



**THE ABILITY IN IDENTIFYING COUNTABLE AND
UNCOUNTABLE NOUNS AT GRADE VII STUDENTS'
MTs DARUL ISTIQOMAH PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Islamic University (SYAHADA)
Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Degree of
Education Graduate Degree of Education (S.Pd) in English Program*

Written By:

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

2023



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UNCOUNTABLE NOUNS AT GRADE VII STUDENTS'
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*Submitted to the State Islamic University (UIN) Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a partial fulfillment of the requirement
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Term : Munaqosyah
Item : 7 (seven) exemplars

Padangsidempuan, Desember 2022

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Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **MASRIAH**, entitled “ **The Students' Ability in Identifying Nouns at Grade VII MTs Darul Istiqomah Padangsidempuan**”. 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 UIN SYEKH ALI HASAN AHMAD ADDARY Padangsidempuan.

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 UIN SYEKH ALI HASAN AHMAD ADDARY Padangsidempuan. Thank you.

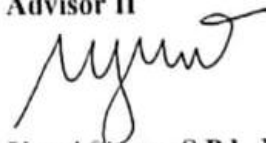
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ABSTRACT

This research is about the students' ability in identifying nouns. The kind of this research is quantitative research by using descriptive method. The instrument of collecting the data are observation and interview. The source of the data are the grade VII students, the English teacher, and Headmaster of MTs Darul Istiqomah Padangsidempuan.

This research is purpose to know the ability in identifying countable and uncountable nouns at the grade VII MTs darul istiqomah padangsidempuan, to know the difficulties faced by students and the efforts done by English teacher and to decrease the students' difficulties in identifying countable and uncountable nouns at the grade VII MTs Darul Istiqomah Padangsidempuan.

After the researcher was done, it conclude be known the students' ability in category into enough (65.15). But the students' still have problem to the students' lack of the knowledge to determine the noun that between countable and uncountable noun did not change, students' had poor vocabularies in noun.

The effort done by English teacher the students' to decrease the students' difficulties in identifying noun were the English teacher often repeat asked the lesson and always give motivation to students'.

Key word : Nouns in countable and uncountable noun.

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ABSTRACT

Penelitian ini menceritakan tentang kemampuan siswa dalam mengidentifikasi kata benda, jenis penelitian ini adalah penelitian kuantitatif dengan menggunakan metode deskriptif instrument pengumpulan data adalah observasi dan wawancara sumber data adalah siswa kelas VII, guru bahasa inggris, dan kepala sekolah. MTs Darul Istiqomah Padangsidempuan.

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam mengidentifikasi kata benda yang dapat di hitung dan yang tidak bisa dihitung di kelas VII MTs Darul Istiqomah Padangsidempuan, untuk mengetahui kesulitan yang di hadapi siswa dan upaya yang di lakukan oleh guru bahasa inggris dan untuk mengurangi kesulitan siswa dalam mengidentifikasi kata benda yang dapat dihitung dan yang tak dapat dihitung di kelas VII MTs Darul Istiqomah Padangsidempuan.

Setelah penelitian dilakukan, disimpulkan bahwa kemampuan siswa dalam kategori cukup (65,15) tetapi siswa masih memiliki masalah kurangnya pengetahuan siswa dalam menentukan kata benda antara countable dan uncountable noun siswa memiliki kosa kata benda yang buruk, dan upaya yang dilakukan oleh guru bahasa inggris dalam mengurangi kesulitan siswa dalam mengidentifikasi kata benda ,ialah guru sering mengulang atau menanyakan pelajaran dan selalu memberikan motivasi kepada siswa.

Kata kunci : Kata benda yang dapat dihitung dan tidak dapat dihitung

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Nothing in the world is perfect, the researcher realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangdidimpuan, Desember 2022
Reseacher

MASRIAH
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is very important to know as a tool for communicating between human being in the world. In general the most popular language is English. As an international language English is the dominant language in the world. In the current era of advance, that can be already known that almost all technology use English . As an Indonesia must master English because so that can communicate with foreigners who come to Indonesia.

There are many languages which are international language consisting of Arabic, English, Mandarin, Russia, Indonesia, French, Spain, and Portugal. Among eight languages that is often used when communicating in various countries is English. Because most people today are required to be proficient in English by mastering English that can use it when meeting foreigners and English is a common language for communication, and to improve that language skills there are several ways.

In Indonesia English is a foreign language that is widely used by the people. When communicate with people from abroad and in an English language education is also very necessary because learning English can help in the future when meet foreigners because of the English is one of the languages that must be learned. especially in schools because of that English is compulsory lesson starting from middle school to university level.

There are several ways to make it easier to learn the language by four aspects namely listening, speaking, reading, and writing, and the four language skills are of course supported by learning elements of language as vocabulary and pronunciation and language structure and the four language skills are interrelated with one each another.

In English grammar there are several main classes namely noun, verb, adjective, adverb, pronoun, as preposition, conjunction, and interjection. While nouns are the basic of English first needed to know in elementary high school in the first year of English lessons of course they have been taught about noun lessons where a teacher must teach students how to learn to know noun, especially in around them or in the classroom.

Noun is a word used to describe or to mention the name of objects, place, names of people, animals, plants, cities, and so on. Noun is divided into several types namely countable noun, and uncountable noun, proper noun, common noun, abstract noun, and concrete noun. Countable noun is a noun that shows the name of a countable object or person. Uncountable noun is a noun that cannot count intructions like water and dust.

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

Based on the interview with English teacher, Ustad Zulfikri said that some of the students are lazy and lack interest to study English more because they felt English was difficult subject. They are lazy to ask the point that they do not understand to teachers' explanation. Some of students cannot make sentence in using nouns. The last they did not know about the position of nouns and how to differentiate the kinds of Identifying nouns in English sentence.¹

Based on the information from students in grade VII MTs Darul Istiqomah Padangsidempuan. First, most of students cannot make sentences in identifying nouns. Next, they were lacy of structure and grammar in identifying nouns. Some of students could make sentences in using nouns. They often make mistake in learning English especially when they try to arrange sentence by using nouns.²

Based on explanation above the researcher was interested to choose the topic about **The Ability In identifying Countable and Uncountable Nouns at Grade VII Students' MTs Darul Istiqomah Padangsidempuan**"

B. Focus of The Probem

Based on the identification of the froblem above, there are many problems includes in grammar so researcher only focus this research problem on the students' ability in identifying countable and uncountable nouns

¹ Ustad Zulfikri S.Pd, *interview to teacher*, (Manggis : MTs S Babul Hasanah August 24 2020), at monday

² Lisna Anggraini, the student of MTs Darul Istiqomah Padangsidempuan, *Interview*, 24 August 2020.

C. The Formulation of the Problem

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

1. How is the ability in identifying countable and uncountable nouns at Grade VII Students' MTs Darul Istiqomah Padangsidempuan?

D. The Objective of the Research

The purpose of this research are as follows:

1. To know the ability in identifying Countable and Uncountable Nouns at Grade VII Students' MTs Darul Istiqomah Padangsidempuan?

E. The Significances of Research

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

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

2. Practically

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

F. The Definition of Key Terms

In this research, there are some terminologies, the terminologies that use it regarded important to be clarified about the topic, it is done for avoiding the vagueness and misunderstanding between the researcher and the reader, the researcher states key term as follows:

1. Students

Hornby state the students is a person studying at a school, college, university, ect. While in Indonesia dictionary the students is a learner especially on the grade of elementary, junior, and senior high school.³ So that the students is a person who does learn on the grade of elementary, junior high school and also senior high school not only on the formal school but also informal school.

³Eka Sustris Harida and Fitri Rayani, "An Analysis On The Students' Ability and Understanding Vocabulary at First Year Students of English Education Study Program (TBI) STAIN Padangsidimpuan" 1, no. 2 (2013): 101-17, <http://scholar.google.com/citations?user=k8tecGYAAAAJ&hl=id>.

2. Ability

Ability is a skill to perform certain action both physically and actually both before and after receiving training. While according to A. Mariam Webster stated the ability is physical, mental or legal to perform he has ability accomplish whatever he sets his mind to.⁴ Therefore ability is mental or physical capacity, power or skill required to do something.

The students ability in this the achievement of person who is studying an secondary school. Ability is skill or potential to getting about a competence special nature power of result for action or practice and used to text. Students must be understand about it. So ability in this research means the potential of the grade VII MTs Darul Istiqomah Padangsidempuan in identifying countable and uncountable nouns.

3. Identifying

Identifying is to recognize or establish as being a particular person or thing, verify the identify of to identify hand writing..⁵ A state by HSo identifying is to recognize or establish as being a particular person or thing. The word nouns in this topic of research derives from "noun" which means a word that refers to a person such as doctor, place such as paris or thing, aquality or an activity such as tennis.

⁴ A. Merriam. Webster's *College Thesaurus*, (USA: Massa Chusetts, 1976).p.33

⁵ Rika Putri." Students' Ability In Identifying Word Classes In Rihannas Song Lyric"Work" At Grade XI SMA N 1 sipirok (STATE Institute For Islamic Studies Padangsidempuan 2018).hlm.6.

4. Nouns

Based on description before, the identifying nouns is recognize and able to say and show what are the word that refers to person, place, Thing, or quality based on the above the meaning, the writer simplifies that the meaning of the title: The Ability in Identifying countable and uncountable nouns at Grade VII Students' MTs Darul Istiqomah Padangsidempuan is about the ability in knowing and identifying countable and uncountable nouns

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. The Description of Nouns

Nouns is a word used as the name of all things; people know about, have, see, hear, taste , smell, or feel. This Includ words for people, things, word, for thing someone knows exist but cannot touch, and idea or a quality of mind is defined as a nouns.⁶

A nouns is a word that refers to a thing (book), a person (Noah Webster), an animal (cat), a place (omaha), a quqlity (sofness), an idea (justice), or an action (yodeling). It's usually a single word, but not always: cake, shoes, school bus, and time and a half are all nouns .⁷ So the description of nouns is a words that is the name of something such as a person, animal, place, things, quality, idea,or action Based on description before, the identifying nouns is recognize and able to say and show what are the word that refers to person, place,Thing, or quality

So the description of nouns is a words that is the name of something such as a person, animal, place, things, quality, idea,or action

⁶ Fitri Rayani Siregar M. Hum and Rayendriani Fahmei Lubis, "The Correlation Between Students' Ability in Identifying Nouns and Adjectives to Analyzing Compound Noun and Compound Adjectives of TBI Students IAIN Padangsidempuan," *Tazkir* 1, no. 2 (2015): 1–16, www.google scholar.com.

⁷ Fitri Rayani Siregar M. Hum and Rayendriani Fahmei Lubis, "The Correlation Between Students' Ability in Identifying Nouns and Adjectives to Analyzing Compound Noun and Compound Adjectives of TBI Students IAIN Padangsidempuan," *Tazkir* 1, no. 2 (2015): 1–16, www.google scholar.com.

a. Defenition of Nouns

Nouns is things; the things can be living things or not living things. The noun is one of the most important parts of speech. Its arragement with the verb helps to from the sentence core which is essential to every complete sentence. In addition, it may function as the chief or head word in many structures of modification.

In grammar, a noun is a word other than a pronoun used to identify any of a class of people, place, or things common noun or to name a particular one of these proper noun. According to Marjolijn Verspoor and Kim Sauter, “Nouns is the name of things and persons”.⁸ Jayanti Dakshina Murty says “Nouns is a word used to name a person, place, thing, and a quality of is defined as a noun”.⁹

Nouns is words that allow to name and label the persons, entities, objects, place, and concept that make up world.¹⁰ And the last, Collins in Cobuild English Grammar says that noun is used to identify a person or thing. A nouns is a word that refers to a thing (book), a person (Noah Webster), an animal (cat), a place (omaha), a quqlity (sofness), an idea (justice), or an action (yodeling). It’s usually a single word, but not

⁸ Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis* (Amsterdam/ Philadelphia: John Benjamins Publishing Company, 2000), p.13.

⁹ Jayanti Dakshina Murty, *Contemporary English Grammar* (New Delhi: Book Palace, 2003), p. 13.

¹⁰ Akhiranti Siregar, “Students’ Ability in Mastering Noun Phrase at Grade XI Students of SMA sayur Matinggi” (2019), <http://scholar.google.com/citations?user=k8tecGYAAAAJ&hl=id>.

always: cake, shoes, school bus, and time and a half are all nouns .¹¹ So the description of nouns is a words that is the name of something such as a person, animal, place, things, quality, idea,or action Based on description before, the identifying nouns is recognize and able to say and show what are the word that refers to person, place,Thing, or quality

b. Kinds of Nouns

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

a. Proper nouns

A proper nouns is a nouns that serves as the name for a spesific place begins with a capital letter in writing. It includes: Personal names, person, or thing.Proper nouns include personal names,places, names of companies and organization, and the title of books, filims,songs, and other media.

examples: Mr. Ramdansyah, Annisa

1.) Names of geographic units such as countries, cities, rivers, examples:

Indonesia, Padangsidempuan, North Sumatra

- 2.) Names of nationalities and religions, examples: Islamic, Dutchman

¹¹ Fitri Rayani Siregar M. Hum and Rayendriani Fahmei Lubis, "The Correlation Between Students' Ability in Identifying Nouns and Adjectives to Analyzing Compound Noun and Compound Adjectives of TBI Students IAIN Padangsidempuan," *Tazkir* 1, no. 2 (2015): 1–16, www.google.com.

3) Names of holiday, examples: Independence day, Thanksgiving day

4) Names of time units, examples: Friday, August

5) Words used for personification-an abstraction thing treated as a person, examples: Nature, Liberty

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

b. Concrete or Abstract nouns

A concrete noun is a word for a phsycal object that can be perceived by the senses- we can see, touch, smell the object, examples: cat, flower, boy, concrete nouns is describe physical things that can be sensed: seen, touched, heard, smelled, or tasted.

Most nouns are concree nouns for example, rocks, butterflies, grandmothers, and the gread sphinx of giza even invisible things, including air (which can be felt) and music (which can be heard), are concrete nouns.

Examples:

- | | |
|-------------|-----------|
| - lotion. | - car |
| - computer. | - water. |
| - table. | - sunset. |
| - tree. | - rain. |
| - bag | - cloud. |

c. Abstract Nouns

An abstract noun is general representative things (including people, place, object, and ideas). Emotion, personality traits, and philosophical concepts don't exist in the physical world—you can't sense them or interact with them so we call them abstract nouns to differentiate them from concrete nouns.

Examples:

- Glory. - Honesty.
- Honour. - Symbolism.
- Courage. - Bear.
- Love. - Pie.
- Truth. - Tornado.

d. Countable nouns

Countable nouns are for things we can count using numbers. They have a singular and plural form. The singular form can use the determiner "a" or "an". If you want to ask about the quantity of a countable noun, you ask "How many?" combined with the plural countable nouns.

Examples:

- cat - animal
- book - dollar
- coin - cup
- note - chair

- man - table

e. Uncountable nouns

uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquid, powders, gases, etc). Uncountable nouns are used with a singular verb.

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

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

Examples:

- tea - anger

- sugar - air

- water - ink

- air - flour
- rice - beauty
- knowledge

c. Function of Nouns

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

- a. The subject of a verb

Example: Suci arrived.
 s v

- b. The object of a verb

Example: I saw Suci.
 s v o

- c. The object of a preposition

Example: I spoke to Suci.
 s v o

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

Example: Suci is a student
 s tobe o

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

Example: Suci's Books.
 s

In is a preposition. The noun *sky* (with the article the in the front) is the object of the preposition in.¹²

¹² Betty Schramper Azar and Stacy A. Hagen, Basic English Grammar (New York: Pearson Longman, 2006), p. 158.

d. Classes of Nouns

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

There are four kinds of gender

a. Masculine Gender

A.V Martined. said masculine gender is a noun which denotes a male person or an animal.¹³ According to Anne Juwita masculine gender is a noun that used denotes masculine gender .¹⁴ In line with idea above Drs. Surayin also said that masculine gender we used denotes masculine.¹⁵ So the writer can conclude that masculine gender is a noun that we used denotes masculine gender (a male person or an animal).

Examples: boy, husband, granfather, father, king, monk, male animal.

b. Feminine Genders

Feminine Gender is a noun which denotes a famale person or an animal.¹⁶ According to Anne Juwita feminine gender we used denotes feminine. So feminine gender is a

¹³ A V Martinet and Cape Town, *A Practical English Grammar*, Fourth (London, 1985), <https://scholar.google.co.id/scholar?hl9>.

¹⁴ Anne Juwita, *1 Hari Tuntas Menguasai Grammar* (Jakarta: Hi-Fest, 2009), P.24

¹⁵ Drs Surayin, *Ferfect English Grammar*(Margahayu Permai Bandung 2003),p.101

¹⁶ Drs S Koentjoro, *Accurate Brief and Clear English Grammar* (Indah Surabaya: 2003),

noun that we used denotes feminine gender a femela person or an animal.¹⁷

c. Neteur Gender Nouns

Neteur gender according to Jayanti Dakshina Murty is noun which denotes either male or female person or an animal.¹⁸ While according to A.J Thomson Neteur Gender is a a noun that we used denotes a noun has not gender or neteur.

So, neteur is inanimate things. Animals whose don't know and sometimes babies whose sex don't know. If elated to people, we used and *he and she*. But if it related with nouns, animals or children *we use it or its*.

e. Number of Nouns

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

a. The singular number is a noun which denotes one person or thing.

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

b. The plural number is a noun which denotes more than one person or thing.

¹⁷ Anne Juwita, *1 Hari Tuntas Menguasai Grammar*(Jakarta: Hi- Fest,2009),p24.

¹⁸ A.J.Thomson & A.V. Martinent, *A Practical English Grammar*,(London: Oxfrud University Press,1985),p.25.

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

In line with idea above that there two kinds number of nouns. So, according to Betty Schramper Azar that there are some certainty that we can change from singular to plural:

- a. To make most nouns plural add *s*. Marcella Frank said that the general rule of writing the plural of English nouns is to add *s* to the singular form. According to A.J Thomson and A.V Martinet the plural of noun is usually made by adding *s* to the singular. So, the general rule for writing the plural of English nouns is to add *s*. Examples: book become books house become houses, bird becomes birds.
- b. In fundamentals of English Grammar, Betty Schramper Azar said that add *-es* to noun ending in *-sh*, *-ch*, *-ss*, and *-x*.¹⁹ In line with Betty idea that spelling of plural endings *-es* after *-s/-sh/-ch/-x*. *-es* plural nouns ending in sibilant sound spelled with *s*, *z*, *ch*, *sh*, *x*.²⁰ Noun ending in *or ch*, *sh*, *ss*, *or x* from their plural by adding *es*. Marcella Frank adds in other book that after a sibilant sound spelled as *s*, *z*, *ch*, *sh*, *x*, *es* is added. However, if final *chis* pronounced, only *s* is added, examples: stomachs, epochs,

¹⁹ Betty Schramper Azar, *Fundamental of English Grammar* (Jakarta Barat: Bina Rupa Aksara, 1993), p.68.

²⁰ Marcella Frank, *Modern English A Practical Reference Guide* (Englewood: Cliffs New Jersey, 1972), p.13

stomach becomes stomachs, eposch becomes eposchs, and monarch become monarchs.

- c. Betty said that if noun ends in a consonant-*y*, change the-*y* to-*i* and then add-*es*. But if-*y* is preceded by a vowel, add only-*s*²¹. In line with Betty idea, Marcella said that after *y* preceded by a consonat, they *y* is changed to *i* and *es* is added. If final *y* preceded by a vowel, no change is made. While according to A.J Thomson adn A.V Martinet said that nouns ending in *y* following a consonat from theirplural by dropping they *y* and edding *ies*. While nouns ending in *y* following a vowel from their plural by adding *s*. So, if nouns eeding a consonat, change they-*y* to -*i* and the and-*es*. But if nouns ending-*y* following a vowel, add only-*s*. Examples: bab becomes babies, city becomes cities, lady becomes ladies, day becomes days, toy becomes toys, boy becomes boys.
- d. If a noun ends in -*fe* or-*f*, the ending to-ves Twelve nouns ending in *f* or *fe* drop the *f* or *fe* and add ves. These nouns are calf. half, knife, leaf. life, loaf, self. sheaf, shelf, thief, wife, wolf: loaf, loaves wife, wives wolf. wolves etc. The nouns hoof, scar/and wharf take either *s* or ves in the plural: hoofs or hooves scarfs or scarves wharfs or wharves Other words ending in *f* or

²¹ A.J.Thomson & A.V. Martinet, *A Practical English Grammar*,(London: Oxfrud University Press,1985),p.25.

fe add *s* in the ordinary way: cliff, cliffs handkerchief, handkerchiefs safe, safes.²²

e. After final *o*, *es* is sometimes added, especially in some common words. If a vowel precedes the final *o*, or if the word is a term used in music, only *s* is added. Sometimes the *es* alternate with a less common *sending*.²³ While according Betty the plural form of nouns that end in *-o* is sometimes *-oes* and sometimes *-os*. So a noun ending in *o*: *es* only examples: Negroes, Heroes, Potatoes. If *s* only, examples: terms in music, pianos, studios. If *es* or *s* ending examples: cargoes, or cargos, volcanoes or volcanos.

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

Examples: Our is the best.

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

Our team are wearing their new jerseys.

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

Examples: The jury is considering its verdict.

The jury are considering their verdict.

²² A.J.Thomson & A.V. Martinet, *A Practical English Grammar*,(London: Oxford University Press,1985),p.17.

²³ Betty Schpfer Azar, *Fundamentals of English Grammar*,(Jakarta Barat: Bina Rupa Aksara,1999),p. 68

g. Certain words are always plural and take a plural verb:

Examples: clothes, police

Garments consisting of two parts:

Examples: breeches, pants, pyjamas, trousers:

And tools and instruments consisting of two parts:

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

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

Examples: His mathematics is an exact science.

i. Word plural in form but singular in meaning includes news:

Examples: The news is good

Certain diseases:

Mumps, rickets, shingles

And certain games: Billiards, bowls, darts, dominoes.²⁴

2. Countable Nouns

Countable nouns are for things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner “a” or “an”. If you want to ask about the quantity of a countable noun, you ask “How many?” combined with the plural countable nouns.

²⁴ A.J Thomson and A.V Martinet, A Practical English Grammar, (London: Oxford University Press, 1986), P. 45.

Table 1

Singular	Plural
one cat	two cats
one horse	two horses
one man	two mans
one idea	wo ideas
one shop	two shops

Examles

- She has **three cats**
- I own **a houses**
- I would like **two books** please.
- **How many friends** do you have?

3. Uncountable Nouns

Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstrack ideas or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases,etc.). Uncountable nouns are used with a singular vers. They usually do not have a plural from.

Examples

- tea
- sugar
- water

- air
- rice
- love
- money

B. Review of Related Findings

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

1. Dwita Normasanti, Arie Sugiyanti, Gudarma University, research on the title. Result of research after analyzing the data, the percentage of mastery as much as 76, 22% and the percentage of errors as much as 23.78%. So the level of understanding of the first year students of Faculty of Letters of Gunadarma University in Understanding countable and uncountable nouns is grade which average or acceptable.²⁵
2. Mastika Rizki Pohan, Universitas Muhammadiyah Tapanuli selatan, research on the Result of research after analyzing the data it can be stated that their mastering nouns was sufficient namely. In fact, after collecting data it can be found that the total score of them is 6225 and their mean score is 66, 93 and the after scored the grade VIII students of SMP N 3 Angkola Selatan in 2010-2011 in academic year in mastering noun exactly. Further, the difficulties of them students can be known from their unable mastery

²⁵ Dwita Normasanti and Arie Sugiyartati, The Mastery Level of the First Year Students of Faculty of Letters in Understanding Countable and Uncountable Nouns (Medan: Gunadarma, 2009), p.40.

the uncountable nouns as nouns they are too small to count or choose that can not be counted but it can be measured only.²⁶

From the above explanations, the researcher saw, they used one variable in order they knew about how far the students' ability in identifying nouns. The researcher thought, it was high subject that must be understood by students. This is was one of the basic reasons why researcher chose the title "The Ability in Identifying Countable and Uncountable Nouns at grade VII Students' MTs Darul Istiqomah Padangsidimpuan" with one variable. Researcher thought, if the students want to identify nouns, they must understand from basic like they have to be able to identify nouns well and they have so many vocabulary to be able to identify nouns.

²⁶ Mastika Rizki Pohan, An Analysis on the Students' Ability in Nouns Mastery of the Grade VIII at SMP Negeri 3 Angkola Selatan in 2010-2011 Academic Year (Padangsidimpuan: UMTS, 2011), P. 35.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The place of the research was done in MTs Darul Istiqomah. It is located at Jln. Pulo Baouk/Abror street, Km. 10 Hutapadang Padangsidempuan southeast districts. Nort Sumatra Province. This subjek of this research wash seven grade VII of MTs Darul Istiqomah The schelude of this research was from October 2022 until finished.

B. Research Method

This research qualitative research. L. R. Gay and peter Airasin stated, qualitatif approach is based on the collection and analysis of non numeric data such as observation, tnterviews and other more discursive source of informatio. It means that qualitative was the research that's means to understand the phenomenon about what is the subject research undergone by using scientific method.²⁷

Based on the method, this reserach used descriptive method. Descriptive method is research to depich the object genuinely.²⁸ The descriptive method is a research want to describe objects. Descriptive research purposes to describe the current situations about the object of

²⁷ L. R. Gay and peter Araisan, *Educational Research Competence for Analysis and Application*, (USA: prentice hall, 2000),p.8.

Burhan Bungin, *Analiysis Data Penelitian Kualitatif*(Jakarta: PT. Raja Grafindo Parsada,2007), p.19.

²⁸ Sukardi, *Metode Penelitian Pendidikan Kompetensi dan Prakteknya*(Jakarta: Bumi Aksara, 2003),p. 157

research.²⁹ This descriptive method is used to describe students' ability in identifying nouns in MTs Babul Hasanah Manggis.

Based on the place, this research is field research. This research has done in MTs Babul Hasanah Manggis.

C. Population and sample

a. Population

This research will be done at grade VII MTs. Darul Istiqomah Padangsidempuan. There are one classes of MTs. Darul Istiqomah Padangsidempuan at VII grade, they are VII-1 consist of 20 students, VII-2 consist of 20 students:

Table 2

No	Class	Students
1	VII Putra	20
2	VII Putri	20
	Total	40

b. Sample

A sample is any subject of the population of individuals or things under study. Then, according to Gay and Araisan stated that sample was a large group from they were selected.

²⁹ Mardalis, *Metode Penelitian; Suatu Pendekatan P roposal* (Jakarta: Bumi Aksara,2003),p.26.

This research used random sampling technique to take the sample. Where the name of class were written on a pice of paper and one paper chosen by the teacher. It take one class as a sample. The formula for calculating the sample size of known population was slovin's formula:

$$n = \frac{N}{1+N(e)^2}$$

n = Sample size / number of responden

N = Population size

e = percentage of accuracy of sampling errors that are still be tolareted

e = 0,1 (10%) for a small population

e = 0,2 (20%) for a large population.

So, this research used the formula above the determine the sample size, with the limit error tolarance 20% as follows:

$$\begin{aligned} n &= \frac{N}{1+N(e)} \\ &= \frac{100}{1+100.(0.2)} \\ &= \frac{100}{1+4} \\ &= \frac{100}{5} \\ &= 20 \end{aligned}$$

from the explanation above, it can be said that all the number of sample were 20 students.. After the names of class taken from the box the teacher got class VII as the sample.

D. Instruments of research

Instrument is very important to support every research. Instrument of research is a technique or instrument used to collected the data. The data was made with procedures. The instrument was chosen by researcher to collect the data in order to make research ecomes systematically and easier. In the cas, in order to get the data of this research, the researcher have prepare the available instrument. In collecting the data the research used multiple choice as an instrument.

Mutiple coice exams with a total 20 items were to collect the data. The time allocated is 60 minutes. Each succesful responses received one point, while each answer rejived zero. As a result, highest score in the test was 10, which was calculated using the formula:

$$\text{Score} = \frac{\text{true items}}{\text{members of items}} \times 1000$$

E. Technique of Collecting Data

So, the techniquefor collecting the data withthe test as follows:

1. Explaining about the Outline of Countable and Uncountable Nouns.
2. Preparing the test.
3. Giving the test to the students.
4. Determining the time of doing the test.
5. Remiding the students'don't cheat and doing the test by their own self.

6. Giving chance to the students' to answer the tes.
7. Collecting the students answer sheets to analyze.

Table 3
Indicator of the test

The students' are able to identifying	Indicator	Item	Score
The students' are able to identifying	Countable	10	50
	Nouns		
The students' are able to identifying	Uncountable	10	50
	Nouns		
Total		20	100

F. The Technique of Data Analysis

After collecting the data, reseacher analzed the data; th technique of data analysis presented in descriptive from. The data analyzes by the following procedures:

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

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

N

Note: M = Mean score (A verage)

N = Sum of the respondents

$(\sum x)$ = Total of teh result³⁰

³⁰ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 1987),p.81

CHAPTER IV

RESULT OF THE RESEARCH

This chapter present the reseach result, in order to know the student' ability in identifying uncount table noun at grade VII MTs Darul Istiqomah Padangsidimpuan. The research'sby applying analysis. This quantitative description analysis was used mean score to get their whole result as general, then to tested the hypothesis,

Description of the Data

1. The Students' Ability in Uncountable Nouns

Absolutly, to know the extend of the identifying uncountable noun, the research used the test as instrument of collecting the data. wheres, the researcher asked the student to identifying uncountable noun in the text correctly. The total number of the test were 10, the score of a question were 10. Thus total score of all the test were 100. After distributed the instrument of research for the grade VII students' at MTs Darul Istiqomah Padangsidimpuan in identifying countable and uncountable nouns' the score each of them can be got as blow:

Table.4
The Studens' Total Score in Identifying Countable and
Uncountable Nouns

No	Students' Initial	Total Score
1	AH	60
2	FD	70
3	FFL	40
4	MAB	90
5	RH	60
6	RAH	60
7	RAR	70
8	AY	80
9	DZA	50
10	BA	50
11	ARA	90
12	HA	70
13	RH	60

14	FM	60
15	FY	60
16	HHH	40
17	KS	60
18	P	50
19	MJQ	70
20	RG	80
	TOTAL	1303

Based on the table above, the total score of grade VII students' at MTs Darul Istiqomah Padangsidempuan in identifying countable and uncountable nouns is. It can be seen also that there were many students' have got as the highest score and there were many got as the lowest score. Thus, to know the quality score each of the students' in identifying uncountable noun can be seen as below:

Table.5
The Quality Score of the Student in Identifying
Countable and Uncountable Nouns

No	Students' Initial Name	Total Score	Quality Score
1	RG	60	Enough
2	AH	70	High
3	FD	40	Low
4	FFL	90	Very high
5	MRAB	60	High
6	RH	60	High
7	RAH	70	High
8	RAR	80	Very high
9	AY	50	Enough
10	DZA	50	Enough
11	BA	90	Very high
12	ARA	70	High
13	HA	60	Enough

14	RH	60	Enough
15	FM	60	Enough
16	FY	40	Low
17	HHH	60	Enough
18	KS	50	Low
19	P	70	high
20	MJQ	80	Very high
Total			

Based on the table above, it is clearly quality score the students score in identifying uncountable noun. whereas, there were many students' have low, enough, high, and very high. it means that the ability at grade VII MTs DARUL ISTIQOMAH Padangsidempuan in 2022/2023 academic years in identifying uncountable noun. The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table 6
The Resume of Variable Score in Identifying Countable and Uncountable
Nouns

No	Statistic	Variables
1	Very High Score	80-100
2	High Score	51-79
3	Enough Score	46-50
4	Low score	1-45

From the table above, it was know that the high score for variable in identifying word classes had been searched from students, and based on the total of sample research highest score is and low core is , mean score median is and mode is

Based on the calculation mean score were So, aplication identifying Noun in Countable and Uncountable Nouns was enough, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group variable score in identifying uncountable noun wich interval.

Table.7
The Frequency Distribution in Identifying Countable or
Uncountable Nouns Text

No	Interval class	Frequency absolut	Frequency relative
1	40-48	2	10 %
2	49-57	3	15%
3	58-66	7	35%
4	67-75	4	20%
5	76-84	2	10%
6	85-93	2	10%
	Total	20	100%

From the table above, it could be known the score of the students were have up to. The teacher has calculated the data by using statistic count. From the test score above the data were tabulated as follow:

In continuation, the distributio data, the researcher describe the numbers in followed histogram:

Figure. 1 Data Description

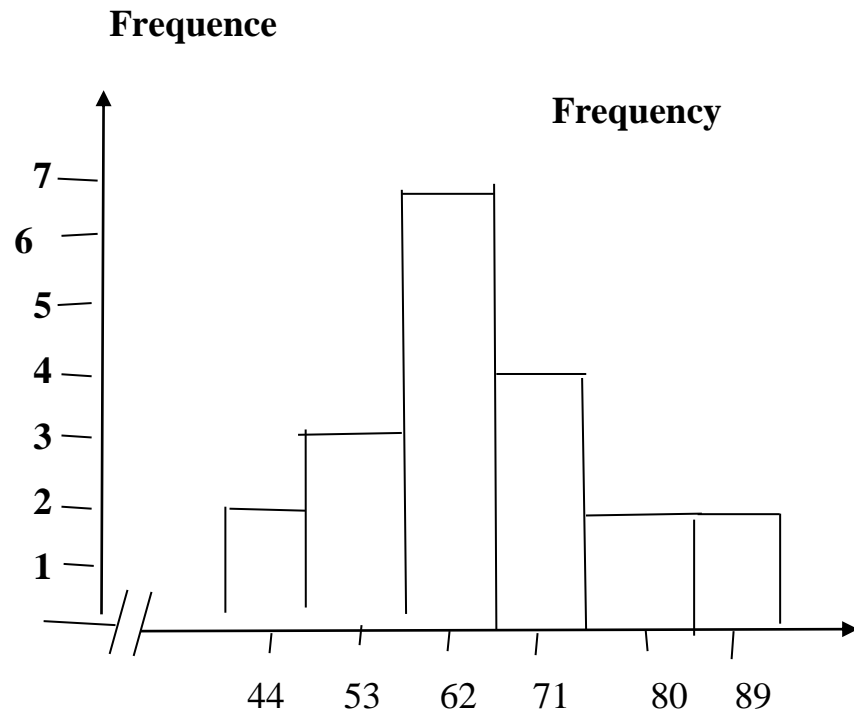


Figure.1: the histogram of identifying countable and uncountable nouns at grade VII Students' of MTs Darul Istiqomah Padangsidempuan.

Based on the histogram above, it was known that the variable revelation in identifying uncountable noun shows that the respondents in 40-48 was 2 students (10%), 49-57 was 3 students (15%), 58-66 was 7 students (35%), 67-75 was 4 students (20%), 76-84 was students (10%), 85-93 was 2 students (10%). So, the meaning of the interval is showing the count of the sample that got score in percentge.

After calculating the data, the researcher got mean score was 65.15 and has category good.

A. Discussion

In this research, the researcher searched ability in identifying countable and uncountable nouns at grade VII Students' of MTs Darul Istiqomah Padangsidempuan. The researcher wanted to know the students' ability in identifying noun. The researcher conducted with a test. The researcher who conducted the test to determine the level of the students' ability in identifying noun. The test was that have been conducted by researcher.

After analyzing the data, it was known that the students' ability in identifying Countable and uncountable nouns at grade VII Students' of MTs Darul Istiqomah Padangsidempuan was categorized into enough category or 65.15 score, it was gotten from the result of the students' mean score in doing by test. But the students' ability in identifying uncountable noun still low category based on KKM in school is 75 or not fulfil, so teacher still has problem about grammar especially noun.

The researcher hypothesis was proved by calculating by using Z which the research had done. The result calculation were Z was more than by level of significance, so from the result the researcher conclude that the hypothesis projected.

B. Treats of The Research

In conducting this research, the researcher realized that there were many aspects of the research. From the start from the title until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing test, there were aspects of time, because the students' had the activities. Besides, the time that was given to the students' was not enough. Then, students also did not do the test seriously. So, the researcher look answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellent result from the research were more difficult because there were hearts the writer, the researcher helping from the entire advisors, headmaster, and English teacher.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculation of the data, the researcher got the conclusion that ability in identifying countable and uncountable nouns at grade VII students' of MTs darul Darul Istiqomah Padangsidimpun was categorized into enough categorize. it can be seen from the value of the percentage from mean score gotten by students. that is 65.15 mean score.

B. Suggestion

After take the conclusion, the researcher want to give the suggestion above the result of the research. It can be seen as bellow:

1. It is sugested to Headmaster of MTs DARUL ISTIQOMAH Padangsidimpun to motivate teacher, especially teachers of MTs DARUL ISTIQOMAH Padangsidimpun, to keep motivating their students' in studying english.
2. The reseacher on this opportunity hopes that other researcher would conduct a research related to the topic this the study, especially to find out other student ability in identfyng countable and uncountable noun.

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CURRICULUM VITAE



A. Identify

Name : MASRIAH
Registration Number : 1620300120
Place/Date of Birthday : Lubuk soting, Juli 13th 1996
Sex : Female
Religion : Islam
Address : Lubuk Soting, Kec,Tambusai,Kab.Rokan
Hulu

B. Parents

Fathers' Name : MAAS LUBIS (ALM)
Mothers' Name : KARTINI NASUTION

C. Educational Background

1. Elementary School : SDN 008
2. Junior High School : MTs Fathul Anwar
3. Senior High School : SMA N 2 TAMBUSAI
4. Institute : UIN SYAHADA Padangsidempuan

APPENDIX 1

Instruments for Test

1. Pengantar

Test ini bertujuan untuk menjaring data dari siswa/siswi students' in grammar in teaching nouns dan jawaban anda mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- a. Bacalah pertanyaan ini dengan tepat seksama
- b. jawablah pertanyaan ini dengan tepat dengan waktu maksimal 30 menit
- c. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

Choose one and checklist for the correct answer!

1. Countable nouns are always things that you can
 - A. Touch
 - B. Count
 - C. See
2. We use "the" with plural countable nouns
 - A. always
 - B. never
 - C. sometimes
3. The nouns hair, noise and time are 5 another term for" countable noun.
 - A. plural noun
 - B. mass noun
 - C. countless nouns
4. The word tip, book and job are all
 - A. countble
 - B. uncountable
 - C. both

5. There too much noise in here “in this sentence “noisi” is
A. countable B. uncountabl C. plural
6. Where are you most likely to notice then noun” drink” in its
countable from?
A. in restaurant B. in a supermarket C. in a article
7. A single unit of rice is known as a
A. gram B. grain C.drop
8. When used with uncountable nouns, the words slice, cup and drop
are
A. partial word B. measure word C. quality words
9. There is water on the floor
A. some B. any C. Many
10. Do you havefood?
A. some B. any C. a few
11. People came to try my party
A. come B. any C. many
12. There is ,..... man in the bus
A. some B. any C. a few
13. there are..... students here
A. some B. any C. fewer
14. Egg is categorized as..... noun
A. countable B. uncountable

15. Time is categorized as..... noun
A. uncountable B. countable
16. Rice is categorized as..... noun
A. countable B. uncountable
17. My mother wearing four rings and....
A. Neclace B. restaurant C. Photo
18. There is..... honey in the glass
some B. any C. a bit
19. I don't see..... water in the jar
A. any B. a few C.some
20. Milk is categorized as..... noun
A. countable B. uncountable noun

APPENDIX 2**KEY ANSWER**

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

APPENDIX 3**The Students' Total Score in Identifying Countable and
Uncountable Nouns**

No	Students' Initial	Total Score
1	AH	60
2	FD	70
3	FFL	40
4	MAB	90
5	RH	60
6	RAH	60
7	RAR	70
8	AY	80
9	DZA	50
10	BA	50
11	ARA	90
12	HA	70

13	RH	60
14	FM	60
15	FY	60
16	HHH	40
17	KS	60
18	P	50
19	MJQ	70
20	RG	80
	TOTAL	1303

APPENDIX 4

Table.5
The Quality Score of the Student in Identifying
Countable and Uncountable Nouns

No	Students' Initial Name	Total Score	Quality Score
1	RG	60	Enough
2	AH	70	High
3	FD	40	Low
4	FFL	90	Very high
5	MRAB	60	High
6	RH	60	High
7	RAH	70	High
8	RAR	80	Very high
9	AY	50	Enough
10	DZA	50	Enough
11	BA	90	Very high
12	ARA	70	High

13	HA	60	Enough
14	RH	60	Enough
15	FM	60	Enough
16	FY	40	Low
17	HHH	60	Enough
18	KS	50	Low
19	P	70	high
20	MJQ	80	Very high
Total			

APPENDIX 5**STUDENTS' NAME AND INITIAL AT GRADE MTs DARUL
ISTIQQOMAH PADANGSIDIMPUAN**

NO	Students' Name	Students' Initial
1	Aswin Hidayah	AH
2	Fauzi Darmawan	FD
3	Farhan Fahmiddin Lubis	FFL
4	M. Roby Al-Bukori	MRAB
5	Reyhan Harahap	RH
6	Ricky Ananda Hrp	RAH
7	Risky Ananda Rtg	RAT
8	Ardi Yansah	AD
9	Dody Zulpan Akbar	DZA
10	Bayu Alamsyah	BA
11	Ananda Risky Akbar	ARA
12	Hadri Alarisky	HD
13	Rahmad Hidayat	RH
14	Fajar Mulia	FM

15	Fadli Yahya	FY
16	Hanip Hari Harun	HHH
17	Kisan Sanjaya	KS
18	Parlindungan	P
19	Mhd Juan Qodri	MJQ
20	Rahmad Gunawan	RG
TOTAL		

APPENDIX 6

**THE GRADE VII MTs DARUL ISTIQOMAH PADANGSIDIMPUAN
STUDENTS' SCORE IN IDENTIFYING UNCOUNTABLE NOUN**

NO	Students' Initials	Total Score
1	AH	60
2	FD	70
3	FFL	40
4	MRAB	90
5	RH	60
6	RAH	60
7	RAT	70
8	AD	80
9	DZA	50
10	BA	50
11	ARA	90
12	HD	70
13	RH	60
14	FM	60
15	FY	60
16	HHH	40
17	KS	60
18	P	50
19	MJQ	70
20	RG	80
Highest Score		90
Lowest Score		40
Sum		1270
Mean Score		65
Mode		85,5
Median		64.4

APPENDIX 7**DESCRIPTION DATA USING MATHEMATIC FORMULA**

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

40	40	50	50
50	60	60	60
60	60	60	60
70	70	70	70
80	80	90	90

2. High Score = 90

3. Low Score = 40

4. Range = high – low score
= 90-40
= 50

5. Total of Classes (BK) = $1 + 3,3 \log (n)$
= $1 + 3.3 \log ()$
= $1 + 3,3 \log (20)$
= $1 + 3.3 \log (1,30)$
= $1 + 4.29$
= 5.29
=

6. Interval (i)

$$i = \frac{\text{range}}{\text{many class}}$$

$$= \frac{50}{5}$$

$$= 10$$

$$7. \text{ Mean Score} = \sum \frac{f_i x_i}{\sum f_i}$$

No	Interval	Fi	Xi	FiXi
1	40-48	2	44	88
2	49-57	3	53	159
3	58-66	7	62	434
4	67-75	4	71	284
5	76-84	2	80	160
6	85-93	2	89	178
	$i = 6$	20	399	1303

$$\begin{aligned} \text{Mean} = x &= \frac{\sum x}{N} \\ x &= \frac{1303}{20} \\ &= 65,15 \\ &= 65 \end{aligned}$$

8. Median

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2}n - f}{f} \right) \\ b &= 65 - 0,5 \\ &= 64,5 \end{aligned}$$

$$\begin{aligned} F &= 2+3+7 \\ &= 12 \end{aligned}$$

$$f = 2$$

$$p = 6$$

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

$$= 64,5 + 2 \left(\frac{\frac{1}{2}(20) - 12}{6} \right)$$

$$= 64,5 + 2 \left(\frac{10 - 12}{6} \right)$$

$$= 64,5 + 2 \left(\frac{-2}{6} \right)$$

$$= 64,5 + \left(\frac{-4}{12} \right)$$

$$= 64,5 + (-0,3)$$

$$= 64,2$$

9. Modus

$$Mo = b + p \left[\frac{b_1}{b_1 + b_2} \right]$$

$$b = BB - 0,5$$

$$= 85 - 0,5$$

$$= 84,5$$

$$p = 6$$

$$b_1 = 3$$

$$b_2 = 2$$

$$Mo = b + p \left[\frac{b_1}{b_1 + b_2} \right]$$

$$= 84,5 + 6 \left[\frac{3}{3+2} \right]$$

$$= 84,5 + 6 \left[\frac{3}{5} \right]$$

$$= 84,5 + \left[\frac{24}{5} \right]$$

$$= 84,5 + 2$$

$$= 86,5$$

Documentation of the Research



Giving Test to Students



Students Answer the Test





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25 Oktober 2019

Nomor
Lamp
Perihal

: R4 /In.14/E.6a/PP.00.9/10/2019
 :-
 : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Rayendriani Fahmei Lubis, M.Ag.
2. Yusni Sinaga, S.Pd., M.Hum.

(Pembimbing I)
(Pembimbing II)

di –Padangsidimpuan

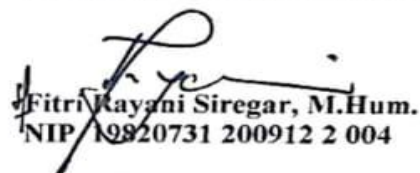
Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : MASRIAH
 NIM : 1620300120
 Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
 Judul Skripsi : The Students' Ability in Identifying Nouns at Grade VII Mts Darul Istiqomah Padangsidimpuan

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

Ketua Program Studi Tadris Bahasa Inggris


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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

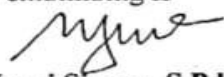
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9 Juni 2022

Yth. Kepala MTs Darul Istiqomah Padangsidimpuan
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Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Masriah
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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 Darul Istiqomah Padangsidimpuan".

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
 Wakil Dekan Bidang Akademik



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**YAYASAN PONDOK PESANTREN DARUL ISTIQOMAH
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SURAT KETERANGAN

Nomor: 225/MTs/Mdi/-HIp-Pk/2022

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Swasta Darul Istiqomah Padangsidempuan dengan ini menerangkan bahwa:

Nama : **Masriah**
NIM : 1620300120
Jurusan : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu keguruan

Adalah benar telah melakukan penelitian di Madrasah Tsanawiyah Swasta Darul Istiqomah Padangsidempuan untuk tujuan penyelesaian penulisan Skripsi dengan judul **“The Students’ Ability in Identifying Nouns at Grade VII MTs Darul Istiqomah Padangsidempuan”**.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, supaya dapat digunakan seperlunya.

Padangsidempuan, 02 Juli 2022
Kepala MTs,



M.Sawaluddin Nasution, M.Pd.I