AN ERRORS ANALYSIS IN FORMING PLURAL OF NOUNS AT SMPS PELITA NUSANTARA TANJUNGPINANG

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Abstract

This research aims to analyse the learners' errors in their process of second language learning. The problem of this research was the students did not understand and could not apply the right rules for changing the plural form from its singular. The Purpose of this research was to see the errors made by the seventh-grade students of SMPS Pelita Nusantara which consists of 16 students in forming the plural of nouns and to find the causing factors of errors made by them. The method of this research was descriptive qualitative research. The technique to collect the data, the researcher distributed essay tests and open-ended questions. The technique to analyze this research were collecting the data from students' work, identifying the students' error by underlining the error items, classifying the students' errors based on surface strategy taxonomy, explaining the students' errors, calculating the percentage of each error. The result of the tests was most of the students made errors on the type of irregular forms because the rules of irregular were more complicated. The factors of students' errors in regular plural because they did not understand and forgot the rules and made them confused to change the word from singular into plural forms.

Keywords: *Error Analysis; Plural form; Nouns.*

Introduction

It is acknowledged that nowadays English is one of the well-known languages in the world. It has become the most widely studied foreign language on the earth. Based on Jack C. Richard and Theodore S. Rodgers (1986) Latin was the most widely studied foreign language five hundred years ago. However English has become the most widely studied foreign language today. English is the most language which uses around the world, English is the universal language, and many countries learn English as their second language.

In English learning itself, there are four skills must be master by the students, namely reading, listening, speaking, and writing. These skills are closely related to each other. The majority of the students get some difficulties in making or arranging a sentence in English correctly, so the idea, which will be discussed, is not based on grammar.

This problem is not only found in Elementary school but up to the university level, including the seventh grade students of SMPS Pelita Nusantara, whom the researcher focuses on this writing. Some students are highly-interested in learning the language, especially when they are provided relevant as well as supportive facilities including the competent teachers and attractive materials, while some others are less courageous or motivated with a number of reasons.

Grammar matter, apart from the other aspects such as expression and texts, is periodically given to students with several parts of test or exercises. Students learn some structures or rules which is called grammar. Based on Jack C. Richards And Richard Schmidt (2002) A description of the structure of a language and how linguistic units such as words and phrases are combined to produce sentences in a language. However, students often forget the structures unless they keep using them constantly on daily use or conversation.

Jeremy Harmer (1991) state, that what they know about grammar, they may remember the lesson from school, but beyond that, they will say that they have forgotten what grammar they once knew. The structure in the English language involves some grammatical rules including the regular and irregular forms of words where students are expected to understand but unfortunately, they find an uneasy thing to do. One of the examples is when they feel quite difficult in distinguishing the regular and irregular forms of plural nouns.

Literature Review
Error
Learning the second language is a process that involves the making of mistakes, even errors as in this new system of language a learner will directly connect with such a new vocabulary, a new grammatical pattern, and a foreign pronunciation with differ from the learner's native language. According to Harmer (2021) "errors are part of learner inter language that is the version of the language which a learner has at one stage of development, and which is continually reshaped as she or he aims toward full mastery".

Error is usually compared with a mistake, but there is a distinction between them. Brown (1994) added that error from a mistake: a mistake is a random performance slip caused by fatigue, excitement, etc. Errors is as noticeable deviation from the adult grammar of the native speaker, reflecting the inter language competence of the learner.

There are three kinds of errors made by native learners, they are; *Lapses*, It is an error that occurs because the speakers change the way how they say it before they finish the sentence, and also because of the slip of tongue or we can also call it to slip of the pen; *Error*, It is an error that occurs because the speakers broke the language rules, such as; the speakers do not use the appropriate tenses and the appropriate words; *Mistake*, it is a mistake that occurs because the speakers cannot choose which one is the appropriate word and tenses to be used in the situation (Corder 1981). Both mistakes and lapses are not systematic and belong to phenomena of performance.

Error Analysis
It is impossible that learners never make some errors in the language learning process. The behaviourist regarded language learning as the acquisition of skills, comparable to the process of learning to do something practical, like driving a car. The complex skill was broken down into a series of habits, which are drilled until they became automatic and unthinking. The habits were taught in a series of small steps, to avoid errors. In other words, to achieve the English acquisition, the students must get through some errors first, and they automatically can learn from their own errors.

Short quotations (less than 40 words): Deterding (1997, p. 54) said that "connected speech represents somewhat more natural data than the rather artificial vowels derived from specially articulated citation speech". Error analysis is the process based on the analysis of learners' error in their process of second language learning. Dulay (1982) stated that error analysis is defined as a process based on analysis of learners' errors with one clear objective, evolving a suitable and effective teaching- learning strategy and remedial measures necessary in certain marked out areas of the foreign language. Corder (1981) added that error analysis is needed to help language learner in developing their ability in learning a language. The object

in error analysis is to explain the error linguistically and psychologically in order to help the learner to learn.

Based on the explanation above it can be concluded that error analysis is an activity to reveal errors found in writing. Error analysis also is the study or process of describing errors made by second language learners. Error analysis is carried out to find out how well someone knows a language, how a person learns a language, and obtain information on common difficulties in language learning, as an aid in teaching on in the preparation of teaching materials.

Noun

A Noun is regarded as the important part of a sentence. In addition, it may function as the chief or headword in many modifications. In the English language, "nouns typically inflect for number such as singular or plural and case like plain or genitive (Huddleston 2005).

Altenberg (2010) stated that nouns are commonly defined as words that refer to a person, place, thing, or idea. Kardimi (2005) added that noun is a word denoting substance, plant, animal, person, or something which is considered as a substance In other words, a noun generally indicates a person, place, or thing (Galderen 2002)..

Methods

The researcher uses descriptive qualitative research to analyse the students' errors in forming plural of nouns at the seventh grade students' of SMPS Pelita Nusantara Tanjungpinang. The researcher identified and classified the grammatical error of the students based on surface strategy taxonomy. In this way, the researcher gathered the data from the students, analysed and described the errors in forming the plural of nouns.

Based on Carl James (2015) there are four principal ways in which learners modify target forms, in other words, four ways in which IL and TL forms diverge in specific and systematic ways. They are omission, addition, misformations, and misordering.

This research was conducted at SMPS Pelita Nusantara which is located at Jl. Basuki Rahmat no.15 Tanjungpinang. The subject of this research is the students of SMPS Pelita Nusantara Tanjungpinang and the object of this research is an error analysis in forming plural of nouns.

To get the percentage of them, this research used the following formula based on Prof. Drs. Anas Sudijono (2004):

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

Note : P = Percentage
f = Frequency
N = Number of cases

After having percentage and frequency, the researcher looked for the total average of percentage by using the formula:

$$P = \frac{f}{N \times n} \times 100\%$$

Note : P = Percentage
f = Frequency
N = Number of Sample or Student
n = Number of item testData Analysis.

Results

Findings

As the researcher stated errors made by the seventh grade students of SMPS Pelita Nusantara in forming plural forms of nouns. To get the data, the writer has given the test about plural forms of nouns to the 16 students. The test consists of 30 items, which are covered 18 items of regular plural forms and 12 items of irregular plural forms.

After distributing the essay tests, it can be concluded that the students had different answers. The students made errors because they were still confused and did not know the right rules in answering the test, especially for the irregular plural nouns.

Discussion

1. Errors Made by Students

After distributing the essay tests, the researcher conducted the steps of collecting data; collecting the students' work, identifying, classifying, explained the students' errors, and calculating the percentage of errors.

The Errors Made by the Seventh Grade Students
Essay Tests
1. Identification of Errors
2. Classification of Errors Description
3. Explanations
4. Corrections
5. Percentage of Errors

Sample Omission

Student 10 (Item number 1)
Sentence   : a bus, three ...
Incorrect   : a bus, three buses
Comment   : In the word above, Student 10 omitted "s" and it should be replaced by *busses*.
Correct   : a bus, three busses
Student 16 (Item number 8)
Sentence   : a tomato, some ...
Incorrect   : a tomato, some tomatos
Comment   : In the word above, Student 16 omitted "e" and it should be replaced by *tomatoes*.
Correct   : a tomato, some tomatoes
Correct: There are some beautiful flowers in the garden.

Sample Addition
Student 3 (Item number 4)
Sentence   : a fox, two ...
Incorrect   : a fox, two foxies
Comment   : In the word above, Student 3 added "i" and it should be replaced by *foxes*.
Correct   : a fox, two foxes
Student 2 (Item number 13)
Sentence   : The (baby/babies) cries because he's thirsty.
Incorrect   : The babies cries because he's thirsty.
Comment : In the sentence above, Student 2 added "ies" and it should be replaced by *baby*.
Correct   : The baby cries because he's thirsty.

Sample Misformation
Student 5 (Item number 2)
Sentence   : one knife, five ...
Incorrect   : one knife, five <u>knifes</u>
Comment   : In the word above, Student 5 didn't change f into v and it should be replaced by *knives*.
Correct   : one knife, five knives
Student 11 (Item number 15)
Sentence   : I saw a big (mouse/mice) running by.
Incorrect   : I saw a big <u>mice</u> running by.
Comment   : In the sentence above, Student 11 chose "mice" and it should be replaced by *mouse*.
Correct   : I saw a big mouse running by.

Sample Misordering
Student 10 (Item number 26)
Sentence   : Change this singular noun into the plural form and make your own sentences. (tooth)
Incorrect   : I <u>every night</u> brush my <u>teeths</u>.
Comment   : In the sentence above, Student 10 put every night after Subject and added "s" on the word "teeths". It should be replaced by *teeth* and *adverb of time* put at the end of the sentence.
Correct   : I brush my teeth every night.

It can be concluded based on the description above, most students presumed that all regular plural nouns only add s/es behind the word. Some students forgot the rules and did not do the exercise carefully. The factor of students' error in changing singular forms into plural forms is they did not know the right rules in irregular plural. There is no exact rule to change singular forms into irregular plural forms, so the students have to memorize and practice more. Errors also are caused by students; comprehension which is still influenced by Indonesian patterns and translate the words literally.

After explaining the errors, the researcher calculated the percentage of errors.

Table of Number of Classification of Errors Explanation

Types of Errors	Number of Errors	Percentage of Errors
Omission	7	23.33%
Addition	6	20%
Misformation	16	53,33%
Misordering	1	3,33%
TOTAL		100%

From the table above, there are 7 errors committed in <u>omission</u> with 23.33% because the students omitted an item that should appear in a well-form sentence. There are 6 errors in <u>addition</u> with 20% because the students add inappropriate items in plural form. Also, there are 16 errors committed in <u>misformation</u> with 53,33% because the students put inappropriate items to be used in sentences. At last, there is 1 error committed to <u>misordering</u> with the percentage 3,33% because the students were less of knowledge.

Here is the explanation regarding the causes of errors described in the table below:

Table of Number of Causes of Errors Explanation

Causes of Errors	Number of Causes of Errors	Percentage of Causes of Errors
Inter-lingual Transfer	6	20%
Intra-lingual Transfer	15	50%
Context of Learning	8	26.66%
Communication Strategies	1	3.33%
TOTAL		100 %

Based on the table above, there are 6 errors caused by <u>inter-lingual transfer</u> with 20% because the students might be influenced by their mother tongue influences in terms of patterns, systems, or rules. There are 15 errors caused by <u>intra-lingual transfer</u> with 50% because the students strive to derive the rules behind the data to which has been exposed by the students and develop hypotheses related neither to their mother tongue nor to their target language. There are 8 errors caused by <u>the context of learning</u> with 26.66% because the teacher or the textbooks may lead the students to create faulty hypotheses about the language.

Based on Jack C. Richard (1974), learners' faulty understanding of distinctions of target language items leads to false conceptualization. Learners' faulty understanding of distinctions of target language items leads to false concept hypothesized.

The Sequence of Plural Forms Area
Based on Their High Percentage of Errors

No	Plural Forms Area	Percentage of Error
1	Regular Forms	
	a. The majority of a plural noun	25%
	b. Nouns ending with the hissing s, x, ch	35.41%
	c. Nouns ending in-y preceded by a consonant	71.87%
	d. Nouns ending in-o	27.08%
	e. Nouns ending in –f or –fe	6.25%
Total		165.61
Average		32.12%
2	Irregular Forms	
	a. Noun with identical plural and singular	56.25%
	b. Irregular-e(n) plural	25%
	c. Umlaut plurals	42.5%
	d. Another form of singular and plural nouns (Possessive nouns)	56.25%
Total		180%
Average		45%
The whole total		345.61
The whole average		77.12%

Based on the table above, It can be seen that on the regular forms, the highest percentage of errors is on type of nouns ending in-y preceded by a consonant with an average of 71.87%. The second level is nouns ending with the hissing s,x,ch with an average of 35.41%. The third level is nouns ending-o with an average of 27.08%. The second level is the majority of plural nouns with an average of 25%. and the lowest percentage is on type of nouns ending in-fe with an average of 6.25%. It is because the regular plural forms have the exact rule and more easy to understand.

For the irregular forms, a noun with identical singular and plural and another form of singular and plural noun (possessive noun) is the highest percentage of errors with an average of 56.25%. The second level is umlaut plurals with an average of 42.5%. And the lowest level is irregular-e(n) plural with an average of 25%.

Based on the interpretation data above, it can be summarized; many students made errors most in irregular forms than regular forms with the average of percentage 45% while in regular forms 32.12%.

Conclusion

Most of the students made errors on the type of irregular forms, because the rule of irregular is more complicated. The errors occurred when the students forgot the rules and caused them to make an error in having the irregular plural tests.

As the researcher has said in the analysis of data, the cause of students' errors is irregular form because there is no exact rule to change singular forms become irregular plural, the students have to memorize the word and practice more.

Meanwhile, the factors of students' errors in regular plural because they did not understand and forgot the rules and made them confused to change the word from singular into plural forms. The students also presumed that in forming plural, only add-s at the end of the word, but there are some exceptions.

Errors also are caused by students; their cognition which is still influenced by Indonesian patterns and they translate the words literally. To reduce these errors, the students have to learn master more about the rules, do more plural forms exercises in English plural, and practice more in learning plural form..

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