CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Study

The writer is interested in this case because the problems in using letter-s or es look easy but this is difficult enough and complicated. So, the writer continues to study the problem in using letter-s as a research in my thesis.

The research by the title "plural and singular form of noun in Azerbaijani and English languages" by Dr. Azizeh Khanchobani Ahranjani Islamic Azad University of Iran. The problem of the study in Dr. Azizeh Khanchobani Ahranjani research is "what that are plural in form, singular in number two languages are different except?"

The result as follow:Comparing and contrasting number system of the noun in Azerbajani and English languages reveal both differences and similarities.1) In noun groups that are plural in form,singular in number two languages are different except the group of countries and organizations such as "The United States Of America" and" The United Nations" that they share the same rule.[13]

The differences between this study with Dr. Azizeh Khanchobani Ahranjani. In Dr. Azizeh Khanchobani Ahranjanijournal also discuss about plural and singular form of noun in Azerbaijani and english languages. Meanwhile, this thesis focuses on the problem in the use of the plural nouns.

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[13]Azizeh Khanchobani Ahranjani, plural and singular form of noun in Azerbaijani and english languages: *Journal Academic Research Internasional* Volume 1, Issue 3, November 2011, p. 156.

The research by the title "An Analysis of Phonetic, Morphological and Syntactic Errors in English: A Case Study of Saudi BA Students at King Khalid University" by Khalid Al-Badawi. The problem of the study in Khalid Al-Badawi research is Saudi students of English as a Foreign Language at King Khalid University (KKU) commits certain phonetic, morphological and syntactic errors when using English in different environments?"

Similarities this study is same used suffix −s/-es in words and sentence, difference between this study with Khalid Al Badawi also discuss about Saudi students of English as a Foreign Language at King Khalid University (KKU) commits certain phonetic, morphological and syntactic errors when using English in different environments. Meanwhile, this thesis focuses on the problem in the use of the plural nouns

The result as follow: The results of the study confirm El-Hibir and Al-thaha's (1995) finding regarding the widespread substitution of /f/ for /v/ and for both El-Hibir and Al-thaha's and Barros's (2003)findings regarding that of /b/ for /p/ among native Arabic-speaking learners of English. Such misarticulating can be attributed to the absence of /v/ and /p/ in the Arabic phonological system, leading L2 learners to substitute Arabic equivalents for them that are imperfect in that they have a different manner of articulation. In contrast, L2 learners cannot substitute Arabic equivalents for English vowels that are absent from the Arabic phonological system because no such vowels are available, and must thus rely on their often-imperfect knowledge of English vowels. Regarding morphological errors, the results indicate that a failure to

use or a tendency to misuse certain morphemes arises from lack of knowledge of English morphemes, whereas syntactic errors tend to arise from negative L1 interference on L2structures. The findings of this study demonstrate the utility of employing error analysis in identifying phonetic, morphological and syntactic errors among L2 learners to gain understanding of their causes.

The research by the title:"English Vocabulary Using Picture Game Media at Third Grade Students of Madrasah Ibtidayah Nahdatul 'Ulama of Palangka Raya" .by Meliya Ayu Lindasari. The Problem as follow: "Effective between teaching English Vocabulary picture game media and without picture game media toward the students' interest and their understanding in study English Vocabulary?". The result as:"measure the effective of teaching English vocabulary picture game media and without picture game media toward the students' interest in study English vocabulary and students' score of English vocabulary".[14]

The research by title:" the teaching of singular and plural countable noun of the fifth year students of madrasah ibtidayah (MI) darululum of palangkaraya using still picture media", by Ahmad Ali Al-Mushhab. The problem as follow: "which one is more effective in teaching learning singular and plural countable noun using still picture media or without using still picture media?". The result as: "one more effective in teaching singular and plural

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[14]MeliyaAyuLindasari, Teaching English Vocabulary Using Picture Game Media At Third Grade Students of Madrasah IbtidayahBahdatul 'Ulama Palangka Raya, *Thesis STAIN Palangka Raya,* 2010, p. 5.

countable noun by using still picture media and without using still picture media".[15]

The differences between this study with Meliya Ayu Lindasari are she teaching English vocabulary using picture game media. And difference with Ahmad Ali Al-Mushhab is he teaching singular and plural countable noun with picture media. Meanwhile, this thesis focuses on the problem in the use of the plural nouns.

B. The Nature of Grammar

There are four skills that have to be developed in English teaching learning process, they are reading, speaking, listening, and writing. In developing these four skills the knowledge of grammar is very essential.

Grammar is one of requirements that have to be learned by the students in developing these four skills of the English language. It can be learn by reading and comprehending English grammar books.

English grammar has there are many sub subject are Verb tenses, modal auxiliaries and similar expressions, the passive, gerunds and infinitives, singular and plural, adjectives clauses, noun clause, conditional sentence and etcetera.

In English word can be divided to be some classes following the function and action that they do in a sentence. This class called part of speech. The eight parts of speech are: noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjection.

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[15]Ahmad Ali Al-Mushhab, The Teaching of Singular and Plural Countable Noun of the Fifth Year Students of Madrasah Ibtidayah (MI) Darul Ulum of Palangka Raya Using Still Picture Media, *Thesis STAIN* Palangka Raya, 2010, p. 3.

C. **Noun**

A **noun** is a word used to name a person, animal, place, thing, and abstract idea. Nouns are usually the first words which small children learn.[16] The **highlighted** words in the following sentences are all nouns:

Late last *year* our *neighbors* bought a *goat*.

Portia White was an *opera singer*.

The *bus inspector* looked at all the *passengers' passes.*

According to *Plutarch*, the *library* at *Alexandria* was destroyed in 48 B.C.

*Philosoph*y is of little *comfort* to the *starving.*

Noun has two forms, they are: Concrete noun and Abstract noun..Concrete noun can be see and can be feel. Such as: Richard, man, Surabaya, gold, table, iron etc. Abstract noun can not be see, or can not be feel but can imagine it. Wisdom, happiness, wealth, life, friendship, faith, etc.[17]

1. **The function of noun**

A noun can function in a sentence as a subject of verb, the complement of the verbs, object of a verb, the object of a preposition a noun can also de in the possessive case.[18]

2. **Noun Gender**

Many common nouns, like "engineer" or "teacher," can refer to men or women. Once, many English nouns would change form depending on

[16]PoraYusran, *Develop Your Vocabulary Grammar and Idiom*. Yogyakarta: Pustakapelajar, 2003, p. 268.
[17]SatrioNugroho. *Complete English Grammar*. Surabaya. Kartika, p.61.
[18]Thomson A.J. and martinet A.V., *A Pratical English Grammar.* London. Oxford University Press,1986, p. 24.

their gender, for example, a man was called an "author" while a woman was called an "authoress" -- but this use of **gender-specific nouns** is very rare today. Those that are still used occasionally tend to refer to occupational categories, as in the following sentences.

David Garrick was a very prominent eighteenth-century actor.

Sarah Siddons was at the height of her career as an actress in the 1780s.

The manager was trying to write a want ad, but he couldn't decide whether he was advertising for a "waiter" or a "waitress"

3. **Noun Plurals**

Most nouns change their form to indicate number by adding "-s" or "-es", as illustrated in the following pairs of sentences:

When Matthew was small he rarely told the *truth* if he thought he was going to be punished.

Many people do not believe that *truths* are self-evident.

As they walked through the silent house. They were startled by an unexpected *echo.*

I like to shout into the quarry and listen to the *echoes* that returned.

He tripped over a *box* left carelessly in the hallway.

Since we are moving, we will need many *boxes.*

There are other nouns which form the plural by changing the last letter before adding "s". Some words ending in "f" form the plural by

deleting "f" and adding "ves," and words ending in "y" form the plural by deleting the "y" and adding "ies," as in the following pairs of sentences:

The harbor at Marble Mountain has one *wharf.*

There are several *wharves* in Halifax Harbor.

Warsaw is their favorite *city* because it reminds them of their courtship.

The vacation my grandparents won includes trips to twelve European *cities.*

The children circled around the headmaster and shouted, "Are you a *mouse* or a man?"

The audience was shocked when all five men admitted that they were afraid of *mice.*

Other nouns form the plural irregularly. If English is your first language, you probably know most of these already: when in doubt, consult a good dictionary.

4. Possessive Nouns

In possessive nouns to show possession, add an apostrophe (') and –s to a singular noun and add only an apostrophe to a plural noun that ends in –s.[19] In the possessive case, a noun or pronoun changes its form to show that it owns or is closely related to something else. Usually, nouns become possessive by adding a combination of an apostrophe and the letter "s."

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[19]Azar Betty Schrampfer, *Understanding and Using English Grammar.* New Jersey. Prentice Hall, 1989, p.202.

We can form the possessive case of a singular noun that does not end in "s" by adding an apostrophe and "s," as in the following sentences:

The red suitcase is **Cassandra's.**

The only luggage that was lost was the **prime minister's.**

The exhausted recruits were woken before dawn by the **drill sergeant's** screams.

The **miner's** face was covered in coal dust.

We can form the possessive case of a singular noun that ends in "s" by adding an apostrophe alone or by adding an apostrophe and "s," as in the following examples:

The **bus's** seats are very uncomfortable.

The **bus'** seats are very uncomfortable.

The film crew accidentally crushed the **platypus's** eggs.

The film crew accidentally crushed the **platypus'** eggs.

Felicia Hemans's poetry was once more popular than Lord Byron's.

Felicia Hemans' poetry was once more popular than Lord Byron's.

We can form the possessive case of a plural noun that does not end in "s" by adding an apostrophe and a "s," as in the following examples:

The **children's** mittens were scattered on the floor of the porch.

The **sheep's** pen was mucked out every day.

Since we have a complex appeal process, a **jury's** verdict is not always final.

The ***men's*** hockey team will be playing as soon as the ***women's*** team is finished.

The hunter followed the ***moose's*** trail all morning but lost it in the afternoon.

We can form the possessive case of a plural noun that *does* end in "s" by adding an apostrophe:

The concert was interrupted by the ***dogs'*** barking, the ***ducks'*** quacking, and the ***babies'*** squalling.

The ***janitors'*** room is downstairs and to the left.

My uncle spent many hours trying to locate the ***squirrels'*** nest.

The archivist quickly finished repairing the ***diaries'*** bindings.

Religion is usually the subject of the ***roommates'*** many late night debates.

When you read the following sentences, you will notice that a noun in the possessive case frequently functions as an adjective modifying another noun:

The ***miner's*** face was covered in coal dust.

Here the possessive noun "miner's" is used to modify the noun "face" and together with the article "the," they make up the noun phrase that is the sentence's subject.

The concert was interrupted by the ***dogs'*** barking, the ***ducks'*** quacking, and the ***babies'*** squalling.

In this sentence, each possessive noun modifies a gerund. The possessive noun "dogs'" modifies "barking," "ducks'" modifies "quacking," and "babies'" modifies "squalling."

The film crew accidentally crushed the ***platypus's*** eggs.

In this example the possessive noun "platypus's" modifies the noun "eggs" and the noun phrase "the platypus's eggs" is the direct object of the verb "crushed."

My uncle spent many hours trying to locate the ***squirrels'*** nest.

In this sentence the possessive noun "squirrels'" is used to modify the noun "nest" and the noun phrase "the squirrels' nest" is the object of the infinitive phrase "to locate."

D. Types of Nouns

There are many different types of nouns. As you know, you capitalize some nouns, such as "Canada" or "Louise," and do not capitalize others, such as "badger" or "tree" (unless they appear at the beginning of a sentence). In fact, grammarians have developed a whole series of noun types, including the proper noun, the common noun, the concrete noun, the abstract noun, the countable noun (also called the count noun), the non-countable noun (also called the mass noun), and the collective noun. You should note that a noun will belong to more than one type: it will be proper or common, abstract or concrete, *and* countable or non-countable or collective. If you are interested in the details of these different types, you can read about them in the following sections.

1. Proper Nouns

We always write a proper noun with a capital letter, since the noun represents the name of a specific person, place, or thing. The names of days of the week, months, historical documents, institutions, organizations, religions, their holy texts and their adherents are proper nouns. A proper noun is the opposite of a common noun. In each of the following sentences, the proper nouns are highlighted:

> The *Maroons* were transported from *Jamaica* and forced to build the fortifications in *Halifax.*
>
> Many people dread *Monday* mornings.
>
> *Beltane* is celebrated on the first of *May.*
>
> *Abraham* appears in the *Talmud* and in the *Koran.*
>
> Last year, I had a *Baptist,* a *Buddhist,* and a *Gardner an Witch* as roommates.

2. Common Nouns

A **common noun** is a noun referring to a person, place, or thing in a general sense -- usually, we should write it with a capital letter only when it begins a sentence. A common noun is the opposite of a proper noun. In each of the following sentences, the common nouns are **highlighted**:

> According to the *sign,* the nearest *town* is 60 *miles* away.
>
> All the *gardens* in the *neighborhood* were invaded by *beetles* this *summer.*

I don't understand why some *people* insist on having six different *kinds* of *mustard* in their *cupboards.*

The road *crew* was startled by the *sight* of three large *moose* crossing the *road*.

Many child-care *workers* are underpaid.

Sometimes we will make proper nouns out of common nouns, as in the following examples:

The tenants in the *Garnet Apartments* are appealing the large and sudden increase in their rent.

The meals in the Bouncing *Bean Restaurant* are less expensive than meals in ordinary restaurants.

Many witches refer to the Renaissance as the Burning *Times*.

The *Diary of Anne Frank* is often a child's first introduction to the history of the *Holocaust.*

3. **Concrete Nouns**

A **concrete noun** is a noun which names anything (or anyone) that we can perceive through your physical senses: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of an abstract noun. The **highlighted** words in the following sentences are all concrete nouns:

The *judge* handed the *files* to the *clerk*.

Whenever they take the *dog* to the *beach*, it spends hours chasing *waves*.

The real estate *agent* urged the *couple* to buy the second *house* because it had new *shingles.*

As the *car* drove past the *park,* the *thump* of a disco *tune* overwhelmed the string *quartet's rendition* of a *minuet.*

The *book binder* replaced the flimsy paper *cover* with a sturdy, cloth-covered *board.*

4. Abstract Nouns

An **abstract noun** is a noun which names anything which we cann*ot* perceive through your five physical senses, and is the opposite of a concrete noun. The **highlighted** words in the following sentences are all abstract nouns:

Buying the fire extinguisher was an *afterthought.*

Tillie is amused by people who are nostalgic about *childhood.*

Justice often seems to slip out of our grasp.

Some scientists believe that *schizophrenia* is transmitted genetically.

5. Countable Nouns

A **countable noun** (or **count noun**) is a noun with both a singular and a plural form, and it names anything (or anyone) that we can *count*. We can make a countable noun plural and attach it to a plural verb in a sentence. Countable nouns are the opposite of non-countable nouns and collective nouns. In each of the following sentences, the **highlighted** words are countable nouns:

We painted the *table* red and the *chairs* blue.

Since he inherited his *aunt's library,* Jerome spends every *weekend* indexing his *books.*

Miriam found six silver *dollars* in the *toe* of a *sock.*

The oak *tree* lost three *branches* in the *hurricane.*

Over the *course* of twenty-seven *years,* Martha Ballad delivered just over eight hundred *babies*.

6. Non-Countable Nouns

A **non-countable noun** (or **mass noun**) is a noun which does not have a plural form, and which refers to something that you could (or would) not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns. The **highlighted** words in the following sentences are non-countable nouns:

Joseph Priestly discovered *oxygen.*

The word "oxygen" cannot normally be made plural.

Oxygen is essential to human life.

Since "oxygen" is a non-countable noun, it takes the singular verb "is" rather than the plural verb "are."

We decided to sell the *furniture* rather than take it with use when we moved.

We cannot make the noun "furniture" plural.

The *furniture* is heaped in the middle of the room.

Since "furniture" is a non-countable noun, it takes a singular verb, "is heaped."

The crew spread the *gravel* over the roadbed.

We cannot make the non-countable noun "gravel" plural.

Gravel is more expensive than I thought.

Since "gravel" is a non-countable noun, it takes the singular verb form "is."

7. Collective Nouns

A **collective noun** is a noun naming a group of things, animals, or persons. You could count the individual members of the group, but you usually think of the group as a whole is generally as one unit. You need to be able to recognize collective nouns in order to maintain subject-verb agreement. A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun. In each of the following sentences, the **highlighted** word is a collective noun:

The *flock* of geese spends most of its time in the pasture.

The collective noun "flock" takes the singular verb "spends."

The *jury* is dining on take-out chicken tonight.

In this example the collective noun "jury" is the subject of the singular compound verb "is dining."

The steering *committee* meets every Wednesday afternoon.

Here the collective noun "committee" takes a singular verb, "meets."

The *class* was startled by the bursting light bulb.

In this sentence the word "class" is a collective noun and takes the singular compound verb "was startled."[20]

E. Singular Noun

The singular number or a singular noun (singular) is the word that shows only one person, animal, object or a place.[21]Singular is a form of noun or verb refers to one person or thing.[22]

Examples: John, dog, car, house, etc

John buys a car.

There is a dog in your house.

F. The Plural Noun

1. Definition of plural noun

Plural noun is a form of a noun or verb which refers to more than one person or thing.[23] Noun has two forms in number: singular and plural noun. A singular noun names one person, place, thing, or idea. A plural noun names more than one. Actually, there are two forms of plural noun, namely regular and irregular pluralization.

The regular plural is the plural of noun, which adds letter-S to the singular, form *(boy-boys, apple-apples),* while the irregular plural is the pluralization which based on older English *(man-men, foot-feet, child-children)* or the plural has the same form as the singular *(sheep-sheep, deer-*

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[20]http://www.uottawa.ca/academic/arts/writcent/hypergrammar/nouns.html.(online Sept, 12 2014)

[21]Hotben, Utomo Ai., *Intisari Tata BahasaInggrisKontemporer*,1989. p. 63.

[22]Hornby.*OxfordAdvanced Learner's Dictionary*.Oxford University Press.1995, p. 1104.

[23]*Ibid*. p. 889.

deer).[24] However, in this study the writer only discusses the plural forms of noun ending with letter–S.

2. The Forms of Plural Noun

In this study, the writer discusses the plural forms of noun which only end with letter–S. Actually, there are some forms of plural nouns which end with letter–S. Notices that the forms of plural noun in English have the general rules for their writing especially the plural ending with letter–S. The following below are some forms and the way to pluralize.

a. After a sound spelled as *s, z, ch, sh,* and *x,* 'es' is added *(classes, churches, dishes).* However, if end *ch* is pronounced [*k*]**,** only letter -s is added *(monarchs, stomachs, and epochs).*

b. After y preceded by a consonant, the **y** is changed to *i* and *e*s is added *(lady –ladies, country – countries).* If end **y** is preceded by a vowel, no change is made *(attorney – attorneys, valley – valleys).*

c. In one – syllable words, end *f* or *fe* becomes *ves* in the plural *(wife – wives, leaf –leaves, thief – thieves).* However, some of such words take the regular letter –s ending *(chief – chiefs, roof – roofs).* A few words have either form for the plural *(wharves or wharfs, scarfs or scarves).*

d. After end *o, es* is sometimes added, especially in some common words *(heroes, negroes, echoes, potatoes).* If a vowel precedes the end *o,* or if the word is a term used in

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[24] Frank Marcella, *Modern English: A Practical Reference Guide,* London: Prentice Hall International 1972, p.413.

Music, only letter –s is added *(studios, pianos, sopranos).*Sometimes with a less common letter –s ending *(cargoes or cargos, mottoes or mottos, volcanoes* or *volcanos).*[25]The plural *form of most* nouns is created simply by adding the letter *s:*

a. more than one snake = snakes

b. more than one ski = skis

c. more than one Barrymore = Barrymores

Words that end in *-ch,x,s* or *s-like* sounds, however, will require an *-es* for the plural:

a. more than one witch = witches

b. more than one box = boxes

c. more than one gas = gases

d. more than one bus = buses

e. more than one kiss = kisses

f. more than one Jones = Joneses

Note that some dictionaries list "busses" as an acceptable plural for "bus." Presumably, this is because the plural "buses" looks like it ought to rhyme with the plural of "fuse," which is "fuses." "Buses" is still listed as the preferable plural form. "Busses" is the plural, of course, for "buss," a seldom used word for "kiss."

There are several nouns that have irregular plural forms. Plurals formed in this way are sometimes called *mutated (or mutating) plurals.*

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[25]*Ibid*. p.13.

a. more than one child = children

b. more than one woman = women

c. more than one man = men

d. more than one person = people

e. more than one goose = gees

f. more than one mouse = mice

g. more than one barracks = barracks

h. more than one deer = deer

And, finally, there are nouns that maintain their Latin or Greek form in the plural. (See media and data and alumni, below.)

a. more than one nucleus = nuclei

b. more than one syllabus = syllabi

c. more than one focus = foci

d. more than one fungus = fungi

e. more than one cactus = cacti (*cactuses* is acceptable)

f. more than one thesis = theses

g. more than one crisis = crises*

h. more than one phenomenon = phenomena

i. more than one index = indices (*indexes* is acceptable)

j. more than one appendix = appendices (*appendixes* is acceptable)

k. more than one criterion = criteria

*Note the pronunciation of this word, *crises*: the second syllable sounds like *ease.* More than one base in the game of baseball is *bases,* but more

than one *basis* for an argument, say, is also *bases,* and then we pronounce the word bases.

A handful of nouns appear to be plural in form but take a singular verb:

a. The news is bad.

b. Gymnastics is fun to watch.

c. Economics/mathematics/statistics is said to be difficult. ("Economics" can sometimes be a plural concept, as in "The economics of the situation demand that")

Numerical expressions are usually singular, but can be plural if the individuals within a numerical group are acting individually:

a. Fifty thousand dollars is a lot of money.

b. One-half of the faculty is retiring this summer.

c. One-half of the faculties have doctorates.

d. Fifty percent of the students have voted already.

And another handful of nouns might seem to be singular in nature but take a plural form and always use a plural verb:

a. My pants are torn. (Nowadays you will sometimes see this word as a singular "pant" [meaning one pair of *pants]* especially in clothing ads, but most writers would regard that as an affectation.)

b. Her scissors were stolen.

c. The glasses have slipped down his nose again.

When a noun names the title of something or is a word being used as a word, it is singular whether the word takes a singular form or not.

    a. *A face is* the name of the new restaurant downtown.

    b. *Okies,* which most people regard as a disparaging word, was first used to describe the residents of Oklahoma during the 1930s.

    c. Chelmsley Brothers is the best moving company in town.

    d. *A postcard is* my favorite novel.

    e. The term *Okies* was used to describe the residents of Oklahoma during the 1930s. (In this sentence, the word *Okies* is actually an appositive for the singular subject, "term.")

3. Plural Compound Nouns

Compound words create special problems when we need to pluralize them. As a general rule, the element within the compound that word that is pluralized will receive the plural -s, but it's not always that simple. *Daughters-in-law* follows the general rule, but *cupfuls* does not.

Many careful writers insist that the words *data* and *media* are Latin plurals and must, therefore, be used as plural words. The singular Latin forms of these words, however, are seldom used: *datum* as a single bit of information or *medium* as a single means of communication. Many authorities nowadays approve sentences like my data is lost. And the media is out to get the President. Even textbooks in computer science are beginning to use "data" as a singular.

Alumni and *alumnae* remain problematic. The plural of masculine singular *alumnus* is *alumni*; the plural of feminine singular *alumna* is *alumnae.* In traditional Latin, the masculine plural form, *alumni,* could include both genders. This does not go over well with some female alums. We note, furthermore, that Vassar College, which now has both, has lists of alumni and alumnae. Hartford College for Women, we assume, has only alumnae. In its publication style manual, Wesleyan University approves of alumni/ae. The genderless *graduate* and the truncated and informal *alum* have much to commend them.

Special Cases in plural are:

With words that end in a consonant and a *y,* we will need to change the *y* to an *i* and add *es.*

    a. more than one baby = babies

    b. more than one gallery = galleries

       (Notice the difference between this and *galleys,* where the final y is not preceded by a consonant.)

    c. more than one reality = realities

       This rule does not apply to proper nouns:

    d. more than one Kennedy = Kennedys

Words that end in *o* create special problems.

    a. more than one potato = potatoes

    b. more than one hero = heroes

       . . . however . . .

    c. more than one memo = memos

    d. more than one cello = cellos

      . . . and for words where another vowel comes before the o . . .

    e. more than one stereo = stereos

Plurals of words that end in *-f* or *-fe* usually change the *f* sound to a *v* sound and add *s* or *-es.*

    a. more than one knife = knives

    b. more than one leaf = leaves

    c. more than one hoof = hooves

    d. more than one life = lives

    e. more than one self = selves

    f. more than one elf = elves

    g. more than one dwarf = dwarfs

    h. more than one roof = roofs

4. Collective Nouns, Family Names, Company Names, Sports Teams

a. Collective Noun

There are, furthers, so called collective nouns, which are singular when we think of them as groups and plural when we think of the individuals acting within the whole (which happens sometimes, but not often).

audience	family	kind
band	flock	lot
class	group	[the] number
committee	heap	public

| crowd | herd | staff |
| dozen | jury | team |

Thus, if we're talking about eggs, we could say "A dozen is probably not enough." But if we're talking partying with our friends, we could say, "A dozen are coming over this afternoon." The jury delivers its verdict. [But] The jury came in and took their seats. We could say the Tokyo String Quartet is one of the best string ensembles in the world, but we could say the Beatles were some of the most famous singers in history. Generally, band names and musical groups take singular or plural verbs depending on the form of their names: "The Mamas and the Papas were one of the best groups of the 70s" and "Metallica is my favorite band."

Note that "the number" is a singular collective noun. "The number of applicants *is* steadily increasing." "A number," on the other hand, is a plural form: "There are several students in the lobby. A number *are* here to see the president."

Collective nouns are count nouns which means they, themselves, can be pluralized: a university has several athletic teams and classes. And the immigrant families kept watch over their herds and flocks.

The word following the phrase *one of the* (as an object of the preposition *of*) will always be plural.

1) One of the reasons we do this is that it rains a lot in spring.

2) One of the students in this room is responsible.

Notice, though, that the verb ("is") agrees with *one,* which is singular, and not with the object of the preposition, which is always plural.

b. Family name

When a family name (a proper noun) is pluralized, we almost always simply add an "s." So we go to visit the Smiths, the Kennedys, the Grays, etc. When a family name ends in *s, x, ch, sh,* or *z,* however, we form the plural by added *-es,* as in the Marches, the Joneses, the Maddox's, the Bushes, the Rodriguez's. Do *not* form a family name plural by using an apostrophe; that device is reserved for creating possessive forms.

When a proper noun ends in an "s" with a hard "z" sound, we don't add any ending to form the plural: "The Chambers are coming to dinner" (not the Chamberses); "The Hodges used to live here" (not the Hodgeses). There are exceptions even to this: we say "The Joneses are coming over," and we'd probably write "The Stevenses are coming, too." A modest proposal: women whose last names end in "s" (pronounced "z") should marry and take the names of men whose last names do not end with that sound, and eventually this problem will disappear.

c. Company Names

The *names of companies and other organizations* are usually regarded as singular, regardless of their ending: "General Motors has announced its fall lineup of new vehicles." Try to avoid the inconsistency that is almost inevitable when you think of corporate entities as a group of individuals: "General Motors has announced their fall lineup of new vehicles." But note

that some inconsistency is acceptable in all but the most formal writing: "Ford has announced its breakup with Firestone Tires. Their cars will no longer use tires built by Firestone." Some writers will use a plural verb when a plural construction such as "Associates" is part of the company's title or when the title consists of a series of names: "Upton, Vernon, and Gridley are moving to new law offices next week" or "Shadrach, Meshach, Abednego & Associates have won all their cases this year." Singular verbs and pronouns would be correct in those sentences, also.

d. Sports Teams

The names of sports teams, on the other hand, are treated as plurals, regardless of the form of that name. We would write that "The Yankees have signed a new third baseman" and "The Yankees are a great organization" (even if we're Red Sox fans) and that "For two years in a row, the Utah Jazz have attempted to draft a big man." When we refer to a team by the city in which it resides, however, we use the singular, as in "Dallas has attempted to secure the services of two assistant coaches that Green Bay hopes to keep." (This is decidedly not a British practice. In the UK, the city or country names by which British newspapers refer to soccer teams, for example, are used as plurals — a practice that seems odd and inconsistent to American ears: "A minute's silence will precede the game at Le Stadium today, when Toulouse play Munster, and tomorrow at Lansdowne Road, when Leinster attempt to reach their first European final by beating Perpignan" [report in the online *London Times*].)

In a rare dictum-making mood, William Safire (in *No Uncertain Terms,* 2003) declares that pluralized names like Packers and Yankees should take plural verbs (obviously), but that team names like the Jazz, the Heat, the Lightning, the Connecticut Sun should take singular verbs. This dictum seems to prevail in Safire's own *New York Times:* "The [Miami] Heat, typical of its resilience at home, was far from through. " But just about everywhere else in the world of sports reporting, this is not the case. Even in the *Times*, an AP report asserts that "The Heat, down 2-0 in the East Conference semifinal series, have won 16 straight home games." The *Boston Globe* says that "the [New England] Revolution are reestablishing their reputation for resourcefulness and spirited play." and "the Heat were in it in the first half." The *Hartford Courant* writes that "When the Connecticut Sun play an exhibition game tonight in Houston, Coach Mike Thibault will have two more players." Finally, NBA Media Ventures writes that "The Utah Jazz were expected to follow the rebuilding mode… ." [All quotations are from May 10th and 20th, 2004, online sources.)

e. Singular Subjects, Plural Predicates

We frequently run into a situation in which a singular subject is linked to a plural predicate:

1. My favorite breakfast is cereal with fruit, milk, orange juice, and toast.

Sometimes, too, a plural subject can be linked to singular predicate:

2.   Mistakes in parallelism are the only problem here.

In such situations, remember that the number (singular or plural) of the subject, not the predicate, determines the number of the verb. See the section on Subject-Verb Agreement for further help.

A special situation exists when a subject seems not to agree with its predicate. For instance, when we want each student to see his or her counselor (and each student is assigned to only one counselor), but we want to avoid that "his or her" construction by pluralizing, do we say "Students must see their counselors" or "Students must see their counselor"? The singular *counselor* is necessary to avoid the implication that students have more than one counselor apiece. Do we say "Many sons dislike their *father* or *fathers*"? We don't mean to suggest that the sons have more than one father, so we use the singular *father.* Theodore Bernstein, in *Dos, Don'ts and Maybes of English Usage*, says that "Idiomatically the noun applying to more than one person remains in the singular when (a) it represents a quality or thing possessed in common ("The audience's curiosity was aroused"); or (b) it is an abstraction ("The judges applied their reason to the problem"), or (c) it is a figurative word ("All ten children had a sweet tooth") (203). Sometimes good sense will have to guide you. We might want to say "Puzzled, the children scratched their head" to avoid the image of multi-headed children, but "The audience rose to their foot" is plainly ridiculous and about to tip over.

In "The boys moved their car/cars," the plural would indicate that each boy owned a car, the singular that the boys (together) owned one car (which is quite possible). It is also possible that each boy owned more than one car. Be prepared for such situations, and consider carefully the implications of using either the singular or the plural. You might have to avoid the problem by going the opposite direction of pluralizing: moving things to the singular and talking about what each boy did.[26]

f. **Letter-S**

Letter-S 1 the ninth letter of the English alphabet. The functions of letter-S can be as an apostrophe that able to change the meaning of the words. Adding Letter-S to a noun able to change the singular noun become plural noun, possessive noun, plural possessive noun, and we can make simple present tense simpler in third person subject.

G. Objective of Education

The objective of education unit level formulated to the general objective as follow. The objective of elementary education is base on intelligence, knowledge, behavior, good ethics, and competent to independent living and continue the education.

H. Teaching English at Senior High School Level

Generally, teaching English in senior high school is a basic or preparatory training for English in higher stage of education. It must become a preparation for the English instruction in senior high school. The definition of

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[26]http://grammar.ccc.commnet.edu/GRAMMAR/plurals.htm(online Sept, 12 2014)

the teaching it self has a large definition include the aims, material, process of teaching-learning activity, method, media, source of lesson, and evaluation. According to Dr. Leon James in new directions in FL education said in his argument for the communication hypothesis, "teaching is the transmission of messages from the teacher to pupil via the instructional language.

In SMK YP SEI Palangka Raya there are fourth classrooms, tenth class one classroom, eleventh class one classroom, twelfth class two classrooms. The writer research tenth class there are 21 students. English teacher in SMK YP SEI Palangka Raya use syllabus curriculum 2013.

I. **Theory of Second Language Acquisition**

Language *acquisition* is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language-natural communication--in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.[27]

Second language acquisition theory can be viewed as a part of "theoretical linguistics", i.e. it can be studied and developed without regard to practical application. As is the case with any scientific theory, it consists of a set of *hypotheses*, or generalizations, that are consistent with experimental data.[28]There are five hypotheses about Second Language Acquisition:

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[27]Stephen D Krashen,*Second Language Acquisition and Second Language Learning*, University of Southern California, 1981, p. 1.
[28]Stephen, D.Krashen,*Principles and Practice in Second Language Acquisition*, University of Southern California: 1982, p. 2.

1. The Acquisition-Learning Distinction

   The acquisition-learning distinction is perhaps the most fundamental of all the hypotheses to be presented here. It states that adults have two distinct and independent ways of developing competence in a second language.

   The first way is language *acquisition*, a process similar, if not identical, to the way children develop ability in their first language. Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication.

   The result of language acquisition, acquired competence, is also subconscious. The second way to develop competence in a second language is by language *learning*.[29]

2. The Natural Order Hypothesis

   One of the most exciting discoveries in language acquisition research in recent years has been the finding that the acquisition of grammatical structures precedes in a predictable order. Acquirers of a given language tend to acquire certain grammatical structures early, and others later. The agreement among individual acquirers is not always 100%, but there are clear, statistically significant, similarities.

   English is perhaps the most studied language as far as the natural order hypothesis is concerned, and of all structures of English,

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[29]*Ibid., p. 10*

morphology is the most studied. Brown reported that children acquiring English as a first language tended to acquire certain grammatical morphemes, or functions words, earlier than others. For example, the progressive marker *ing*(as in "He is play*ing* baseball".) and the plural marker /s/ ("two dog*s*") were among the first morphemes acquired, while the third person singular marker /s/ (as in "He live*s* in New York") and the possessive /s/ ("John'*s* hat") were typically acquired much later, coming anywhere from six months to one year later. de Villiers and de Villiers (1973) confirmed Brown's longitudinal results cross-sectionally, showing that items that Brown found to be acquired earliest in time were also the ones that children tended to get right more often.

In other words, for those morphemes studied, the difficulty order was similar to the acquisition order.[30]

3. The Monitor Hypothesis

While the acquisition-learning distinction claims that two separate processes coexist in the adult, it does not state how they are used in second language performance. The Monitor hypothesis posits that acquisition and learning are used in very specific ways. Normally, acquisition "initiates" our utterances in a second language and is responsible for our fluency. Learning has only one function, and that is as a Monitor, or editor. Learning comes into play only to make changes in the form of our

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[30] *Ibid., p. 12*

utterance, after is has been "produced" by the acquired system. This can happen before we speak or write, or after (self-correction).[31]

4. The Input Hypothesis

We will take much more time with this hypothesis than we did with the others for two reasons. First, much of this material is relatively new, while the other hypotheses have been described and discussed already in several published books and articles. The second reason is its importance, both theoretical and practical. The input hypothesis attempts to answer what is perhaps the most important question in our field, and gives an answer that has a potential impact on all areas of language teaching.

The important question is: How do we acquire language? If the Monitor hypothesis is correct, that acquisition is central and learning more peripheral, then the goal of our pedagogy should be to encourage acquisition. The question of how we acquire then becomes crucial.[32]

5. The Affective Filter Hypothesis

The Affective Filter hypothesis states how affective factors relate to the second language acquisition process. The concept of an Affective Filter is consistent with the theoretical work done in the area of affective variables and second language acquisition, as well as the hypotheses previously covered in this chapter.

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[31] *Ibid., p. 15*
[32] *Ibid., p. 20*

Research over the last decade has confirmed that a variety of affective variables relate to success in second language acquisition. Most of those studied can be placed into one of these three categories:

a. *Motivation.* Performers with high motivation generally do better in second language acquisition (usually, but not always, "integrative"13

b. *Self-confidence.* Performers with self-confidence and a good self-image tend to do better in second language acquisition.

c. *Anxiety.* Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety.[33]

According to Krashen and Seliger that Conscious language *learning*, on the other hand, is thought to be helped a great deal by error correction and the presentation of explicit rules. Error correction it is maintained, helps the learner come to the correct mental representation of the linguistic generalization.[34]

Stated more formally, an acquirer will substitute some L1 rule for $i + 1$, a rule of the second language, if the acquirer needs $i + 1$ to express himself but has not yet acquired it. The L1 rule used may be quite similar to the L2 $i + 1$, but may also differ in certain ways. When the L1 and L2 rules are different, the resulting error is referred to often as "interference". But according to Newmark, it is not interference at all; it is not the result of the

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[33]*Ibid., p. 30.*
[34]Stephen D Krashen,*Second Language Acquisition and Second Language Learning*, p.2.

L1 interfering with second language performance, but the result of ignorance-
-the lack of acquisition of an L2 rule that is needed in performance.[35]

J. Definition of Strategy

Everybody has strategy in learning everything. It is conscious or unconsciously. It is natural for learners to use strategy in learning process, because learning strategy is not aninstantanious process for every learner, it is one of their development process sometimes strategy can help the students, so the teacher helps the learner.

According to Brown, strategy are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.[36] Moreover, he says that strategy is the pattern or plans that integrity an organization's major goals, policies, and action sequences into a cohesive whole.

K. Kinds of Strategy

There are kinds of strategy. According Brown that the strategies are techniques divide in to two are:

1. Learning Strategy

According to Oxford, learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more affective, and more transferrable to new

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[35]Stephen, D.Krashen,*Principles and Practice in Second Language Acquisition*, p.21
[36] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy,* Sun Francisco: State University, 2001, p. 113

situations.[37] Learning strategy are techniques approaches or deliberate the learning and content are information.

Based on the stated above we can conclude that in order to be a successful language learner student should decide which learning strategies suitable for them. Thus, they can optimize and enjoy their learning by using learning strategies, students can facilitate their quality of learning respond to their learning need and acquire knowledge better than those who do not know and use learning strategies. Strategies were divided into three main categories, are:

a. Matacognitive Strategies

Metacognitive Strategies is a term used in information-processing theory to indicate an "executive" function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed.

b. Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks an involve direct manipulation of the learning material itself.

c. Socioaffective Strategies

Socioaffective Strategies have to do with social mediating activity and interacting with others.

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[37]Rebbeca L. Oxford, *Language Learning Strategies,* New York: Newbury House Publisher, 1990, p.8

Referring to the explanation above there are many categories of learning strategies are metacognitive strategies, cognitive strategies, and socioaffective strategies.

2. Communication Strategy

Communication strategy such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The propose of using these techniques is to avoid interrupting the flow of communication.[38]

> Faerch and Kasper in Brown, defined communication strategies as *"potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communication goal"*.[39]

There are several categories in communication strategies of learning strategies. According Brown, such as:

a. Avoidance Strategies

Avoidance strategies are a common communication strategy that can be broken down into several subcategories.

b. Compensatory Strategies

Common compensatory Strategies are a direct appeal for help. Learners may, if stuck for a particular word or phrase, directly ask a native speaker or for the form.

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[38] Stern, H. H., *Issues and options in Language Teaching,* Oxford: OUP, p. 265.
[39] Fearch, Claus and G. Kasper, *Strategies in Interlanguage Communication,* London: Longman, p. 127

L. Definition of Learning Strategy

According to Chamot state that learning strategies are techniques approaches or deliberate the learning and recall of both linguistic and contains information. Then Richards say that learning strategies are intention behavior and thought used by learners during learning, so as to better help them understand learn or remember new information.

From statement above, we can infer that in other to be successful language learner students should be able to decide which learning strategies that one suitable for them. Thus, they can optimize and enjoy the learning by using learning Strategies, students can facilitate their quality of learning respond to their learning need and acquire knowledge better than those who do not know and use learning strategies.

M. Classification of Language Learning Strategies

1. Direct Strategies

   a. Memory Strategies

   Memory strategies, such as grouping or using imagery, have a highly specific function: helping students store and retrieve new information.[40] Memory strategies, sometimes called mnemonics, have been used for thousands of years. For example, orators in ancient times could remember a long speech by linking different

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[40]Rebbeca L. Oxford, *Language Learning Strategies,* p.37.

parts of the speech with different room of a house or temple, and then "taking a walk" from room to room.[41]

b. Cognitive Strategies

Cognitive strategies are essential in learning a new language. Such Strategies are a varied lot, ranging from repeating to analyzing expressions to summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. Cognitive strategies are typically found to be the most popular strategies with language learners. They refer to the steps or operations used in learning of problem-solving that requires direct analysis, transformations or synthesis of learning materials.[42]

c. Compensation Strategies

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intendet to make up for an inadequate of grammar, and especially of vocabulary. compensation occurs not just in understanding the new language but also in producing it. Compensation strategies for production help learners to keep on using the language, thus obtaining more practice.[43]

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[41]*Ibid., p. 38.*
[42]*Ibid.,*p. 45.
[43]*Ibid.,*p.47.

2. Indirect Strategies

   a. Metacognitive Strategies

   Metacognitive strategies are essential for successful language learning. Language learning are often overwhelmed by too much "newness" –un- familiar vocabulary, confusing rules, different writing systems, seemingly inexplicable social custom, and (in enlightened language class) nontraditional instructional approach.[44]

   b. Effective Strategies

   It is evindent that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feeling of stangeness can be evoked by the foreign language. In some other cases, L2 learners may have negative feelings about native speakers of L2. Good language learners are more or less conscious of these emotional problems. Good language try to create associations of positive affect towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise.[45]

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[44]*Ibid.,*p. 136.
[45] Stern, H. H., *Issues and options in Language Teaching,* p. 266.

c. Social Strategies

Language is a form of social behavior, it is communication, and communications occurs between and among people.[46] Learning a language thus involves other people, and appropriate social strategies , each set comprising two specific strategies.

Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, stroring, retrieving, and using of language.[47]

N. Teaching Strategies

As we all know, there are high achievers and low achievers in all classroom, homogeneous grouping included. According to Good and Brophy there are eighteen major differences in the ways teachers treat high and low achievers.[48]

a. Giving low achievers less time to answer a questions.

b. Giving low achievers answers, or calling on others rather than trying to improve their response by giving clues or repeating or rephrasing questions.

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[46]Rebbeca L. Oxford, *Language Learning Strategies,* p. 144.

[47]Wende A. and Joan Rubin, *Learner Strategies in Language Learning,* New Jersey: Prentice Hall, p. 23-27.

[48]Orlich, Donal C, Harder, Robert J, Callahan, Richard C, Gibson, Harry W., *Teaching Strategies a Guide a Better Instruction*, Boston New York: Houghton Miffin Company, 1998, p. 17.

c. Reinforcing in appropriately rewarding, inappropriate behavior or incorrect answers by low achievers.

d. Criticizing low achievers more often for failure.

e. Praising low achievers less frequently than high achievers for success.

f. Failing to give feedback to the public responses of low achievers.

g. Paying less attention to low achievers or interacting with them less frequently

h. Calling on low achievers less often to respond to questions, or asking them easier, nonanalytical questions.

i. Seating low achievers farther way from the teacher.

j. Demanding less from low achievers, such as offering gratuitous unsolicited help instead of helping low achievers meet success criteria.

k. Interacting with low achievers more privately than publicly, and monitoring, and structuringtheir activities more closely.

l. Grading high and low achievers' tests and assignments differently: giving the benefit of the doubt to high achievers, but not low achievers, in borderline cases.

m. Having less friendly interacting with low achievers, including less smiling and fewer nonverbal indicators of support and less warm more anxious voice.

n. Using less eye contact and other nonverbal means of communicating attention and responsiveness (such as learning forward and nodding the head) in interaction with low achievers.

o. Using less affective, but time-consuming, interactional methods, with low achievers when time is limited.

p. Exposing low achievers to dull, low level intellectual tasks, rather than providing high- level or challenging ones.