyakarta: PT Raja Grafindo Persada, 2004), 20.

or what are they"[10] To identify nouns in a sentence, go through each word and see if it's a person, place, or thing.

A noun is a term that names a specific someone, location, object, or notion. Examples of nouns include names, places, things that exist in the real world, as well as things and concepts that do not—for instance, a hypothesis or a dream—exist in the real world. One of the most important categories of words, or parts of speech, is the noun. It includes words that signify people, places, and things, as well as other words that exhibit comparable grammatical tendencies. The several noun types include collective nouns, proper nouns, common nouns, abstract nouns, and concrete nouns.

Based on the above the meaning, The title's meaning is clarified by the researcher as follows: "The students' ability in recognizing nouns at grade VII Yayasan Pendidikan Nurul Huda Desa Bangai" refers to the students' knowledge of and ability to recognize nouns.

4. Student Ability in Identifying Noun

Student refers to a person who studies. Ability refers to the state of being able, and identifying refers to the process of recognizing something. It comprises comprehending and understanding anything (matter), which will be more specifically identified. In other words, it is crucial to comprehend nouns and know how to use and recognize them in sentences. The ability to recognize nouns in a sentence or paragraph should be taught to students.

[10] Syahara Rizki Rangkuti, "The Students ' Ability in Identifying Nouns at MTs . Negeri Siabu" (STAIN Padangsidimpuan, 2013), 32, http://etd.iain-padangsidimpuan.ac.id/id/eprint/5352.

a. Noun

Nouns are usually the most important part of vocabulary. Of the eight parts of speech, nouns and verbs take preeminence. Without nouns, the world would be an empty place literally. We ourselves are nouns and we find ourselves surrounded by other nouns.

b. Definitions of Noun

Noun is a word used to name a person, place, thing, an idea or a quality of mind is defined as a noun.[11] Nouns are names of persons, animals, places, objects, events, days of the week, days of the month, feelings and anything that has a name. Everything we see has a name and a name is a noun. No matter what something is, if it has name, that name is a noun.

According to Frank, 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. [12]In various modification structures, it may also serve as the principal or "head" word.

According to Herring, nouns are words that identify or name people, places, or things. Nouns can functions as the subject of a clause or

[11] Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Palace, 1998), p. 5

[12] Marcella Frank, *Modern English A Practical Reference Guide* (New York: Prentice-Hall, INC, 1972), p.30.

sentence, an object of a verb, or an object of a preposition. Words like cat, book, table, girl and plane are all nouns.[13]

The Latin root of the term "noun" is nomen, which means "name." The name of anything is its noun. Whether you can see it or not, everything has a name. Even when a blind person cannot see something, it still exists. Similar to optimism, beauty, or food, it could only exist in our heads. Nouns are things that we can see and are also associated with human life.

A noun is a term that may be used to refer to individuals, pets, things, substances, events, ideas, and emotions. The subject or the object of a verb can both be nouns.

c. Kinds of Nouns

To master noun the students must comprehend the kind of noun. There are several noun types. Murthy claims there are eight different categories of nouns, including:

1. 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.

2. Proper noun

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

[13] Peter Herring, *Complete English Grammar Rules* (Farlex Internasional, 2016), 13, https://www.pdfdrive.com/complete-english-grammar-rules-examples-exceptions-exercises-and-everything-you-need-to-master-proper-grammar-e158533355.html.

3. Collective noun

    Collective noun is the name of collection of things or person. Examples: mob, parliament, poultry, gentry, block, nation and family.

4. Concrete noun

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

5. Abstract noun

    Abstract noun is the name of a quality, action, or state. Examples: childhood, admission, sorrow, love, freedom and kindness.

6. 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.

7. 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.

8. Material noun.

   Material noun is the name of a material or substance out of which things are made. Examples: gold, silver, iron, cooper, water, money, ink and air.[14]

According to Gonzales, there are seven kinds of noun, they are:

1. Proper nouns are specific and are written in capital letter. It refers to a particular person, place or thing.
2. Common nouns are general, refer to a class of people, places and things. Opposite of proper noun.
3. Collective nouns refer to nouns that are made up, not by single word, but by a group of words, persons, animals or things.
4. Mass noun is the opposite of count noun. Mass noun is also called non-countable nouns and they need to have "counters" to qualify them.
5. Concrete nouns exist in the physical word.
6. Abstract nouns refer to ideas and feelings.
7. Count noun, it refers to anything that is countable and has a singular and plural form.[15]

[14] Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Palace, 1998), p.10

[15] Xyli C Gonzales, *English Grammar Master in 30 Days* (All Rights Reserved, 2014), 19, https://www.pdfdrive.com/english-grammar-master-in-30-days-a-step-by-step-guide-for-a-strong-english-foundation-e46522541.html.

According to Thomson and Martinet, there are four kinds of noun in English, they are

1. Common noun
2. Proper noun
3. Abstract nouns
4. Collective noun.[16]

According to Wren and Martin, there are four kinds of noun, they are:

1. Common noun
2. Proper noun
3. Collective noun
4. Abstract noun.[17]

According to Marcella Frank, there are four kinds of noun, they are:

1. Proper noun
2. Concrete or abstract noun
3. Countable or uncountable noun
4. Collective noun.[18]

According to Goodman Publishing, there are 10 types of nouns. They are:

[16] Aj Thomson and Av Martinet, *A Practical English Grammar*, *Oxford University Press*, 4th ed. (London: Oxford University Press, 1985), 102, ftp://119246239157.ctinets.com/education/Oxford University Press - A Practical English Grammar.pdf.

[17] Wren and Martin, *High School English Grammar & Composition*, hundred an, 1990, 110.

[18] Frank, *Modern English A Practical Reference Guide*, 58.

1. Proper noun
2. Common noun
3. Concrete noun
4. Abstract noun
5. Compound noun
6. Countable noun
7. Uncountable noun
8. Collective noun
9. Material noun
10. Possessive noun.

From the above explanation, according to the researcher, there are five different types of nouns: common noun, proper noun, concrete noun, collective noun, and abstract noun.

1) Common noun

Nouns that identify general people, places, or things are called common nouns, they name or identify that which is common among others.[19] Wren and Martin said, a common noun is a name given in common to every person or thing of the same class or kind.[20] So, common nouns act as the opposite of proper nouns.

Common nouns are names you don't bear or share alone. Other persons or things can also be addressed with that name. Example is

[19] Herring, *Complete English Grammar Rules*, 16.
[20] Wren and Martin, *High School English Grammar & Composition*, 73.

"boy". Even though someone is a boy, the word "boy" can be used for other boys also. The same ways for the word "girl". Although a female child is called a "girl", the name is not for her alone, other girls can use the name anytime and any day.

2) Proper Noun

Names of individual persons or things are referred to as proper nouns. In English, proper nouns must begin with a capital letter.[21] Names of geographic entities such nations, cities, rivers, etc. (Indonesia, Padangsidimpuan); names of nationalities and religions (Islam); names of time units (Mr. Amansyah Hasibuan); and human names (Mr. (Saturday, June). As opposed to proper nouns, all other nouns are classified as common nouns.[22]

So, proper nouns are the direct names of persons, places or things. They are the names you call a person or thing and everyone will know exactly who or what you are talking about. Capital letters are usually used to start proper nouns.

3) Concrete Noun

According to Murthy, a concrete noun is the name of a thing that can be touched or seen.[23] And Frank said, a concrete noun is a word for

[21] Mary Ansell, *English Grammar*, 2nd ed., vol. 4 (SeyfiHoca, 2000), 184.
[22] Wren and Martin, *High School English Grammar & Composition*, 6.
[23] Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Palace, 1998), p.10

a physical object that can be perceived by the senses-we can see, touch, smell the object (flower, girl).[24]

The researcher drawn these conclusions from the above justification concrete nouns are objects or things we can see and touch with our hands. Concrete nouns are often visible and appeal to our five senses.

4) Collective Noun

Wren and Martin said, a collective noun is the name of a number or collection of persons or things taken together.[25] A collective noun is the name of collection of things or persons.[26] According to Marcella Frank, a collective noun is a word for a group of people, animals or objects considered as a single unit.[27]

According to Herring, collective nouns are nouns that refer to a collection or group of multiple people, animals, or things.[28] However, even though collective nouns refer to multiple individuals, they still function as singular nouns in a sentence. This is because they still are technically referring to one thing: the group as a whole.

So, collective nouns are names given to a group of people, places, things, animals or ideas. Example of collective nouns are pack, choir, flock, herd, team, staff and crowd.

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[24] Frank, *Modern English A Practical Reference Guide*, 6.
[25] Wren and Martin, *High School English Grammar & Composition*, 56.
[26] Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Palace, 1998), p.10
[27] Frank, *Modern English A Practical Reference Guide*, 7.
[28] Herring, *Complete English Grammar Rules*, 19.

5) Abstract Noun

An abstract noun is usually the name of a quality, action, or state considered apart from the object to which it belongs.[29] According to Frank, an abstract noun is a word for a concept-it is an idea that exists in our minds only (beauty, justice).[30] According to Herring, abstract nouns, as their name implies, name intangible things, such as concepts, ideas, feelings, characteristics, attributes, etc.[31]

So, abstract nouns are things that are real but you cannot touch, smell, taste, see and hear them. That means they could be qualities, ideas, emotions or events. Abstract nouns are the opposites of concrete nouns.

d. Classifications of Noun

Nouns are words in English grammar that relate to persons, places, or objects. Nouns are categorized in a variety of ways. The distinction between countable and non-count nouns can be made in a number of ways. As the name implies, countable nouns describe things that can be counted. Singular and plural versions are available.

1) Countable or Uncountable Nouns

[29] Wren and Martin, *High School English Grammar & Composition*, 6.
[30] Frank, *Modern English A Practical Reference Guide*, 7.
[31] Herring, *Complete English Grammar Rules*, 18.

A countable noun is the name of a thing that can be counted or divided into singular or plural.[32] Countable nouns are nouns which can form a plural and which can be preceded by a, an, or a number.[33]

A countable noun can usually be made plural by the addition of –s (one girl, two girls). An uncountable noun is not used in the plural. Mass nouns form one type of uncountable noun.[34] They are terms used to describe distinct tangible items (coffee, iron). Uncountable abstract nouns include names of sports and subjects from school.

Some objects can be counted. In other words, students can find out how many there are in a group. Whether students find them in a group or in a single form, students can count them and record the number. An example is a pen. students can have one pen, two pens, three pens, four pens, five pens, etc. any object students can count this way is a countable noun.

An uncountable noun is the name of a thing that cannot be counted or divided into singular and plural.[35] There is a plural form for some uncountable nouns since they can also be used in a countable meaning. Chicken is a mass noun in the phrase "we had chicken for supper," but "There were numerous chickens in the yard" uses the countable word chickens. In addition, an uncountable noun may be used

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[32] Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Palace, 1998), p.10

[33] *English Grammar*, 4:185.

[34] Frank, *Modern English A Practical Reference Guide*, p.7.

[35] Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Palace, 1998), p.10

in the plural with the special meaning of kinds of-many fruits were displayed at the fair.[36]

So, these are things that students cannot count no matter how hard students try. Uncountable nouns do not go with numbers. This is because they are abstract, that is students cannot see them even though you know they exist. Other times, students see them but they are too small for students to count.

An example is sugar. Students cannot say “There are twenty sugars in the bowl.” Also, students cannot say “I poured five waters into the bucket.” It’s impossible to count sugar and water. This difficulty in counting makes them uncountable nouns.

2) Regular or Irregular

Simply adding -s or -es to the end of an ordinary noun will make it plural. For instance, a singular noun like "book" can be made plural by adding the suffix "-s" to the end of the word. It would make our lives as writers so much easier if all nouns followed this simple rule, but some nouns like to be rebels, especially irregular nouns.

A word that becomes plural in a way other than by adding -s or -es to the end is said to be irregularly plural. For instance, the singular noun "mice" is created from the irregular noun "mouse," for instance.

3) Singular and Plural

[36] Frank, *Modern English A Practical Reference Guide*, 8.

A noun can represent one person or one thing. When it is one person, it is referred to as singular. Two or more persons or things are called plural.

a) Most nouns form their plurals by adding ‘s’ to the singular

Table 1
Examples Plurals Noun by Adding ‘s’ to the Singular

Singular	Plural
Balloon	Balloons
Face	Faces
Lion	Lions
Umbrella	Umbrellas
Day	Days

b) Nouns ending with ‘ch’, ‘o’. ‘sh’, ‘ss’, ‘x’ from their plurals by adding ‘es’ to the singular.

Table 2
Examples Noun by Adding ‘es’ to the Singular

Singular	Plural
Watch	Watches
Tomato	Tomatoes
Brush	Brushes
Kiss	Kisses
Box	Boxes

But words of foreign origin or abbreviated words ending in ‘o’ add ‘s’ only:

Table 3
Examples Noun Ending ‘o’ add ‘s’

Singular	Plural
Dynamo	Dynamos
Kilo	Kilos
Photo	Photos
Piano	Pianos

Bamboo	Bamboos

c) Nouns ending with ‘y’ and which have a consonant from their plural by changing ‘y’ into ‘ies’

Table 4
Nouns Ending with ‘y’ changing into ‘ies’

Singular	Plural
Body	Bodies
Copy	Copies
Cry	Cries
Family	Families
Baby	Babies

But only ‘s’ is added to the singular, if the ‘y’ comes after a vowel.

Table 5
Nouns Ending with ‘y’ Adding with ‘s’

Singular	Plural
Joy	Joys
Monkeys	Monkeys
Toy	Toys
Key	Keys
Valley	Valleys

d) Nouns ending with ‘f’ or ‘fe’, plural is formed by changing ‘f’ or ‘fe’ into ‘ves’.

Table 6
Nouns Ending with ‘f’ or ‘fe’ Changing into ‘ves’

Singular	Plural
Knife	Knives
Leaf	Leaves
Wolf	Wolves
Life	Lives
Wife	Wives

But exceptions are:

Table 7
Nouns Ending With 'f' Adding with 's'

Singular	Plural
Chief	Chiefs
Proof	Proofs
Safe	Safes

e) A few nouns form their plural by a vowel change.

Table 8
Examples of Noun Form Their Plural by A Vowel Change

Singular	Plural
Foot	Feet
Goose	Geese
Man	Men
Mouse	Mice
Tooth	Teeth

f) Compound nouns are turned plural by adding 's' to the principal word.

Table 9
Compound Nouns by Adding 's'

Singular	Plural
Son-in-law	Sons-in-law
Step-son	Step-sons
Armful	Armfuls

g) Some nouns have the same form for singular and plural.

Table 10
Examples Singular and plural Have Same Form

Singular	Plural
Thousand	Thousand

Sheep Pair Score Hundred	Sheep Pair Score Hundred

Additionally, the determiners many, a few, a lot of, some, etc. are typically used before plural countable nouns.

(1) A lot of people used to express enormous amounts. Only plural countable nouns can utilize the word "many."

e.g. I have many friends.

(2) Use a few to convey tiny quantities.

e.g. There are a few students in the class.

(3) The phrase "a lot of" may be used with both countable and uncountable nouns to convey huge amounts.

e.g. There are a lot of eggs in the fridge.

(4) Some may also be used with uncountable nouns and in positive assertions to denote indeterminate amounts.

e.g. Would you like some bags?[37]

Here are determiners of countable nouns:

Table 11
Count Singular and Plural

Count singular	Count plural
A An The That	Many A lot of A few/few Several

[37] Septiyana Ida Subekti, "An Analysis of Students ' Error in Using Countable and Uncountable Nouns" (Syarif Hidayatullah State Islamic University Jakarta, 2015), http://repository.uinjkt.ac.id/dspace/handle/123456789/44647.

This One Each Every	A number of Some Any Not/not any All A lot of

e. Functions of Noun

A noun is a term that designates a specific someone, location, or thing. In this definition, a thing can be either a concrete item or an intangible concept. A noun can be the subject of a clause, the direct object of the clause, the indirect object of the clause, or the object of a preposition. Below are a few more noun use examples.. Some examples of noun usage appear in the following sentence.[38]

1) Noun as subject

Carpenter drive nails with air powered guns.

Blackhawk was a famous American Indian.

Fatimah is watching television in the bedroom

Ali teaches English in China.

The politician is a liar.

The first sentence's topic is carpenter. The topic of the second sentence is Blackhawk. The third sentence refers to Fatimah. The fourth sentence's focus is on Ali. The sixth sentence's topic is a politician. A proper noun is a noun that represents the name of a person or a particular

[38] Jack Stevenson, *www.iscribe .org/English/vita*, English Grammar 2003, accessed on Monday 04th of March 2019.

location. No matter where it appears in the phrase, a proper noun must be capitalized.

2) Noun as direct object

Mr. Umar washed the car.

The authorizes commanded Adam.

She brings some books.

Aisyah writes a letter.

I kicked the ball.

Identify a direct object by asking what or whom.

What washed, in the first phrase, Mr. Umar? In short, an automobile. Direct object is a car. Second clause. Who was commanded by the authorities? Response: Adam. The direct object is Adam. Books are the immediate object of the third sentence. Letter is the direct object in the fourth sentence. Fifth sentence, the immediate object is a ball.

3) Noun as indirect object

I sent Khadijah the camera

She buys vegetables in the market

By asking to what, for what or to whom, for whom, you might find an indirect object. Whom did I send the camera to, first sentence? Khadijah, that's who. The indirect object is Khadija. Second clause: What does she purchase? the word "vegetables" The indirect object is produce.

4) Noun as object of preposition

He pulled the little red wagon to the store

From her perspective, the meeting was a success.

In the first line, the preposition to and the noun store are the prepositions' objects. Second: the preposition is from, and the prepositional noun's viewpoint is its object.

5) Predicate Noun

An object cannot be taken by an intransitive verb. A complement is a noun that comes after an intransitive verb and completes the meaning of the phrase. A sentence has a predicate and a subject. Predicate is a general word for the portions of a sentence that provide context for the sentence's topic. Predicate nouns and predicate nominatives both refer to the noun that follows an intransitive verb and completes the predicate.

Note that a predicate noun is an alternate word for the subject of the sentence.

Mr. Ibrahim is a violinist.

I am a candidate.

Mr. Ismail will be governor.

Mrs. Aminah is a teacher.

Mr. Ibrahim is the subject and violinist is the predicate noun in the first line above. I am the second sentence's subject, and candidate is the predicate noun. The third sentence's subject is Mr. Ismail, and the

predicate word is governor. The fourth sentence's subject is Mrs. Aminah, and the predicate is instructor.

6) Appositive noun

Appositive means close. An appositive in English grammar is a noun or pronoun that is placed next to another noun or pronoun. Our knowledge of the original word or pronoun is improved by the appositive.

My brother, Yasir, is in town for the reunion.

The nurse, Latipa has retired

My brother is the sentence's subject in the first sentence above, while Yasir is its appositive. In the second sentence, Latipa is the appositive and nurse is the sentence's subject.

7) Noun as possessive modifier

Another noun can be modified by a noun. The word "that" can be used as an adjective or an adverb. Additionally, a word might suggest ownership. Consider the case below.

The towns water supply is in jeopardy.

The word town is a noun. In the sentence above the word towns identifies which water supply is in jeopardy.

8) Noun functioning as an adjective

The water pump is broken.

Water is a noun, not a verb. However, it serves as an adjective to designate the type of pump in this application.

9) Noun functioning as an adverb

I walked home.

The term "home" is a noun, but in this context it serves as an adverb to specify the location of my stroll.

B. Review of Related Findings

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

The first is Junaidi.[39] The author discovered that the majority of pupils lack proficiency with countable and uncountable nouns as well as strong understanding of both. The total enrollment of 280 learners in second grade at SMPN 1 Aikmel served as the study's population. and 28 people, or 10% of the population, made up the study's sample.

The second is research conducted by Kholijah[40] Both a qualitative and quantitative approach was used in this study. Her sample included 25 learners. The results of this study show that students at the X grade SMA N 8 Padangsidimpuan could identify nouns in descriptive texts with a mean score of 66.80% and were categorized into enough categories.

The third, research is conducted by Ningrum[41] Descriptive qualitative research is what this study is. 22 kids from high school made up the sample for this study. According to the study's findings, 95.5% of students understood noun

[39] Junaidi, "The Students Ability in Using Countable and Uncountable Nouns: At Second Year Students of SMPN 1 Aikmel in East Lombok," 9.

[40] Kholijah, "An Analysis of Students' Ability in Identifying Noun in Descriptive Text at Grade X SMA N 8 Padangsidimpuan" (2014), http://etd.iain-padangsidimpuan.ac.id/id/eprint/4219.

[41] Dian Ayu and Puspa Ningrum, "Students ' Ability in Writing Noun Phrase in Writing Descriptive Text At Seventh Grade of SMP Bumi Sholawat Sidoarjo" (UIN Sunan Ampel Surabaya, 2015), http://digilib.uinsby.ac.id/id/eprint/3334.

phrases classed as good, and 4.5% understood noun phrases classified as fair. The analysis' findings led the researcher to the overall conclusion that students' ability to write noun phrases in descriptive texts is at a decent level.

The fourth, research is conducted by Marya[42] the research methodology of this research is quantitative descriptive research, 40 students as a sample. There was instrument in collecting data: test. The researcher analyze the data, use mean score to find out students' ability and researcher use Z formula to find the hypothesis testing. After calculating the data the researcher find that the students ability in identifying noun on discussion text 71.8 mean score and the category was high category. Then, from the hypothesis testing the researcher found that hypothesis is accepted.

The fifth, research is conducted by Siregar.[43] In this research, researcher used quantitative approach in the type of the descriptive method. There were 40 students as a sample. In collecting data, the researcher used multiple choice test as the instrument. The researcher used normality test and Z test for analyzing data. Based on the result of the research, researcher found that the students' ability was enough ability, the mean score was 60.5 then, the hypothesis was accepted.

[42] MARYA ULPA, "The Students' Ability in Identifying Noun on Dscussion Text at Grade X MAN Kase Rao-Rao Batang Natal" (Iain Padangsidimpuan, 2019.), http://etd.uinsyahada.ac.id/id/eprint/225.

[43] Akhiriani Siregar, "Students' Ability in Mastering Noun Phrase at Grade XI Students of SMA N 1 Sayur Matinggi" (Iain Padangsidimpuan, 2019), http://etd.uinsyahada.ac.id/id/eprint/2758.

C. Hypothesis

The hypothesis must demonstrate how the researcher's expectations for the study's findings relate to his or her own thinking. The hypothesis of this research state that: The students are able to identifying nouns at grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Bangai Labuhanbatu Selatan with category enough.

BAB III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The location of this research is in MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai-Labuhanbatu Selatan. This research started on May 2022 until finish.

B. Research Method

This research employed quantitative research. Based on the method, this research used descriptive method. Research involving the collecting and analysis of numerical data is known as quantitative research. The researcher used quantitative research as a type of descriptive design. The descriptive approach is a way for researchers to explain things. The goal of descriptive research is to characterize the existing circumstances around the subject of the study. In Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai, the learners' proficiency in recognizing nouns is described using this descriptive technique.

This research used this method, because descriptive methodology, or the study that explained and analyzed the subject of the research. This indicates that the study was explained and understood in terms of understanding of the grade VII students of Yayasan Pendidikan Pesantren Nurul Huda, Desa Bangai in identifying noun. The researcher comes to the conclusion that this study was a quantitative descriptive study that described students' ability for identifying nouns.

C. Population and Sample

1. Population

The population in this research was the students at grade VII of MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai-Labuhanbatu Selatan. Two classes with a combined total of 72 learners made up the study population. It can be seen from the table below:

Table 12
Population of grade VII of MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai-Labuhanbatu Selatan

No	Class	Total Students
1	VII-A	36
2	VII-B	36
3	TOTAL	72

2. Sample

The population under investigation includes the sample. It is preferable to include all of the topic when there are less than 100, and if there are more than 100, the subject can be increased by 10%–15%, 20%–25%, or more, depending on the researcher's skill. As a result, the researcher's sample for this research was drawn using a total sampling. Since there are 72 students in the population of this study 72 less 100 the researcher used total sampling. The researcher thus uses 72 learners as a sample.

D. Instrument of Collecting Data

Tests are used as the data collection tool in this study. Tests were employed by the researcher as an instrument for collecting data.

Although this research employed quantitative research, the research's methodology depends on the source and employs tests as an instrument for collecting data. The researcher intended to examine students' proficiency in identifying nouns, which was appropriate given the research's instrument how the learners see nouns.

The researcher used multiple choice test in this research, the test consisted 20 questions. The researcher gave the test about noun. Before the instrument would be given to the respondents, the researcher also tell verbal instruction to make sure that the respondents choose if they know what to do.

Students are instructed to select the best response in a multiple-choice test. The researcher uses a few indicators to gauge the students' ability in noun identification.

Table 13
Indicator Test

No	Kind of Nouns	Questions		Score	Overall score
1.	Common noun	4	1,6,11,16	5	20
2.	Proper noun	4	2,7,12,17	5	20
3.	Concrete noun	4	3,8,13,18	5	20
4.	Abstract noun	4	4,9,14,19	5	20
5.	Collective noun	4	5,10,15,20	5	20
				Total	100

E. Technique of Data Collection

Technique of collecting data that used by the researcher in this research were:

1. The researcher made the learners' testing preparations.
2. The researcher made the test's validity by comparing it to the English lecturer's, who also signed the test.

3. The researcher given the test to students after validating the item test.
4. Then, the researcher explains what the students to do.
5. The examiner is given time to complete the test.
6. After students finish answering the test, the researcher collect their answer to be analyzed.
7. The researcher checks the answer of the students.

F. Validity of the Instrument

The test in identifying nouns was an instrument used to assess the validity of the tests that would be applied in this study. The amount to which an instrument accurately represents the subject matter of interest is referred to as content validity, and the researcher considered this. A measure must sufficiently sample the topics and cognitive processes found in the content universe under test in order for it to have content validity. The test's purpose is to assess how well the learners can identify nouns. The results of the analytical method demonstrated that the test's content validity was confirmed.

The researcher was validated the test by the checking one of the English lecturer of UIN Syekh Ali Hasan Ahmad Addary, Mrs. Sri Minda, M.Hum. the test had been signed by the lecturer. The English teacher of MTs itself, Mrs. Ade Irma, S.Pd also checked and rechecked whether the questions of the test is suitable to the students.

G. Technique of Data Analysis

After collecting the data, the data was provided in a statistical formula, and the researcher used quantitative data to analized it. The following steps were taken during the statistical analysis of the data:

1. Checking data whether the data are true or false.
2. Using the mean score to calculate the results. The formula mean score was employed in this study. The formula is as follows:

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

Note:

M = Mean score (Average)

N = Sum of the samples

$(\sum x)$ = Total of the result[1]

3. Calculating and scoring the students' answer sheet
4. Calculate the percentage score of each student.
5. Calculating the students' average score.
6. Change the score as a percentage.
7. After calculating and scoring the students' answer sheets then, The classification quality in the following table is based on their score:

[1] Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p.81.

Table 14
The classification quality of the students' score

Interval	Predicate
00% - 49%	Very low
50% - 59%	Low
60% - 69%	Enough
70% - 79%	High
80% - 100%	Very high[2]

After the researcher found the mean score of all students', it has been presented to the criteria as follows:

1. If the value of mean score 80% - 100%, it can be categorized into very high.
2. If the value of mean score 70% - 79%, it can be categorized into high.
3. If the value of mean score 60% - 69%, it can be categorized into enough.
4. If the value of mean score 50% - 59%, it can be categorized into low.
5. If the value of mean score 00% - 49%, it can be categorized into very low.

Then, to test the hypothesis, researcher uses the formula as follows:

Z-Test $z = \frac{x}{n} - p$

$$\frac{}{\sqrt{\frac{p\,(1-p)}{N}}}$$

Note:

x = data that includes hypothesis categories

n = all the data

p = hypothesis proportion.[3]

[2] Ridwan, *Pengantar Statistik Untuk Penelitian: Pendidikan Sosial, Komunikasi, Ekonomi,dan Bisnis,* (Bandung : Alfabeta, 2013), p. 23.

[3] Ahmad Nizar Rangkuti, Statistic Penelitian Pendidikan, (Mdan: Perdana Mulya Sarana, 2014), p. 80

The study hypothesis may be tested using the Z test in a therapy using tiers of criteria, where each level has a percentage form. However, because inferential statistics include predicting, estimating, and generalizing properties, one of the requirements for the normality of data distribution must be met in order to satisfy some of the measurement requirements.

Explanation:

x : data that includes hypothesis categories

n : all of data

p : hypothesis proportion when $Z_{count} > Z_{table}$ the hypothesis accepted.

CHAPTER IV

RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order The Students' Ability in Identifying Nouns at Grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan. The researcher used analysis to see how the test results of the students related to the topic of this research. The findings were presented in this chapter. The test results were used as the primary source of data for this study. In this quantitative descriptive study, the researcher utilized the mean score to obtain their overall results as a whole, using the Z formula to taste the hypothesis. This chapter included a detailed analysis of the results, including an explanation of the data, its calculation, a mean score, and a histogram of the student test scores. The following is a full summary of the data:

A. Description of the Data

This research was done on twentieth May 2022 in the class in English language subject. Absolutely, to know the extent of The Students' Ability In Identifying Nouns At Grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan, Tests were employed by the researcher as a data collection instrument. The research employed in VII-A and VII-B class. 72 students made up the sample in this study. Tests are employed as a tool for data collection. The test that was utilized had 20 questions on recognizing nouns, and the researcher used multiple choice. The students did the test in 45 minutes, the students were looking so serious and focus to answers the questions. After the times was enough, the researcher collected the test. The researcher also

brought the test home. The test that was gathered was corrected by the researcher to obtain information about students' proficiency in classifying nouns at home. Students score in identifying nouns from every indicators could be seen in this following table:

Table 15
Students' Score in Identifying Nouns

No	Initial	Score	Result Score
1	SH	85	85%
2	ARH	60	60%
3	AH	80	80%
4	SMH	60	60%
5	ASMS	60	60%
6	MR	60	60%
7	AFD	80	80%
8	AK	60	60%
9	ALH	60	60%
10	YH	75	75%
11	AD	45	45%
12	RH	45	45%
13	DAH	75	75%
14	NSFH	70	70%
15	SNAD	65	65%
16	NSS	50	50%
17	DRL	50	50%
18	YAS	55	55%
19	HN	50	50%
20	NMD	60	60%
21	SKD	45	45%
22	PAH	70	70%
23	IRN	70	70%
24	NMS	55	55%
25	DC	75	75%
26	NHD	60	60%
27	NAS	55	55%
28	MW	50	50%
29	LFH	55	55%
30	HH	60	60%

No	Initial	Score	Result Score
31	FAAH	75	75%
32	MHD	55	55%
33	PN	60	60%
34	SRYH	45	45%
35	RPH	55	55%
36	NAJ	55	55%
37	FY	80	80%
38	MF	85	85%
39	NP	65	65%
40	AP	70	70%
41	PL	90	90%
42	FP	55	55%
43	IZ	80	80%
44	KAZ	75	75%
45	BNY	50	50%
46	NK	60	60%
47	AP	60	60%
48	W	55	55%
49	S	55	55%
50	MS	70	70%
51	JH	90	90%
52	EAP	90	90%
53	A	75	75%
54	SAT	50	50%
55	CC	60	60%
56	NH	80	80%
57	NK	75	75%
58	IJ	80	80%
59	VH	65	65%
60	T	60	60%
61	IM	50	50%
62	MSJ	55	55%
63	KN	50	50%
64	LSR	90	90%
65	RMH	90	90%
66	AFA	65	65%
67	SPR	75	75%
68	WWR	70	70%
69	AA	85	85%
70	FY	90	90%
71	UKS	80	80%
72	DL	90	90%
Total Score		**4750**	

Using a table, the results of the students' tests were described. The values were based on the test's indicators, which included common nouns, proper nouns, concrete nouns, abstract nouns, and collective nouns. Based on the table above, the total scores of grade VII students of MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan in identifying nouns is 4750. It is also clear that some learners received the highest score of 90 while others had the lowest score of 45. The quality score each student received in recognizing nouns is shown below for reference:

Table 16
The Quality Score of the Students in Identifying Nouns

No	Initial	Class	Total Score	Quality Score
1	SH	VII-A	85	Very High
2	ARH	VII-A	60	Enough
3	AH	VII-A	80	Very high
4	SMH	VII-A	60	Enough
5	ASMS	VII-A	60	Enough
6	MR	VII-A	60	Enough
7	AFD	VII-A	80	Very High
8	AK	VII-A	60	Enough
9	ALH	VII-A	60	Enough
10	YH	VII-A	75	High
11	AD	VII-A	45	Very Low
12	RH	VII-A	45	Very Low
13	DAH	VII-A	75	High
14	NSFH	VII-A	70	High
15	SNAD	VII-A	65	Enough
16	NSS	VII-A	50	Low
17	DRL	VII-A	50	Low
18	YAS	VII-A	55	Low
19	HN	VII-A	50	Low
20	NMD	VII-A	60	Enough
21	SKD	VII-A	45	Very Low
22	PAH	VII-A	70	High
23	IRN	VII-A	70	High

No	Initial	Class	Total Score	Quality Score
24	NMS	VII-A	55	Low
25	DC	VII-A	75	High
26	NHD	VII-A	60	Enough
27	NAS	VII-A	55	Low
28	MW	VII-A	50	Low
29	LFH	VII-A	55	Low
30	HH	VII-A	60	Enough
31	FAAH	VII-A	75	High
32	MHD	VII-A	55	Low
33	PN	VII-A	60	Enough
34	SRYH	VII-A	45	Very Low
35	RPH	VII-A	55	Low
36	NAJ	VII-A	55	Low
37	FY	VII-B	80	Very high
38	MF	VII-B	45	Very low
39	NP	VII-B	65	Enough
40	AP	VII-B	70	High
41	PL	VII-B	90	Very high
42	FP	VII-B	55	Low
43	IZ	VII-B	80	Very high
44	KAZ	VII-B	75	High
45	BNY	VII-B	50	Low
46	NK	VII-B	60	Enough
47	AP	VII-B	60	Enough
48	W	VII-B	55	Low
49	S	VII-B	55	Low
50	MS	VII-B	70	High
51	JH	VII-B	90	Very high
52	EAP	VII-B	90	Very high
53	A	VII-B	75	High
54	SAT	VII-B	50	Low
55	CC	VII-B	60	Enough
56	NH	VII-B	80	Very high
57	NK	VII-B	75	High
58	IJ	VII-B	80	Very high
59	VH	VII-B	65	Enough
60	T	VII-B	60	Enough
61	IM	VII-B	50	Low
62	MSJ	VII-B	55	Low
63	KN	VII-B	50	Low
64	LSR	VII-B	90	Very high
65	RMH	VII-B	90	Very high
66	AFA	VII-B	65	Enough

67	SPR	VII-B	75	High
68	WWR	VII-B	70	High
69	AA	VII-B	85	Very high
70	FY	VII-B	90	Very high
71	UKS	VII-B	80	Very high
72	DL	VII-B	90	Very high
Total score		**4750**		

The quality of the students' score in identifying nouns is varied, as can be seen from the table above. Many of the learners had very low, low, enough, high, and very high scores. It means that the ability at grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan in 2022-2023 academic years in identifying nouns is variously.

It was known that 72 learners had been looked up in the scoring system for the variable in recognizing nouns. Based on 72 students that were studied, the highest score was 90, the lowest was 45, and the total score for all the students was 4.750. The researcher then calculated the range by subtracting the highest score from the lowest score.

After that the researcher calculated the mean score by using mathematic formula and mean score was 65.97. Then the researcher calculated median and modus. It means that the ability at grade VII MTs Nurul Huda Desa Bangai Labuhanbatu Selatan in 2022-2023 academic year in identifying nouns is variously.

The test result became the information required for testing, and the information is tallied as follows:

Table 17
The Resume of Variable Score Identifying Nouns

No	Statistic	Variable
1	High score	90
2	Low score	45
3	Mean score	65.97
4	Median score	60.22
5	Mode	60.43

According to the table above, 72 students were used to find the high score for the variable used to identify word classes. Based on the results of the sample study, the highest score was 90, the lowest was 45, and the mean score was 65.97. The median score was 60.22, and the mode was 60.43.

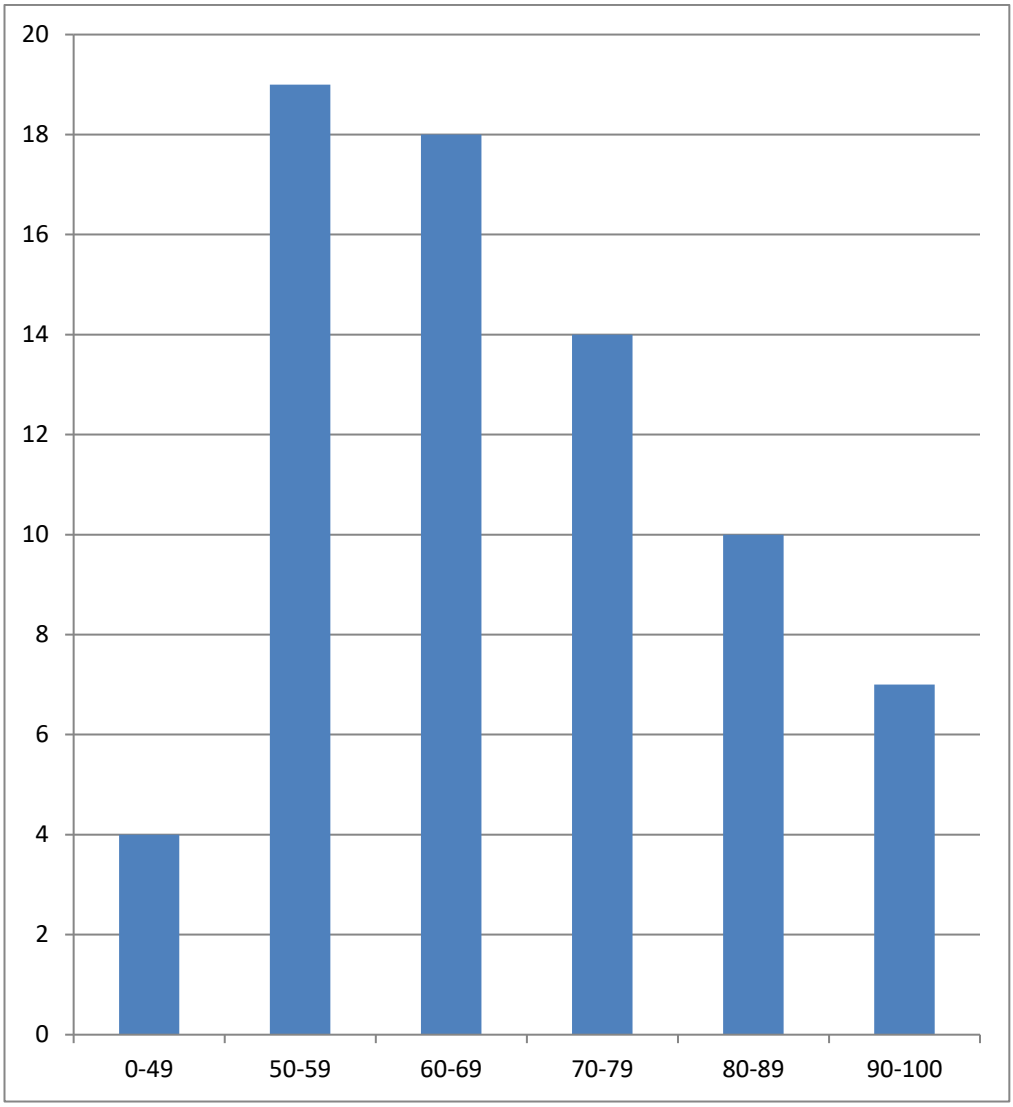
The calculation gave a mean score of 65.97. The table interpretation mean score in chapter III can be used to determine if the application in recognizing nouns was sufficient. To learn how the variable score in identifying nouns with an interval of 3 was grouped.

Table 18
The Frequency Distribution in Identifying Nouns

No	Interval Class	Frequency Absolute	Frequency Relative
1	0-49	4	5.55 %
2	50-59	19	26.38 %
3	60-69	18	25 %
4	70-79	14	19.44 %
5	80-89	10	13.88%
6	90-100	7	9.72%
	I = 6	72	100 %

According to the aforementioned table, the histogram may be drowned as follows:

Picture 1
The Histogram the Students Ability in Identifying Nouns at Grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai, Labuhanbatu Selatan



Based on the table above, it was determined that the responder at intervals 0-49 consisted of 4 students (5.55%), 50-59 consisted of 19 students (26.38%), 60-69 consisted of 18 students (25%), 70-79 consisted

of 14 students (19.44%), and 80-89 consisted of 10 students (13.88%). And there were 7 learners (9.72%) between 90 and 100. Therefore, the interval in this study means presenting the number of sample participants that received a percentage score.

B. Hypothesis Testing

The hypothesis of the research is "The Students' ability in identifying nouns at grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai, Labuhanbatu Selatan was enough ability". Using the Z-test formula, the data have been analyzed based on the collect data to support the hypothesis. It can be seen as follow:

$$Z = \frac{\frac{x}{n} - p}{\frac{\sqrt{p(p-1)}}{n}}$$

$$Z = \frac{\frac{90}{72} - 6.42}{\frac{\sqrt{6.42(6.42-1)}}{72}}$$

$$Z = \frac{1.25 - 6.42}{\frac{\sqrt{6.42(5.42)}}{72}}$$

$$Z = \frac{5.17}{\frac{\sqrt{34.79}}{72}}$$

$$Z = \frac{5.17}{\frac{\sqrt{34.79}}{72}}$$

$$Z = \frac{5.17}{0.69}$$

$$Z = 7.49$$

Calculation Z_{table} :

$Z\ (1/2\ \alpha) = Z_{table}$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2}(0.05)$$

$$0.025 = 0.3264$$

Based on the calculation it can be concluded that Z_{count} = 8.25 was than Z_{table} = 0.3264 (Z_{count} = 8.25 > Z_{table} = 0.3264). The researcher concluded from the foregoing result that the Z-test result accepted the hypothesis. Considering that Z (count)= 8.25 > Z table= 0.3264. it means find statistically Ha is accepted and Ho is rejected.

The meaning in the level 66 % the students ability in identifying nouns at grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai have enough ability. So, students ability in identifying nouns at grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai have enough ability according to Table 17. the degree to which the learners' scores were classified. 65.97 was the category. the degree to which the pupils' scores were classified. 65.97 was the category.

C. Discussion

According to the results of the students' mean score on the test by analysis in recognizing nouns, it was determined after data analysis that the students' skill in classifying nouns was categorized into enough category or 65.97 score. This category differed from earlier study that Kholijah had conducted.[1] This research uses both qualitative and quantitative methods. According to the study's findings,

[1] Kholijah, "An Analysis of Students' Ability in Identifying Noun in Descriptive Text at Grade X SMA N 8 Padangsidimpuan."

students in SMA N 8 Padangsidimpuan grade X were able to identify nouns in descriptive texts with a mean score of 66.80% and a categorized into enough category.

Ningrum made the second.[2] This study is a descriptive qualitative investigation. The results of this study show that 95.5% of the students are ability in noun phrase usage and receive high marks while writing descriptive texts.

The researcher came to the conclusion that the students' ability in the noun research conducted by the two researchers above varied and fell into a separate group. You may think of it like this:

Table 19
Result of Previous Research

No	Name of Researcher	Result of Research in Identifying Noun	Category of Mean Score
1	Kholijah	66,80%	Enough
2	Dian Ayu Puspa Ningrum	95,5%	Good

D. Threats of the Research

The researcher in this study felt three threats to the researcher were very serious. From the heading up to the data analysis method, it began. The researcher therefore realized that the thesis was so lacking in quality.

Time constraints existed when taking the test since the learners had obligations. In addition, the amount of time allocated to the pupils was

[2] Ayu and Ningrum, "Students ' Ability in Writing Noun Phrase in Writing Descriptive Text At Seventh Grade of SMP Bumi Sholawat Sidoarjo."

insufficient. The test was then not taken seriously by several pupils. As a result, the researcher did not give the answer much thought.

The researcher was aware that everything would want to be searched, but obtaining excellent research results was more challenging due to threats against the writer, the researcher, and the assistance of the whole advisory board, headmaster, and English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter has two sections that each provide a conclusion and a suggestion. The study's findings are summarized in the first part. The second portion offers instructor and student suggestions.

A. Conclusion

After handling the data collection, the researcher draws the conclusion that the research's findings were enough classified. The value percentage of the learners' mean score reveals it, that is 65.97.

The researcher later discovered that the hypothesis is accepted based on the findings of the hypothesis testing. Z count = 8.25 > Z table = 0.3264 serves as evidence.

B. Suggestion

The researcher wishes to provide a suggestion atop the study's findings after drawing a conclusion. You may view it as follows:

1. It is suggested to the Headmaster of Yayasan Pendidikan Pesantren Nurul Huda, H. Muhammad Hatta Hasibuan, S.Ag to motivate his teachers, especially English teacher of Yayasan Pendidikan Pesantren Nurul Huda, to continue motivating their learners to learn English.
2. The English teacher is advised to do so, particularly the English instructors of grade VII.
   a. Verify that the learners have a solid understanding of nouns. Students' comprehension of nouns increases when they do the activity more often.

b. Check that the students are aware of and comfortable with the text genre, especially when it comes to discussion texts.

c. Prior to learning a noun The professors use the best techniques, methods, approaches, and ideas to assist the pupils grasp English, particularly when it comes to noun topics. To educate about this, the instructor should be serious. Even at the university level, students continue to study this subject and are taught that nouns are a component of vocabulary, which is fundamental knowledge for learning English. Therefore, check to see if you have comprehended the pupils first.

3. It is crucial for other researchers to do the most extensive research on the subject of this study because it is still far from ideal due to the researcher's material, knowledge, and experience limitations.
4. It is crucial for other researchers to first consult with subject-matter experts about the study that is relevant to this one since doing so will help them to better plan their own studies and make them more effective.

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APPENDICES

Appendix I

INSTRUMENT TEST

Choose the options a, b, c, d or e as the correct answer, which noun is the underlined word.

1. There is a boy in the office.
   a. Common noun
   b. Proper noun
   c. Concrete noun
   d. Abstract noun
   e. Collective noun
2. There are two banks in Padangsidimpuan.
   a. Common noun
   b. Proper noun
   c. Concrete noun
   d. Abstract noun
   e. Collective noun

3. We have four flowers.
   a. Common noun
   b. Proper noun
   c. Concrete noun
   d. Abstract noun
   e. Collective noun

4. She is beauty.
   a. Common noun
   b. Proper noun
   c. Concrete noun
   d. Abstract noun
   e. Collective noun

5. We are team today.
   a. Common noun
   b. Proper noun
   c. Concrete noun
   d. Abstract noun
   e. Collective noun

6. There is a girl.
    a. Common noun
    b. Proper noun
    c. Concrete noun
    d. Abstract noun
    e. Collective noun

7. I have a house in Medan.
    a. Common noun
    b. Proper noun
    c. Concrete noun
    d. Abstract noun
    e. Collective noun

8. There are six chairs at the dining table.
    a. Common noun
    b. Proper noun
    c. Concrete noun
    d. Abstract noun
    e. Collective noun

9. I have no idea.
    a. Common noun
    b. Proper noun
    c. Concrete noun
    d. Abstract noun
    e. Collective noun

10. They have family in a city.
    a. Common noun
    b. Proper noun
    c. Concrete noun
    d. Abstract noun
    e. Collective noun

11. We have many post office in a country.
    a. Common noun
    b. Proper noun
    c. Concrete noun
    d. Abstract noun

e. Collective noun

12. I go to school with Aminah.
    a. Common noun
    b. Proper noun
    c. Concrete noun
    d. Abstract noun
    e. Collective noun

13. I have no table in my bedroom.
    a. Common noun
    b. Proper noun
    c. Concrete noun
    d. Abstract noun
    e. Collective noun

14. She will defeat them.
    a. Common noun
    b. Proper noun
    c. Concrete noun
    d. Abstract noun
    e. Collective noun

15. We have a bowl of rice on the table.
    a. Common noun
    b. Proper noun
    c. Concrete noun
    d. Abstract noun
    e. Collective noun

16. There are two schools in my village.
    a. Common noun
    b. Proper noun
    c. Concrete noun
    d. Abstract noun
    e. Collective noun

17. I have a friend in China.
    a. Common noun
    b. Proper noun
    c. Concrete noun

d. Abstract noun
e. Collective noun

18. There is a mirror on the wall.
    a. Common noun
    b. Proper noun
    c. Concrete noun
    d. Abstract noun
    e. Collective noun

19. Your love is important in my life.
    a. Common noun
    b. Proper noun
    c. Concrete noun
    d. Abstract noun
    e. Collective noun

20. There is a class of students.
    a. Common noun
    b. Proper noun
    c. Concrete noun
    d. Abstract noun
    e. Collective noun

Appendix II

KEY ANSWER

1. A
2. B
3. C
4. D
5. E
6. A
7. B
8. C
9. D
10. E
11. A
12. B
13. C
14. D
15. E
16. A
17. B
18. C
19. D
20. E

Appendix III

Students' Score in Identifying Nouns

No	Initial	Score	Result Score
1	SH	85	85%
2	ARH	60	60%
3	AH	80	80%
4	SMH	60	60%
5	ASMS	60	60%
6	MR	60	60%
7	AFD	80	80%
8	AK	60	60%
9	ALH	60	60%
10	YH	75	75%
11	AD	45	45%
12	RH	45	45%
13	DAH	75	75%
14	NSFH	70	70%
15	SNAD	65	65%
16	NSS	50	50%
17	DRL	50	50%
18	YAS	55	55%
19	HN	50	50%
20	NMD	60	60%
21	SKD	45	45%
22	PAH	70	70%
23	IRN	70	70%
24	NMS	55	55%
25	DC	75	75%
26	NHD	60	60%
27	NAS	55	55%
28	MW	50	50%
29	LFH	55	55%
30	HH	60	60%
31	FAAH	75	75%
32	MHD	55	55%
33	PN	60	60%
34	SRYH	45	45%
35	RPH	55	55%
36	NAJ	55	55%
37	FY	80	80%
38	MF	85	85%
39	NP	65	65%
40	AP	70	70%
41	PL	90	90%

42	FP	55	55%
43	IZ	80	80%
44	KAZ	75	75%
45	BNY	50	50%
46	NK	60	60%
47	AP	60	60%
48	W	55	55%
49	S	55	55%
50	MS	70	70%
51	JH	90	90%
52	EAP	90	90%
53	A	75	75%
54	SAT	50	50%
55	CC	60	60%
56	NH	80	80%
57	NK	75	75%
58	IJ	80	80%
59	VH	65	65%
60	T	60	60%
61	IM	50	50%
62	MSJ	55	55%
63	KN	50	50%
64	LSR	90	90%
65	RMH	90	90%
66	AFA	65	65%
67	SPR	75	75%
68	WWR	70	70%
69	AA	85	85%
70	FY	90	90%
71	UKS	80	80%
72	DL	90	90%
Total Score		**4750**	

Appendix IV

The Quality Score of the Students in Identifying Nouns

No	Initial	Class	Total Score	Quality Score
1	SH	VII-A	85	Very High
2	ARH	VII-A	60	Enough
3	AH	VII-A	80	Very high
4	SMH	VII-A	60	Enough
5	ASMS	VII-A	60	Enough
6	MR	VII-A	60	Enough
7	AFD	VII-A	80	Very High
8	AK	VII-A	60	Enough
9	ALH	VII-A	60	Enough
10	YH	VII-A	75	High
11	AD	VII-A	45	Very Low
12	RH	VII-A	45	Very Low
13	DAH	VII-A	75	High
14	NSFH	VII-A	70	High
15	SNAD	VII-A	65	Enough
16	NSS	VII-A	50	Low
17	DRL	VII-A	50	Low
18	YAS	VII-A	55	Low
19	HN	VII-A	50	Low
20	NMD	VII-A	60	Enough
21	SKD	VII-A	45	Very Low
22	PAH	VII-A	70	High
23	IRN	VII-A	70	High
24	NMS	VII-A	55	Low
25	DC	VII-A	75	High
26	NHD	VII-A	60	Enough
27	NAS	VII-A	55	Low
28	MW	VII-A	50	Low
29	LFH	VII-A	55	Low
30	HH	VII-A	60	Enough
31	FAAH	VII-A	75	High
32	MHD	VII-A	55	Low
33	PN	VII-A	60	Enough
34	SRYH	VII-A	45	Very Low
35	RPH	VII-A	55	Low
36	NAJ	VII-A	55	Low
37	FY	VII-B	80	Very high
38	MF	VII-B	45	Very low
39	NP	VII-B	65	Enough
40	AP	VII-B	70	High

41	PL	VII-B	90	Very high
42	FP	VII-B	55	Low
43	IZ	VII-B	80	Very high
44	KAZ	VII-B	75	High
45	BNY	VII-B	50	Low
46	NK	VII-B	60	Enough
47	AP	VII-B	60	Enough
48	W	VII-B	55	Low
49	S	VII-B	55	Low
50	MS	VII-B	70	High
51	JH	VII-B	90	Very high
52	EAP	VII-B	90	Very high
53	A	VII-B	75	High
54	SAT	VII-B	50	Low
55	CC	VII-B	60	Enough
56	NH	VII-B	80	Very high
57	NK	VII-B	75	High
58	IJ	VII-B	80	Very high
59	VH	VII-B	65	Enough
60	T	VII-B	60	Enough
61	IM	VII-B	50	Low
62	MSJ	VII-B	55	Low
63	KN	VII-B	50	Low
64	LSR	VII-B	90	Very high
65	RMH	VII-B	90	Very high
66	AFA	VII-B	65	Enough
67	SPR	VII-B	75	High
68	WWR	VII-B	70	High
69	AA	VII-B	85	Very high
70	FY	VII-B	90	Very high
71	UKS	VII-B	80	Very high
72	DL	VII-B	90	Very high

Highest Score	**90**
Lowest Score	**45**
Total score	**4750**
Mean score	**65,97**
Median	**60,22**
Mode	**60,43**

Appendix V

DESCRIPTION DATA USING MATHEMATIC FORMULA

1. The score of students' score from low score to high score

45	45	45	45	50	50	50	50	50	50
	50								
50	55	55	55	55	55	55	55	55	55
	55								
55	60	60	60	60	60	60	60	60	60
	60								
60	60	60	60	65	65	65	65	70	70
	70								
70	70	70	75	75	75	75	75	75	75
	75								
80	80	80	80	80	80	80	85	85	85
	90								
90	90	90	90	90	90				

2. High score = 90
3. Low score = 45
4. Range = 90 – 45
   = 45

5. Total of classes (BK) = 1 + 3.3 log (n)

   = 1 + 3.3 log (72)

   = 1 + 3.3 (1.85)

   = 1 + 6.10

   = 7.10

   = 7

6. Interval (i)

   i = $\frac{R}{BK}$ = $\frac{45}{7}$ = 6, 42 = 6

7. Mean Score

   x = $\frac{\sum x}{N}$

   = $\frac{4750}{72}$

   = 65,97

8. Median

   Me = b + p $\left(\frac{\frac{1}{2}n-f}{f}\right)$

   = 60 – 0.5

   = 59.5

   F = 4 + 19

   = 23

   f = 18

   p = 6

$$Me = b + p\left(\frac{\frac{1}{2}n-F}{f}\right)$$

$$= 59.5 + 6\left(\frac{\frac{1}{2}n-f}{f}\right)$$

$$= 59.5 + 6\left(\frac{\frac{1}{2}72-23}{18}\right)$$

$$= 59.5 + 6\left(\frac{36-23}{18}\right)$$

$$= 59.5 + 6\left(\frac{13}{18}\right)$$

$$= 59.5 + \left(\frac{78}{108}\right)$$

$$= 59,5 + 0,72$$

$$= 60,22$$

9. Modus

$$Mo = b + p\left(\frac{b_1}{b_1+b_2}\right)$$

$$= 59,5 + 6\left(\frac{15}{15+1}\right)$$

$$= 59.5 + 6\left(\frac{15}{16}\right)$$

$$= 59.5 + \left(\frac{90}{96}\right)$$

$$= 59,5 + 0,93$$

$$= 60,43$$

So, modus (the score that the most students got) = 60,43 = 60

Appendix VI

DOCUMENTATION

1. The researcher told the students how to answer the questions

2. The researcher gave the test to the students

3. The researcher gave 45 minutes to the students did the test

4. The researcher interviewed with the headmaster

5. The researcher took a photo with English teacher after interview

6. The researcher took some photos with some teachers at school

CURRICULUM VITAE

A. Identity

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C. Educational Background

1. Elementary School	: SD Negeri 112227 Rasau (2012)
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Penyelesaian Skripsi

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Dengan hormat, bersama ini kami sampaikan bahwa :

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Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Students' Ability in Identifying Nouns at Grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
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14 April 2022

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Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

Kepada Yth:
1. **Rayendriani Fahmei Lubis, M. Ag.** **(Pembimbing I)**
2. **Zainuddin, S.S., M.Hum.** **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Nurhikmah Hasibuan
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Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Students Ability in Idintifying Nouns at Grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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SURAT KETERANGAN

Nomor : 030/MTs-PPNH/B/05/2022

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah PP. Nurul Huda, dengan ini menerangkan bahwa :

1. Nama : **H. MUHAMMAD HATTA HASIBUAN, S.Ag**
   Jabatan : Kepala Madrasah
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   Alamat : Desa Bangai

Telah melasanakan Penelitian sesuai dengan judul **"The Students' Ability in Identifying Nouns at Grade VII MTs Yayasan Pendidikan Pesantren Nurul Huda Desa Bangai Labuhanbatu Selatan"**

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Bangai, 20 Mei 2022

Kepala Madrasah,

H. Muhammad Hatta Hasibuan, S.Ag