

CHAPTER I

INTRODUCTION

A. Rationale

Language is one of the important devices of communication in any type of human activities; language support processing civilization and its progress day to day. Language is use to show their thought and feeling, wish and activities and to influence others. One's education background, association, tradition and sign of family and nation can be explained by a language.¹

Murcia and Lois in their book *Teaching English as a Second or Foreign Language*, stated:

“The essence of language in human activity on the part of one individual to make him understood by another, and activity on the part of the other to understand what was the main of the first”.²

Language becomes an important thing and people around the world use it as a gift from God to human beings as adjusted to one of the Holy Koran in the Al-Hujurat verse 13 as follows:

¹ Maryy Finocchiaro, *English as a Second Language: from Theory of Practice*, (New York: Regents Publishing, Inc, 1975). p. 2

² Marianne Celce. Murcia and Lois Mentosh, *Teaching English as a Second Language*, Los Angeles: Newbury Hruse Publisher, Inc, 1959). p. 183

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ
 أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقَىٰ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

English is one of international languages, which is spoken by many people all over the world. So, using English is the easiest way to communicate with other people from other countries and make good relationship with each other and they use English for several reason. First, English has function to be a key in knowledge because many source literature of science and many books that have much knowledge written in English. Second, English is a bridge to connect with other country which has many languages. For these reason many people use English.

Some people think that English is complicated language because there are many difficult words they study it. It will be true all if we not study hard and seriously. In Indonesia it has been taught and studied from elementary school to university.

English grammar consists of various elements. One of them is parts of speech or kind of word. It includes eight general group classified appropriate with the function, meaning and its utilizing in sentences.³

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it

³ M.M.Basalamah Anies, Sistem Analisis, "TOEFL", (Jakarta:PT Reinika Cipta, 1994), p. 83.

can help everyone--not only teachers of English, but teachers of anything, for all teaching are ultimately a matter of getting to grips with meaning. (David Crystal, "In Word and Deed," TES Teacher, April 30, 2004)⁴

Grammar is one important subject matter which should be mastered in English learning. It helps students to construct a grammatically correct utterance and writing. One aspect of grammar is singular and plural. It is a basic knowledge of English that should be mastered. Thus, it has been introduced to students since beginning level.

In English grammar, there are some plural forms or *bentuk jamak* in Indonesian. Plural form usually formed with the additions of *-s* (e.g., *one cat, two cats; one chair, two chairs*) or *-es* (e.g., *one bush, two bushes; one itch, two itches*). Generally, *-s* is added to all nouns that end in a voiceless consonant, vowels, or voiced non-sibilants, whereas *-es* is added for nouns ending in a sibilant sound. Nouns that end in *e* are a noted exception; though *e* may form a sibilant sound, *-s* is used (e.g., *one tree, two trees; one bee, two bees*).⁵

Some plural forms require more noticeable changes in word structure. Most words ending in a *y* preceded by a consonant are pluralized with *ies* (e.g., *one lady, two ladies; one cherry, two cherries*). Some words ending in *f* are pluralized with *-ves* (e.g., *one leaf; two leaves*; exception: *one roof; two roofs*). Words ending in *x* are

⁴ Nortquist, Richard. *Grammar and Composition*, (New York: About.com, 2012) retrieved January 10th 2012. <http://grammar.about.com/od/basicssentencegrammar/a/grammarintro.htm>

⁵ <http://www.answers.com/topic/plural> retrieved January 10th 2012

often pluralized with *-ces* (e.g., *one matrix, two matrices; one index, two indices*). Words ending in *us* often replace the *us* with *-i* (e.g., *one cactus, two cacti; one fungus, two fungi*). A subset of words ending in *um* or *on* are pluralized by replacing with *-a* (e.g., *one forum, two fora; one criterion, two criteria*).

Other variations occur where vowels and consonants change in the middle structure of the word. Such examples are, (*1 die; 2 dice*), (*1 goose; 2 geese*) and, (*1 mouse; 2 mice*).⁶

Plural forms are very essential to know by the students who learn English. It is usually difficult for students to understand, they often get confusing and make mistakes in using them correctly. This problem often causes difficulty in making English sentences.

Although the seventh grade students' at MTsN Aluh-Aluh and SMPN 2 Aluh-Aluh have studied plural forms, but not all of them can use and understand it correctly. Some still confused to differentiate all of plural forms usage.

In this research the writer chooses two schools that are MTsN Aluh-Aluh and SMPN 2 Aluh-Aluh because in Beruntung Baru sub district just be found two schools in Junior High School level.

Based on description above the writer is interested in conducting research and know further about the students' achievement in plural form at Junior High

⁶ *Ibid*,

School which entitle “**SEVENTH GRADE STUDENTS’ ACHIEVEMENT IN IDENTIFYING PLURAL FORMS A CASE STUDY AT MTsN ALUH-ALUH AND SMPN 2 ALUH-ALUH BANJAR REGENCY ACADEMIC YEAR 2012/2013**”.

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

1. Students : seventh grade students’ at MTsN Aluh-Aluh and SMPN 2 Aluh-Aluh Banjar Regency academic year 2012/2013.
2. Achievement : in Oxford learner’s pocket dictionary, achievement is gain or reach by effort.⁷ So, students achievement is student’ gain or reach by effort achievement in this research are the students’ score in plural forms test.
3. Identifying : show or prove who or what something.⁸ The writer means here to identify the students’ difficulties in mastering plural forms.
4. Plural Forms : a word used for referring to more than one.⁹ A plural noun means more than one item. Examples, of plural nouns are *beds, boys, girls, books, cats*, etc. they are created by adding a letter ‘s’ to

⁷ *Oxford Learner’s Pocket Dictionary*: New Edition. (New York: Oxford University Press, 2000) p. 4

⁸ *Ibid*, p. 212

⁹ *Ibid*, p. 329

the end of the word or by adding ‘es’ such as *in churches, boxes* or *witches*.¹⁰

From the explanation above, the writer will do a research of the seventh grade students’ at MtsN Aluh-Aluh and SMPN 2 Aluh-Aluh Banjar Regency academic years 2012/2013 to know their achievement in English, especially in plural forms lesson.

B. Statement of The Problem

In order to get there information for this the fact the central problem that need to be study are:

1. How is the students’ achievement in identifying plural forms at MtsN Aluh-Aluh and SMPN 2 Aluh-Aluh Banjar Regency academic year 2012/2013?
2. What are the students’ difficulties in mastering plural forms?

C. Reason for Adopting the Title

There are some reasons for adopting this title, they are:

1. Realizing that students have just graduated from elementary school.
2. Knowing that the students at elementary school have limited vocabulary.
3. Considering that plural forms are one of grammar aspect that needs more understanding.

¹⁰ *Plural Nouns*, 2009. Retrieved on July 01 2012 <http://www.examples-help.org.uk/parts-of-speech/plural-nouns.htm>

4. Learning plural forms is important in helping students increase their language intuition.

D. Purpose of Research

The purposes of this research are:

1. To know the seventh grade students' achievement in identifying plural forms at MTsN Aluh-Aluh and SMPN 2 Aluh-Aluh Banjar Regency academic year 2012/2013.
2. To find out the students' difficulties in mastering plural forms.

E. Significant of Research

The results that are going to be reached in this research are expected to:

1. Give information and evaluation about students' achievement in identify plural forms on grammar skill.
2. Give information about students' difficulties in identifying plural forms for anybody who is interested in the result of this research.
3. Give an information and input for the teacher, especially English teacher to develop English learning process.
4. Add the writer's knowledge about plural forms.
5. Give contribution for the library of IAIN Antasari Banjarmasin.

F. Organization of Writing

This research is divided in to five chapters as follows:

The first chapter contains introduction, which is consisting of rationale, statement of the problems, reason for adopting the title, purpose of research, significant of research and organization of writing.

The second chapter contains theoretical review on related field, which is consisting of definition of students' achievement, definition and classification of noun, definition of plural form, and kinds of plural form and its usage.

The third chapter contains methodology of research which covers of subject and object of research, data and sources of data and techniques of data collection, basic framework of data research, designed measurement, technique of data processing and data analysis and research procedure.

The fourth chapter contains report of research result that covers general description of the research location, data presentation and data analysis.

The fifth chapter is closure contains conclusion and suggestions.