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**THE CORRELATION BETWEEN THE APPLICATION OF REAL THINGS  
MEDIA AND STUDENTS' ACHIEVEMENT IN LEARNING COUNTABLE  
AND UNCOUNTABLE NOUNS AT THE FIRST YEAR STUDENTS OF *MTs*  
*SALAFIYAH KOTA CIREBON***

**A THESIS**

**Submitted to the English Education Department of *Tarbiyah* Faculty of Syekh  
*Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the  
Requirements for the Scholar Degree of Islamic Education (S.Pd.I)**



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**CIREBON**

**2013**



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## ABSTRACT

### **SITI ASIAH, 2013: THE CORRELATION BETWEEN THE APPLICATION OF REAL THINGS MEDIA AND STUDENTS' ACHIEVEMENT IN LEARNING COUNTABLE AND UNCOUNTABLE NOUNS AT THE FIRST YEAR STUDENTS OF *MTs SALAFIYAH KOTA CIREBON*.**

The research field in writing this thesis is grammar. It is a very basic knowledge and an important tool for students to master English. Through learning of grammar the students will know system of language so they will be able to combine and build words into meaningful sentence.

The writer only focuses on solving their difficulties in determining countable and uncountable nouns by using real things media which has correlation with the students' achievement in learning countable and uncountable nouns.

The objectives of the research are to find out the data about the students' response of the application of real things media, to find out the data about the students' achievement in learning countable and uncountable nouns and to know how is the correlation between the application of real things media and students' achievement in learning countable and uncountable nouns.

The techniques of collecting the data which have been done are questionnaire and test. The population of the research is all the first year students of *MTs Salafiyah Kota Cirebon*. It consists of three classes A, B and C. The amount of them comes to 108 students. As a sample the writer has taken class B that consists of 32 students.

After calculating the data, the result of  $t_{count}$  value is 2.60 and  $t_{table}$  value is 2.04 at the 95% level significant with  $df=30$ . Based on the hypothesis that if  $t_{count} > t_{table}$ , it can be said that  $H_a$  is accepted and  $H_o$  refused. It means that there is a significant positive correlation between the application of real things media and students' achievement in learning countable and uncountable nouns at the first year students of *MTs Salafiyah Kota Cirebon*.



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## RATIFICATION

The thesis entitled “**The Correlation between the Application of Real Things Media and the Students’ Achievement in Learning Countable and Uncountable Nouns at the First Year Students of Mts Salafiyah Kota Cirebon**” written by **Siti Asiyah** whose registration number is **59430741** has been examined on July 17<sup>th</sup>, 2013. It has been recognized as one of the requirements for achieving the Islamic Scholar Degree at the English Education Faculty of *Tarbiyah* of the Institute for Islamic Studies (*IAIN*) *Syekh Nurjati* Cirebon.

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## PREFACE

In the name of Allah, the Beneficent the Merciful. All praise be to Allah, who bestowed upon the writer in doing research and finishing this thesis. Peace and blessing be upon to our prophet Muhammad SAW, his household, his companions, and his faithful followers till the end of the world.

This thesis entitled in **“The Correlation between the Application of Real Things Media and Students’ Achievement in Learning Countable and Uncountable Nouns at the First Year Students of *Mts Salafiyah Kota Cirebon*”** is presented to fulfill one of the requirements to achieve the Islamic Scholar in Education (S.Pd.I) at the study program of English Education Department of the *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies (*IAIN*) Cirebon.

The writer also realizes that she would never finish writing this thesis without the help of some people around her. Therefore, she would like to give special gratitude to:

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The writer realizes that this thesis is far from being perfect and there might be many mistakes either in the arrangement or in the content. Therefore, the writer would like to accept criticism and suggestion to make the thesis much better and for valuable improvement in another research.

Finally, the writer hopes this thesis will become a valuable thing to be readers, especially for the writer and for the *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies (*IAIN*) Cirebon.

Cirebon, July 2013

Siti Asiyah



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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

English as a foreign language has been taught in Indonesia from primary school to university. However, such a fact does not still guarantee that the students have mastered English. There are some skills that students have to master in English, namely, speaking, listening, reading and writing. Besides the four language skills, the students have capability in language components such as grammar, vocabulary, and pronunciation.

Lindsay with Knight (2006:10) states that grammar is the most important element of learning a language. It plays an important role in improving our skill in English. It is a very basic knowledge and an important tool for students to master English. Through learning of grammar the students will know system of language so they will be able to combine and build words into meaningful sentence.

As Geoffrey (1982:4) state that Grammar is mechanism for putting words together which relates sound and meaning.

Grammar is very important to be learned, because in the study of language, grammar occupies a central position. As Sidney (1991: 1) sates that grammar is the central component of language. There is also a practical reason to emphasize the



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study of grammar. It is easy to learn to use dictionaries by yourself to find the pronunciation, spelling, or meanings of words, but it is difficult to consult grammar books without a considerable knowledge of grammar.

It can be concluded from the statements above, it is no doubt that by mastering grammar, the students will have a way to be able to speak, to read, and to write English correctly. Finally the students can create a good communication and interaction in English language actively both oral and written English between each other.

One of parts of speech is noun. There are kinds of noun according to Altenberg (2010:3-19) as follows concrete and abstract noun, proper and common noun, animate and inanimate noun, singular and plural noun, count and noncount nouns or commonly mentioned as countable and uncountable noun. In this case countable and uncountable noun that will be discussed.

Count noun refer to entities that are viewed as countable. Count nouns therefore have both a singular and a plural and they can be accompanied by determiners that refer to distinctions in number, for example ten students and a student. While, uncountable nouns refer to entities that are viewed as a mass that cannot be counted; for example, bread, furniture, music. Non-count nouns are treated as singular and can be accompanied only by determiners that do not refer to distinctions in number, for example much money.

Some students have opinion that grammar is very difficult subject to be understood, especially in the differentiate between countable and countable nouns, so



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the students feel bored when they are studying about grammar, so that the achievement of students is low.

Achievement is the change of behavior comprehensively, namely in cognitive, affective and psychomotoric domain. According to Lindgren in Thobroni (2011:24) state that *“hasil belajar meliputi kecakapan, informasi, pengertian dan sikap”*. Achievement include capable, information, and behavior. Achievement is a thing that somebody has done successfully, especially using their effort and skill (Hornby, 2012:12)

There are many ways to improve students' achievement in learning grammar. Learning through media can be one of the solutions to increase students' interest in learning English especially in learning grammar. The media that can be used in learning English are real things, picture, miniature, televisions, books, etc.

Real Things Media is one of the non projection visual media in learning English. Students more interest in learning countable and uncountable nouns if applied the Real Things Media, because it is unique, easy to provided and memorized.

According to Munadhi (2010) *“benda asli dan tiruan mempunyai kegunaan yang unik. Ada banyak cara untuk menumbuhkan keikutsertaan siswa yang dapat didorong dengan benda tersebut.* Real and imitation things have unique function. There are many way to build students' active that can be motivated by the Real Things Media.



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In reference to the explanation above and the strong desire of finding the solution of these problems, the writer has motivation to do the research in improving the teaching of grammar especially countable and uncountable nouns in real class by using Real Things Media as the istructional media. It is hoped that the media improve the students' achievement in grammar, especially countable and uncountable nouns.

## **B. The Identification of the Problem**

From the background of the problem above, can be identified the research as follows:

### **1. The Field of Research**

The field of the research in this thesis is Grammar, especially will discuss about countable and uncountable nouns.

### **2. The Kinds of Problem**

1. Is the students' achievement in learning countable and uncountable nouns good enough?
2. Is the students' achievement in learning countable and uncountable nouns only influenced by the application of real things media?
3. What are the factors that support students' achievement in learning countable and uncountable nouns?



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### 3. The Main Problem

The main problem of the research in this thesis is the lack of students' achievement in learning countable and uncountable nouns.

#### C. The Limitation of the Problem

In this research, the researcher limit the problem which has correlation with the title of the thesis, that is the correlation between the application of Real Things Media and students' achievement in learning countable and uncountable nouns at the first year students of *MTs Salafiyah Kota Cirebon*.

#### D. The Questions of the Research

The writer formulates the problem into three questions, namely:

1. Do the students have good response of the application of real things media?
2. Do the students have good achievement in learning countable and uncountable nouns?
3. Are there any positive and significant correlation between the use of real things media and students' achievement in learning countable and uncountable nouns?



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## E. The Aims of the Research

In accordance with those real problems above, the aims of this research in this thesis as follows:

1. To find out the data about the students' response of the application of real things media.
2. To find out the data about the students' achievement in learning countable and uncountable nouns.
3. To know how is the correlation between the application of real things media and students' achievement in learning countable and uncountable nouns.

## F. The Uses of the Research

1. For Students

Increase the developing of language learning, especially in increasing the students' achievement in learning grammar namely countable and uncountable nouns.

2. For English Teachers

This research encourages English teachers to look for the better media in teaching grammar, especially in teaching countable and uncountable nouns.

3. For Language Researchers

The finding of the research will be useful for the further research and some effort of the some kind of the research.



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