

## **CHAPTER IV DISCUSSION**

### **A. The problems faced by the first year students of SMK YP SEI PALANGKA RAYA in using letter-s/es as plural nouns**

Based on the data that have been obtained, the writer has found almost half students each rooms have unsuccessful or failed in the test. The writer has done the interview to two students each room that has lowest score to get information clearly about their problem generally in English subject and especially in using letter -s/es as a plural noun. From the interview the writer has found the students' problem in English subject especially in using letter -s/es as a plural noun. Basically they like the English subjects, because they think English was very important and useful because it was an international language. But they were still difficulties in studying English, other than a foreign language English language has different grammar with Indonesian. Lack of vocabularies also was made the students difficult to understand the English subject materials provided by the teacher either in writing or verbally.

Limitations of the learning facilities were also a factor that inhibits the development of their knowledge in teaching learning English activities, such as: still lacking English books, there is no language laboratory. It is related to theory of Second Language Acquisition in point five is 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. 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.
- 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.<sup>1</sup>

Especially in using letter –s/es the students’ problems are: they have not known too much about plural noun in special case. In English, to change singular noun to the plural noun not only ending with letter –s/es but also still same with the singular, add ies in the end of singular noun, change the singular word with plural word in different word with singular noun. For examples “more than one person is people”, “more than one mouse is mice”, and also Plurals of words that end in *-f* or *-fe* usually change the *f* sound to a *v* sound and add *s* or *-es*. For examples “more than one knife is knives”, “more than one leaf is leaves”. The majority students have problem in the plural noun in special case. From result of the test, the writer has found the students’ problems to determine the plural noun ending with letter -s. The students difficult enough to determine the plural noun ending with letter -s and possessive in a word, and the students difficult enough to determine the plural noun ending with letter -s and verb agreement to the third person in simple present tense, because not

---

<sup>1</sup>Stephen D Krashen, **Principles and Practice in Second Language Acquisition**,p. 30.

only plural noun that ending with letter -s but also possessive and verb agreement in simple present tense, so the students confuse to determine where is plural noun, possessive and verb agreement in simple present tense. It is related to theory of Second Language Acquisition in point two is 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.

#### **B. The English teacher effort to overcome their problems**

English teacher has difficulties in teaching English because the students of less vocabularies and have not understand in English grammar, and the students not understand what did the teacher said in the class if the teacher using English to explain the material.

The English teacher was teaching as usually like the other teachers do. English teacher done to overcome their problems students' and make students diligent and also develop the students' knowledge and skill, in English subject especially in plural noun the English teacher always gives exercise and homework to the students every day. There is not something interesting or unique in teaching English, that is make students bored in teaching learning English activity. Limited media and facilities at First Senior High School of Palangka Raya were inhibited the English teacher apply and develop her skill

and her abilities in teaching English, and also an inhibiting factor to develop the students knowledge in learning English. It is related to theory of Second Language Acquisition in point four is The Input Hypothesis because there are 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. And related to Theory Teaching Strategies in Chapter II p. 51.

Teaching plural noun more difficult than teaching singular noun because of every plural noun have different apostrophe. Not every plural noun ending with letter –s/es there are add by ies, some word that end b y, after y preceded by a consonant, the y is changed to i and es is added. For example:”*lady* to *ladies*”, “*country* to *countries*”, so the students have difficulties change singular noun to the plural noun. The students more confuse to make plural possessive from the singular noun. It is related to theory of SLA in point two The Nature 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.