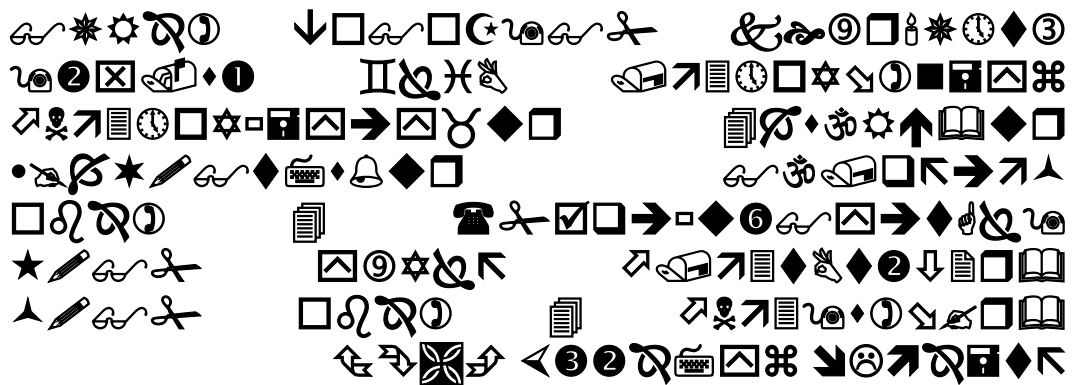


# CHAPTER I INTRODUCTION

## A. Rationale

Human beings are social creatures that cannot live without other's help to fulfill their daily necessities. They need to know and to interact each other in their life, as stated in the Holy Qur'an as follows:



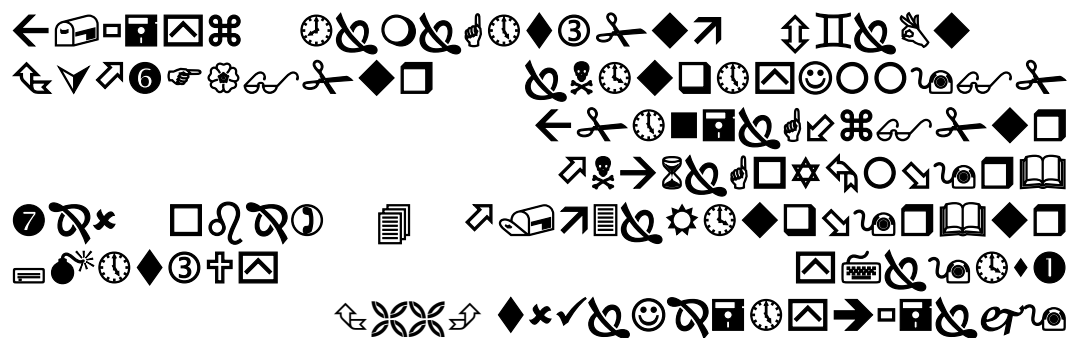
From the verse above it is could be understood that as Moslems are asked to recognize each other. Everybody needs to communicate with his or her surroundings. The need of communication is felt when they want to tell some information or messages to others. And also from the verse explain there are many different people, and also have many different nations in the world, of course many different languages too that they use to communicate.

The effective tool to know with other is language. Language as a tool of communication people that will enable to express our feeling, idea, and our wishes, and to know another feeling, idea, or wishes. Language also will make

people be able to close with another, as Mary Mc Groatry said, “language is an intimate part of social identity”.<sup>1</sup>

Language is not only used to interact with another, but it is also used to give and to get some information or to tell the sciences and technologies. In step with the world civilization grow, communication has enabled human being to develop science technology. The development of communication technology likes building a spider net, everything must be interconnected. Not only does this communication network unity between countries, but also facilitate international connection.

It is undeniable that language is one of important aspects in this life. Everybody encodes and decodes language. Every race has it own language, so does a country. So it is important to learn the other language in order to make the same understanding when they communicate to each other. It is related with the Holy Koran:



The variety of languages motivates people to learn language. Nowadays, to communicate with other countries is a must. Thus, learning foreign language is not only a kind of obedience to Allah God the Almighty, but also a necessity.

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<sup>1</sup> Sandra Lee mc Kay, Nancy H. Hornberger, *Sociolinguistics and Language Teaching*, (Cambridge: University Press, 1996), p.3

There are so many languages in the world. One of them is English. It is the International language that is spoken by many areas of every day life. It is also learned by most people in many countries, either as a mother language (first) or foreign language (second). English has been studied and taught in Indonesia and become a compulsory subject from senior until university.

English is one language that has rules and defined patterns and English was said as an instrument to express ideas, opinion and feelings similar with native speaker and also an instrument in absorption and development of science, technology and culture.<sup>2</sup> Therefore, speaking English is the easier way to communicate with people from other countries about any aspect in human life such as technology, economy, social, and politics. English is a medium to communicate with them.

Furthermore in teaching-learning process, English is intended to develop four English skills. The four language skills are listening, speaking, reading and writing appropriate to theme which are chosen based on interest, vocabulary and suitable grammar.<sup>3</sup>

English as a subject at school requires students to be able to communicate orally and written using appropriate language fluently and accurately.<sup>4</sup> Therefore, students are taught to master four skills. Students' competency on the four skills

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<sup>2</sup> Departemen Pendidikan dan Kebudayaan, *Petunjuk Teknis Mata Pelajaran Bahasa Inggris*, (Jakarta: Direktorat Pendidikan Umum, 1996), p.2

<sup>3</sup>*Ibid.*

<sup>4</sup>Departemen Pendidikan Nasional, *Pengembangan Silabus dan Sistem Penilaian Mata Pelajaran Bahasa Inggris*, (Jakarta: Departemen Pendidikan Nasional, 2004), p. 5.

above can be gained based on their ability in some subject matters such as vocabulary, grammar, pronunciation and spelling. The matters help students decode and encode English fluently and accurately as the intended goal.

In relation the development of those four English skills, usage of good and accurate grammar is one of important factors to communicate and understand literature in English. Besides mastering many vocabularies, using the true grammar is one of the easy ways to make sentences understandable for the other people. A part of grammar discussed in this thesis is singular and plural noun.

In realization, based on the first observation at the seventh grade students At MTs Al-Ikhlis Halong Balangan Regency academic years 2007/ 2008, many students still have difficulties in forming sentences, even sentences which consists of Singular and Plural noun. This problem is usually caused by some factors, among others: the difficulty of the teachers to give detail explanation about teaching materials. Singular and Plural noun it is part of grammar. This material usually studied by the students in the first time. Singular and plural noun has been taught since the first grade students at junior high school, but in the fact, there are many students who are in the third students of junior high school cannot make, use or differentiate the singular and plural noun as good as possible.

Based on the problems above, the writer is interested to do a research on the mattes deeply. So, to have known further information about that, the writer intend to conduct a research on " **The Students' Ability in Forming Singular and Plural Noun of the seventh grade students at MTs Al-Ikhlis Halong Balangan Regency Academic Year 2007/ 2008**".

## B. Clarification of the Title

To avoid any misinterpretation toward the title, the writer feels necessary to explain some terms in the title as follows:

### 1. Ability

Ability is the quality of being able to do something or a natural or acquire skill or talent.<sup>5</sup> The writer meaning in this research is the ability of the seventh grade students at MTs Al-Ikhlas Halong balangan regency in forming singular and plural noun.

2.Singular noun is noun means one only. Generally used article a or an.<sup>6</sup>

3.Plural Noun is a noun more than one: plural of a noun usually made by adding “-s” to the singular.<sup>7</sup>

From the terms above, the students’ ability in forming singular and plural noun mean, the students’ capability or the students’ skill to form Singular and plural noun. This research intended to know the ability of the seventh grade students at MTs Al-Ikhlas Halong Balangan Regency Academic year 2007/ 2008, in forming singular and plural noun.

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<sup>5</sup> A. S. Hornby, *Oxford Advanced Learner’s Dictionary of Current English, fifth edition*, (New York: Oxford University Press, 1995),P. 1104

<sup>6</sup> Marcella Frank, *Modern English a Practical Reference Guide*, (New Jersey: New York University Press, 1972), p. 126

<sup>7</sup> A. j. Thomson and A. v. Martinet, *A Practical English Grammar*, Fourth Edition (London: Oxford University Press, 1985), p. 24

### **C. Reasons for choosing the title**

Some reasons that have made the writer interested in this research are:

1. English is one of the most popular language in the world that has become the main communication device in the field of science and technology.
2. Singular and plural is Part of Grammar, which must be mastered by English learner, because it is very important in communication and also one of problem faced by Indonesian students.
3. To have a good understanding each other in conversation, it is better for the speaker to know and to understand the grammar.
4. Most of the students at MTs Al-Ikhlas Halong assumed to have some problem in learning English especially their ability in forming singular and plural noun.
5. As the writer knows that at MTs Al-Ikhlas Halong Balangan Regency. There, English education problems are never specially researched.

### **D. Formulation of the Problem**

1. How is the level of students' ability in forming Singular and Plural Noun of the Seventh Grade Students at MTs Al-Ikhlas Halong Balangan Regency Academic Year 2007/2008?
2. What are the factors that influence students' ability in forming Singular and Plural Noun of the Seventh Grade Students at MTs Al-Ikhlas Halong Balangan Regency Academic Year 2007/2008?

### **E. Objectives of the research**

There are two purposes of study based on the problem above, namely:

1. To know the level of students' ability in forming Singular and Plural Noun of the Seventh Grade Students at MTs Al-Ikhlas Halong Balangan Regency Academic Year 2007/2008.
2. To find out some factors which influence the students' ability in forming Singular and Plural Noun of the Seventh Grade Students at MTs Al-Ikhlas Halong Balangan Regency Academic Year 2007/2008.

### **F. Significance of the research**

The result of this research is expected to give contribution as follows:

1. Enrich the writer's knowledge about the students' ability in forming Singular and plural noun of the seventh grade students at MTs Al-Ikhlas Halong Balangan Regency.
2. As a consideration for the stake holders of MTs Al-Ikhlas Halong Balangan Regency in order to increase their educational quality especially English instructional quality.

3. Giving information and knowledge for the English teacher at MTs Al-Ikhlash Halong Balangan Regency to increase the quality of teaching learning process.
4. Valuable information for the students to increase their ability in forming Singular and Plural noun.

### **G. Organization of the writing**

To enable the writing of this research, the writer makes the writing organization consist of five chapters as follow:

#### **Chapter I : Introduction**

Contains about rationale, clarification of the title, reason for choosing the title, formulation of the Problem, objectives of the research, significance of the research and organization of the content.

#### **Chapter II : Theoretical Review**

Contains about the meaning of ability, definition of noun and noun types, definition of singular and plural noun, patterns of Singular and plural noun and some factors, the influential factors of the students' ability in forming singular and plural noun.

#### **Chapter III : Method of research**

Contain about method of research, which consist of subject and object of the research, data, source of data, and technique of data collecting, basic framework of the research, design measurement,



technique of data processing and data analysis and research procedure.

**Chapter IV** : Report of research result

This consists of description of research location, data presentation and data analysis.

**Chapter V** : Closure, which consists of conclusions and suggestions.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Meaning of Ability

According to *Kamus Besar Bahasa Indonesia*, ability means *kesanggupan, kecakapan dan kekuatan*.<sup>8</sup> Based on *Kamus Psikologi*, ability means “*kecakapan, bakat, kemampuan; istilah umum yang dikaitkan dengan kemampuan atau potensi untuk menguasai suatu keahlian atau pun pemilikan keahlian itu sendiri*”.<sup>9</sup> In the other meaning, ability means the mental or physical capacity, power or skill required to do something.<sup>10</sup>

From several definitions above, we can take conclusion that ability is some one capability is doing something finely by using knowledge and skill.

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<sup>8</sup> Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 1994) p. 623

<sup>9</sup> Kartini Kartono and Dali Gulo, *Kamus Psikologi*, (Bandung: CV PIONIR JAYA Bandung 1987) p. 1

<sup>10</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary*, ( London: Oxford University Press 1995) p. 2

So the meaning of ability in this case is capability or skill for doing or using knowledge finely to repair ability that we have.

## **B. Definition of noun**

According to *Complete English grammar*, Noun (*kata benda*) adalah kata yang digunakan untuk menunjukkan nama orang, tempat, hewan atau nama suatu benda atau hal-hal yang dibendakan. Atau dapat dikatakan bahwa setiap perkataan yang menunjukkan orang, tempat, hewan, tumbuhan, benda atau sesuatu yang dibendakan disebut kata benda noun.<sup>11</sup>

The term 'noun' is a word or group of word that is the name of a person, a place, a thing or activity or quality or idea; nouns can be used as the subject or object of verb.<sup>12</sup>

**Example:**

- John	-Book
- Gold	-Walking stick
- Saturday	-Sun
- Monday	-Desk.

## **C. Noun types (countable and uncountable noun)**

Noun is one of the important parts of speech; there are two types of noun: countable and uncountable noun. In making or forming a noun of

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<sup>11</sup> Hariyono Rudy, *Complete English grammar*, Special edition, (Surabaya: Gita media Press,2002),p. 13

<sup>12</sup> Harmer Jeremy, *How To Teach English," An Introduction To The Practice of English language Teaching"* (Adlison Wesley Longman limited 1998), p. 37

singular and plural, very important to know about countable and uncountable noun, because both of these parts are very important thing in forming singular and plural noun.

Countable noun can usually made by the beginning of "a" or "an" and countable noun can usually made by plural by the adding of -s. A distinction need to be made between countable nouns and uncountable noun. As their name implies, that can "count" what the words refer to in the first category (and therefore can make them plural), but can not count what the word like "apple" is countable- we can say "three apples", "twenty apples" so are words like "table", 'horse', 'cottage', and 'novel'. But words like 'furniture' and comfort are usually uncountable that can say 'two furnitures', 'eight comports'.

Many word are sometimes countable when they mean one thing but uncountable when stated 'I like sugar', 'I would like some sugar'. But countable if stated 'one sugar or two? '(Where 'sugar'-spoonful cube of sugar). When talking about someone's hair, it is an uncountable noun (we don't say he's going bold, he hasn't got-instead, we say 'he' hasn't got much hair'), but in talking about 'a has' or 'the hairs on his neck' in which case the word (which has a different meaning) is countable.<sup>13</sup>

## **D. Definition of singular and plural noun**

### **1. Definition of Singular noun**

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<sup>13</sup> Harmey Jeremy, *Ibid.* p.36

Singular is a noun means one only. Generally used to be (is) and also used article a or an, especially for countable noun. According to *Complete English Grammar*, *Singular Noun (kata benda tunggal) adalah kata benda yang menunjukkan bahwa tersebut tunggal atau hanya satu. Pada umumnya singular noun selalu diawali oleh article (kata Sandang) a atau an, khususnya untuk kata benda yang dapat dihitung atau belum diketahui.*<sup>14</sup>

Furthermore according to Beverly Smith "Singular noun definition is: when a noun means one only, it is said to be singular."<sup>15</sup>

The article "a" is used before a word beginning with a consonant or a vowel with a consonant sound. And the form "an" is used before word beginning with a vowel (a,e,i,o,u) or word beginning with mute.<sup>16</sup>

**Example:** - There is a book on the table

- The book is one.

Look the examples above, that always used to be is and noun only one (a book) if you want to ask in singular form, the answers have to singular form also. For knowing that question is singular form or plural form, can be known from the form of to be by using (is) for singular form of sentence and (are) for plural form of sentence.

**Example:** - Is there an apple in refrigerator?

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<sup>14</sup> Hariyono Rudy, *Op. cit.* P.23

<sup>15</sup> Beverly smith, "Love to learn place", [http:// www.lovetolearnplace.com/grammar/1997-2004](http://www.lovetolearnplace.com/grammar/1997-2004)

<sup>16</sup> A. J. Thomson and A. V. Martinet, *A Practical English grammar*, fourth edition ( London : Oxford University Press, 1985), p.15

- No, There is not an apple

- Yes, there is an apple

From the examples above, can be known to be that used (Is) because is showed that is singular form in that sentence. Which is included in singular noun are all of noun that can't change or can't add "s" or "es".

**Example:** - Book

- Cat

- Car

- Umbrella

- Pencil

If singular noun is used with verb, then the verb is singular which is added with "s" or "es" to the verb, or it can be used to be such as "is" and "was".

**Example:** - My book is on the table

- The dog under the chair eats meat.<sup>17</sup>

## 2. Definition of plural noun

Plural noun is nouns more than one. Plural of a noun usually made by adding's to the singular. Generally used to be (are). While a noun means more than one. It is said to be plural. According to Complete English Grammar, *Plural Noun (kata benda jamak) adalah kata benda yang*

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<sup>17</sup> Hariyono Rudy, *Loc. Cit.*,

*digunakan untuk menunjukkan bahwa benda tersebut lebih dari satu. Pada umumnya dibentuk dari kata benda tunggal dengan memberikan tambahan s/es pada kata bendanya.<sup>18</sup>*

When a noun means more than one, it is said to be plural.<sup>19</sup> According to definition above, singular and plural can be divided into singular form which use article "a" or "an" and plural form to use s/es.

**Example:** -There are books on the table

-There are people over there.

Look the examples above, all of **to be** that used (are) because are show that is plural noun. For making question mark if is same with singular noun but only the **to be** is different.

**Example:** -Are there book on the table?

-Yes. There are books

- No, there are not books.

In generally plural noun is formed from singular noun by adding's "s" or "es" to a noun.

**Example:** -books

-Cars

-Five pens

-Two bags

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<sup>18</sup> *Ibid*, p.24

<sup>19</sup> Beverly Schmit, *Loc. Cit.*,

Plural form can not be added the article "a" or "an", but that can put it by article "the".

**Example:** There are the books on the table

(Ada beberapa buku diatas meja)

If plural form used with verb, then verb must in plural form also and can not add by "s" or "es" but we can use auxiliary verb "are" and "were".

**Example:** -He has five houses

-There are two pencils.<sup>20</sup>

## **E. The Pattern of Singular and plural noun**

**1. The pattern of the Singular noun is formed by putting the article "a" or "an".**

a. The form is used before a word beginning with a consonant or a vowel consonant sound.

Example: a man	a uniform
a hat	a european
a bag	a university

b. The form "an" is used before words beginning with a vowel (a,e,i.o.u) or words beginning with a mute.

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<sup>20</sup> Hariyono Rudy, *Loc. Cit.*, p. 24

Example: an apple

an Island

an onion

an umbrella

an hour

an airplane

a/an is the same for all genders:

a man

a women

an actor

an actress

## 2. The pattern of the plural noun

There are some way that used for forming plural noun, there are:

### a. Regular plural noun<sup>21</sup>

- 1) The plural of a noun is usually made by adding "s" to the singular.

<b>Singular</b>	<b>Plural</b>	<b>Meaning</b>
Door	Doors	<i>pintu</i>
Pen	Pens	<i>pena</i>
Pencil	Pencils	<i>pensil</i>
Umbrella	Umbrellas	<i>payung</i>
Book	Books	<i>buku</i>
Car	Cars	<i>mobil</i>
Teacher	Teachers	<i>guru</i>
Student	Students	<i>pelajar</i>
Friend	Friends	<i>teman</i>
Flower	Flowers	<i>bunga.</i>

- 2) By adding suffix –es to a singular which is ended with "-s, -ss, -x, -z, -ch and -sh".

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<sup>21</sup> Hariyono Rudy, Ibid. P. 24-27



<b>Singular</b>	<b>Plural</b>	<b>Meaning</b>
Bus	Buses	<i>bis</i>
Class	Classes	<i>kelas</i>
Glass	Glasses	<i>gelas</i>
Box	Boxes	<i>kotak</i>
Brush	Brushes	<i>sikat</i>
Watch	Watches	<i>arloji</i>
Bench	Benches	<i>bangku</i>
Bush	Bushes	<i>semak.</i>

3) By adding suffix –es to a singular which is ended with "o'.

<b>Singular</b>	<b>Plural</b>	<b>Meaning</b>
Buffalo	Buffaloes	<i>kerbau</i>
Mango	Mangoes	<i>mangga</i>
Hero	Heroes	<i>pahlawan</i>
Potato	Potatoes	<i>kentang</i>
Motto	Mottoes	<i>semboyan</i>

Some of singular noun ending “o”. The plural by adding “s”.

<b>Singular</b>	<b>Plural</b>	<b>Meaning</b>
Piano	Pianos	<i>piano</i>
Bamboo	Bamboos	<i>bamboo</i>
Radio	Radios	<i>radio</i>
Folio	Folios	<i>folio</i>
Photo	Photos	<i>foto.</i>

- 4) After Y preceded by a consonant, the Y is changed to "i" and added "es".

<b>Singular</b>	<b>Plural</b>	<b>Meaning</b>
Lady	Ladies	<i>gadis</i>
Baby	Babies	<i>bayi</i>
Library	Libraries	<i>perpustakaan</i>
Country	Countries	<i>negara</i>
City	Cities	<i>kota</i>
Copy	Copies	<i>salinan</i>
Duty	Duties	<i>tugas</i>
Factory	Factories	<i>pabrik.</i>

When singular noun adding "Y" is preceded by a vowel the plural by adding "s".

<b>Singular</b>	<b>Plural</b>	<b>Meaning</b>
Boy	Boys	<i>anak laki-laki</i>
Toy	Toys	<i>mainan</i>
Key	Keys	<i>kunci</i>
Day	Days	<i>hari</i>
Monkey	Monkeys	<i>keras</i>
Play	Plays	<i>permainan</i>

While a singular noun which is ended with -y, the plural noun patterned by changing suffix -y into -i and added it with -es.

Example:

Coloquy	Coloquies	<i>seminar.</i>
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5) Change suffix -F or -fe in singular noun into "vest" in plural noun.

<b>Singular</b>	<b>Plural</b>	<b>Meaning</b>
Knife	Knives	<i>pisau</i>
Wolf	Wolves	<i>serigala</i>
Thief	Thieves	<i>pencuri</i>
Wife	Wives	<i>istri</i>
Scarf	Scarves	<i>selendang</i>
Loaf	Loaves	<i>papan roti</i>

But a few of singular noun by suffix –f atau –fe, only by added with –s in plural form.

<b>Singular</b>	<b>Plural</b>	<b>Meaning</b>
Proof	Proofs	<i>bukti</i>
Chief	Chiefs	<i>kepala</i>
Cliff	Cliffs	<i>karang</i>
Roof	Roofs	<i>atap</i>
Safe	Safes	<i>lemari besi</i>
Hoof	Hoofs	<i>kuku kuda</i>
Gulf	Gulfs	<i>teluk.</i>

6) a noun have the same plural form with a singular.

<b>Singular</b>	<b>Plural</b>	<b>Meaning</b>
Deer	Deer	<i>rusa</i>
Sheep	Sheep	<i>biri-biri</i>

Fish	Fish	<i>ikan</i>
Fruit	Fruit	<i>buah-buahan</i>
Food	Food	<i>makanan</i>
Dozen	Dozen	<i>selusin</i>
Swine	Swine	<i>babi</i>

Proper noun by ending “-se,-ss or -sh” for one person or more have the same of singular of plural form.

<b>Singular</b>	<b>Plural</b>	<b>Meaning</b>
Swiss	Swiss	<i>orang Swiss</i>
Balinese	Balinese	<i>orang Bali</i>
Chinese	Chinese	<i>orang Cina</i>
English	English	<i>orang Inggris</i>
Javanese	Javanese	<i>orang Jawa</i>
Japanese	Japanese	<i>orang Jepang.</i>

7) a few of noun have a plural form, and does not have a singular form.

<b>Singular</b>	<b>Plural</b>	<b>Meaning</b>
Shoes	Shoes	<i>sepatu</i>
Socks	Socks	<i>kaos kaki</i>
Arms	Arms	<i>senjata</i>
Pliers	Pliers	<i>catut</i>
Riches	Riches	<i>kekayaan</i>
Glasses	Glasses	<i>kaca mata.</i>

b. Irregular plural noun

Some Hebrew nouns do not follow the standard pattern when forming their plural, these cases of noun are sometimes called "irregular", since they are not the usual form you might expect (English Irregular plurals based on order English may take the form of:

1) an internal change (man-men, foot-feet, mouse-mice)<sup>22</sup>

<b>Singular</b>	<b>Plural</b>	<b>Meaning</b>
Man	men	<i>orang laki-laki</i>
Woman	women	<i>orang perempuan</i>
Foot	feet	<i>kaki</i>
Goose	geese	<i>angsa</i>
Mouse	mice	<i>tikus</i>
Tooth	teeth	<i>gigi.</i>

2) an "en" ending (child-children, ox-oxen)<sup>23</sup>

<b>Singular</b>	<b>Plural</b>	<b>Meaning</b>
Ox	oxen	<i>sapi jantan</i>
Child	children	<i>anak kecil.</i>

**F. The Influential Factors of the Students' Ability in forming singular and plural noun.**

In effort to achieve a good achievement of course there are some dominant factors which influence.

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<sup>22</sup> A. J. Thomson and A. V. Martinet, *A Practical English grammar*, fourth edition ( London : Oxford University Press, 1985), p.26

<sup>23</sup> *Ibid*, p. 28

Alisuf Sabri classified the factors into two groups:<sup>24</sup>

- a. *Faktor yang berasal dari dalam siswa (Internal) adalah berupa factor fisiologis dan factor psikologis pada diri siswa*
- b. *Faktor yang berasal dari luar diri siswa (Eksternal) terdiri dari factor lingkungan dan factor instrumental.*

There are some dominant factors which influence the effort to good achievement as Sri Utari says that “*The factor influence the learners’ language competence include two factors “Internal and External”.*<sup>25</sup> The internal factor such as: a attitude or talent, intelligence and interest, while External factor comes from out of the teacher which related to learning and teaching factor, such as: teacher, parent, school, or environment.<sup>26</sup>

In the relation with the students’ ability of the seventh grade students in English, the writer considers some significance factors as follows:

#### 1. Students’ Factors

##### a. Students’ interest

In Indonesian Language, Interest is called with “*Minat*” , It means *kecenderungan, dan kegairahan yang tinggi atau keinginan yang besar terhadap sesuatu.*<sup>27</sup> In the other meaning interest means *a state of wanting to*

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<sup>24</sup> H.M Alisuf Sabri, *Psikologi Pendidikan* (Jakarta: Pedoman Ilmu, 1996) p 59-60

<sup>25</sup> Sri Utari Subyakti Nababan, *Metodologi Pengajaran Bahasa*, (Jakarta : Gramedia Pustaka Utama, 1993) p. 141

<sup>26</sup> Judi Alfahasan, *Kunci Sukses Belajar Bahasa Inggris*, (Solo : Ramadhani, 1989) p. 15

<sup>27</sup> Muhibbin Syah, *Psikologi Belajar* (PT Logos Wacana Ilmu, 1999 p 136

*learn or know about something, curiosity concern.*<sup>28</sup> In learning English, interest is very important, the students are easier to understand the lesson given by the teacher, if they have interested in learning. The student who has high interest to lesson, he/she will be motivated to study continuously. Interest has relation with students' like and dislike to lesson. A student who is interested in English lesson, certainly he/she likes it and he/she will have a good attention to it.

In psychology, interest is a tendency to pay attention and remember something continuously.<sup>29</sup> It is an internal factor of student that can move them to learn. As internal factor or psychological factor, it is considered as one of the main factors to move students to study. If a student has great interest of English, the student will give more much attention and it is sure he/ she will be diligent to study and will be more success vice versa if a student has less interest he/she will be lazy to study and it is possible that he/she will be fail in learning. For example: the students who has no interest in English lesson, he/ she will not get much from what is taught by the teacher and vice cerse. According to Syaiful Bahri Djamarah has stated, "*minat adalah kecenderungan yang tepat untuk memperhatikan dan menyenangkan beberapa aktifitas seseorang yang berminat terhadap*

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<sup>28</sup> As. Hornby. *Oxford Advanced Learners' Dictionary of Current English*, (New York: Oxford University Press 1991) p. 622

<sup>29</sup> H. M. Alisuf Sabri, *Psikologi Pendidikan*, (Jakarta: Pedoman Ilmu, 1996), p. 84.

*sesuatu aktivitas akan memperhatikan aktivitas itu secara konsisten dengan rasa senang.*"<sup>30</sup>

b. Students' motivation

One of the most important factors in language learning is motivation. Motivation is “commonly through of as an inner, impulse, emotion, or desire that moves one to particular action”.<sup>31</sup> In Indonesian Language Motivation means “*Segala sesuatu yang menjadi pendorong timbulnya suatu tingkah laku/perbuatan.*”<sup>32</sup> Motivation in learning means motif that can move the students to learn well, it can come from his/her self or out of his/her self. A student who has high interest certainly will have high motivation. It will make him focus to pay attention in getting his/her goals in learning the lesson and it will keep him not to do useless thing. Knowing the goal of learning the lesson can make the student learn hard as Sadirman says:

*“Motivasi dalam belajar meliputi dua hal yaitu mengetahui apa yang akan dipelajari dan memahami mengapa hal tersebut dipelajari. Dengan berpijak pada kedua unsur motivasi inilah sebagai dasar permulaan yang baik untuk belajar, sebab tanpa motivasi kegiatan belajar mengajar sulit untuk berhasil”*<sup>33</sup>

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<sup>30</sup> Syaiful Bahri Djamarah, *Prestasi Belajar dan Kompetensi Guru*, (Surabaya: Usaha Nasional, 1994), p. 48.

<sup>31</sup> H. Douglas Brown, *Principle of language learning and teaching*, (USA: Printice Hall Regent, 1987), P.114

<sup>32</sup> H.M. Alisuf Sabri, *Opcit*, p 87

<sup>33</sup> Sadirman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: Raja Grafindo Persada, 2000) p. 38



Motivation is an internal factor. Besides, it can motivate students to study hard. It can focus students' attention to goals and keep them not to do useless things. It means without motivation students will be under achievers in their learning.

c. Students' learning activity

Another factor which can influence the students' ability is students' learning activity. Students' learning activity such as activity while teaching learning process as doing their task, take noting of the important thing of English subject, asking about English and join English course.

S. H. Burton quoted by Muh. Uzer Usman states, "*Learning is a change in his individual due to instruction of the individual and his environment.*"<sup>34</sup>

Learning has a close relationship with the interest. If someone has high interest in learning, his learning activities will be high too. Certainly in order to achieve a success in study it needs continues effort to study. Agoes Soejanto said "*Belajar adalah suatu proses yang berlangsung terus menerus*".*Artinya sepanjang hidup manusia mengalami proses belajar,*<sup>35</sup> The statement above make the writer believes that every student can master

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<sup>34</sup>Muh.Uzer Usman, *Menjadi Guru Profesional*, (Bandung: Remaja Rosda Karya, 1999), p.30

<sup>35</sup> Agoes Soejanto, *Bimbingan Ke arah Belajar yang Sukses*, (Surabaya: Pustaka Nasional, 1976) p 19

English well as long as he study well and continuously. Having a particular schedule and strategy in learning is a good way and it is kind of students' learning activity that must be done by the students.

Students' learning activity includes both their activity while the teaching and learning process and students' activity outside school time such as to study at home and to do homework.

#### d. Students' facility

Facility is very necessary provided for students. It becomes very essential for successful education. As Djajuri A. Taberani Rusyan stated that *“teaching learning process will be success if it is supported by facility, because facility is essential for education”*.<sup>36</sup>

Teaching learning process will be able conducted properly executed smoothly it is supported by the complete facilities. Among the facilities which are needed in teaching and learning activity are: classroom, library, laboratory, the required books and supporting books.

Oemar Hamalik stated *“tanpa alat-alat pada dasarnya pelajaran sama sekali belum berjalan. Kekurangan alat alat inilah yang akan menghambat studi para siswa”*<sup>37</sup>

Syaiful Bahri Djamarah stated : *Media sebagai alat Bantu mempunyai fungsi melicinkan jalan menuju tercapainya tujuan*

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<sup>36</sup> Djajuri A. Taberani Rusyan, *Upaya- Upaya Pembaharuan dalam Pendidikan dan Pengetahuan*, (Bandung Rosdakarya, 1999), p. 30.

<sup>37</sup> Aswan Zain dan Syaiful bahri Djamarah, *Pengelolaan Pembelajaran*, (Banjarmasin: IAIN antasari, 1995) p 84,

*pengajaran. Hal ini dilandasi dengan keyakinan bahwa proses belajar dengan bantuan media mempertinggi kegiatan belajar anak didik dalam tenggang waktu yang cukup lama. Itu berarti kegiatan belajar anak didik dengan bantuan media akan menghasilkan proses belajar yang lebih baik dari tanpa bantuan media.*<sup>38</sup>

Both opinions above show that facility is one of influential factor of students in learning activity. Students surely will learn better and more enjoy if they have the facilities, It is not only the facilities which provided by school but especially their own facilities such as their own dictionary and various text book etc. If all facilities are provided and are used well, the writer believes that successfulness in teaching and learning will be gained.

#### 1. Teachers' Factor

Teacher is known as facilitator or mediator. A teacher is one of the people who have big role in educational process. A teacher has to have the competence as professional teachers lead the instruction. Teacher's duty is not only teaching or transfer the knowledge to the students, but he/she also must be an educator and as a model for his students. According to the role above, Adam and Dickey stated that teacher's roles are very broad. In teaching teachers act as teacher, guide, scientist, and personals.<sup>39</sup>

Teachers' ability on mastering method and lesson are very important.

Their experience in teaching English and their background are factors that

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<sup>38</sup>Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 1997) p 138

<sup>39</sup>Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2001), p. 123

will make them know more how teach English well. This is because the quality of teacher determines decide the quality of instruction. Moreover the educational background may influence the students' ability, It is one of important part, because it is one of aspects that will influence teacher's competence in teaching. Educational background of a teacher and the other may be different. In the relation, as Syaiful Bahri Djamarah and Aswan Zain have stated:

*"Latar belakang pendidikan adalah salah aspek yang mempengaruhi kompetensi seorang guru di bidang pendidikan dan pengajaran. Guru pemula dengan latar belakang pendidikan lebih mudah menyesuaikan diri dengan lingkungan sekolah karena dia sudah dibekali dengan seperangkat teori sebagai pendukung pengabdianya. Kalaupun ditemukan kesulitan hanya pada aspek- aspek tertentu, ini adalah suatu yang wajar".<sup>40</sup>*

Further, a teacher should have a good knowledge about techniques and methods in teaching and also the explanation in teaching. In this case, if the motivated to follow the lesson well. Therefore, the teacher should be ready of what methods and teacher is something that very valuable since teaching experience cannot be found and got as learning in institute of formal education.

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<sup>40</sup> Syaiful Bahri Djamarah and Aswan Zein, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 1997), p. 127.

### CHAPTER III

#### METHOD OF RESEARCH

##### A. Subject and object of the research

###### 1. Subject of the research

The subject of this research is all students of the seventh grade students at MTs Al-Ikhlas Halong Balangan Regency academic year 2007/2008. There are 55 students, which consist of 28 students in class VII A and 27 in class VII B. It can be seen in the following table:

Table 3.1 Distribution of the Seventh Grade Students at MTs Al-Ikhlas Halong Balangan Regency Academic Year 2007/ 2008

No	Class	Number of Student		Total
		Male	Female	
1	VII A	11	17	28
2	VII B	10	17	27
	TOTAL	21	34	55

###### 2. Object of the research

Object of this research is the ability in making Singular and Plural Noun of the Seventh Grade Students at MTs Al-Ikhlal Halong Balangan Regency Academic Year 2007/ 2008.”

## **B. Data, Source of data, and technique of data collecting.**

### **1. Data**

There are two kinds of data in this research, namely primary data and secondary data.

#### **a. Primary data**

- 1) Data about the ability in forming Singular and Plural Noun of the Seventh Grade Students at MTs Al-Ikhlal Halong Balangan Regency Academic Year 2007/ 2008. which contains three types of questions:
  - a. Choosing the appropriate about singular and plural noun.
  - b. Conversion between singular and plural noun.
  - c. Answering the question by filling in the blank on the table.
- 2) The influential factors of the students’ ability in forming Singular and Plural Noun of the Seventh Grade Students at MTs Al-Ikhlal Halong Balangan Regency Academic Year 2007/ 2008, which contains:
  - a. Students’ Factor
    - 1) Students’ interest
    - 2) Students’ motivation

- 3) Students' learning activity
- 4) Students' Facility
- b. Teachers' Factor
  - 1) Teacher's educational background
  - 2) Teacher's experience
  - 3) Teacher's technique
- b. Supporting Data

To complete the primary data the writer also collect the secondary ones namely those which are related to the research object as mentioned in the following:

- 1. Brief history of MTs Al-Ikhlas Halong Balangan Regency.
- 2. Description about headmaster, teachers, administration staff, students, and facilities.

## **2. Source of Data**

The data is collected through sources of data as bellow:

- a. Respondents : All of the seventh grade students at MTs Al-Ikhlas Halong Balangan Regency Academic year 2007/2008.
- b. Informants : Head master, English teachers, and Administration Staffs at MTs Al-Ikhlas halong.
- c. Document : All written sources that are needed in this research.

## **3. Techniques of Data Collection**

In this study there are two techniques are employed in data collecting; test technique and non- test technique.

#### 1. Test

Test technique is used to collect the data of the students' ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlal Halong Balangan regency in academic year 2007/ 2008 which had been learnt includes:

- a. Choosing the appropriate about singular and plural noun.
- b. Conversion between singular and plural noun.
- c. Answering the question by filling in the blank on the table.

#### 2 Non- test

##### a. Questionnaire

Questionnaire is used to collect the data about the factors that influence the students' ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlal Halong Balangan Regency in academic year 2007/2008, which includes about the students' interest, students' motivation, students' learning activity and students' facility.

##### b. Interview

In this way, the writer asks information about the data which related with this study and English teacher.

##### c. Observation

The technique is used to observe directly at MTs Al-Ikhlal Halong.



## d. Documentary

The technique is aimed to collect all written documents of reports which are able to give some detailed data about students, teachers, headmaster, administration staff and the school.

To know more closely about those data, their sources and the techniques of data collecting the following matrix will be helped:

**MATRIX  
DATA, SOURCE, AND TECHNIQUE OF COLLECTING DATA**

NO	DATA	SOURCE OF DATA	TECHNIQUE OF DATA COLLECTING
1.	<p><b>Primary data</b></p> <p>a. Data about the ability in making Singular and Plural Noun:</p> <ol style="list-style-type: none"> <li>1) Choosing the appropriate about singular and plural noun.</li> <li>2) Conversion between singular and plural noun.</li> <li>3) Answering the question by filling in the blank on the table.</li> </ol> <p>b. Data about the factors that influence the students' ability in making Singular and Plural Noun:</p> <ol style="list-style-type: none"> <li>1) Students' Factor               <ol style="list-style-type: none"> <li>a) Students' interest</li> <li>b) Students' motivation</li> <li>c) Students' learning activity</li> <li>d) Students' facility</li> </ol> </li> <li>2) Teachers' Factor               <ol style="list-style-type: none"> <li>a) Teacher's educational background</li> <li>b) Teacher's experience</li> </ol> </li> </ol>	<p>Students</p> <p>Students</p> <p>Students</p> <p>Students</p> <p>Students</p> <p>Students</p> <p>Students</p> <p>Students</p> <p>Teacher</p> <p>Teacher</p>	<p>Test</p> <p>Test</p> <p>Test</p> <p>Questionnaire</p> <p>Questionnaire</p> <p>Questionnaire</p> <p>Questionnaire, Observation</p> <p>Interview, Observation</p> <p>Interview,</p>

2.	<p>c)Teacher's technique</p> <p><b>Supporting Data</b> the data of the research object:</p> <p>a. Brief history of MTs Al-Ikhlal Halong Balangan Regency.</p> <p>b. Description about headmaster, teachers, administration staff, students, and facilities.</p>	<p>Teacher</p> <p>Headmaster, Administration staffs.</p> <p>Headmaster, Administration staffs.</p>	<p>Observation Interview, Observation.</p> <p>Interview, Documentary</p> <p>Interview, Documentary</p>
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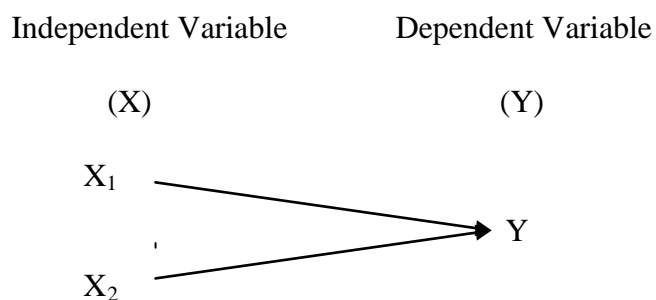
### C. Basic Framework of the Research

There are two variable will be studied in this research. They are dependent variable and independent variable. Depend variable is the students' ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlal Halong Balangan Regency Academic year 2007/ 2008, which is symbolized with "Y".

Independent variable is about the factors that influence the ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlal Halong Balangan Regency academic year 2007/ 2008, which symbolized with "X".

To be clearly it can be seen in following scheme:

#### SCHEME



Note:

Y : Students ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlas Halong Balangan Regency academic year 2007/ 2008.

X : The influential factor of students' ability in forming singular and plural noun

X<sub>1</sub> : Student's factor

X<sub>2</sub> : Teacher's factor

#### **D. Design of Measurement**

The design of measurement is intended to know the students' ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlas Halong Balangan Regency academic year 2007/ 2008. In this research, students will answer 45 items that are divided into three parts as follow:

##### 1. Multiple Choices

It consists of 25 questions about singular and plural. Every right answer will be scored 2 and wrong answer will be scored 0. Total right score is 50.

##### 2. Conversion

It consists of 10 questions, in which the students are required to change the sentence, five sentences are required to change into plural and five sentences are required to change into singular. Every right answer will be scored 3 and wrong answer will be scored 0. Total right score is 30.

### 3. Short answers

It consists of 10 questions, in which the students are required to fill in the blank on the table. Every right answer will be scored 2 and wrong answer will be score 0. Total right score is 20.

The highest total score is 100 and the lowest is 0. Then students' score are interpreted as their Ability in forming singular and plural noun.

There are categories used here:

80 – 100	:	Excellent
70 -< 80	:	Good
60 -< 70	:	Good enough
50 -< 60	:	Poor
0 -< 50	:	Very poor

Mean of the score is got by the pattern bellow:

$$M = \frac{\sum X}{N}$$

M = Mean of Score

X = Total score

N = Total number of respondent

To know the factors that influence students' ability in making singular and Plural noun, the writer puts some indicators and the categories, they are:

#### 1. Students' Internal factors

##### a. Students' interest

## 1) Students' interest toward English lesson

- Like very much : High category
- Like : Middle category
- Dislike : Low category

## 2) Students' attendance in English class

- Always : High category
- sometime : Middle category
- Seldom : Low category

## 3) Students' attention in Learning English

- Always : High Category
- Sometime : Middle Category
- Seldom : Low category

**b. Students' Motivation**

## 1) Students' motivation in learning English.

- Highly motivated : High category
- Pay attention because of teacher's control : Middle category
- Less motivation : Low category

**c. Students' learning activity**

## 1) Students' ownership of following English course

- a. Have been following : High category
- b. Followed : Middle category

- c. Never have followed : Low category
- 2) Students' activeness to pay attention in teacher explanation.
- Often : High category
  - Sometime : Middle category
  - Seldom : Low category
- 3) Students' activeness to respond teacher's question and to ask difficult Lesson.
- Often : High category
  - Sometimes : Middle category
  - Seldom : Low interest
- 4) Students' activeness to take important notes
- Often : High Category
  - Sometime : Middle Category
  - Seldom : Low category
- 5) Students' activeness to study at home
- Often : High category
  - Sometime : Middle category
  - Seldom : Low category
- 6) Students' activeness to improve their English through mass media or Other sources.
- Often : High category
  - Sometimes : Middle category

- Never : Low interest

7) Students' activeness to do their homework.

- Often : High Category
- Sometime : Middle Category
- Seldom : Low category

**d. Students Facility**

1) Students' ownership of the English text book

- a. Private ownership : good facility
- b. Non-private ownership : Quite good facility
- c. Do not have : Bad facility

2) Students' ownership of the English grammar book

- a. Private ownership : good facility
- b. Non-private ownership : Quite good facility
- c. Do not have : Bad facility

3) Students' ownership of dictionary

- a. Private ownership : good facility
- b. Non-private ownership : Quite good facility
- c. Do not have : Bad facility

**2. Teacher's Factor**

1) Teacher's educational background

- a. S1 ( English Department) : High category
- b. D2,D3 (English Department) : Quite category

c. S1, D2, D3 ( Non English Department) : Less category

d. Senior high school : Low category

2) Teacher's experience

a. More than 5 years : High category

b. 1-5 years : Quite category

c. Less than 1 years : Less category

3) Teacher's technique in teaching English

a. Using more techniques : High category

b. Just Explanation : Low category

## **E. Technique of data processing and data analysis**

### 1) Technique of Data Processing

#### a. Editing

This technique is used for reexamining all off the data collected to make certain whether the data are already complete or not. Editing also include selecting.

#### b. Coding

The writer gives certain the result of interview and questionnaire from respondent.

#### c. Scoring

The writer counts the frequency of the answer from the respondents.

#### d. Tabulating



Formation and include the data into table design by formula calculate frequency, as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of respondent who give the answer

N = Number of case

e. Data Interpretation

To interpret the data according to analysis result of the data and then include the data into table form, until able to know result of the research clearly.

Category that used as follow:

80 – 100	:	Excellent
70 -< 80	:	Good
60 -< 70	:	Good enough
50 -< 60	:	Poor
0 -< 50	:	Very poor

2) Data analysis

All the collected data will be reported in this research have been obtained and processes before analyzed descriptively and qualitatively then conclusion is gotten inductively. In this research every fact is investigated analyzed and classified to establish a general conclusion about the students who become respondents.

## **F. Research Procedures**

There are some steps to complete this research, as follows:

1. Preliminary Step
  - a. To hold a prior observation in the research location
  - b. To discuss the result of the research observation with the writer's advisor
  - c. To make a research design proposal to be submitted to the Tarbiyah Paper Bureau to approve it
2. Preparatory Step
  - a. To hold a seminar on research design proposal
  - b. To ask the Dean of Tarbiyah faculty for a written mandate to conduct the research
  - c. To make the instruments of collecting the Data.
3. Research step
  - a. To conduct all respondents and informants who are needed to obtain the data.
  - b. To collect all needed data form its sources.
  - c. To process the data in procedural way than analysis them properly.
4. Organization Step

Being completed the obtained data, the writer soon organizes them in the form of this research paper based on continual guide and consultation with writer's advisor, and then it is ready to examine in the

open forum of the board of examiners after having approved by the advisor.

## **CHAPTER IV**

### **REPORT OF THE RESEARCH RESULT**

#### **A. General Description of the Object of Research**

##### **1. Brief history of MTs Al-Ikhlas Halong**

The research has been done at MTs Al-Ikhlas Halong which is located at Simpang Tiga Binjai Punggal Street, RT/RW 01, Bahan Hilir City, Halong Subdistrict, Balangan Regency. This educational institution consists of Islamic Junior High School (MTs), Islamic Senior High School (MA) and Islamic Elementary School (MI). This School is the second of Islamic Junior High School (MTs) at Halong district.

Since 1997 until 2008 MTs Al-Ikhlas Halong has been led by three headmasters they are:

1. H. Syamsuni (Alm) : 1997-2002
2. Mahyudi, A.Md.Pd : 2002-2007
3. Abdul Sani, S.Pd.I : 2007 – Now

MTs Al-Ikhlâs Halong was given the accreditation of school by Department of Religious Affairs on 2 of June 1999 with SK NO: W. O/6. C/IP. 03.2/ VI 99, and also got the legitimating from department or religious affairs on 27 of June 2001 with SK No. B/W. O/ MTs/ 15/ 2001, the statistic is: 212 680 812 007. Generally the physical condition of MTs Al-Ikhlâs Halong building is good and has permanent construction. The Location of the school is will be described as follows:

- a. To the North is bordered with Street (Foot Ball Field)
- b. To the South is bordered with Islamic Elementary School
- c. To the West is bordered with Senior high school
- d. To the East is bordered with Villager's House

## 2. Description of school facilities

Based on the observation, interview result and documentary, the writer got the data about the school facilities. To know more closely about the data, can be seen in the following table:

Table 4.1. Description of Facilities at MTs Al-Ikhlâs Halong in Academic year 2007/2008

NO	NAME OF FACILITIES	AMOUNT	POSSESION	CONDITION
1	Land	-	Posses	Good
2	Headmaster room	1	Posses	Good
3	Teacher's room	1	Posses	Good
4	Administration room	1	Posses	Good
5	Classroom	6	4 Posses 2 Loan	Good
6	Library room	1	Loan	Good
7	BP3 room	1	Posses	Bad
8	Parking area	2	Posses	Good
9	Toilet	2	Posses	Good
10	Volley Ball Field	1	Posses	Good
11	Foot Ball field	1	Together	Good
12	Student's dormitory	1	Possess	Bad

3. Description of teachers, administration staff and students at MTs Al-Ikhlas Halong.

In academic year 2007/2008 MTs Al-Ikhlas Halong has 23 teachers that include 1 headmaster, 22 teachers include 1 English teacher and 1 administration staff. The description can be seen in the following table:

Table 4. 2. Description of Teachers and Administration Staff at MTs Al-Ikhlas Halong in Academic Year 2007/2008

NO	NAMES	EDUCATIONAL BACKGROUND/ YEAR	COURSE
1	Abdul Sani, S.Pd.I (Headmaster)	Islamic Education/ S1/ 2002	Islamic Study
2	Mahyudi, A.Md.Pd	Islamic Education/ S1/ 2000	Islamic Study
3	Saripudin, S.Pd.I	Islamic Education/ S1/ 2007	Islamic study
4	Syahyudinnor, S.sos (Administration staff)	STIA/ S1/ 2008	Social Science & Economy
5	Amrullah, A.Ma	Islamic Education/ D2/ 2002	Social science
6	Husni Arfin, A.Ma	Islamic Education/ D2/ 2000	Islamic Study
7	Adul, S.Ag	Islamic Education/ S1/ 2000	Islamic Study
8	Eny Mariani, S.Pd.I ( English Teacher)	English Department/ D3/ 2000	English language
9	Kasri S.Pd	Educational Adm./ S1/1998	Administration
10	Kursani, S.Ag	SYARIAH/ S1/ 2000	Syariah
11	Mauliyanti, S. Pd	Islamic Education/ S1/ 2002	Islamic Study
12	Agustina	MAN/ BAHASA/ 2007	Language
13	M. Isnaini	MAN/ IPS/ 2004	Social Science
14	M. Gafuri	MA/ Tafsir-Hadits/ 2004	Tafsir-Hadits
15	Iwan Salihin	MAN/ BAHASA/ 2003	Language
16	Norhayati, S.Pd.I	Islamic Education/ S1/ 2008	Mathematics
17	Normiati	MA/ IPS/ 2007	Social Science
18	Pazrianor	SMK/ 2004	Natural Science
19	Rusdi	MAN/ IPS/ 2002	Social science
20	Rismansyah	MAN/ IPS/ 2003	Social Science
21	St.Ramdiati Ningsih, SE	Economic Department/ S1/ 2006	Social science & Economy
22	Zauhar Latifah, S.Pd.I	Islamic Education/ S1/ 2005	Islamic Study
23	St.Muthmainah,A.Md	D3/ Natural Science/ 2002	-

The only English teacher of MTs Al-Ikhlas Halong in Academic Year 2007/2008 is Eny Mariani, S.Pd.I. She is an English teacher for all of classes at MTs Al-Ikhlas Halong. She was graduated from S1 English Department of Antasari State institute for Islamic studies Banjarmasin. Mrs. Eny Mariani teaches in the seventh class. The writer found that the English teacher has been teaching English there for two years.

Table 4. 3. The numbers of administration staffs at MTs Al-Ikhlas Halong consist of four persons as shown in the following table:

<b>NO</b>	<b>Name</b>	<b>Educational Background</b>	<b>Function</b>
1	Syahyudinor,S. Sos	STIA/ S1/ 2008	Definition Staff
2	Siti.Ramdiati N, SE	Economic Department/S1/06	Staff
3	St.Muthmainah,A.Md	D3/ Natural Science/ 2002	Staff
4	Normiati	MAN/ IPS/ 2007	Staff

For the year 2007/2008 the total numbers of students at MTs Al-Ikhlas Halong are 142 students. They are consist of 27 from class VII A, 28 students are from class VII B, 37 students from class VIII, and 25 students are from class IX A and 25 students are from class IX B. for more detail it can be seen on the table:

Table 4. 4. Description of the Total Number of Students at MTs Al-Ikhlas Halong in Academic Year 2007/2008

<b>No</b>	<b>Class</b>	<b>Number of Student</b>		<b>Total</b>
		<b>Male</b>	<b>Female</b>	
1	VII A	11	17	28
2	VII B	10	17	27
3	VIII	19	18	37
4	IX A	25	-	25
5	IX B	-	25	25
	<b>TOTAL</b>	<b>66</b>	<b>76</b>	<b>142</b>

Source: Documents of administration staff of MTs Al-Ikhlas Halong in academic year 2007/2008.

## **B. Data Presentation**

On this data presentation the writer describes about result of research on the field that collected by technique of data collection, they are written test, observation, questionnaire, interview, and documentary.

Learning English process at MTs Al-Ikhlas Halong for class seventh have been done only twice in a week. On Monday for class VII A and for class VII B on Thursday, all students of seventh class have the same English teacher. But the writer got permission to do the research not only in the same day which have been specified, but sometime taking time from the other lessons.

The writer did the research in Jun, 24 2008 until August, 24 2008 (Two months). In Jun, 24 2008 the writer gave the research letter from Department of Religious Affairs in Balangan Regency to the school or head master of MTs Al-Ikhlas Halong.

On Saturday, 27 of Jun 2008, the writer did the research by giving of questionnaire in class VII A, it was done together by the students of class VII A and class VII B. and this activity took time about 30 minute by taking the time for the subject of Al-Qur'An Hadits.

On Thursday, 17 of July 2008, the writer tested the students class of VII B, this is also have done concurrently by the students of class of VII A and VII B. and this activity toke 90 minutes and during English class.

On Monday, 4 of August 2008, the writer observed about teacher clarity in teaching and management of class in class VII A. this activity take place from early to the last Lesson while the process of teaching plural form.

1. Description about Students' Ability in Forming Singular and Plural Noun of the Seventh Grade Students at MTs Al-Ikhlas Halong Balangan Regency Academic Year 2007/ 2008.

This sub chapter presents the data that have been collected on the research. The presentation cover primary data about the students' ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlas Halong and some factors that influences it.

To know the students' ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlas Halong, the writer carried out a written test to all students of the seventh grade. There are 55 students (Respondents). The time provided for answering the questions is 90 minutes.

The research result show that the students' ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlas Halong Balangan Regency in Academic Year 2007/2008 contained 45 items question and gets the high score is 76 and the lowest is 15. The whole gotten score is 2475 from 55 respondents. So, from this result can be known that the mean is  $2475: 55 = 45, 00$ . For more detail, it can be seen in the table 4.5.

Table 4.5 The Written Test Result of the Research Subject.

<b>NO</b>	<b>NAME</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
1	Anissa	26	30	20	76
2	Desi Ratnasari	40	15	18	73
3	M. Husin	32	24	14	70
4	Insan Mukhlis	22	27	18	67
5	Supiansyah	21	30	16	67
6	Jurahimah	32	21	12	65
7	Leny Hafizah	36	15	14	65
8	M. Faisal	22	21	18	61



9	Nur Rifqi	20	24	14	58
10	Ridi Riswan	20	18	20	58
11	Nor Hayati	34	12	8	54
12	Fahriza Ahmad	14	24	16	54
13	Ria Hendri Rahman	32	9	12	53
14	Afridawati	25	18	10	53
15	M. Nasir	22	21	10	53
16	Siti Surah	28	9	16	53
17	Pahriani Ulfah	20	15	18	53
18	Siti Hamidah	20	18	14	52
19	Astinah	18	13	20	51
20	Norva	34	3	14	51
21	Siti Sarah	20	15	16	51

Continue of the Table 4. 5. The Written Test Result of the Subject

1	2	3	4	5	6
22	Ika Radiati	22	12	16	50
23	Jiki Mariadi	24	18	8	50
24	Normansyah	16	15	18	49
25	Siti Wahdah	18	14	16	48
26	Helma Lestiany	18	15	14	47
27	Wini Yulianti	20	14	12	46
28	Ahmad Kusairi	14	18	14	46
29	Sarkiah	14	18	12	44
30	Siti Rahmah	20	9	14	43
31	Dewi Nova	16	12	14	42
32	Ahmad Rifa'i	14	9	17	40
33	Andi Mukhtar	20	6	14	40
34	Fitri Susanti	12	9	18	39
35	Normiati	18	6	14	38
36	Hernani	14	8	16	38
37	Nur Latifah	14	12	12	38
38	Ismah Safariah	10	15	13	38
39	Muhrini	16	9	12	37
40	Nur jannah	14	3	16	33
41	Maria Ulfah	12	3	18	33
42	Zainal Abidin	10	6	18	33
43	Muzdalifah	12	9	12	33
44	Wanda Saputra	18	0	14	32
45	M. Baihaqi	20	12	10	32
46	Ali Rahman	12	3	12	27
47	Rahimah	12	6	8	26
48	Syahdan	17	3	6	26
49	Muhammad Noor	10	6	10	26

50	Fuji Lestari	<b>16</b>	<b>0</b>	<b>8</b>	<b>24</b>
51	Abu Bakar	<b>6</b>	<b>6</b>	<b>4</b>	<b>16</b>
52	Muhammad Rafi'i	<b>10</b>	<b>6</b>	<b>0</b>	<b>16</b>
53	Nor Fatimah	<b>8</b>	<b>6</b>	<b>2</b>	<b>16</b>
54	Nor Hayani	<b>12</b>	<b>0</b>	<b>4</b>	<b>16</b>
55	Nuriawati	<b>12</b>	<b>3</b>	<b>0</b>	<b>15</b>
<b>TOTAL</b>		<b>1039</b>	<b>637</b>	<b>799</b>	<b>2475</b>
<b>MEAN</b>					<b>45,00</b>

Based on table above it is known the written test result of the students' ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlash Halong in academic year 2007/2008 contained 45 items that are divided into three parts. Involved 25 items for Multiple Choices, in which the students are choosing the appropriate answers, 10 items for Conversion, in which the students are required to change the sentence, five sentences are required to change into plural and five sentences are required to change into singular, and 10 items for Short answers, in which the students are required to fill in the blank on the table.

According to the written test result the frequency distribution of the students' ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlash Halong Balangan Regency in academic year 2007/2008 is showed in the table 4.6 :

Table 4.6 Frequency Distribution of the Students' Ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlash Halong in Academic year 2007/2008

No	Score	Category	Frequency	Percentage
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1	80 - 100	Excellent	-	-
2	70 - <80	Good	3	5.45
3	60 - <70	Good Enough	5	9.09
4	50 - <60	Poor	15	27.27
5	0 - <50	Very Poor	32	58.18
<b>Total</b>			55	100

Based on table above, it describes that students' ability in forming singular and plural noun. It is known that no one students get the score 80-100 (Excellence), 3 students or 5.45% who get the score 70-<80 (Good), 5 students or 9.09% who get the score 60-<70 (Good Enough), 15 students or 27.27% who get the score 50-<60 (Poor), 32 students or 58.18% who get the score 0-<50 (Very Poor) it means the students' ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlis Halong Balangan Regency in academic year 2007/2008 is very low.

2. Description about the Factor that Influence the Students' Ability in Forming Singular and Plural Noun of the Seventh Grade Students at MTs Al-Ikhlis Halong Balangan Regency Academic Year 2007/2008.

After the data processed, that can be known the influential factors of the students' ability in forming singular and plural noun is divided into some kind, they are students' factors involved students' interest, students' motivation, students' learning activity and students' facility and the second one is teacher factors.

a. Students' factors which divided into four indicators, they are:

1) Students' interest

For describing the data about Students' interest in English lesson especially they who like or dislike toward English lesson, the writer

presents the data whether they like or dislike English lesson. It can be seen in the following table:

Table 4.7 The frequency of students' interest toward English lesson

NO	CATEGORY	FREQUENCY	PERCENTAGE %
1	Like very much	22	40
2	Quite Like	33	60
3	Dislike	-	-
TOTAL		55	100

From the table above, it can be known that the students who like English very much as many as 22 students (40%), it includes very poor category. While the students that quite like toward English as many as 33 students (60%), it include good enough category. And no student who dislike English lesson, it means in very poor category. So, most of the students of seventh grade at MTs Al-Ikhlal Halong in academic year 2007/2008 is in category quite like English.

Then to know more about students' interest, it is indicated by their attendances when teaching and learning activity. The data can be seen in the following table:

Table 4.8 The frequency of students' attendance in English class

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Always	20	36.36
2	Sometimes	35	63.63
3	Seldom	-	-
TOTAL		55	100

Based on the table above, the students of the seventh grade students who always present in the class for English subject are 20

students (36.36%), it includes very poor category. 35 students (63.63%) sometime present in the class, it is in good enough category. and there is no students who seldom present in the class for English subject. So, most of the seventh grade students at MTs Al-Ikhlal Halong in academic year 2007/2008 stated that they always attend in class when English teaching and learning activity.

Table 4.9 The frequency of students' attention in learning English

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Always	25	45.45
2	Often	30	54.54
3	Seldom	-	-
TOTAL		55	100

From the table, it is identified that 25 students (45.45%) always pay attention in learning English, it is in very poor category. 30 students (54.54%) often attention, it includes in poor category. and there is no students who seldom attention in learning English. So, most of the seventh grade students at Mts Al-Ikhlal Halong in academic year 2007/2008 stated that they often attention in learning English.

## 2. Students' Motivation

To know students' motivation toward English lesson, it can be seen in their reason on why they learn English as shown this following table:

Table 4.10. The frequency of students' motivation in learning English

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Him self	37	67.27
2	His parents and teacher	11	20

3	English as a subject	7	12.72
TOTAL		55	100

The table shows that 37 students (67.27%) have their own motivation; it includes in good enough categories. 11 students (20%) get motivation from his parent and teacher; it includes in very poor category. 7 students (12.72%) motivated to learn English because English is a subject in the school, it is included in very poor category. So, most of the seventh grade students at MTs Al-Ikhlas Halong in academic year 2007/2008 are because their own motivation. It means good enough categories.

### 3. Students' Learning Activity

To know students' learning activity, can be seen in following table:

Table 4.11. The Students' ownership following English course.

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Have been following	-	-
2	Followed	15	27.27
3	Never have followed	40	72.72
TOTAL		55	100

The student who does not follow the course will get the low score. It can be seen from the table above there is no students who have been following English course until now, there are 15 students (27.27%) they known followed English course in past been following the course time and there are 40 students (72.72%) known who never have followed English

course. So, most of the seventh grade students at MTs Al-Ikhlal Halong stated that they never have followed English course.

Table 4.12. The frequency of students' activeness to pay attention in Teacher explanation.

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Often	30	54.54
2	Sometimes	14	25.45
3	Seldom	11	20
TOTAL		55	100

The table shows that 30 students (54.54%) who often pay attention in teacher explanation, it is included in poor category. 14 students (25.45%) who sometime pay attention in teacher explanation, it is included in very poor category. and 11 students (20%) who seldom to pay attention in teacher explanation, it is included in very poor category. So, most of the seventh grade students at MTs Al-Ikhlal Halong academic year 2007/2008 stated that they often pay attention in teacher explanation.

Table 4.13. The frequency of students' activeness to respond teacher's question and to ask difficult lesson.

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Often	11	20
2	Sometimes	40	72.72
3	Seldom	4	7.27
TOTAL		55	100

From the table, those 11 students (20%) who often respond teacher's question and to ask difficult lesson, it includes in very poor category. 40 students (72.72%) who sometimes respond teacher's question

and to ask difficult lesson, it includes in good category. And 4 students (7.27%) who seldom respond teacher's question and to ask difficult lesson, it is included in very poor category. So, most of the seventh grade students at MTs Al-Ikhlal Halong academic year 2007/2008 stated that they sometime respond teacher's question and to ask difficult lesson.

Table 4.14. The frequency of students' activeness to take important notes

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Often	22	40
2	Sometimes	22	40
3	Seldom	11	20
TOTAL		55	100

The table shows that 22 students (40%) who often to take important notes, it is included in very poor category. 22 students (40%) sometimes do it, it includes in very poor category. and 11 students (20%) seldom to take important notes, it is included in very poor category also. So, most of the seventh grade students at MTs Al-Ikhlal Halong in academic year 2007/2008 stated that they in very poor category.

Table 4.15. The frequency of students' activeness to study at home.

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Often	9	16.36
2	Sometimes	11	20
3	Seldom	35	63.63
TOTAL		55	100

From the table above, it is known those 9 students (16.36%) who always to study at home, it is included in very poor category. 11 students



(20%) who often study at home, it includes in very poor category also and 35 students (63.63%) who sometime study at home, it is included in good enough category. So, most of the seventh grade students at MTs Al-Ikhlal Halong in academic year 2007/2008 stated that they seldom to study at home.

Table 4.16 The frequency of students' activeness to improve their English through mass media or other source.

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Often	13	23.63
2	Sometimes	9	16.36
3	Never	33	60
TOTAL		55	100

From the table above, it is known that 13 students (23.63%) who often improve their English through mass media or other source, it includes in very poor category. 9 students (16.36%) who sometimes improve it, it includes in very poor category also. and 33 students (60%) who never improve it, and it includes in good enough category. So, most of the seventh grade students at Mts Al-Ikhlal Halong in academic year 2007/2008 stated that they never improve their English through mass media or other source.

Table 4.17. The frequency of students' activeness to do their homework.

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Often	33	60
2	Sometimes	12	21.81
3	Seldom	10	18.18
TOTAL		55	100

From the table above it describes the activeness of students to do their homework, this data can be seen there are 33 students (60%) who often do their homework, it includes in good enough category. 12 students (21.81%) who sometimes do their homework, it includes in very poor category and 10 students (18.18%) who seldom do their homework, it includes in very poor category also. So, most of the seventh grade students at Mts Al-Ikhlal Halong in academic year 2007/2008 stated that they often to do their homework.

#### 4. Students' facility

The facilities factor which is aimed here is students' facilities and the school facilities as the writer described before. The school facilities such as classroom, library, and the other of demonstrations, this school still use the library together with senior high school (MAN) Al-Ikhlal Halong Balangan Regency.

From the observation the writer found that the school provides enough facility to run the teaching learning process well. The data presentation also shows the data about the students' facilities. Students' facility is one of the influential factors of the students' ability in forming singular and plural noun involved students' ownership of English text book, English grammar book and English dictionary, the data is presented in the following table:

Table 4.18. Students' Ownership of the English text book.

NO	CATEGORY	FREQUENCY	PERCENTAGE%
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1	Private ownership	3	5.45
2	Non-private ownership	34	61.8
3	Do not have	18	32.72
TOTAL		55	100

Based on the table it is found that 3 students (5.45%) have the English text book (private ownership), it is in very poor category. 34 students (61.8%) have the English text book, but it is non-private ownership and it is in good enough category. And 18 students (32.72%) do not have the English text book; it is in very poor category. So, most of seventh grade students at MTs Al-Ikhlâs Halong have English text book but it is non private ownership.

Table 4.19. Students' Ownership of English Grammar Book

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Private ownership	7	12.72
2	Non-private ownership	4	7.27
3	Do not have	44	80
TOTAL		55	100

Based on the table found there are 7 students (12.72%) known that they have themselves of English grammar book, it is in very poor category. There are 4 students (7.27%) known that they have English grammar book but non-private ownership. It is in very poor category and there are 44 students (80%) known that they do not have it. So, most of the

seventh grade students at MTs Al-Ikhlâs Halong stated that they do not have English grammar book.

Moreover the data about the students' facility can be known from the students' ownership of English dictionary, it can be seen in the table 4.20 :

Table 4.20. Students' Ownership of English Dictionary.

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Private ownership	11	20
2	Non-private ownership	35	63.63
3	Do not have	9	16.36
TOTAL		55	100

Based on the table it is found there are 11 students (20%) at MTs Al-Ikhlâs Halong known that that they have themselves of English dictionary, there are 35 students (63.63%) known have English dictionary but non-private ownership and there are 9 students (16.36%) known that they do not have English dictionary ownership.

a. Teacher's factors which divided into three indicators, they are:

1) Teacher Educational Background

Based on the result of interview with English teacher (Mrs. Eny Mariani, S.Pd.I), She is an English teacher for all of classes at MTs Al-Ikhlâs Halong. In 2006 she started to teach English at MTs Al-Ikhlâs Halong.

From result of interview those backgrounds of education are:

a. MIN Model Gambut 1994

- b. MTsN 1 Gambut 1997
- c. MAN 1 Martapura 2000
- d. S1 English Department 2005, Tarbiyah Faculty, Antasari State Institute for Islamic Studies Banjarmasin.

## 2) Teacher's experience

Based on the result of interview, the writer found that the English teacher of the seventh grade students at MTs Al-Ikhlas Halong Balangan Regency has been teaching English for almost three years. Since 2006 she started teaching English, it is known that until now. So it means that she has good enough experience in teaching English.

## 3) Teacher's technique

Based on the observation and interview it can be seen to improve the students' ability in English. The English teacher uses eclectic technique, like demonstration and evaluation techniques. In connection with teaching-learning of Singular and plural noun, the teacher explains about it and then he asks the students to make an example one by one orally and students can correct the false answer of other students. After that the teacher gives them written test using the students' work book in the classroom and gives homework.

## **C. Data Analysis**

The data have gotten whether from written test, observation, interview, questionnaire and documentary are processed and presented in the table and

described in data presentation. Then the data is analyzed and reported systematically based on the statements of problem that is about the students' ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlash Halong Balangan Regency in academic year 2007/2008.

1. The students' ability in forming Singular and Plural Noun of the Seventh Grade Students at MTs Al-Ikhlash Halong Balangan Regency Academic Year 2007/2008.

After the written test have been done, the students' ability in forming Singular and Plural Noun of the Seventh Grade Students at MTs Al-Ikhlash Halong Balangan Regency in Academic Year 2007/ 2008. Can be known from three types of questions contained 45 items questions. The students' have got the total score of written test result are 2475 from 55 respondents found out the mean 45, 00.

From the data that have been described before, it is known that students' ability in forming Singular and Plural Noun of the Seventh Grade Students at MTs Al-Ikhlash Halong Balangan Regency Academic Year 2007/ 2008 is in low category, it can be seen from the table 4.6. It is proved that no one student who get the score 80-100 (Excellence), 3 students or 5.45% who get the score 70-<80 (Good), 5 students or 9.09% who get the score 60-<70 (Good enough), 15 students or 27.27% who get the score 50-<60 (Poor), 32 students or 58.18% who get the score 0-<50 (Very Poor).

From the description above, it is known that however the students' Ability in forming Singular and Plural Noun of the Seventh Grade Students at

MTs Al-Ikhlâs Halong Balangan Regency Academic Year 2007/ 2008 is in low category, so that the important of teachers role in learning English grammar, to give support/ motivation to her students for increasing their ability with always study.

Moreover, they must to increase their vocabulary. I think the students of seventh grade at MTs Al-Ikhlâs Halong have very less English grammar book and dictionary, because it can be known from the score above, the problem is the student's English grammar book and dictionary, so they can not differ between singular noun and plural noun form.

2. The influential factors of the students' Ability in Forming Singular and Plural Noun of the seventh grade students at MTs Al-Ikhlâs Halong Balangan Regency Academic year 2007/2008.

a. Students' factor

1. Students' Interest

Students' interest can be divided into three indicators; they are student's interest towards English lesson, students' attendance in English class, and students' attention in English class.

Table 4.7. Described about students' interest toward English lesson, it can be known from the questionnaire that the students who have very high and high score mentioned that they very interested in English subject; it means that they have good interest and it includes low problem. The numbers of them are 22 students (40%) which are in very poor category. Most of students who stated quite interested in English subject known

good sufficient and low score the numbers of them are 33 students (60%) it mean good enough category, but it means that they in average problem.

For the students' attendance in teaching learning English in class. On the table 4.8 it shows that 20 students (36.36%) stated that they always attend teaching learning English in class. It means in very poor category. Thirty five students (63.63%) sometime attend, it is in good enough category, and no students seldom attend in class when English teaching learning activity. So, most of the seventh grade students of MTs Al-Ikhlas Halong in academic year 2007/ 2008 always attend in teaching learning English in classroom. It means they have very good interest in learning English.

Moreover, we can know from questionnaire still about student's interest, it is indicate by their attention in learning English, it can be seen in table 4.9. Which shows that 25 students (45.45%) stated that they always pay attention in learning English, it is very poor category, 30 students (54.54%) often attention in learning English, it is poor category, and no students seldom and never attention in learning English. So, most of the seventh grade students at MTs Al-Ikhlas Halong in Academic year 2007/2008 known that there are often attention in learning English but It's in poor interest.

From three indicators above, it can be known that most of students quite like toward English lesson is good enough interest, always attend in English class is very good interest, and often attention in learning English



in classroom is good category but in poor interest. Students' interest in English subject is very much influence the students' ability in forming singular in plural noun for the seventh grade students of MTs Al-Ikhlis Halong in academic year 2007/2008. Based on the interview with English teacher also, most of students dislike grammar and they don't have many vocabularies, so they don't know many words, it is because of lack facilities, e.g. Complete dictionary, English text book, and English grammar book, so that , they can't increase English grammar well. This is also influences with their interest.

## 2. Students motivation

The writer found from questionnaire that the students' motivation in this research most of students mentioned that they learning English suppose by their own motivation to get knowledge it means that they have good enough motivation the number of them 37 students (67.27%) who have their own motivation, it is included in good enough category. 11 students (20%) get motivation from his parent and teacher; it is included in very poor category. 7 students (12.72%) who motivated to learn English because of English is a subject in the school.

It can be stated that students' motivation in learning English of the seventh grade students at MTs Al-Ikhlis Halong academic year 2007/2008 are because their own motivation is high category. It means that students' motivation is good enough category. It's known from table 4.10.

### 3. Students learning activity

The writer found from questionnaire that Students' learning activity in this research most of students mentioned that there are aren't students have been following the English course until now, There is no students follow the course, it is in very poor category, but there are 15 students (27.27%) they known followed English course in past been following the course time and there are 40 students (72.72%) students never have followed English course, it is in good category. So most of the seventh grade students stated that there are never have followed English course, because the environment or facilities not support for this activities. Then it can be known if all of students who have very poor category in this research are passive following English course. It can be seen at table 4.11.

In addition, the activeness of students who often pay attention in teacher explanation, this data can be seen on the table 4.12. Shows that 30 students (54.54%) who often pay attention in teacher explanation, it includes in poor category. 14 students (25.45%) who sometime pay attention in teacher explanation, it includes in very poor category. and 11 students (20%) who seldom to pay attention in teacher explanation, it

includes in very poor category. So, most of students often pay attention in teacher explanation. It means it is in good enough categories.

Then in Table 4.13. It describes students' activeness to respond teacher's question and to ask difficult lesson, this data can be seen, there are 11 students (20%) stated often respond teacher's question and to ask difficult lesson, it means there are very active, it is includes very poor category. In there are 40 students (72.72%) stated that sometimes respond teacher's question and to ask difficult lesson if they don't understand, it is in good category and 4 students (7.27%) stated that seldom active to respond teacher's question and to ask difficult lesson, it is in poor category. It can be known if most of students sometime active to respond teacher's question and to ask difficult lesson, its mean in poor category.

From the data found that all of students who have the activeness in taking an important notes, this data can be seen on the table 4.14. That shows that 22 students (40%) stated that often take an important notes, it means in very poor category. There are 22 students (40%) stated that sometimes take an important notes, it is in very poor category too. and 11 students (20%) stated that seldom active to take an important notes. It is very poor category. So, the writer includes those students activeness in taking an important note is in very poor category.

Then in table 4.15. It describes about students activeness to study at home. It is known those 9 students (16.36%) who often active to study at home, it includes in very poor category. 11 students (20%) who

sometime active to study at home, it includes in very poor category and 35 students (63.63%) who seldom active to study at home, it includes in enough categories also. It can be known that students seldom active to study at home. It means in very poor categories.

From the table 4.16. It describes about students activeness improves their English through mass media or other source. It is known that 13 students (23.63%) who often improve their English through mass media or other source, it includes in very poor category. 9 students (16.36%) who sometimes improve it, it includes in very poor category also. and 33 students (60%) who never improve it, and it includes in good enough category. It can be known that they never improve their English through mass media or other source. It means it is in very poor categories.

Then in table 4.17. It describes the activeness of students to do their homework, it's known those 33 students (60%) who often do their homework, it includes in good enough category. 12 students (21.81%) who sometimes do their homework, it includes in very poor category and 10 students (18.18%) who seldom do it, it includes in very poor category. It's known that students often active to do their homework. It means in good enough categories.

From seven indicators above, it's known that almost of students seldom to active in learning English. So it can be stated that students' learning activity is categorized poor. It's known very influence of the

students' ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlal Halong in academic year 2007/2008.

#### 4. Students' facility

Teaching learning process will be implemented smoothly if supported by the complete facilities. The prepared facilities will be consideration for a teacher and student. The lack of facilities will make a trouble in teaching learning activity.

Based on the table 4.18 Found there are 3 students (5.45%) have the English text book (private ownership), it is in very poor category. 34 students (61.8%) have the English text book, but it is non-private ownership and it is in good enough category. And 18 students (32.72%) do not have the English text book; it is in poor category. So, most of seventh grade students at MTs Al-Ikhlal Halong have English text book but it is non private ownership but owned by the school. Thus, the completeness of student's English text book can be stated in the bad facility category, because their books are non-private ownership and they must give books back to their school.

Based on the table 4.19. found there are 7 students (12.72%) known that they have English grammar book (private ownership), it is in very poor category, there are 4 students (7.27%) known that they have English grammar book but non-private ownership, it is in very poor category too and there are 44 students (80%) known that they do not have English grammar book. So, most of the seventh grade students at MTs Al-

Ikhlas Halong stated that they do not have English grammar book ownership. Then, the completeness of student's English grammar book can be stated in the bad facility category too, because most of students do not have English grammar books.

Then students' ownership of an English dictionary, this data can be seen on the table 4.20. Which shows 11 students (20%) of students stated that they have the private ownership English dictionary; it is in very poor category. And there are 35 students (63.63%) stated that they have English dictionary but non-private ownership, it is in good enough category and there are 9 students (16.36%) known that they do not have English dictionary ownership, it is in very poor category. So, almost of the seventh grade students at MTs Al-Ikhlas halong Balangan Regency in academic year 2007/2008 stated that they have English dictionary but it is non private ownership and still there are students do not have English dictionary. And the completeness of student's English dictionary can be stated in bad facility category, because their English dictionaries are non-private ownership and not complete dictionaries.

Based on three indicators above, the writer concludes that the completeness of students' facility is in poor category or bad facilities. The really most of students have well enough facility, but the facility are non private ownership and owned by the school. Like English text book and they are given in learning process only, and known they do not have English grammar book, and then the students have dictionaries but it is not

complete dictionaries. The writer knows that the facilities are in poor condition to support the teaching and learning process. Students' facility is one of the influential factors of the students' ability in Forming Singular and Plural Noun at MTs Al-Ikhlas Halong.

b. Teacher's factor

Teacher educational background of English teacher will be influence on the presentation way of English subject material in class, as the English teacher must own their proficiency in the language and know how to teach English in the appropriate way, and the knowledge about these only received from the result of interview, it found the data that English teacher had finished graduated from S1 (English department) and this is includes into high category. So it can be conclude that English teacher of the seventh grade students at MTs Al-Ikhlas Halong had good educational background which support very much in teaching learning process. And teacher's factor also include from teacher technique in teaching and their experience in teaching, its will be influence in teaching learning process, its can make appropriate in teaching.

From the statement above, the writer concluded that although teacher's background categorized high, and for her experiences in teaching English is categorized quite and she has quite various on using techniques or her presentation in teaching English which certainly will influence students' ability in English.

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

Based on the research result of the second year students of MTs Al-Ikhlās Halong Balangan Regency in academic year 2007/2008 about the students' ability in forming singular and plural noun, it can be concluded that:



1. The students' ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlal Halong Balangan Regency in academic year 2007/2008 is only 45,00 in average, and it is interpreted very poor category. It is known from the students' written test result which consist of:
  - a. Choosing the appropriate about singular and plural noun.
  - b. Conversion between singular and plural noun.
  - c. Answering the question by filling in the blank on the table.
2. Factors that influence the students' ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlal Halong Balangan Regency in academic year 2007/ 2008 are:
  - a. Students' factors
    - 1) Students' interest to English Subject is good enough category. Most of students stated that there are quite like interest in English subject.
    - 2) Students' motivation in learning English is in good enough motivation.
    - 3) Students' Learning Activity have poor category, they don't have a good learning activity both at school and at home, especially activity in taking English course. Almost of all the students have never taken course, because the Environment does not support them.
    - 4) Students' facility category is in bad category. It can not support student's ability in forming singular and plural noun of the seventh grade students at MTs Al-Ikhlal Halong Balangan Regency academic year 2008/ 2009.
  - b. Teacher's factor
    - a) Teachers' educational background is categorized high
    - b) Teacher's experiences in teaching English is categorized quite

- c) Teacher's techniques or her presentation in teaching English is categorized high, but do not influence very much of the students' ability in forming singular and plural noun in academic 2008/2009.

## **B. Suggestion**

1. For the students of MTs Al-Ihklas Halong Balangan Regency, especially for the students of seventh grade should study hard, improve their ability to have good English including English grammar. Understanding grammar is important particularly about singular and plural noun in order to differ between singular and plural noun, especially in making correct sentences.
2. For English teacher it is worth to increase their teaching skills, keep on give motivations to the students to improve their ability on studying grammar whether in written or forming singular and plural noun, especially when conducting the teaching learning process. Thus, it will be helpful for the students to be able to master English.
3. People who involved in English instructional process, to make an effort in providing and completing the facilities for examples English book, dictionary, and the supporting English book like English grammar book that are related to the English teaching material in the school.