

## **CHAPTER IV**

### **REPORTS ON RESEARCH RESULTS**

#### **A. General Description About The Research Location**

##### **1. Brief History about SDN Kebun Bunga 4 Banjarmasin, its Establishment and Development**

Sekolah Dasar Negeri (SDN) Kebun Bunga 4 Banjarmasin is one of Elementary Schools model in Banjarmasin and it is Located on Jalan Simpang Kuripan Komplek Cempaka Putih Rt.10 No.3 Banjarmasin 70235.

SDN Kebun Bunga 4 was built in 1973. Nowadays, the headmaster of SDN Kebun Bunga 4 is Mahran, S.Pd.

Location of SDN Kebun Bunga 4 is strategic enough. The Position of building of this school is as following :

- a. To the east borders on Puskesmas
- b. To the west borders on civil houses
- c. To the south borders on street
- d. To the north borders on civil houses.

##### **2. The Leadership Condition of SDN Kebun Bunga 4 Banjarmasin**

In SDN Kebun Bunga 4 Banjarmasin, since it has been built in 1973 till now has led by 4 leadership period. And, to know more closely about the leadership period condition, we can see in the table below :

Table 4.1. The Description of Lead 33 Period Condition of SDN Kebun Bunga 4 Banjarmasin

No.	Name	Post Period
1.	Misran	1973-1981
2.	Sanusi	1981-1993
3.	Hj. Syamsinah	1993-1999
4.	Darwis Harahap	1999-2000
5.	Drs. H. Bustani	2000-2005
6	Mahran, Sp.d	2005-Now

Source : Administration Staff Document of SDN Kebun Bunga 4 Banjarmasin 2007-2008

### 3. Description about teachers, Students, Administration Staff and facilities of SDN Kebun Bunga 4 Banjarmasin

#### a. Teachers

SDN Kebun Bunga 4 Banjarmasin has 26 teachers included the headmaster and vice headmaster. To know more closely about the teacher's condition, we can see in the table below :

Table 4.2 Description of Teachers at SDN Kebun Bunga 4 Banjarmasin Academic Year 2007/2008

No	Name	Subject	Occupation	Latest Education
1	Mahran AR, S.Pd		The headmaster of SDN Kebun Bunga 4 Banjarmasin	STIKIP MTK
2	Zainah, A.Ma	GT	Permanent Teacher	D II PGSD
3	Hj. Nurhaniah, A.Ma	GT	Permanent Teacher	D II PGSD
4	Aluh Masiam, A.Ma	GT	Permanent Teacher	D II PGSD
5	Fitriani, A.Ma	GT	PermanentTeacher	D II PGSD

6	Hj. Amsiah, A.Ma	GT	Permanent Teacher	D II PGSD
7	Husaini, A.Ma	GT	Permanent Teacher	D II PGSD
8	Sitina Zahrah	GT	Permanent Teacher	D II PGSD
9	Salman, S.Pd	GT	Permanent Teacher	STIKIP B. Inggris
10	Salasiah, A.Ma	GT	Permanent Teacher	D II PGSD
11	Mulkini, S.Pd	GT	Permanent Teacher	S 1 PGSD
12	Ishaq Ahmady, A.Ma	GT	Permanent Teacher	D II PGSD
13	Masniah, S.Pd	HT	Permanent Teacher	S1 UNLAM
14	Manah	GT	Permanent Teacher	D II PGSD

Table continuation of page 34

15	Hj. Nelly Manani	GT	Permanent Teacher	D II PGSD
16	H. Muhammad Fadli	GT	Permanent Teacher	D II PGSD
17	Aris Sutanto, S.Pd	GT	Permanent Teacher	S 1 UGM
18	Isnani, S.Pd	ST	Permanent Teacher	S 1 Biology UNLAM
19	Yusniarti, S.Pd	GT	Permanent Teacher	S 1 PPKn UNLAM
20	Mursyidah, S.Pd	MT	Permanent Teacher	S 1 MTK UNLAM
21	Noor Wahyu Budiani	GT	Permanent Teacher	D II PGSD
22	Nurbaiti, A.Ma	G.B.Pust	G.B.P	D II PGSD
23	Annisa, S.Sos I	IT	GTT	S 1 Ushuluddin
24	Sumarlan	HT&MT	GTT	D II PGSD
25	Noorhalisah	Mulok	GBP	D II PGSD
26	Mushfian Nada	RT	GTT	S 1 Ushuluddin

Note :

Headmaster : Kepsek                      Religion Teacher : RT                      Mathematic Teacher : MT  
Scientist Teacher : ST                      Impermanent Teacher : IT                      Health Teacher :HT  
Security : PSD                                      General Teacher : GT

## b. Students

All of students in SDN Kebun Bunga 4 Banjarmasin in academic year 2007/2008 are 441. There are 192 male and 249 female students. Detailed information can be observed in the table below :

Table 4.3. Description of Students at SDN Kebun Bunga 4 Banjarmasin in Academic Year 2007/2008

No	Class	Male	Female	Amount
1	I	33	45	78

2	II	31	44	75
3	III	31	39	70
4	IV	27	37	64
5	V	32	41	73
6	VI	38	43	81
TOTAL		192	249	441

Source : Administration Staff Document of SDN Kebun Bunga 4 Banjarmasin 2007/2008

### c. Administration Staff and Official

Table 4.4 Description of Administration Staff and Official at SDN Kebun Bunga 4 Banjarmasin in Academic Year 2007/2008

No	Name	Latest Education	Occupation
1	Hasan Basri	Senior High School	Security
2	Yuni Fitriastuti	Economic Senior High School	Administration Staff
3	Rusmin Nuryadin	Senior High School	Librarian
4	Akhmad Supian	Elementary School	Security

Source : Administration Staff Document of SDN Kebun Bunga 4 Banjarmasin in Academic Year 2007/2008.

### d. Facilities

Based on the school data, known that facilities in SDN Kebun Bunga 4 Banjarmasin in 2007/2008 can be seen in the following table :

Table 4.5 Description of Facilities at SDN Kebun Bunga 4 Banjarmasin

No	Facilities	Total

1	Headmaster's room	1
2	Teacher's room	1
3	Class rooms	12
4	Library	1
5	Prayer room	1
6	Playing and sport yard	1
7	Toilet for students	2
8	Toilet for teachers	2
9	Garden	1

Table continuation of page 36

10	Parking area	2
11	Canteen	1
12	Security Post	1

## **B. Presentation of Data**

After the writer has performed the research through written test, questionnaire, observation, interview and the document, the data can be presented as follows :

### **1. Data about the mastery of Singular and Plural Form of Students at Elementary School Kebun Bunga 4 Banjarmasin**

Based on the result of the mastery of Singular and Plural Form of Students at Elementary School Kebun Bunga 4 Banjarmasin indicates that the highest score is 98 and the lowest score is 51.

Now, the result of students' mastery in Singular and Plural Form based on the category can be seen in the table below :

Table 4.6 The Test Scores of the Mastery Singular and Plural Form of Students at Elementary School Kebun Bunga 4 Banjarmasin in Academic Year 2007/2008

No	Name	Score
1	Dian Arief Prawira P (V)	98
2	Baskara Adiena (V)	96
3	Akbar S.Widodo (IV)	96
4	Putri Dayana (V)	91

Table continuation of page 37

5	Karina Amelia (IV)	91
6	Nur Hazrah F.Anti (V)	89
7	M.Faisal (V)	89
8	Eka Fitria (IV)	86
9	Eka Aprilia R.(IV)	85
10	M.Hilman (IV)	84
11	Farid Wajidi (V)	82
12	Yasmin Aminy (III)	82

13	Juliza (III)	81
14	Evriyani Afifah (III)	77
15	Nyra R.P.(III)	76
16	M.Irhash F. (III)	73
17	Nury Ahdiya (III)	72
18	M.Reza H (IV)	71
19	Rani Nur Nadhila (III)	70
20	Alvin Indrawan (IV)	64
21	Fahreza Septian A. (III)	64
22	M.Junaidi (III)	60
23	Prandja Surya P (IV)	56
24	Mauliza Mulianti (V)	51

Table 4.7. The Score Frequency Distribution of the Students in Singular and Plural Form

No	Interval	Category	F	%
1	80 - 100	Very Good	13	54,20
2	60 - <80	Good	9	37,50
3	40 - <60	Enough	2	8,33
4	20 - <40	Poor	-	-
5	0 - <20	Very poor	-	-

Based on the table above can be taken accounts students mastery in singular and plural form is:

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

$$= \frac{1884}{24}$$

= 78,50 include in good category

## 2. Data about Factors which Influence Students' Mastery in Singular and Plural Form

### a. Internal Factors

#### 1) Students' interest

##### a. Student's interest in English

To know the students' interest in English, can be seen in the table below:

Table 4.8. The Students' Interest Frequency in English

No	Category	F	%
1.	Interested	24	100
2.	Less interested	0	0
3.	No interested	0	0
Total		24	100,0

In table shows that 24 students (100%) interested in English and no students who occasionally less interested and no interested on English class. So, it is clear that all of students are interested in English.

**b. Students' Attention in English Learning Process**

To know the students' attention in learning process, can be seen in the table below :

Table 4.9. The Students' Attention Frequency in English Learning Process

No	Category	F	%
1.	Always pay attention	18	75
2.	Sometimes pay attention	6	25
3.	Do not pay attention	0	0
Total		24	100,0

This table shows that 18 students (75%) always pay attention in learning process, 6 students (25%) sometimes pay attention in English learning process and no students who occasionally do not pay attention in English learning process. So it is seen that most of students always pay attention in English learning process.

**c. Students' Activeness to Attend English Lesson**

To know the students' activeness to attend English lesson, can be seen in the table below :

Table 4.10. The Students' Activeness Frequency to Attend English Lesson

No	Category	F	%
1.	Always	24	100,0
2.	Sometimes	0	0
3.	Never	0	0
Total		24	100,0

This table shows that 24 students (100%) always present in English class, and no students who occasionally sometimes and never present in English class. So it is seen that all of students are always present in English class.

#### **d. Students' Motivation in Learning English**

To know the students' motivation in learning English, can be seen in the table below:

Table 4.11. The Students' Motivation Frequency in Learning English

No	Category	F	%
1	To master English	24	100
2	To get good mark	0	0
3	Not Attention	0	0
Total		24	100,0

This table shows that 24 students (100%) learning English to master English. No students who occasionally to get good mark and no intention on English class. So, it is seen that all of students learning English to master English.

## **2. Students' Ability**

### a) Students' Get Trouble in Grammatical System

To know students get trouble in grammatical system, can be seen in the table below :

Table 4.12. Students Get Trouble Frequency in Grammatical System

No	Category	F	%
1	Often	2	8,33
2	Sometimes	17	70,83
3	Never	5	20,83
Total		24	100,0

This table shows that 2 students (8,33%) often get trouble in grammatical system, 17 students (70,83%) sometimes get trouble in grammatical system, and 5 students (20,83%) never get trouble in grammatical system. So, it is seen that most of students sometimes get trouble in grammatical system.

### b) Students' Get Trouble Frequency in Forming Singular and Plural

To know the students' get trouble in forming singular and plural, can be seen in the table below:

Table 4.13. Students' Get Trouble Frequency in Forming Singular and Plural

No	Category	F	%
1	Often	1	4,20
2	Sometimes	8	33,33
3	Never	15	62,50
Total		24	100,0

This table shows that students 1 (4,20%) often get trouble in forming singular and plural, 8 students (33,33%) sometimes get trouble in forming singular and plural

and 15 students (62,50%) never get trouble in forming singular and plural. So, it is seen that most of students never get trouble in forming singular and plural.

### c) Students' Cause Get Trouble in Learning English

To know the students' cause get trouble in learning English, can be seen in the table below:

Table 4.14. Students' Cause Get Trouble in Learning English

No	Category	F	%
1	Do not have book	5	20,84
2	The subject in boring	-	-
3	Difficult to understand teacher's explanation	19	79,16
Total		24	100,0

This table shows that 5 students (20,84%) get trouble in learning English because do not have book, no students get trouble in learning English because the subject is bored, and 19 students (79,16%) get trouble in learning English because difficult to understand teacher's explanation. So, it seen that most of students get trouble in learning English because difficult to understand teacher's explanation.

### 3) Students' Learning Habit

#### a) Students' Relearn English Subject at Home

To know always or not the students relearn English subject at home, can be seen in the table below:

Table 4.15. The Frequency of the Students to Relearn English Subject at Home

No	Category	F	%
1	Always	15	62,51
2	Sometimes	8	33,33

3	Never	1	4,16
Total		24	100,0

This table shows that 15 students (62,51%) always relearn English subject at home, 8 students (33,33%) sometimes relearn English subject at home, and 1 student (4,16%) never relearn English subject at home. So, it is seen that most of students always relearn English subject at home.

### **b) Students Do English Exercise**

To know always or not the students do English exercise was given by teacher, can be seen in the table below:

Table 4.16. The Frequency of the Students to Do English Exercise in Home or Class

No	Category	F	%
1	Always	23	95,84
2	Sometimes	1	4,16
3	Never	-	-
Total		24	100,

This table shows that 23 students (95,84%) always do English exercise, 1 student (4,16%) sometimes do English exercise, and no students always do English exercise. So, it is obvious that most of students always do English exercise.

### **c) Students' Participation in English Course**

To know students' participation in English course, can be seen in the table below:

Table 4.17. The Frequency of the Students' Participation in English Course

No	Category	F	%
1	Ever, until now	12	50,00
2	Ever, long time ago	5	20,83
3	Never	7	29,17
Total		24	100,0

This the table shows that 12 students (50,00%) ever participate in English course until now, 5 students (20,83%) ever participate in English course long time ago, 7 students (29,87%) never participate in English course. So, it is seen that most of students ever participate in English course until now.

**b) External Factor**

**1) Teacher's Techniques or Method**

**a) The Teacher's Seriousness in Teaching English**

To know the teacher's seriousness or not in teaching English, can be seen in the table below:

Table 4.18. The Frequency of the Teacher Seriousness in Teaching English

No	Category	F	%
1	Serious	23	95,84
2	Less serious	1	4,16
3	Not serious	-	-
Total		24	100,0

This table shows that 23 students (95,84%) state that their teacher serious in teaching English, 1 student (4,16%) state that their teacher less serious in teaching

English, and no students state that their teacher not serious in teaching English. So, it is seen that most of students state that their teacher serious in teaching English.

### **b) Interesting or Not Teacher's Teaching Style**

To know interesting or not teacher's teaching style, can be seen in the table below:

Table 4.19. The Frequency of Interesting or Not Teacher's Teaching Style

No	Category	F	%
1	Interesting	21	87,50
2	Less Interesting	3	12,50
3	Not Interesting	-	-
Total		24	100,0

This table shows that 21 students (87,50%) state that their English teacher is interesting in teaching English, 3 students (12,50%) state that their English teacher less interesting in teaching English, and no students state that their English teacher not interesting in teaching English. So, it is seen that most of students state that their teacher is interesting in teaching English.

### **c) Teacher in Using Media**

To know the teacher always or not in using media in teaching English, can be seen in the table below:

Table 4.20. The Frequency of the Teacher in Using Media

No	Category	F	%
1	Often	4	16,70
2	Sometimes	17	70,80

3	Never	3	12,50
Total		24	100,0

This table shows that 4 students (16,70%) state that their English teacher often use media in teaching English, 17 students (70,80%) state that their English teacher sometimes uses media in teaching English, and 3 students (12,50%) state their English teacher never use media in teaching English. So, it is seen that most of students state that their teacher sometimes use media in teaching English.

#### **d) Teacher in Giving Tasks**

To know often or not the teacher in giving tasks, can be seen in the table below:

Table 4.21 The Frequency of the Teacher in Giving Tasks

No	Category	F	%
1	Often	21	87,50
2	Sometimes	3	12,50
3	Never	-	-
Total		24	100,0

This table shows that 21 students (87,50%) state that their English teacher often giving tasks, 3 students (12,50%) state that their English teacher sometimes giving tasks, and no students state that their teacher never giving tasks. So, it is seen that most of students state that their English teacher often giving tasks.

## **2) Facility Factors**

### a) The Existence of the Students' English Text Books

To know the existence of the students' English text books, can be seen in the table below:

Table 4.22. The Frequency of the Students' English Text Books

No	Category	F	%
1	Have and added with other book	21	87,50
2	Have text book only	3	12,50
3	Do not have text book	-	-
Total		24	100,0

This table shows that 21 students (87,50%) have text book and added with other book, 3 students (12,50%) have text book only, and no students do not have text book. So, it is seen most of students have text book and added with other book.

### b) The Existence of the Students' Dictionary

To know the existence of the students' dictionary, can be seen in the table below:

Table 4.23. The Frequency of the Existence of the Students' Dictionary

No	Category	F	%
1	Have	22	91,70
2	Have, but borrow	-	-
3	Do not have dictionary	2	8,30
Total		24	100,0

This table shows that 22 students (91,70%) have dictionary, no students have dictionary but borrow, and 2 students (8,30%) who occasionally do not have dictionary. So, it is seen most of students have dictionary.

**c) The Completeness of Books at Library**

To know the completeness of books at library, can be seen in the table below:

Table 4.24. The Frequency of the Completeness of Books at Library

No	Category	F	%
1	Complete	22	91,70
2	Less complete	2	8,30
3	Incomplete	-	-
Total		24	100,0

This table shows that 22 students (91,70%) state that book at library is complete, 2 students (8,30%) state that book at library is less complete, and no students state that book at library is incomplete. So, it is clear that most of students' state that book at library is complete.

**d) The Completeness Medias in Learning English**

To know the completeness medias in learning English, can be seen in the table below:

Table 4.25. The Frequency of the Completeness Medias in Learning English

No	Category	F	%
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1	Complete	18	75,00
2	Less complete	6	25,00
3	Incomplete	-	-
Total		24	100,0

This table shows that 18 students (75,00%) state that medias in learning English is complete, 6 students (25,00%) state that medias is less complete, and no students state that medias is incomplete. So, most of students state that medias in learning English is complete.

### 3) Environment Factor

To know the comfortable or not the environment of school, can be seen in the table below:

Table 4.26. The Frequency of Comfortable of School

No	Category	F	%
1	Comfortable	24	100,0
2	Less comfortable	-	-
3	Uncomfortable	-	-
Total		24	100,0

This table shows that all students 24 students (100%) state that their school is comfortable. So, it is seen that their school is comfortable.

## **C. Data Analysis**

After all the obtained data are reported in details as result of the study, they also need to be analyzed according in the order of issues that have been showed earlier within this study before:

### **1. Data about Students' Mastery in Singular and Plural Form**

From presented result on the table 4.7 about the mastery of the students in singular and plural form shows that the students which get the very good score are 13 persons (54,20%); it is included in middle category. The students which get the good score are 9 persons (37,50%); it is included in low category. The students which get the enough score are 2 persons (8,30%); it is included in very low category. No students which get the poor score and very poor; it is included in very low category.

After all the data are collected, do got the average score (mean) of the mastery of the students in singular and plural form are 78,50

That case shows the mastery of the students in singular and plural form included in good category.

### **2. Data about the Factors which Influence Students Mastery in Singular and Plural Form**

#### **a) Internal Factors**

##### **1) Students Interest**

The main factor that influences the students' ability is the students' interest toward English. According to the data, table 4.8 shows that there are 24 students (100%) interested in English included in very high category.

Then, the data about students' attention in English learning process in the class, table 4.9 shows that 18 students (75,00%) always pay attention in English learning process included in high category, 6 students (25,00%) sometimes pay attention in English learning process included in low category, and no students do not pay attention in English learning process included to very low category.

And about students' activeness to attend English lesson, table 4.10 shows 24 students (100%) always present in English class included to very high category. And no students sometimes present in English class and never present in English class included in very low category.

About students' motivation in learning English, table 4.11 shows that 24 students (100%) learn English to master it included to very high category. No students learn to get good mark and do not attention included very low category.

That case are supported by questionnaire with the students at SDN Kebun Bunga 4 Banjarmasin, that the students are interested in English because English is different with their language.

From the data above can be concluded that interest is very much in influenced the students' ability of III, IV, V, years students at SDN Kebun Bunga 4 Banjarmasin in singular and plural form.

## **2) Students' Ability**

The students' ability shown by their frequency gets trouble grammatical system. Table 4.12 shows that 2 students (8,30%) often get trouble in grammatical system included in very low category. 17 students (73,80%) sometimes get trouble in grammatical system included in high category. And 5 students (20,90%) never get trouble grammatical system included in low category.

Beside that can be seen from their frequency get trouble in forming singular and plural. Table 4.13 shows that 1 student ( 4,20%) often get trouble in forming singular and plural included in very low category. 8 students (33,30%) sometimes get trouble in forming singular and plural included in low category. And 15 students (62,50%) never get trouble in forming singular and plural included in high category.

Then, the data about students' cause get trouble in learning English, table 4. 14 shows that 5 students (20,84%) get trouble in learning English because do not have books included in low category. No students get trouble in learning English because the subject is boring included in very low category. 19 students (79,16%) get trouble in learning English because difficult to understand teacher's explanation included in high category.

So, from analysis above, the student's ability that seen from students' frequency gets trouble in grammatical system and forming singular and plural can be said that the students' ability here is middle category and will influence toward the students' difficulties in English grammatical system. The students get trouble in learning English is caused by their difficulties to understand teacher's explanation.

### **3) Students' Learning Habit**

Students' learning habit is supporting thing in getting good study result, especially in singular and plural form. Good students' study habit will make the ability in singular and plural form the best.

Table 4.15 shows that 15 students (62,50%) always relearn English subject at home included in high category. 8 students ( 33,30%) sometimes relearn English subject at home included in low category. And 1 student ( 4,16%) never relearn English at home included in very low category.

Then, the data about students' do English exercise, table 4.16 shows that 23 students (95,84%) always do English exercise was given by teacher included in very high category. 1 student (4,16%) sometimes do English exercise was given by teacher included in very low category. And no students never do English exercise was given by teacher included in very low category.

The data about the students' participation in English courses. Table 4.17 shows that 12 students (50,00%) ever participate in English course until now included in middle category. 5 students (20,83%) ever participate in English course long time ago included in low category. And 7 students (29,17%) never participate in English course included in low category.

From the data about can be concluded that students learning habit is influence very much the students' ability in singular and plural form.

## **b) External Factors**

**1) Data teacher's techniques or method which used by English teacher can be seen from teacher's seriousness in teaching.**

Table 4.18 shows that 23 students (95,84%) state that their English teacher is serious in teaching English in included in very high category. 1 student (4,16) state that their English teacher less serious in teaching English in included in very low category.

Then from interesting or not teacher's teaching style, table 4.19 shows that 21 students (87,50%) state that teacher's teaching style is interesting included in very high category. 3 students (12,50%) state that teacher's teaching style is less interesting included in very low category. No student state that teacher's teaching style is not interesting included in very low category.

And about teacher's frequency uses media in teaching. Table 4.20 shows that 4 students (16,7%) state that English teacher often uses media in teaching English included in very low category. 17 students (70,83%) state that English teacher sometimes uses media in teaching English included in high category. And 3 students (12,50%) state that English teacher never uses media in teaching included in very low category.

The last from often or not the teacher gives tasks to students, table 4.21 shows that 21 students (87,50%) state that teacher often gives tasks to students included in very high category. 3 students (12,50%) state that teacher sometimes gives tasks to students included in very low category. And no students' state that teacher never gives tasks to students included in very low category.

Based on explanation above, can be concluded that teacher's English categorized in high category and will influences the students' mastery in singular and plural form.

## **2) Facility Factors**

Facility factors which are had by the students is very support the students' success in learning process. By complete facilities, study will be having fun and interesting and it can be give good result.

Data about the existence of students' English text book. Table 4.22 shows that 21 students(87,50%) have text book and added with other book included in very high category. 3 students (12,50%) have text book only included in very low category. And no students do not have text book included in very low category.

Data about the existence of the students have dictionary. Table 4.23 shows that 22 students (91,70%) have dictionary included in very high category. No students have dictionary but borrow included in very low category. 2 students (8,30%) do not have dictionary included in very low category.

Then, the data about the completeness of books at library. Table 4.24 show that 22 students (91,70%) state that book at library is complete included in very high category. 22 students (8,30%) state that books at library is less complete included in very low category. No students state that book at library is incomplete included in very low category.

The last the data about the completeness medias in learning English. Table 4.25 shows that 18 students (75,00%) state that medias in learning English is complete

included in high category. 6 students (25,00%) state that medias in learning English is less complete included in low category. And no students state that medias in learning English is incomplete included in very low category.

From the data above, can be concluded that students' facilities is enough influence the ability in singular and plural form.

### **3) Environment factor**

Environment is shown on comfortable or not the school environment as on table 4.26 where 24 students (100%) state that their school is comfortable included in very high category. And no students state that their school is less comfortable and uncomfortable included in very low category. Based on statement above, can be concluded that environment that comfortable very supporting in teaching learning process. And will influences toward the students' mastery in singular and plural form.