AN ANALYSIS ON THE ERRORS MADE BY STUDENTS IN FORMING PLURAL OF NOUNS

(A Case Study at the Second Grade Students of SMP Negeri 17 Tangerang Selatan)

A ‘Skripsi’
Presented to the Faculty of Tarbiyah and Teachers Training in a Partial Fulfillment of the Requirements for the Degree of Strata-1 in English Language Education

By:
Sri Mulyanah
107014002621

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
JAKARTA
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Approved by:
Advisor

Drs. H. Sunardi Kartowisastro, Dipl. Ed.
NIP: 19440719 196510 2 001

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
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JAKARTA
2011
ENDORSEMENT SHEET

The “skripsi” (Scientific Paper) entitled “AN ANALYSIS ON THE ERRORS MADE BY STUDENTS IN FORMING PLURAL OF NOUNS” (A Case Study at Second Grade Students of SMPN 17 Tangerang Selatan), written by Sri Mulyanah, student’s registration number: 107014002621 was examined in the examination session of the Tarbiyah and Teachers Training Faculty, Syarif Hidayatullah State Islamic University Jakarta on December 22, 2011. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for academic title of “S.Pd.” at the Department of English Language Education.

Jakarta, December 22, 2011

Examination Committee:

CHAIRMAN : Drs. Syauki, M.Pd.
NIP: 19641212 1991 03 1 002

SECRETARY : Neneng Sunengsih, M.Pd.
NIP: 19730625 1999 03 2001

EXAMINER 1 : Drs. Syauki, M.Pd.
NIP: 19641212 1991 03 1 002

EXAMINER 2 : Dr. Fahriany, M.Pd.
NIP: 19700 611 1991 01 2001

Acknowledged by:
Dean of Tarbiyah and Teachers’ Training Faculty

Nurlena Rifai, Ph.D.
NIP: 195910201 986 03 200
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In the name of ALLAH, the Beneficent, the Merciful

First of all, the writer would like to thank Almighty God, Who has blessed and guided her so that she is able to accomplish this scientific research paper or “skripsi” entitled “An Analysis on the Errors Made by Students in Forming Plural of Nouns”. (A case Study at the Second grade Students of SMPN 17 Tangerang Selatan, as a partial fulfillment of the requirements for the degree of Strata 1 (S-1) at the English Department, Tarbiyah and teachers’ Training faculty, Syarif Hidayatullah State Islamic University, Jakarta.

In this very special occasion the writer would like to express her deepest gratitude sincerely to those who helped her in accomplishing this ‘skripsi’ especially to Drs. H. Sunardi Kartowisastro, Dipl. Ed. as the academic advisor of the writer’s skripsi, who has given his valuable guidance, advice, and suggestions sincerely and patiently during the process of completing the writing.

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The writer realizes that in this ‘skripsi’ there are still many shortcomings and mistakes due to the writer’s lack of knowledge and experience. Therefore, she hopes that constructive criticism and suggestions from the readers would be welcomed, so that they will help the writer in arranging a better writing.

Finally, the writer hopes that this ‘skripsi’ can be useful for all parties, especially for the writer herself and for those interested in English learning teaching activities as well.

Jakarta, December 7th 2011

Writer
ABSTRACT

MULYANAH, SRI. 2011, An Analysis on The Errors Made by Students in Forming Plural of Nouns, Skripsi, English Department, The Faculty of Tarbiyah and Teachers’ Training, State Islamic University Syarif Hidayatullah Jakarta.

Advisor : Drs. H. Sunardi Kartowisastro, Dipl. Ed.
Key words : Error Analysis, Plural Forms of Noun

The purposes of this study are to see the errors made by the second grade students of SMPN 17 Kota Tangerang Selatan in implementing plural of nouns, and to find out the cause of errors which are commonly made by them.

The method used in this study is descriptive method. The data collected are described through relative frequency distribution, which are analyzed by using formula \( P = \frac{F}{N} \times 100\% \) to look for the error percentage, and then presented in the table percentage of students’ error.

According to the test result, It can be concluded that second grade students of 17 Kota Tangerang Selatan have difficulty more in irregular plural than regular one. It is obtained the total percentage of error for regular plural is 28.74%, while the percentage of error for irregular one is 43.07%. Most errors made by them are misformation error with percentage 57.14%. And the major cause of error faced by them is intralingual cause, with the percentage 74.3%. While interlingual cause is 11.43%.
ABSTRAK


Dosen Pembimbing : Drs. H. Sunardi Kartowisastro, Dipl.Ed.
Kata kunci : Analisis Kesalahan, Bentuk Jamak Kata Benda

Tujuan penelitian ini adalah untuk melihat kesalahan yang dibuat oleh siswa kelas dua (2) SMPN 17 Kota Tangerang Selatan dalam menggunakan jamak kata benda, dan untuk menemukan penyebab kesalahan yang dilakukan mereka.

Metode yang digunakan dalam penelitian ini adalah metode deskriptif. Data yang telah dikumpulkan digambarkan melalui distribusi frekuensi relative, yang dianalisis dengan menggunakan rumus \( P=F/N \times 100\% \) untuk mencari presentasi kesalahan, yang kemudian dipresentasikan dalam tabel presentasi kesalahan siswa.

Menurut hasil tes, dapat disimpulkan bahwa siswa kelas dua SMPN 17 Kota Tangsel mengalami kesulitan yang lebih pada bentuk jamak yang tidak beraturan daripada jamak yang beraturan. Diperoleh jumlah persentase kesalahan untuk jamak yang beraturan adalah 28,74\%, sedangkan persentase kesalahan untuk jamak yang tidak beraturan adalah 43,07\%. Kebanyakan kesalahan yang dibuat oleh siswa adalah misformation, dengan persentase 57,14\%. Dan penyebab utama kesalahan yang dilakukan mereka adalah sebab kesalahan intralingual, dengan presentase 74,3\%, sedangkan sebab interlingual yaitu 11,43\%. 
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CHAPTER I
INTRODUCTION

This chapter presents and discusses Background of the Study, Limitation and Formulation of the Study, The objective of the Study, and Significance of the Study.

A. Background of the Study

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 in the earth. As Richards and Rodgers said, “Latin was the most widely studied foreign language five hundred years ago. However, English has become the most widely studied foreign language today.” \(^1\) Many people in some countries learn English in order to be able to go to the other countries for some reasons such as politics, economy, education, and amusement. English is also the most famous and important language in the world, since there are many scientific books printed in English. And it is also used in formal or non formal communication in the world.

In Indonesia, English has been taught from elementary school up to university level, where it has different target of literacy in every level. As 2004 curriculum states: “pembelajaran Bahasa Inggris di SMP/MTs ditargetkan agar peserta didik

dapat mencapai tingkat *functional* yakni berkomunikasi secara lisan dan tulis untuk menyelesaikan masalah sehari-hari, sedangkan untuk SMA/MA diharapkan dapat mencapai tingkat *informational* karena mereka disiapkan untuk melanjutkan pendidikannya ke perguruan tinggi.\(^2\) (learning English in the Junior High School/‘MTs’ are targeted so in order that learners can achieve a functional level that is to communicate orally and in writing to solve everyday problems, whereas for Senior High School/‘MA’ is expected to reach the informational level as they prepared to continue their education to higher education”. (Translated by the writer))

Then it has been developed in curriculum used today, namely ‘KTSP’ (*Kurikulum Tingkat Satuan Pendidikan*) 2006. It states that in order to develop competency-based curriculum and competency-based testing to be better, teachers need to know the characteristics of the subjects. This is important because the characteristics of a subject will bring its own color to the development of syllabus and assessment system.\(^3\)

Furthermore, ‘KTSP 2006’ states that English lesson has different characteristics with the exact subject or subjects of other social sciences. This difference takes place on the function of language as a communication tool. A student can not be said that they have mastered English if he was not able to use English for communication purposes.\(^4\)

English is a tool to communicate orally and in written. Ability to communicate in a full understanding is the ability of discourse, namely the ability to understand and / or produce spoken or written text that is realized within the four language skills, namely Listening, Speaking, Reading and Writing. Therefore, the English subjects are directed to develop these skills so that

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\(^2\) *Kurikulum 2004 SMP/MTs Standar kompetensi Mata Pelajaran Bahasa Inggris* (Jakarta: Depdiknas, 2003), p. 211

\(^3\) BSNP, *Model Silabus dan RPP Mata Pelajaran Bahasa Inggris SMP/MTs*, (Jakarta: Depdiknas, 2007), p. 11

\(^4\) *Kurrikulum KTSP 2006 Standar Isi SD, SMP, dan SMA* (Jakarta: Depdiknas, 2006)
graduates are able to communicate and discourse in English at their level of literacy.

Besides the four Language Skills (Listening, Speaking, Reading and Writing), there are secondary aspects of English language which are also important and should be mastered by students to reach *communicative competence* in learning English, such as grammar, vocabulary, pronunciation, etc., those are called Language Component of English. According to the writer, Grammar is the most complex one. Students frequently find the difficulties in learning it, because English grammar is very different from Indonesian grammar. 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 second grade students of Junior High School, whom the writer focuses in this writing.

In English grammar, all the English words are divided into nine great classes. These classes are called Parts of Speech; they are article, noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjection. Of these, Noun is the important one, as all the others are more or less dependent upon it. A Noun is the name of a person, a place, or a thing. The simple example of students’ learning about noun is that they learn about the things in the classroom.

In learning about noun, students are introduced to the singular and plural form. However, many Indonesian students get some difficulties in learning plural forms of English noun. They still do not understand and cannot apply the right rules for changing the plural form from its singular. For example, the general rule for writing the plural in English nouns is to add –s to the singular form (boy-boys, apple-apples). However, this rule is only used for regular plural. For words like woman, tooth, etc., which are irregular plurals, the rule is more complicated. And so it is with the collective and peculiar nouns, which have their own rules in plural

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forms. The consequence is the students will make so many mistakes in their learning. Let’s look at the following examples of the students’ error in making the irregular plural of noun:

- There are three *book*.
- The baby has two *tooth*.
- Those *women* work here.

The italic words in two sentences above are errors in forming the plural of noun. They should be:

- There are three *books*.
- The baby has two *teeth*.
- Those *women* work here.

Why do those errors happen? The writer takes three possibilities of the error causes from examples above, they are:

1. The students still do not understand the rules of regular and irregular plural. Or even they cannot differentiate regular from irregular plural form (Intralingual cause).

2. There is the influence of Indonesian pattern, for in Indonesian language, there is no plural form (Interlingual cause)

3. Less exercise about English plural.

Making errors during the process of language learning is considered as a natural process. Brown said that “second language learning is a process that is clearly not unlike first language learning in its trial and errors nature.”

It means that the learners cannot avoid errors in learning second language. However it still cannot be neglected. The teachers should be aware of this issue and do something to avoid their students to make the same error. The errors they made should be regarded as a necessary part of learning language. One of the strategies to prevent
the students from making the same error is by analyzing the learner’s errors itself. And the study of the learner’s errors is called “Error Analysis”. It is done to identify, to describe and to explain the errors made by the learners. It can help the teacher to minimize the learner’s errors in their learning.

Based on the description above, the writer is interested in doing error analysis on the students’ work on plural of noun. In doing this research, the writer chooses the second year students of SMP Negeri 17 Tangerang Selatan, Pamulang, TangSel.

To focus on this research, the writer would like to know the students’ mastery of plural nouns by analyzing the frequency and percentage of errors made by them. Thus, the title of this writing is “AN ANALYSIS ON THE ERRORS MADE BY THE STUDENTS IN FORMING PLURAL OF NOUNS”.

B. Limitation and Formulation of the Problem

1. Limitation of the Problem

To make this study to be more effective and efficient, it is essential to limit the problem. Therefore, the writer limits the discussion of the errors of plural forms of regular and irregular noun, which is made by the second year students of SMP Negeri 17 Tangerang Selatan, Pamulang, Tangerang Selatan.

2. Formulation of the Problem

Based on the background of study described above, the writer is interested in analyzing the errors made by the students in forming plural of nouns. Therefore, the writer would like to formulate the problem as follows:

1). What are the errors made by second grade students at ‘SMPN 17 Tangerang Selatan’ in forming plural forms of nouns?

2). What are the causes of error which made by the second grade students of ‘SMPN 17 Tangerang Selatan’ in implementing plural forms of nouns?
C. Objective of the Study

This study has its objectives relating to the formulation of the problems above. The objective of this study is that the writer wants to see the errors made by the second grade students of Junior High School 17 Tangerang Selatan on English plural, and to find out the cause of errors made by them in forming plural. Therefore, this study is intended for the improvement of learners and teachers in learning and teaching English based this analysis.

D. Significance of the Study

The result of this study is expected to be useful for the students, especially for the second year students of SMP Negeri 17 Tangerang Selatan in their learning. And this study will be useful particularly for the writer herself as a candidate of English teacher to improve her mastery of English. In addition, this writing is also expected to be useful for the teachers of English in general, so they know their students’ ability and proficiency in grammar learning, especially in plural forms of nouns.

And the last, hopefully, it might be useful to the institution and the curriculum developers, which is as a feedback in evaluating and designing materials and teaching strategy in order to be better in the future.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter explains the theories that are used to identify and analyze the data, which related to (A) Error, (B) Error Analysis, (C) Noun, and (D) Plural of Noun.

A. Error

Learning the second or foreign language is a process that involves the making of mistakes, and even errors. In the new system of language, learner will directly connect with such a new vocabulary, a new grammatical pattern and foreign pronunciation which are different from the learner’s native language.

1. Definition of Error

According to Jeremy Harmer, the errors are part of the learner interlanguage 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.¹

Dullay defined error as “the flawed side of learner speech or writing.”² They are those parts of conversation or composition that deviate from

selected norm of nature language performance. Meanwhile, Brown defined error as “a noticeable deviation from the adult grammar of the native speaker, reflecting the interlanguage competence of the learner.”

From the various definitions above, the writer has her own opinion about error. Error is wrong forms that the pupil could not correct even if their mistakes were to be pointed out.

Error is usually compared with mistake. Corder was careful to distinguish between them. “Mistakes are akin to slips of the tongue. That is, they are generally one-time-only events. The speaker who makes a mistake is able to recognize it is a mistake and correct it if necessary. An error, on the other hand, is systematic. That is, it is likely to occur repeatedly and is not recognized by the learner as an error.”

It is caused by lack of knowledge about target language (English) or by incorrect hypothesis about it.

Corder also differentiates three kinds of errors made by native learner, they are:

a) Lapses, it is an error that occur because of the speakers change the way how they say it before they finish the sentence, and also because of the slip of the tongue or we can also call it slip of the pen. Lapses can arise out tiredness, nervousness; or false starts confusion of structure, etc.

b) Error, it is an error that occurs because of the speakers broke the language rules, such as ; the speakers do not use the appropriate tenses, and the appropriate words.

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c) **Mistake**, it is a mistake that occurs because of the speakers cannot choose which one is the appropriate word and tenses to be used in the situation.\(^5\)

Both mistake and lapses are not systematical and belong to phenomena of performance.

2. **Causes of Errors**

There are two main errors types within an analysis framework: interlingual and intralingual. Interlingual errors are those which can be attributed to the native language (NL), (i.e., they involve cross-linguistic comparison). Intralingual errors are those that are due to the language being learned, independent of NL. One would therefore expect similar intralingual errors to occur from speaker of a wide variety of first languages.\(^6\)

Errors—overt manifestations of learners’ systems—arise from several possible general sources: **interlingual errors** of interference from the native language, **intralingual errors** within the target language, the sociolinguistic context of communication, psycholinguistic or cognitive strategies, and no doubt countless affective variables.\(^7\)

According to James, there are two sources of error:

a. **Interlingual Error**

This error is caused by interference of the learners’ mother tongue. Interlingual error is a language structures in the target language which reflected the students base language structures.

b. **Intralingual Error**

Intralingual error is the error caused by the second language itself. It is a major factor in second language learning. Negative intra-lingual transfer

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\(^6\) Susan M. Gass and Larry Selingker, *Second Language* .........., p.103

\(^7\) H. Douglas Brown, *Principles of Language* .........., p. 206
then produces overgeneralization. It can be showed through the sentence that students of second language learning made, “does the boy can not run?” and “he eated fried rice.”  

B. Error Analysis

1. Definition of Error Analysis

The fact that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ error, called error analysis. 

Error analysis is the process based on analysis of learner’s error in their process of second language learning. Error analysis is a valuable source of information to teachers. It provides information on learner’s error which helps teachers to correct it and also improves the effectiveness of their teaching. In other words, error gives signs to teacher and researcher whether the learning process is successful or not.

According to James, Error Analysis is the process of determining the incidence, nature, causes, and consequence of unsuccessful language.

Error analysis is needed to help language learner in developing their ability in learning the 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 the study or process of describing errors made by second language learners.

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9 H. Douglas Brown, Principles of Language …………., p. 206
11 Corder, S.P., Error Analysis………………., p. 35
2. **Steps of Error Analysis**

Error analysis has methodology involving some procedures to do. There are number of steps taken in conducting an error analysis:

- Collect data. Although this is typically done with written data, oral data can also serve as a base.
- Identify errors. What is the error (e.g., incorrect sequence of tenses, wrong verb form, or singular verb form with plural subject)?
- Classify errors. Is it an error of agreement? Is it an error in irregular verbs?
- Quantify errors. How many errors of agreement occur? How many irregular verb form errors occur?
- Analyze source. Interlingual or intralingual transfer.
- Remediate. Based on the kind and frequency of an error type, pedagogical intervention is carried out.\(^\text{12}\)

Corder and Ellis suggest the following procedures for analyzing learners’ errors:

a. Collection of sample of learner language
b. Identification of errors
c. Description of errors
d. Explanation of errors
e. Evaluation of errors.\(^\text{13}\)

3. **Categories of Errors in Error Analysis**

Dulay, Burt, and Krashen made classification of error based on Surface Structure Taxonomy. They suggest that 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:  

a. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morpheme are omitted than others.

b. Additional errors are the opposite of omission. They are characterized by the presence of an item, which must not appear in a well-formed utterance. Additional errors include double marking, regularization and simple addition that are an addition that is not double marking or regularization.

c. Misformation errors are characterized by the use of the wrong form of a structure or morpheme, while in omission errors the items is not supplied at all, in miss-formation errors the learner supplies something although it is in correct.

d. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. As James called in other word misplacement. Dulay et. al., observe that misordering is often the result of learners relying on carrying out ‘word-for-word translation of native language surface’.  

The error classification is intended as an aid to present data rather than to create a basic for extensive speculating concerning the source of errors.

4. The Role and Goal of Error Analysis in Language Teaching and Learning

In language learning the study of the learners has become very important and has always been a cause of much concern to the teacher and text-book writers alike. It has been used as indicator of learning and guide in teaching. The study of learners’ errors is known as error analysis. Error analysis shows the significance of learner’s errors in three ways:

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14 Carl James. *Errors in Language*...................... p, 106

15 Carl James. *Errors in Language*...................... p, 110
a. They tell the teachers how far the learners have progressed and what remains for them to learn.

b. They provide evidence to researchers of how language is learned or acquired and what strategy or procedure the learner is employing to learn the language, and

c. They serve as feedback to the learner of hypothesis she is using.

Dullay stated that studying the learners’ errors serves two major purposes, they are:

a. It provides data from which interferences about the nature of language learning process can be made.

b. It indicates to teachers and curriculum developers, which part of the target language students have most difficulty producing correctly and which error types detract most from learners’ ability to communicate effectively.16

C. Noun

Noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or head word in many structure of modification.

In English language, nouns are inflected for grammatical numbers, the singular and the plural. The singular nouns are words which indicate someone is speaking of one or single thing. While plural nouns are words which indicate someone is speaking of more than one certain number of things.

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1. Definition of Noun

In English grammar, nouns are commonly defined as words that refer to “the name of a person, place, thing, or idea.” ¹⁷

Furthermore, noun is a word other than a pronoun that belongs to the word-class that inflects for plural, and that can function as subject or object in a sentence, can be preceded by articles and adjectives, and can be the object of preposition.¹⁸

From all the definitions above, the writer can say that noun is a word used to describe things, person, or place, and it has certain function in the sentence structure.

2. Types of Nouns

There are several types of nouns used to make up a sentence in the English language which 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.¹⁹

a. Proper Nouns

“A proper noun names a particular person, place or thing.”²⁰ It is always begun 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.

As opposed to proper noun, all other nouns are classified as common nouns (e.g. document, mayor, girl, desert, country, people).21

b. Common Nouns

A **common noun** is a noun referring to a person, place, or thing in a general sense -- usually, people should write it with a capital letter only when it begins a sentence. A common noun is the opposite of a proper noun.

c. Concrete Nouns

A **concrete noun** is a noun which names anything (or anyone) that people can perceive through their physical senses: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of an abstract noun.

d. Abstract Nouns

An **abstract noun** is a noun which names anything which people can *not* perceive through their five physical senses, and is the opposite of a concrete noun.

e. 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 people 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.

f. Non-Countable Nouns

“There are other nouns that typically are not counted; they are called, also appropriately, **non-count nouns.**”22 A **non-countable noun** (or **mass noun**) is a noun which does not have a plural form, and which refers to something that people could (or would) not usually count. A non-countable noun

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21 John E. Warriner, *English Grammar*……, p. 37

noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns.

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

People decided to sell the **furniture** rather than take it with us when we moved. People 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."

g. Collective Nouns

“Collective Nouns are nouns that refer to a group of people, animals, things, and so on as a unit.” A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun.

Collective nouns 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).

Collective nouns are **count nouns**, which mean they can be pluralized: a university has several athletic **teams** and **classes**; the immigrant **families** kept watch over their **herds** and **flocks**; all the **committees** have now made their recommendations.

3. Form of Nouns

There are two major forms classified as forms of noun:

- Gender:
  - a. Masculine – refers to persons or animals of male sex: **man, father, uncle, lad, king, groom, actor.**

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b. Feminine – refers to person or animals of female sex: woman, mother, auntie, lass, queen, bride, actress, goose

c. Neuter – refers to objects with no sex: tree, table, watch, car, slipper.

d. Common – refers to nouns that are either male of female: cousin, teenager, doctor, cook, parent, friend, colleague.

○ Number:

Number is that property of a noun or a pronoun that distinguishes one object from more than one. Nouns have two numbers: singular and plural. Singular number nouns denote one object: Horse, river, and nation; Plural number nouns denote more than one object. Horses, rivers, and nations.

How to form plural from singular?


1 If the pronunciation of ch is /kl/, add -s only: patriarch—patriarchs.

2 Note these exceptions of vowel + z: quiz-quizzes, fez-fezzes. 25


4. By changing the inside vowel of the singular. man-men, woman-women, foot-feet, tooth-teeth, goose-geese.

5. By suffixing en to the singular. ox-oxen, child-children.


However, several words ending in \(-f\) and all those ending in \(-ff\) just take \(-s\): as chief-chiefs, belief-beliefs, cliff-cliffs,\(^{26}\) roof-roofs, gulf-gulfs, safe-safes, proof-proofs, hoof-hoofs.

7. Singular-nouns from foreign languages retain their original plural. erratum-errata, index-indices, radius-radii, formula-formulae (or formulas), axis-axes, basis-bases, criterion-criteria, memorandum-memoranda, terminus-termini (or terminuses), hypothesis-hypotheses, parenthesis-parentheses.

8. By suffixing \(-s\) to the main word in a compound word.

Commander-in-chief - commanders-in-chief
Son-in-law - sons-in-law
Step-son - step-sons
Maid-servant - maid-servants
Passer-by - passers-by
Man-servant - men-servant
Man-servant - man-servants

9. Special cases.

a. Few nouns which end in \(s\) are used in singular forms. News, Mathematics, Physics, politics, innings, etc.

b. Few collective nouns, though they are in singular forms, are used in plural forms. Poultry, cattle, people, gentry, etc.

c. Few nouns have the same forms both in singular and plural forms. Sheep, deer, swine, cod, etc.

d. Few nouns are used only in the plural forms. Trousers, scissors, spectacles, drawers, thanks, billiards, draughts, annals, tidings, etc.

\(^{26}\) Mark Foley and Diane Hall, *Longman Advanced* .......................... p. 249
D. Plural Form of Nouns

In the English language, nouns are inflected for grammatical number, case, and gender. Number is the name of the system contrasting singular and plural. In the first instance, it applies to noun inflection: nouns typically have contrasting singular and plural forms.

1. Definition of Plural Noun

   English nouns have two numbers—the singular and the plural. “A noun that names one person, place, or thing is a **singular noun**. A noun that names more than one person, place, or thing is a **plural noun**.”

   Plural also can be defined as “a grammatical number, typically referring to more than one of the referent in the real world.” While grammatically, “Plural is designating or of the category of number that refers to more than one person or thing, or in languages having dual number, more than two.”

   Furthermore, Betty Azar states: “Number is the form of word to show whether it is singular or plural. Singular number is when a noun denotes one object e.g. I have **one pen**. Plural number is a noun denotes more than one object e.g. I have **two pens**.”

   Based on the definitions above, it can be concluded that plural (of noun) is the form of a word that is used to denote more than one person, place, thing, etc. in the real world.

2. Types of Plural Nouns

   There are many ways of forming the plural of nouns, all of which have their ancestry in inflectional changes in Old English. Altenberg and Vago divided

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plural into **regular** and **irregular plurals**. Usually, to pluralize a noun is by adding “s” to it, as in *books*; these nouns are called **regular**. There are a handful of nouns that are pluralized in other ways; these nouns are called **irregular**.

**a. Regular Plural**

The plural morpheme in English in suffixed to the end of most nouns.

1). The plural form is usually represented orthographically by adding –*s* to the singular form. Example:

- girl - girls
- boy - boys
- cat - cats
- chair - chairs

2). Where a noun ends in sibilant sound(s, ss, c, sh, tch, ch, g, dg, x, z), the plural is formed by adding –*es*, which is spelled –*es* if the word does not already end with –*e*:

- dish - dishes
- glass - glasses
- judge - judges
- phase - phases
- witch - witches
- box - boxes

Morpho-phonetically, these rules are sufficient to describe most English plurals. However, there are several complications introduced in spelling.

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3). The **-oes rule**: most nouns ending in *o* preceded by a consonant also form their plurals by adding *-es* (pronounced /z/):

- hero - heroes
- potato - potatoes
- volcano - volcanoes *or* volcanos

Many nouns of foreign origin, including almost all Italian loanwords, are exceptions to the **-oes rule**:

- canto - cantos
- homo - homos
- photo - photos
- piano - pianos
- portico - porticos
- pro - pros
- quarto (*paper size*) - quartos
- kimono - kimonos

4). The **-ies rule**: nouns ending in a *y* preceded by a consonant usually drop the *y* and add *-ies* (pronounced /iz/). This is taught to many North American and British students with the mnemonic: "Change the *y* to *i* and add *es*":

- cherry - cherries
- lady - ladies

However, proper nouns (particularly those for people or places) ending in a *-y* preceded by a consonant form their plurals regularly:

- Germany - Germanys (as in *The two Germanys were unified in 1990*; this rule is commonly not adhered to as several book titles show.; Sicilies and Scillies, rather than Sicilys and Scillys, are the standard plurals of Sicily and Scilly.)
Harry - Harrys (as in There are three Harrys in our office)

The rule does not apply to words that are merely capitalized common nouns:

P&O Ferries (from ferry)

Other exceptions include lay-bys and stand-bys.

Words ending in a y preceded by a vowel form their plurals regularly:

day - days

Monkey - monkeys

(Money/Monies is an exception, but money can also form its plural regularly.)

5). Almost-Regular Plurals

In Old and Middle English voiceless fricatives /f/,/θ/ mutated to voiced fricatives before a voiced ending. In some words this voicing survives in the modern English plural. In the case of /f/ changing to /v/, the mutation is indicated in the orthography as well; also, a silent e is added in this case if the singular does not already end with -e:

bath - baths
mouth - mouths
calf - calves
leaf - leaves
knife - knives

In addition, there is one word where /s/ is voiced in the plural:

house - houses

Many nouns ending in /f/ or /θ/ (including all words where /f/ is represented orthographically by gh or ph) nevertheless retain the voiceless consonant:
Moth - Moths (voiced /mɒðz/ is rare but does occur in New England and Canada)

Proof - Proofs

Some can do either:

dwarf - dwarfs/dwarves
hoof - hoofs/hooves
staff - staffs/staves

Note: For dwarf, the common form of the plural was dwarfs—as, for example, in Walt Disney’s Snow White and the Seven Dwarfs—until J. R. R. Tolkien popularized dwarves; he intended the changed spelling to differentiate the "dwarf" fantasy race in his novels from the cuter and simpler beings common in fairy tales, but his usage has since spread. Multiple astronomical dwarf stars and multiple non-mythological short human beings, however, remain dwarfs.

b. Irregular Plurals

There are many other less regular ways of forming plurals, usually stemming from older forms of English or from foreign borrowings.33

1). Nouns with Identical Singular and Plural

Some nouns spell their singular and plural exactly alike; some linguists regard these as regular plurals. Many of these are the names of animals: deer, sheep, bison, salmon, pike, trout, fish, moose, and swine.

The plural deers is listed in some dictionaries, but it is considered by many to be an error. Fish does have a regular plural form., but it differs in meaning from the unmarked plural; fishes refers to several species or other taxonomic types, while fish (plural) is used to describe multiple individual animals: one would say “the order of fishes”, but “five fish in an aquarium. Other nouns

33 www.answers.com/topic/english-plural, October 30th, 2011
that have identical singular and plural forms include: aircraft, blues, cannon (sometimes cannons), head, stone (occasionally stones).

2). Irregular -(e)n Plurals

The plural of a few nouns can also be formed from the singular by adding -n or -en, stemming from the Old English weak declension:

**Table 2.1**

*Irregular -(e)n Plurals*

<table>
<thead>
<tr>
<th>Noun</th>
<th>Plural</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ox</td>
<td>oxen</td>
<td>(particularly when referring to a team of draft animals, sometimes oxes in nonstandard American English or in metaphorical sense)</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
<td>(actually earlier plural &quot;cildra/cildru&quot; plus -en suffix, forming a double plural)</td>
</tr>
<tr>
<td>brother</td>
<td>brethren</td>
<td>(archaic plural of brother; earlier &quot;brether&quot; plus -en suffix, forming a double plural; now used in fraternal order)</td>
</tr>
<tr>
<td>cow</td>
<td>kine</td>
<td>(archaic/regional; actually earlier plural &quot;kye&quot; [cf. Scots &quot;kye&quot; - &quot;cows&quot;] plus -en suffix, forming a double plural)</td>
</tr>
<tr>
<td>egg</td>
<td>eyren/eggys</td>
<td>(rare/dialectal Northern England)</td>
</tr>
<tr>
<td>eye</td>
<td>eyen</td>
<td>(rare, found in some regional dialects)</td>
</tr>
<tr>
<td>shoe</td>
<td>shoon</td>
<td>(rare/dialectal)</td>
</tr>
<tr>
<td>house</td>
<td>housen</td>
<td>(rare/dialectal, used by Rudyard Kipling in Puck of Pook's Hill)</td>
</tr>
</tbody>
</table>

3). Ablaut (Umlaut) Plurals

The plural is sometimes formed by simply changing the vowel sound of the singular, in a process called ablaut (these are sometimes called mutated plurals). There are seven nouns in this way:34

foot - feet
goose - geese
louse - lice
man - men
mouse - mice
tooth - teeth
woman - women

This group consists of words that historically belong to the Old English consonantal declension. *Mouse* is sometimes pluralized *mouses* in discussions of the computer mouse; however, *mice* is just as common.

4). **Irregular Plurals from Latin and Greek**

English has borrowed a great many words from Latin and Classical Greek. Many nouns (particularly ones from Latin) have retained their original plurals for some time after they are introduced. Other nouns have become Anglicized, taking on the normal "s" ending. In some cases, both forms are still competing.

The choice of a form can often depend on context: for a linguist, the plural of *appendix* is *appendices* (following the original language); for physicians, however, the plural of *appendix* is *appendixes*. Likewise, a radio engineer works with *antennas* and an entomologist deals with *antennae*. Choice of form can also depend on the level of discourse: traditional Latin plurals are found more often in academic and scientific contexts, whereas in daily speech the anglicized forms are more common. In the following table, the Latin plurals are listed, together with the Anglicized forms when they are more common.

- Final *a* becomes *-ae* (also *-æ*), or just adds *-s*:
  
alumna - alumnae
  
formula - formulae/formulas
encyclopedia (rarely encyclopædia) - encyclopedias (encyclopaediae is rare)

- Final *ex* or *ix* becomes -*ices* (pronounced /iːzi/), or just adds -*es*:
  - index - indices or indexes
  - matrix - matrices
  - vertex - vertices

- Final *is* becomes *es* (pronounced /iːz/):
  - axis - axes
  - crisis - crises
  - testis - testes

  Axes, the plural of *axis*, is pronounced differently from *axes* (/ˈæksɪz/), the plural of *ax(e)*.

- Final -*ies* remains unchanged:
  - series - series
  - species - species

- Final *on* becomes -*a*:
  - automaton - automata
  - criterion - criteria

  Phenomenon - phenomena (more below)
  - polyhedron - polyhedra

- Final *um* becomes -*a*, or just adds -*s*:

  Table 2.2
  
  Nouns in final *um* become -*a*, or just adds –*s.*

<table>
<thead>
<tr>
<th>addendum</th>
<th>Addenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>agendum</td>
<td>agenda means a &quot;list of items of business at a meeting&quot; and has the plural <em>agendas</em></td>
</tr>
<tr>
<td>datum</td>
<td>data (Now usually treated as a singular mass noun in both</td>
</tr>
</tbody>
</table>
informal and educated usage, but usage in scientific publications shows a strong UK/US divide. U.S. usage prefers treating *data* in the singular in all contexts, including serious and academic publishing. UK usage now widely accepts treating *data* as singular in standard English, including educated everyday usage at least in non-scientific use.

<table>
<thead>
<tr>
<th>forum</th>
<th>fora/forums</th>
</tr>
</thead>
<tbody>
<tr>
<td>medium</td>
<td>media (in communications and computers; now often treated as a singular mass noun)/ mediums (spiritualists, or items of medium size etc.)</td>
</tr>
<tr>
<td>memorandum</td>
<td>memoranda/memorandums</td>
</tr>
<tr>
<td>millennium</td>
<td>Millennia</td>
</tr>
</tbody>
</table>

- Final *us* becomes -i (second declension, [aɪ]) or -era or -ora (third declension), or just adds -es (especially in fourth declension, where it would otherwise be the same as the singular):

  - alumnus- Alumni
  - corpus - Corpora
  - census - Censuses
  - focus - Foci
  - genus - genera
  - prospectus - prospecti (plural *prospectus* is rare although technically correct)
  - radius - Radii
  - syllabus - Syllabi
  - viscus - Viscera

*Virus* had no plural ending in Latin; the plural in English is usually *viruses*. 
cactus - cactuses/cacti (in Arizona many people avoid either choice with *cactus* as both singular and plural.)

fungus - Fungi

hippopotamuses/hippopotami

octopus - octopuses (*note*: octopi also occurs, although it is strictly speaking unfounded, because it is not a Latin noun of the second declension, but rather a Latinized form of Greek ὀκτώ-πος, eight-foot. The theoretically correct form octopodes is rarely used.)

platypus - platypuses (same as *octopus*: platypi occurs but is etymologically incorrect, and *platypodes*, while technically correct, is even rarer than *octopodes*)

Terminus - termini/terminuses

uterus - uteri/uteruses

Colloquial usages based in a humorous fashion on the second declension include *Elvii* to refer to multiple Elvis impersonators and *Loti*, used by petrolheads to refer to Lotus automobiles in the plural.

- **Final *as*** in one case of a noun of Greek origin changes to *-antes*:

  atlas - atlantes (statues of the hero); but
  atlas - atlases (map collections)

- **Final *ma*** in nouns of Greek origin can add *-ta*, although *-s* is usually also acceptable, and in many cases more common.

  stigma - stigmata/stigmas
  stoma - stomata/stomas
  schema - schemata/schemas
  dogma - dogmata/dogmas
  lemma - lemmata/lemmas
5). Irregular Plurals from Other Languages

- Some nouns of French origin add an -x, which may be silent or pronounced /z/:
  - beau - beaux
  - bureau - bureaus or bureaux
  - château - châteaux

- Nouns of Slavic origin add -a or -i according to native rules, or just -s:
  - kniazhestvo - kniazhestva/kniazhestvos
  - kobzar - kobzari/kobzars
  - oblast - oblasti/oblasts

- Nouns of Hebrew origin add -im or -ot (generally m/f) according to native rules, or just -s:
  - cherub - cherubim/cherubs
  - seraph - seraphim/seraphs
  - matzah - matzot/matzahs

Ot is pronounced os (with unvoiced s) in the Ashkenazi dialect.

- Many nouns of Japanese origin have no plural form and do not change:
  - benshi - benshi
  - otaku - otaku
  - Samurai - samurai

However, other nouns such as kimonos, ninjas, futons, and tsunamis are more often seen with a regular English plural.

- Nouns from languages other than the above generally form plurals as if they were native English words:
  - canoe - canoes
  - igloo - igloos
c. Words Better Known in the Plural

Some words of foreign origin are much better known in the plural; usage of the original singular may be considered pedantic or actually incorrect or worse by some speakers. In common usage, the original plural is considered the singular form. In many cases, back-formation has produced a regularized plural.

Table 2.3
Words Better Known in the Plural

<table>
<thead>
<tr>
<th>Original singular</th>
<th>Original plural/common singular</th>
<th>Common plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>agendum</td>
<td>Agenda</td>
<td>agendas</td>
</tr>
<tr>
<td>alga</td>
<td>Algae</td>
<td>Algae</td>
</tr>
<tr>
<td>bacterium</td>
<td>Bacteria</td>
<td>bacteria</td>
</tr>
<tr>
<td>biscotto</td>
<td>Biscotti</td>
<td>biscotti</td>
</tr>
<tr>
<td>candelabrum</td>
<td>Candelabra</td>
<td>candelabras</td>
</tr>
<tr>
<td>datum</td>
<td>Data</td>
<td>data (mass noun)</td>
</tr>
<tr>
<td>graffito</td>
<td>Graffiti</td>
<td>graffiti (mass noun)</td>
</tr>
<tr>
<td>insigna</td>
<td>Insignia</td>
<td>insignias</td>
</tr>
<tr>
<td>opus</td>
<td>Opera</td>
<td>Operas</td>
</tr>
<tr>
<td>panino</td>
<td>Panini</td>
<td>paninis (currently gaining use)</td>
</tr>
<tr>
<td>paparazzo</td>
<td>Paparazzi</td>
<td>paparazzi</td>
</tr>
<tr>
<td>spaghetto</td>
<td>Spaghetti</td>
<td>spaghettis</td>
</tr>
</tbody>
</table>

Note: An agenda commonly is used to mean a list of agenda.
Some plural nouns are used as such—invariably being accompanied by a plural verb form—while their singular forms are rarely encountered:

- nuptial - nuptials
- Phalanx - phalanges
- tiding - tidings
- victual - victuals
- viscus - viscera

**Note:** In medical terminology, a *phalanx* is any bone of the finger or toe. A military *phalanx* is pluralized *phalanxes*.

A related phenomenon is the confusion of a foreign plural for its singular form:

- criterion - criteria
- Phenomenon - phenomena
- consortium - consortia
- symposium - symposia

*Magazine* was derived from Arabic via French. It was originally plural, but in English, it is always regarded as singular.

d. **Plurals of Numbers**

Plurals of numbers differ according to how they are used. The following rules apply to *dozen, score, hundred, thousand, million*, and similar terms:

- When modified by a number, the plural is not inflected, that is, has no *-s* added. Hence *one hundred, two hundred*, etc. For vaguer large numbers, one may say *several hundred* or *many hundreds*.
- When used alone, or followed by a prepositional phrase, the plural is inflected: *dozens of complaints, scores of people*. However, either *complaints by the dozen* or *complaints by the dozens* is acceptable (although differing in meaning).
- The preposition *of* is used when speaking of nonspecific items identified by pronouns: *two hundred of these, three dozen of those*. The *of* is not used...
for a number of specific items: three hundred oriental rugs. However, if the pronoun is included with the specific item, the of is used: five million of those dollar bills.

e. Defective Nouns

Some nouns have no singular form. Such a noun is called a plurale tantum (see also Words better known in the plural above):

cattle, billiards, clothes, measles, news, thanks

Some of these do have singular adjective forms, such as billiard ball. In addition, some are treated as singular in construction, e.g., "billiards is a game played on a table with billiard balls and a cue", "measles is an infectious disease". Thanks is usually treated as plural. Although "cow" is sometimes used in colloquial English for cattle, the term is age and gender specific.

A particular set of nouns, describing things having two parts, comprises the major group of pluralia tantum in modern English:

pants, pliers, scissors, shorts, tongs (metalworking), trousers, glasses (a pair of)

Mass nouns (or uncountable nouns) do not represent distinct objects, so the singular and plural semantics do not apply in the same way. Some examples:

- Abstract nouns

  Information, cunning, and nouns derived from adjectives, such as honesty, beauty, intelligence, and words ending with 'ness', such as goodness, laziness, and nouns which are homonyms of adjectives with a similar meaning, such as good, bad, hot, cold.

  Some abstract and material nouns occur in the plural to express intensity, great quantity or extent (I have my doubts; the sands of desert), and also to denote different kinds or degrees of the idea expressed. (Thus alcohol, tobacco, of different strength; coffees, teas, wines, soils)
- Arts and sciences
Chemistry, geometry, surgery, blues, jazz, rock and roll, impressionism, surrealism. This includes those that look plural but function as grammatically singular in English: mathematics, ethics, physics, mechanics, optics, linguistics, acoustics, etc.; e.g., *mathematics is fun*.

- Chemical elements and other physical entities:
Antimony, gold, oxygen, equipment, furniture, gear, species, air, water, sand, traffic

It is rare to pluralize *furniture* in this way. Nor would information be so treated, except in the case of *criminal informations*, which are prosecutor's briefs similar to indictments.

There is only one class of atoms called oxygen, but there are several isotopes of oxygen, which might be referred to as different oxygens. In casual speech, *oxygen* might be used as shorthand for "oxygen atoms", but in this case, it is not a mass noun, so it is entirely sensible to refer to multiple oxygens in the same molecule.

One would interpret Bob's *wisdoms* as various pieces of Bob's wisdom (that is, don't run with scissors, defer to those with greater knowledge), *deceits* as a series of instances of deceitful behavior (lied on income tax, dated my wife).

*Specie* and *species* make a fascinating case. Both words come from a Latin word meaning "kind", but they do not form a singular-plural pair. In Latin, *specie* is the ablative singular form, while *species* is the nominative form, which happens to be the same in both singular and plural. In English, *species* behaves similarly—as a noun with identical singular and plural—while *specie* is treated as a mass noun, referring to money in the form of coins (the idea is of "[payment] in kind").
CHAPTER III
RESEARCH METHODOLOGY

In this section, the writer explains the methodology of research used in this ‘skripsi’ which related to place and time of the study, method of the study, population and sample, instrument of research, technique of data collecting, and technique of data analysis.

A. Place and Time of the Research

In trying to get relating to variables of research, it is necessary to determine where the research must be held. In doing a research, the area where the data will be taken must be restricted. It aims to make the research easy to be done, and it does not need much time, and finance. This research took place at SMP Negeri 17 Kota Tangerang Selatan, which is located on Complex Pamulang Permai 1, West Pamulang, South Tangerang, Banten 15417.

To determine how long the research must be held, it is necessary to arrange the time schedule of research according to the activities done in the research. This research started on October 28th, 2011 and finished on November 30th, 2011.

B. Method of the Research

The use of method in a research is very necessary, because it will be able to help a researcher to get and analyze data easily. The method which the
The writer used in this research is descriptive method. It is used to describe phenomena of a case by taking its data that will be analyzed.

The case that was described in this research was about phenomena of English plural forms of nouns errors committed by the second year students of SMPN 17 Kota Tangerang Selatan.

Then the data collected are analyzed through descriptive analysis. The writer describes the percentage of students’ errors in implementing plural of nouns based on its error frequency of the test result.

C. Population and Sample of the Research

Population is all individuals becoming subjects of research. Usually the number of population in the area of research is great. The population of this research is the second year students of SMPN 17 Kota Tangerang Selatan in academic years 2011/2012. It consists of two classes. Class 8-6 consists of 39 students and class 8-7 consists of 38 students. So, the total population is 77 students.

Sample is part of population becoming subjects of research. The data can be gotten from part of population by using technique of purposive sampling. It is a technique of taking a half or 50% of population as sample. So the writer took only one class that is class 8-6, with the total number is 39 students. But, only 35 students who become the sample of this research, because there are four students who didn’t attend the class to follow the test.

D. Instrument of the Research

Instrument used to get data in this research was a test about plural of noun given to the second grade students of SMPN 17 Tangerang Selatan. The test is in the form of space saver (consists of 10 numbers), fill-in the blank space (10 numbers), and essay test (10 numbers), so the total of the test is 30 numbers.

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The test focused on regular and irregular plural nouns. Regular forms are 17 items and irregular forms are 13 items. Regular forms are divided into five categories: The general rule for writing the plural of English nouns (number of items are 15, 30), nouns ending with the sibilants of s, x, z, sh, or ch (number of items are 9, 10, 27), nouns ending in –y (number of items are 19, 21, 23, 26, 28), nouns ending in –o (number of items are 6, 22, 25), and noun ending in –f or –fe (number of items are 4, 16, 17, 29); Irregular plural forms are divided into six categories: Nouns with identical singular and plural (number of items are 3, 5), irregular –(e)n plurals (number of item is 12), umlaut plurals (number of items are 1, 11, 13, 14, 24). Words better known in the plural (number of item is 2, 18) and defective nouns--plurale tantum (number of items are 7), and mass noun (number of items are 8, 20)

E. Technique of Data Collecting

In this research, the writer uses two ways in collecting data, which connect to the topic:

1. Document Studies

To find the entire theoretical framework, which is related to the Skripsi, the writer collects data from some literatures in the main library of UIN Syarif Hidayatullah Jakarta, the library of Tarbiyah Faculty of UIN Jakarta, the library of American Corner of UIN Jakarta, and the library of Atmajaya University Jakarta. The writer also visits some websites dealing with the topic of this writing.

2. Field Research.

The writer does the research descriptively by using test techniques. She gave a test to the class 8-6 which consists of 30 items, to be counted and analyzed. Each form of test (space saver, fill-in the blank space, and essay test) has different value, for it has different level of difficulty. The space saver test is one (1) for each correct answer, fill-in the blank test has value two (2); and essay test is two (2). The students are given the time about one
a half hour to complete the test. After the time is over, every student has to collect the test paper.

F. The Technique of Data Analyzing

The technique used to analyze the data is based on Corder’s Model. After the students’ work had been collected, the data processing procedure was carried out. First step is the identification of errors. After identifying the errors, the total number of errors, made by the learners was calculated according to the value of each test form. For essay test, there is the discreetness. The students who do not made error in plural of nouns category, for example they made error in the use of “be” or the use of definite article, they get score 1 (one). But as for those who made error exactly in the noun which is intended to be changed to plural, they get score 0 (zero).

After that, the next step is description of analyzing the errors. The researcher used descriptive analysis technique to describe errors in the table percentage, and the formula is as follows:

\[
P = \frac{f}{N} \times 100\%
\]

Note:  
\( P \) = Percentage  
\( f \) = Frequency  
\( N \) = Number of Sample or student

After having percentage and frequency, the writer looks 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 test

The writer used these percentages in both regular and irregular plural form.

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CHAPTER IV
RESEARCH FINDING

In this section, the writer presents the research finding based on the data obtained during the research, which is divided into data description, data analysis, and data interpretation.

A. The Data Description

The writer has given the test about plural of noun to the 35 students of class 8.6 as it has been stated above. Actually the number of the students is 39 students, but 4 students were absent. So, the students who done the test are 35 students. The test consists of 30 items which are broken down into three forms of test, namely space saver, fill-in the blank space, and essay test. It focused on regular plural nouns which are 17 numbers and irregular plurals which are 13 numbers. The following tables are the classification of plural forms of noun based on each form of test, the classifications of plural forms area into each item, and students’ score of test result.
### Table 4.1
The Classification of Plural Forms of Noun Based On Each Form of Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Form of Test</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fill-in the blank space</td>
<td>1-10</td>
</tr>
<tr>
<td>2</td>
<td>Space-saver</td>
<td>11-20</td>
</tr>
<tr>
<td>3</td>
<td>Essay</td>
<td>21-30</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

### Table 4.2
The Classification of Plural of Nouns Area and Its Distribution

<table>
<thead>
<tr>
<th>No</th>
<th>Plural of Nouns Area</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Regular Noun</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The general rule for writing the plural of English nouns</td>
<td>15, 30</td>
</tr>
<tr>
<td></td>
<td>- Nouns ending with the hissing sound of s, x, z, sh, or ch</td>
<td>9,10,27</td>
</tr>
<tr>
<td></td>
<td>- Nouns ending in –y</td>
<td>19,21, 23, 26, 28</td>
</tr>
<tr>
<td></td>
<td>- Nouns ending in –o</td>
<td>6, 22, 25</td>
</tr>
<tr>
<td></td>
<td>- Noun ending in –f or –fe</td>
<td>4,16, 17, 29</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td><strong>Irregular Noun</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Nouns with identical singular and plural</td>
<td>3, 5</td>
</tr>
<tr>
<td></td>
<td>- Irregular –(e)n plurals</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>- Umlaut plurals</td>
<td>1, 11, 13, 14, 24</td>
</tr>
<tr>
<td></td>
<td>- Words better known in the plural</td>
<td>2, 18</td>
</tr>
<tr>
<td></td>
<td>- Defective noun—plurale tantum</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>- Mass noun</td>
<td>8, 20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>13</td>
</tr>
</tbody>
</table>
Table 4.3
Students’ Score of Test Result

<table>
<thead>
<tr>
<th>No.</th>
<th>Sample</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student 1</td>
<td>66</td>
</tr>
<tr>
<td>2.</td>
<td>Student 2</td>
<td>52</td>
</tr>
<tr>
<td>3.</td>
<td>Student 3</td>
<td>84</td>
</tr>
<tr>
<td>4.</td>
<td>Student 4</td>
<td>54</td>
</tr>
<tr>
<td>5.</td>
<td>Student 5</td>
<td>78</td>
</tr>
<tr>
<td>6.</td>
<td>Student 6</td>
<td>76</td>
</tr>
<tr>
<td>7.</td>
<td>Student 7</td>
<td>44</td>
</tr>
<tr>
<td>8.</td>
<td>Student 8</td>
<td>32</td>
</tr>
<tr>
<td>9.</td>
<td>Student 9</td>
<td>66</td>
</tr>
<tr>
<td>10.</td>
<td>Student 10</td>
<td>56</td>
</tr>
<tr>
<td>11.</td>
<td>Student 11</td>
<td>64</td>
</tr>
<tr>
<td>12.</td>
<td>Student 12</td>
<td>32</td>
</tr>
<tr>
<td>13.</td>
<td>Student 13</td>
<td>60</td>
</tr>
<tr>
<td>14.</td>
<td>Student 14</td>
<td>74</td>
</tr>
<tr>
<td>15.</td>
<td>Student 15</td>
<td>80</td>
</tr>
<tr>
<td>16.</td>
<td>Student 16</td>
<td>86</td>
</tr>
<tr>
<td>17.</td>
<td>Student 17</td>
<td>78</td>
</tr>
<tr>
<td>18.</td>
<td>Student 18</td>
<td>66</td>
</tr>
<tr>
<td>19.</td>
<td>Student 19</td>
<td>76</td>
</tr>
<tr>
<td>20.</td>
<td>Student 20</td>
<td>74</td>
</tr>
<tr>
<td>21.</td>
<td>Student 21</td>
<td>54</td>
</tr>
<tr>
<td>22.</td>
<td>Student 22</td>
<td>74</td>
</tr>
<tr>
<td>23.</td>
<td>Student 23</td>
<td>62</td>
</tr>
<tr>
<td>24.</td>
<td>Student 24</td>
<td>66</td>
</tr>
<tr>
<td>25.</td>
<td>Student 25</td>
<td>54</td>
</tr>
<tr>
<td>26.</td>
<td>Student 26</td>
<td>80</td>
</tr>
<tr>
<td>27.</td>
<td>Student 27</td>
<td>56</td>
</tr>
<tr>
<td>28.</td>
<td>Student 28</td>
<td>58</td>
</tr>
<tr>
<td>29.</td>
<td>Student 29</td>
<td>78</td>
</tr>
<tr>
<td>30.</td>
<td>Student 30</td>
<td>76</td>
</tr>
<tr>
<td>31.</td>
<td>Student 31</td>
<td>68</td>
</tr>
<tr>
<td>32.</td>
<td>Student 32</td>
<td>52</td>
</tr>
<tr>
<td>33.</td>
<td>Student 33</td>
<td>64</td>
</tr>
<tr>
<td>34.</td>
<td>Student 34</td>
<td>52</td>
</tr>
<tr>
<td>35.</td>
<td>Student 35</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>2262</td>
<td></td>
</tr>
</tbody>
</table>

Average score 64.6

Highest score 86

Lowest score 32

B. The Data Analysis

After classifying the plural of noun test based on forms of test and plural form area, and describing students’ score, then the data is analyzed in this part. And first analysis is on the regular plural form test which is described as follows:
a. Regular Plural Forms

<table>
<thead>
<tr>
<th>No.</th>
<th>Regular Plural Forms</th>
<th>Item Number</th>
<th>Error Frequency</th>
<th>Error Percentage</th>
<th>Error category</th>
<th>Cause of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The general rule for writing the plural of English nouns by adding –s</td>
<td>15</td>
<td>2</td>
<td>5.71%</td>
<td>Omission</td>
<td>Interlingual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30</td>
<td>6</td>
<td>17.14%</td>
<td>Omission</td>
<td>Interlingual</td>
</tr>
<tr>
<td></td>
<td><strong>Total (average)</strong></td>
<td><strong>2</strong></td>
<td><strong>8</strong></td>
<td><strong>11.43%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Nouns ending with the sibilants of s, x, z, sh, or ch</td>
<td>9</td>
<td>17</td>
<td>48.57%</td>
<td>Omission</td>
<td>Interlingual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>20</td>
<td>57.14%</td>
<td>Misformation</td>
<td>Intralingual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27</td>
<td>4</td>
<td>11.42%</td>
<td>Omission</td>
<td>Interlingual</td>
</tr>
<tr>
<td></td>
<td><strong>Total (average)</strong></td>
<td><strong>3</strong></td>
<td><strong>41</strong></td>
<td><strong>39.05%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Nouns ending in –y</td>
<td>19</td>
<td>3</td>
<td>8.57%</td>
<td>Misformation</td>
<td>Intralingual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>16</td>
<td>45.71%</td>
<td>Misformation</td>
<td>Intralingual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23</td>
<td>3</td>
<td>8.57%</td>
<td>Addition</td>
<td>Intralingual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>9</td>
<td>25.71%</td>
<td>Addition</td>
<td>Intralingual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28</td>
<td>10</td>
<td>28.57%</td>
<td>Misformation</td>
<td>Intralingual</td>
</tr>
<tr>
<td></td>
<td><strong>Total (average)</strong></td>
<td><strong>5</strong></td>
<td><strong>41</strong></td>
<td><strong>23.43%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Nouns ending in –o</td>
<td>6</td>
<td>4</td>
<td>11.42%</td>
<td>Misformation</td>
<td>Intralingual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22</td>
<td>8</td>
<td>22.85%</td>
<td>Misformation</td>
<td>Intralingual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25</td>
<td>15</td>
<td>42.85%</td>
<td>Misformation</td>
<td>Intralingual</td>
</tr>
<tr>
<td></td>
<td><strong>Total (average)</strong></td>
<td><strong>3</strong></td>
<td><strong>27</strong></td>
<td><strong>25.71%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Noun ending in –f or –fe</td>
<td>4</td>
<td>3</td>
<td>8.57%</td>
<td>Misformation</td>
<td>Intralingual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>12</td>
<td>34.28%</td>
<td>Misformation</td>
<td>Intralingual</td>
</tr>
</tbody>
</table>
Based on the table above, the highest frequency of error in regular plural area takes place in noun ending in \(-f\) or \(-fe\) area on number 17, with the percentage 68.57%, or it means there are 24 students who made the wrong answer. Item number 17 is included in the fill-in the blank form of test:

\textit{There are forks, \underline{_________}, and spoons on the table.}

The right answer choice is \textit{knife} (based on the answer choice given in the form of singular). Then, the students have to change the word \textit{knife} into plural. Yet, most students use the wrong form. The answer becomes: \textit{There are forks, knifes, and spoons on the table.} This kind of error is called \textbf{misformation} error. In this category, the writer can say that the students were still confused in forming plural noun, where there are many various rules and exceptions which need to be considered. In one-syllable words, final \textit{-f} of \textit{-fe} becomes \textit{-ves} in the Plural. Thus, the correct answer is:

\textit{There are forks, knives, and spoons on the table.}

In this case, the cause of error made by students is intralingual error.

The second highest frequency of error takes place on item number 10 in nouns ending in \(-s\), \(-x\), \(-z\), \(-sh\), or \(-ch\) area. The item is included in space saver form of test, where the students have to choose one right answer between two answers given. The question of item number 10 is:

\textit{“I eat two (sandwichs/ sandwiches) for breakfast.”}
In this item, there is 57.14% error happened, or there are 20 students who choose the wrong choice, *sandwichs. Whereas, it should be sandwiches. For the rule of making plural of nouns ending with s, x, z, sh, or ch is by adding –es, if the word does not already end with –e. This kind of error is misformation error and the cause of error is intralingual error.

And the lowest frequency of errors is in the general rule for writing the plural of English nouns by adding –s area, in the form of fill in the blank space test. It takes place on number 15 which has percentage of error 5.71%, or there are only two (2) students who made error answer. It means that almost all of students chose the right answer and form the right plural. The two students answer: “The season of the year are spring, summer, winter, and autumn, or fall.” The word season should be seasons. This error is called omission and it is caused by interlingual error.

b. Irregular Plural Forms

Table 4.5
Percentage of Error of Irregular Plural
Based on Plural Forms Area

<table>
<thead>
<tr>
<th>No.</th>
<th>Irregular Plural Forms</th>
<th>Item Number</th>
<th>Error Frequency</th>
<th>Error Percentage</th>
<th>Error category</th>
<th>Cause of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nouns with identical singular and plural</td>
<td>3, 5</td>
<td>11, 14</td>
<td>31.42%, 40%</td>
<td>Addition, Addition</td>
<td>Intralingual, Intralingual</td>
</tr>
<tr>
<td></td>
<td><strong>Total (average)</strong></td>
<td><strong>2</strong></td>
<td><strong>25</strong></td>
<td><strong>35.71%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Irregular –(e)n plurals</td>
<td>12</td>
<td>13</td>
<td>37.14%</td>
<td>Misformation</td>
<td>Intralingual</td>
</tr>
<tr>
<td></td>
<td><strong>Total (average)</strong></td>
<td><strong>1</strong></td>
<td><strong>13</strong></td>
<td><strong>37.14%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For irregular plural forms case, most errors take place on **words better known in the plural** area, on number 18 with the highest frequency 85.71%. There are 30 students or it means almost all of the students made the wrong answer. The question of number 18 is:

*Rainbow is one of the natural ________ caused by sunlight refracting through raindrops.*

The answer choice given is *phenomenon*. The word *phenomenon* is a singular form of *phenomena*, where its plural is better known. But most students wrote the plural by adding –*s* at the end of the word, thus the word become *phenomens*. Actually, the writer made the similar distraction on previous item number in the space saver test. That is question number 2: *The
examination will address all of the (criterions/criteria). In this item, the error happened only 37.14%. Or there are just 13 students who chose the wrong answer, *criterions. It means that it is far from percentage of question number 18. It happened because most students do not pay more attention in answering the question. They ignore whether there is a clue or not to answer the question correctly. Consequently, the misformation error happened in this area, and the cause of error namely intralingual error.

The second highest frequency of error in irregular plural forms takes place on item number 20 which is included in mass noun (non-countable noun) area. It has very slight difference of percentage with item number 18 before. Where question number 20 has percentage of error 82.85%. Or there are 29 students who made wrong answer. Most students wrote *informations to make the plural of information. In fact, No plural is used for non-countable or abstract noun such as information. This happened because they tend to generalize nouns as regular countable noun which only add –s or –es to make it plural. Finally, this kind of error is included in addition error. It is caused by intralingual error.

And the lowest frequency of errors happened in ablaut plurals area. It takes place on number 1, 11, and 14 which have the same percentage of error, it is 25.71%. There are nine (9) students, who choose the wrong answer or made error answer. From the errors happened in this area, the writer clearly saw that some students were still confused in distinguishing between regular and irregular noun. They also still do not understand about the certain rule for making the irregular plural nouns. Like ablaut plural one, the rule for making the word such as mouse, woman, and tooth (see appendix 1 on number 1, 11, and 14) is by changing the vowel. Thus the plural forms become mice, women, and teeth. But the student failed to change the plural of those words correctly. They made misformation error. The words become *mouses, *womans, and *tooths. In this case, the cause of error is intralingual error.
C. The Data Interpretation

Finally, in this data interpretation, the writer would describe the sequence of regular and irregular plural forms areas which are arranged from the highest to the lowest frequency of errors. The description is presented in this following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Plural Forms Area</th>
<th>Percentage of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Regular Plural Forms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Nouns ending in -s, -x, -z, -sh, or -ch</td>
<td>39.05%</td>
</tr>
<tr>
<td></td>
<td>- Noun ending in –f or –fe</td>
<td>38.57%</td>
</tr>
<tr>
<td></td>
<td>- Nouns ending in –o</td>
<td>25.71%</td>
</tr>
<tr>
<td></td>
<td>- Nouns ending in –y</td>
<td>23.43%</td>
</tr>
<tr>
<td></td>
<td>- The general rule for writing the plural of English nouns</td>
<td>11.43%</td>
</tr>
<tr>
<td></td>
<td><strong>Total (average)</strong></td>
<td><strong>28.74%</strong></td>
</tr>
<tr>
<td>2.</td>
<td>Irregular Plural Forms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mass noun</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>- Words better known in the plural</td>
<td>61.42%</td>
</tr>
<tr>
<td></td>
<td>- Defective nouns--plurale tantum</td>
<td>45.71%</td>
</tr>
<tr>
<td></td>
<td>- Irregular –(e)n plurals</td>
<td>37.14%</td>
</tr>
<tr>
<td></td>
<td>- Nouns with identical singular and plural</td>
<td>35.71%</td>
</tr>
<tr>
<td></td>
<td>- Ablaut plurals</td>
<td>28.57%</td>
</tr>
<tr>
<td></td>
<td><strong>Total (average)</strong></td>
<td><strong>43.07%</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The whole total percentage of regular and irregular plural</strong></td>
<td><strong>34.95%</strong></td>
</tr>
</tbody>
</table>
Table 4.7
The Percentage of Error Category in Regular and Irregular Plurals

<table>
<thead>
<tr>
<th>Category of Error</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misformation Error</td>
<td>57.14%</td>
</tr>
<tr>
<td>Addition Error</td>
<td>17.14%</td>
</tr>
<tr>
<td>Omission Error</td>
<td>11.43%</td>
</tr>
</tbody>
</table>

Table 4.8
The Cause of Error Percentage in Regular and Irregular Plurals

<table>
<thead>
<tr>
<th>Cause of Error</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intralingual</td>
<td>74.3%</td>
</tr>
<tr>
<td>Interlingual</td>
<td>11.43%</td>
</tr>
</tbody>
</table>

The table 4.6 shows that students made error on regular noun with the total percentage 28.74%. The highest percentage is on nouns ending with the sibilants of s, x, z, sh, or ch with 39.05%. The second level is noun ending in –f or –fe with the percentage 38.57%. The third level is 25.71% of nouns ending in –o area. The fourth level is 23.43% of nouns ending in –y. And the last or the lowest percentage of error in regular plural forms takes place on the general rule for writing the plural of English nouns. That is 11.43% in this area. Theoretically, this is natural, because this area is the simplest one of the way for making plural of regular noun. The students need to put ending –s or –es only. So, they have become accustomed on this way.

For the irregular plural forms, Mass noun area is the highest error done by students; there is 70% error in this area. The second level is words better known in the plural with percentage 61.42%. The next level is in defective
nouns--plurale tantum area with 45.71% of error. The fourth is nouns with identical singular and plural with percentage of error 35.71%. The fifth level is 37.14% of irregular -(e)n plurals area. And the lowest percentage of error in irregular plural forms takes place on umlaut plurals area with percentage 28%. The reason why students made error in mass nouns area is because they thought that the words are regular countable noun, so they form its plural by adding –s to the end of the word, whereas there are no plural in mass noun.

Table 4.7 defines that most errors made by students on regular and irregular plurals is misformation error with percentage 57.14%. While in addition category, there is 17.14%, and omission is 11.43%. It shows that the students tend to mis-form the words or the rule in making plurals rather than to add and omit them.

From table 4.8, it is clearly defined that most errors made by students are because of intralingual error, with percentage 74.3%, while the cause of interlingual error is only 11.43%. It proved that students still have less knowledge about the rules of English plurals, so they need to learn and practice a lot about plural forms of English nouns, especially about irregular plurals, because there are not specific rules in making irregular plurals.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter deals with conclusion and suggestion from the researcher based on the research result at SMPN 17 Tangerang Selatan.

A. Conclusion

Based on the data described in the previous chapter, the writer would like to conclude that the second grade students of SMPN 17 Kota Tangerang Selatan are still confused in forming plural of nouns, particularly in irregular plural forms. The data analysis result showed that errors made by the students in regular plural are 28.74%, and irregular plural are 43.07%. Most errors made by them are misformation error with percentage 57.14%. The major cause of error which made by them is intralingual error, with percentage 74.3%. It is caused by their lack of knowledge about the rules for making plural of nouns. And there is 11.43% of interlingual error which is caused by the interference of students’ mother tongue.

B. Suggestion

After knowing students’ problems on plural of nouns as many errors have been made by them, the writer would like to give some suggestions either for the teacher or the students as the prevention of making the same error in future:
- It can be seen from the conclusion, that irregular plural forms are more complicated than regular plural. So, the students have to pay more attention in learning it.
- In addition that there are not specific rules for making irregular plural. The students just need to memorize the words and practice them into some exercises about plural of nouns.
- Students need to do more plural of nouns exercises, not just writing but also in speaking. It is intended in order that the students can use English plural, either in writing or in speaking correctly.

- Analyzing the errors made by students in English grammar is fruitful for teachers to understand the students’ difficulties. By understanding the difficulties, teachers can furthermore assist theirs students better.
- Teacher also should give more emphasis on every error made by their students, particularly in plural forms of nouns. And it’s better to make them to do their self-correction first. It is the way to know their understanding in English plural.
- Teachers are better to choose the most effective way or method in teaching English plural. They may use some media such as picture or flashcard that ask students to distinguish between regular and irregular plural noun. Therefore the students will have higher interest and motivation in learning it by using the pleasant method.


INSTRUMENT OF THE RESEARCH

Test of Plural of Nouns

Name :

Class :

Regular and Irregular Plural Forms

A. Choose the correct form of the plural noun is in parenthesis by circling the correct answer!

1. Three (mouses/mice) scurried through the kitchen.
2. The examination will address all of the (criterions/criteria).
3. My little brother caught three big (fish/fishes) from the river.
4. Mama bought two (loafs/loaves) of bread.
5. Uncle Jack had a dozen (sheep/sheeps).
6. That farmer is planting (tomatoes/tomatos).
8. Ann bought (furniture/furnitures) last week, such as sofas, desks, and tables.
9. I love all your (dress/dresses).
10. I eat two (sandwichs/sandwiches) for breakfast.

B. Complete the sentences. Write the plural form of the correct word from the word pool in each blank space.

(Singular form)

phenomenon    season
knife        information
child        tooth
leaf        foot
city        woman
11. There are three men and four ________ in my art class.
12. My neighbors next door have six __________.
13. People have two arms, two hands, two legs, and two__________.
14. Humans have 32 _________ in their mouths by the time they are adults.
15. The __________ of the year are spring, summer, winter, and autumn, or fall.
16. The ______________ of the trees change color in autumn.
17. There are forks, _______________, and spoons on the table.
18. Rainbow is one of the natural ________ caused by sunlight refracting through raindrops.
19. Mumbai and Calcutta are two __________________ in India.
20. The internet provides wonderful__________of world.

C. **Change the sentences below to the plural form. Change the underlined words only.**

21. There **is a fly** in my soup.  =
22. The photographer is editing the scenery **photo**.  =
23. The **monkey is in the zoo.** =
24. That **gentleman works here.** =
25. The **studio is** very large.  =
26. The **story is** interesting.  =
27. The crystal **glass is** beautiful.  =
28. That **lady has beautiful hair.** =
29. The **thief is in jail.** =
30. This **student is excellent.** =
### ANSWER KEY

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mice</td>
<td>11. Women</td>
</tr>
<tr>
<td>2. Criteria</td>
<td>12. Children</td>
</tr>
<tr>
<td>3. Fish</td>
<td>13. Feet</td>
</tr>
<tr>
<td>4. Loaves</td>
<td>14. Teeth</td>
</tr>
<tr>
<td>5. Sheep</td>
<td>15. Seasons</td>
</tr>
<tr>
<td>6. Tomatoes</td>
<td>16. Leaves</td>
</tr>
<tr>
<td>7. Scissors</td>
<td>17. Knives</td>
</tr>
<tr>
<td>8. Furniture</td>
<td>18. Phenomena</td>
</tr>
<tr>
<td>10. Sandwiches</td>
<td>20. Information</td>
</tr>
</tbody>
</table>

### C

21. There are flies in my soup.

22. The photographer is editing the scenery photos.

23. The monkeys are in the zoo.

24. Those gentlemen work here.

25. The studios are very large.

26. The stories are interesting.

27. The crystal glasses are beautiful.

28. That ladies have beautiful hair.

29. The thieves are in jail.

30. These students are excellent.
### Table of the Students’ Answer of Class 8-6 on the Plural of Nouns Test

<table>
<thead>
<tr>
<th>No</th>
<th>Sample</th>
<th>Regular Plural Forms</th>
<th>Irregular Plural Forms</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>15</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
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<td>x</td>
<td>x</td>
</tr>
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<td>x</td>
<td>x</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
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<td>x</td>
<td>x</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
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<td>x</td>
<td>x</td>
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<td>5</td>
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<td>Student 7</td>
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<td>8</td>
<td>Student 8</td>
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<td>x</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>x</td>
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<td>x</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>x</td>
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<tr>
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<td>Student 18</td>
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<td>x</td>
<td>x</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>21</td>
<td>Student 21</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>22</td>
<td>Student 22</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>23</td>
<td>Student 23</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>24</td>
<td>Student 24</td>
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<td>x</td>
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<tr>
<td>25</td>
<td>Student 25</td>
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<tr>
<td>26</td>
<td>Student 26</td>
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<td>x</td>
</tr>
<tr>
<td>27</td>
<td>Student 27</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>28</td>
<td>Student 28</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>29</td>
<td>Student 29</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
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<td>30</td>
<td>Student 30</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>31</td>
<td>Student 31</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>32</td>
<td>Student 32</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>33</td>
<td>Student 33</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>34</td>
<td>Student 34</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>35</td>
<td>Student 35</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Total NI</strong></td>
<td>2</td>
<td>6</td>
<td>#</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total PFA</strong></td>
<td>171</td>
<td>196</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- **Total NI**: Total of students’ wrong answer based on each number of item
- **Total PFA**: Total of students’ wrong answer based on each plural form area
- **Total**: Total of students' wrong answer about plural of nouns, which have done by each student of class 8.6
SCHOOL PROFILE

This section presents the profile of school which is chosen by the writer as the object or place to conduct the study. The profile consists of name of school, location, facilities, vision and mission, the number of teachers and staffs, the number of English teacher, the number and condition of students, learner problem, curriculum, and teachers textbook.

a. Name of School

The name of school where the writer conducted the study is SMPN 17 Kota Tangerang Selatan. This school, which is accredited “A”, was founded in 2004. And it has now become one of public school choice after SMPN 1 Pamulang and SMPN 3 Pamulang (formerly name) which were the first main choice before the birth of this school.

b. Location

The researcher chooses SMP Negeri 17 Tangerang Selatan as the place to do the research, which located on Complex Pamulang Permai 1, West Pamulang, South Tangerang, Banten, Indonesia 15417.

c. Facilities and Infrastructure

As a support for teaching and learning activities, SMPN 17 Tangerang Selatan has the facilities and infrastructure that are very good and complete, include:

<table>
<thead>
<tr>
<th>No.</th>
<th>Facilities/ Infrastructure</th>
<th>Total</th>
<th>No.</th>
<th>Facilities/ Infrastructure</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Parking Area with a capacity of 200 four-wheeled vehicle Sports-Field</td>
<td>1</td>
<td>14.</td>
<td>Language Lab.</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Buildings consist of two floors</td>
<td>4</td>
<td>15.</td>
<td>MIPA Lab.</td>
<td>1</td>
</tr>
</tbody>
</table>
### Vision and Mission

In order to face global competition multi-dimensional, SMP Negeri 17 TangSel has a vision and mission. Vision is a long view of where the school will be brought forward, while the mission is an action to realize this vision. The vision and mission are as follows:

- **Vision**

  “*Create schools that managed to deliver students in achieving academic and non academic predicates, which are optimal, have moral, faithful, and devoted in the era of globalization*”
The school chose this for the long-term vision, medium term and short term. This vision animates our school community to always happen at any time and sustained in achieving school goals. The vision reflects ideals of the school, as follows:

- **Mission**

1) Realizing the education that produces smart graduates, skilled, faithful, and devoted and have a competitive advantage.

2) Create the full curriculum, current and future oriented.

3) Embody innovative learning strategies.

4) Brought educators and education personnel who are honest, skilled, and have noble characters.

5) Create the development of facilities and infrastructure sufficient for learning.

6) Realize the implementation of school-based management of education by consistently monitoring.

7) Brought fabric development work with funders from various sources.

8) Create the development of models of learning assessment tools which are valid and reliable.

9) Achieve a clean culture around the school environment which is conducive.

e. **The Number of Teachers and Staffs**

   The conditions of teachers and staffs in academic year 2011/2012 at SMPN 17 Kota TangSel are described, as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>M/F</th>
<th>Last Education</th>
<th>Teaching Subject</th>
<th>Status PNS</th>
<th>Non PNS</th>
<th>Start</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>H. Mardi Yuana Abdillah, M.Pd</td>
<td>M</td>
<td>S.2</td>
<td>-</td>
<td>√</td>
<td></td>
<td>2004</td>
<td>Principal</td>
</tr>
<tr>
<td>2</td>
<td>Drs. Yantho</td>
<td>M</td>
<td>S.1</td>
<td>IPS</td>
<td>√</td>
<td></td>
<td>2004</td>
<td>Vice Principal</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Gender</td>
<td>Class</td>
<td>Subject</td>
<td>Year</td>
<td>Title</td>
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<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Afifah Asfar Ruwaida, S.Pd</td>
<td>F</td>
<td>S.1</td>
<td>English</td>
<td></td>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Atin Sri Jumiati, S.Pd</td>
<td>F</td>
<td>S.1</td>
<td>Art &amp; Culture</td>
<td></td>
<td>2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dra.Hj Erita</td>
<td>F</td>
<td>S.1</td>
<td>Indonesian</td>
<td></td>
<td>2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Drs. Syahrial</td>
<td>M</td>
<td>S.2</td>
<td>P. Exercise</td>
<td></td>
<td>2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Suwarisih, S.Pd</td>
<td>F</td>
<td>S.1</td>
<td>Indonesian</td>
<td></td>
<td>2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Hj.Sri Rejeki,S.Pd</td>
<td>F</td>
<td>S.1</td>
<td>IPS</td>
<td></td>
<td>2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Azhari,S.Pd</td>
<td>M</td>
<td>S.1</td>
<td>IPS</td>
<td></td>
<td>2005</td>
<td></td>
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</table>
From the table above, it can be defined that teachers who teach in State Junior High School 17 Tangerang Selatan in the academic year 2011-2012 to 53 teachers consisting 44 of official servants and 9 of private officers.

And there are also employees who assist the education process in SMPN 17 Tangerang Selatan. The total is 12 people. They served in various fields, ranging from administrative, clericality, security, cleanliness, and so forth.

f. The Number of English Teacher

As it has been also described at the table 1.2 before, there are five English teachers in SMPN 17 TangSel. They are: Mrs. Wagini S. Pd., Mrs. Yani Suryani S. Pd., Mrs. Inna Yulianti, SS., Mrs. Hj. Afifah Asfar Ruwaida, and S.Pd.,Mr. Minaryo S. Pd.

g. The Number of Students

The following table is the description of the number of students in last five years.

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<td><strong>10</strong></td>
<td><strong>363</strong></td>
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</table>

h. Learner Problem

Learners are a very important factor in teaching and learning, because they are the subject that supports the success of an education. But, sometimes there are
some problems on students that do not motivate them to be successful in learning, especially in learning English. One of those problems is learning schedule at school.

The writer takes students of class 8.6 as a sample of this research. They have a problem on learning schedule of English course. They learn English on Thursday at the last hour course that is at 11.20-12-50 and on Friday at 10.00-11.20 before pray *jum’ah*. That schedule makes them uncomfortable in learning English, particularly on Thursday. They feel so tired, sleepy, hungry, especially for student whose home is far from school or they have to go home on foot. That condition makes teaching learning process in classroom cannot pass on efficiently and effectively.

i. **English Textbook**

The textbooks used by the English teacher at SMPN 17 Tangerang Selatan are ‘Interactive English’ Junior High School by Emalia Iragiliati S., Iswahyuni, dkk., published by Yudhistira year 2007, which is based on content standard of ‘KTSP’ 2006; and ‘English in Focus’ published by Central Book Matters Of National Education Department year 2008.

j. **Curriculum**

The curriculum used in teaching at SMPN 17 Kota Tangerang Selatan is “KTSP” (*Kurikulum Tingkat Satuan Pendidikan*).
No. : Istimewa
Lamp. : 1(satu) berkas
Hal. : Permohonan Pengajuan Judul Skripsi

Kepada Yth,
Ketua Jurusan Pendidikan Bahasa Inggris
UIN Syarif Hidayatullah Jakarta
Di tempat

Assalamu'alaikum Wr. Wb
Salam sejahtera seiring do'a saya sampaikan, semoga Bapak senantiasa berada dalam
lindungan Allah SWT., dan selalu sukses dalam menjalankan aktifitas sehari-hari, amin.

Sehubungan akan berakhirnya masa studi program Strata Satu (S1) yang sedang saya tempuh,
maka saya yang bertanda tangan dibawah ini:
Nama : Sri Mulyanah
NIM/Semester : 107014002621 / VIII (Delapan)
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Pendidikan Bahasa Inggris

Bermaksud mengajukan judul skripsi sebagaimana tertera dibawah ini:

"AN ANALYSIS ON THE DIFFICULTIES FACED BY STUDENTS IN LEARNING
PLURAL FORMS OF NOUNS"
(A Case Study at The Second Grade Students of 'SMP Negeri 17 Tangerang Selatan')

Sebagai bahan pertimbangan bagi bapak, bersama ini saya lampirkan:
1. Outline
2. Abstraksi
3. Daftar keputusan sementara

Demikianlah surat ini saya ajukan, dengan harapan bapak berkenan menyetujuinya dan sekaligus
menentukan dosen pembimbingnya.
Atas perhatian Bapak saya ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

Menyetujui,

Drs. Nasrun Mahmud, M. Pd
NIP. 150041070

Jakarta, 4 Mei 2011
Pemohon,

Sri Mulyanah
NIM. 107014002621

Drs. Syauki, M. Pd
NIP. 19641212 199103 1 002

Dosen Pembimbing

Ketua Jurusan
No. : Istimewa
Lamp. : 1(satu) berkas
Hal. : Permohonan Perubahan Judul Skripsi

Kepada Yth,
Ketua Jurusan Pendidikan Bahasa Inggris
UIN Syarif Hidayatullah Jakarta
Di tempat

Assalamu'alaikum Wr. Wb
Salam sejahtera seiring do'a saya sampaikan, semoga Bapak senantiasa berada dalam
lindungan Allah SWT., dan selalu sukses dalam menjalankan aktifitas sehari-hari, amin.

Sehubungan akan berakhirnya masa studi program Strata Satu (S1) yang sedang saya tempuh,
maa saya yang bertanda tangan dibawah ini:
Nama : Sri Mulyanah
NIM/Semester : 107014002621 / VIII (Delapan)
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Pendidikan Bahasa Inggris

Bermaksud mengajukan permohonan perubahan judul skripsi atas persetujuan dosen pembimbing
sebagaimana tertera dibawah ini:

"AN ANALYSIS ON THE ERRORS MADE BY STUDENTS IN FORMING
PLURAL OF NOUNS"
(A Case Study at the Second Grade Students of ‘SMP Negeri 17 Tangerang Selatan’)

Sebagai bahan pertimbangan bagi bapak, bersama ini saya lampirkan:
1. Outline
2. Abstraksi
3. Daftar kepustakaan sementara

Demikianlah surat ini saya ajukan, dengan harapan bapak berkenan menyetujuinya
Atas perhatian Bapak saya ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Menyetujui,

Drs. Sunardi Kartowisastro, Dipl. Ed.
NIP. 19440719 196510 2 001

Jakarta, 07 Oktober 2011
Pemohon,

Sri Mulyanah
NIM. 107014002621
KEPATUHAN AGAMA
UIN JAKARTA
FITK
Jl. R. H. Juanda No 95 Ciputat 15412 Indonesia

FORM (FR)

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.I/KM.01.3/........../2011
Lamp. : -
Hal : Bimbingan Skripsi

Jakarta, 15 Juni 2011

Kepada Yth.

Drs. Sunardi Kartowisastro, Dipl. Ed.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II
(materi/teknis) penulisan skripsi mahasiswa:

Nama : Sri Mulyanah
NIM : 107014002621
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Delapan)
Judul Skripsi :

AN ANALYSIS ON THE DIFFICULTIES FACED BY STUDENTS IN LEARNING
PLURAL FORMS OF NOUNS

(A Case Study at the Second Grade Students of SMP Negeri 17 Tangerang Selatan)

Judul tersebut telah disetujui oleh Jurusan yang bersangkutan pada tanggal 05 Mei 2011,
abstraksi/outline terlampir. Saudara dapat melakukan perubahan redaksional pada judul
tersebut. Apabila perubahan substansial dianggap perlu, mohon pembimbing menghubungi
Jurusan terlebih dahulu.

Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat
diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

[Signature]
Drs. Syam, M.Pd
Ketua Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
SURAT PERMOHONAN IZIN PENELITIAN

Nomor : Un.01/F.1/KM.01.3/......../2011
Lamp. : Outline/Proposal
Hal : Permohonan Izin Penelitian

Jakarta, 28 Oktober 2011

Kepada Yth.

Kepala SMP Negeri 17 Tangerang Selatan
di
Tempat

Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : Sri Mulyanah
NIM : 107014002621
Jurusan : Pendidikan Bahasa Inggris
Semester : 9 (Sembilan)
Tahun Akademik : 2010/2011
Judul Skripsi :

An Analysis on the Errors Made by Students in Forming Plural of Nouns
(A Case Study at 2nd Year Students of 17 TangSel Junior High School)

adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
SURAT KETERANGAN
800/421.3/ SMPN 17 TANGSEL/2011

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Pertama (SMP) Negeri 17 Kota Tangerang Selatan, menerangkan bahwa:

Nama : Sri Mulyanah
NIM : 107014002621
Fakultas : Ilmu Tarbiyah dan Keguruan
UIIN Syarif Hidayatullah Jakarta
Jurusan : Pendidikan Bahasa Inggris

Adalah benar telah melakukan penelitian dengan pokok bahasan Plural of Nouns di kelas VIII SMPN 17 Tangerang Selatan, dari bulan oktober sampai dengan bulan Nopember 2011, dalam rangka penyusunan skripsi yang berjudul:

"AN ANALYSIS ON THE ERRORS MADE BY STUDENTS IN FORMING PLURAL OF NOUNS" (A Case Study at the Second Year Students of SMPN 17 Kota Tangerang Selatan)

Demikian surat keterangan dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

Pamulang, 30 Nopember 2011
Kepala SMPN 17 Tangerang Selatan

[Signature]

H. Mardji Yuana Abdillah, M. Pd.
NIP: 196307141984031003