An Error Analysis of Using Plural Nouns in English Sentences" A Case Study of the Second Year Students of MA Al-Manar Tengaran in the Academic Year 2003/2004

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Abstract

By doing this research, the writer hopes that the results will be helpful to the English learner in order to be more careful in using plural nouns in English sentences. The subject of research is the second year students of MA Al- Manar Tengaran in the academic year 2003/2004.The writer uses random sampling by lottery method to get the sample of research. The writer analyses the data by making the observation of all collected data, Categorizing the data by giving codes for cash data, categorizing the data by giving codes for cash data, and interpreting data info substantive theory. The result of the study shows that there are dominant errors which are made by students of second years of MA Al- Manar to use plural nouns in English.

Keywords: *Plural, Random Sampling, Categorizing, Dominant, Error*

Abstrak

Melalui penelitian ini, peneliti berharap hasil dari studi tersebut dapat bermanfaat bagi pembelajar bahasa Inggris agar lebih berhati-hati dalam menggunakan kata benda plural dalam kalimat-kalimat bahasa Inggris. Subjek dalam penelitian ini adalah siswa tahun ke dua, MA Al Manar Tengaran tahun akademik 2003/2004. Penulis menggunakan metode *random sampling* untuk menentukan jumlah sampel. Dalam menganalisis data, peneliti melakukan pengamatan pada data yang dikumpulkan, mengkategorikan data melalui pemberian kode, dan menginterpretasikan data dengan menggunakan teori substantive. Hasil penelitian menunjukkan

adanya kesalahan yang dominan yang dilakukan oleh siswa-siswa tahun ke dua MA Al Manar dalam penggunaan kata benda plural dalam bahasa Inggris.

Kata Kunci: *Plural, Sampel Random,Pengkategorian, Dominan, Kesalahan*

Introduction

Language is the system of arbitrary vocal symbols by means of which a social group cooperates (Bloch and George, 1942: 5). Every normal human being is a member of a social group, sometimes of more than one, and every human being depends, in all his social activities, on the use of language. Without language, human society is unthinkable; language is the link between otherwise unconnected nervous systems, and thus the means by which the stimulus acting on one man may produce an effective response in another, or in all the members of the group. By using language, human beings can express their ideas and whishes in written or oral form to other people. Nowadays, English is one of thousand languages in the worlh that it is considered as an important language and Engliah must be learned since the students are studying in Elementary School.

Indonesia as a developing country was appointing English is taught as compulsory subject from the first grade of Junior High School up to third grade of Junior High school, and even in semesters of Tertiary Educational institution. So, the student feel difficult to learn English when they study in the Junior High School, because they do not know it before.

In the curriculum of English teaching, it includes skills of practical language, like listening, speaking, and writing. For expanding the student's skill, the curriculum of English teaching also

include the language components, like vocabulary, structure, and pronunciation (in speech) or spelling (in writing).

Beside for students, a teacher must have teaching ability for making them understand and effort to apply both language skills and language components in class. So, this makes condition alive, or this is not snared in monotone situation in teaching and learning process.

English as a second language for foreign learner, as corder observes the learners' errors are indicative both of the state of the learners' knowledge and of the ways in which a second language is learned. Sentences contained errors would be characterized by systematic deviancy. While the learners, correct sentences do not necessarily give evidence of the rules the learner is using or of the hypothesis he is testing, his errors suggest the strategies he employs to work out the rules of the new language an the rule he has developedat given stages of his languagedevelopment (Richards, 1974 : 1).

Errors can be described as errors of addition, omission, substitution, and ordering following standard mathematical categories. Inflectional errors is overgeneralization of constructed rule clearly revealded when children treat irregular verbs and nouns as if they were regular. We have probably all heard children say bringed, goed, doed, or foots, mouses, sheeps, childs. These mistakes tell us more about how children learn language than the correct forms they use (Fromkin and Blair, 1965).

As a majority of noun accurrence for number in the surface structure of English are regularly governed by this 'count-uncount' generalization. Count nouns refer to things that can be counted, such as tree, book, bird and therefore have a plural forms. Uncountable nouns refer to

substances and qualities which we do not perceive in terms of countable units and which consequently have no plural form, such as rice, water, sugar, etc.

Most countable nouns can change their form from singular to plural by adding –(e) s (tree-trees, city-cities, book-books) and so on. Although this-s plural is the most common form, there are other so-called irregular plurals (Nichols, 1965). Sometimes, the students have many difficulties of using plural nouns in English sentences because the inflectional plural forms.

Based on description above, the writer would like to conduct a research under the title "AN ERROR ANALYSIS OF USING PLURAL NOUNS IN ENGLISH SENTENCES" A case study of the second year students of MA Al-Manar Tengaran in the Academic year 2003/2004.

Research Methodology

The writer has tried to narrange the research methodology systematically in order to capable of analyzing the collected data easily. The research methodology will be organized as follows:

1. Population

   Suharsimi Arikunto, in the book *Prosedur penelitian, suatu pendekatan praktek,* states the population is all members of the research subject (Arikunto, 2002: 108). Population is all individuals from whom the data are collected. In this research, population is the all of students of MA Al-Manar Tengaran in academic year 2003/2004.

2. Sample

   A sample is part of populations, which is researched by researcher. In this research, the writer takes the second year students of MA Al-Manar Tengaran as the sample.

3. Sampling

   Sampling is the way of taking sample. For getting the sample of research, the writer

   uses random sampling by lottery method. In this case, the writer takes all of the second

   year students.

4. The procedure of collecting data

   a. Library research

      Lybrary research is use to get the appropriate and relevant books with this study.

   b. Test

      The instrument is the research is used to know the students' error in using plural

      nouns and application in the Englishsentences.

   c. Format if data analysis

      1)   To find out the propotionof frequency error in each types as well as

         the dominant errors by using describtive analysis as follows:

      $$X = \frac{\Sigma E}{\Sigma T} x \ 100\%$$

      Where,

      X = the precentage of error

      E = the various kinds of error

      T = test item

      Σ = the sum of

2). The proportion of frequency of error was calculated by using the pre-selected category approach formula as follow :

Formula 1

$$pi = \frac{fi}{n} \text{ x } 100\%$$

Pi : the proportion of frequency of occourred

fi : absolute frequency of whole type of error

N : the total number of possible error observe

Discussion

The Method of Data Analysis

According to Suharsimi Arikunto, there are four steps in analyzing and interpreting the data, namely:

1. Making the observation of all collected data

2. Arranging all collected data by unifying data

3. Categorizing the data by giving codes for cash data

4. Interpreting data info substantive theory.

     Based on those steps, the writer analyzed the data using the following steps:

1. Identify the students' dominant errors based on the result of the test as the primary data.

2. Count the students' dominant error in percentage

$$X = \frac{\Sigma \mathrm{E}}{\Sigma T} x\ 100\%$$

Where,

X = the precentage of error

E = the various kinds of error

T = test item

Σ = the sum of

3. To find out the students' dominant errors as a whole in precentage

$$PI = \frac{\mathrm{FI}}{\mathrm{N}}\ x\ 100\%$$

Where,

PI = the proportion of frequency of occurrence of errors as a whole

FI = absolute frequency of error types all the levels

N = the total number of possible errors of all the levels

4. Interpreting all data collected to find out the sources or causes of the stude nts' dominant errors in using plural nouns forms.

The writer analyzed the data beginning the first step, namely :

a. Identification the students' dominant errors based on the result of the test.

There are 40 test item for the 52 students.

Based on the classification of possible error, there are types of error that made by the students.

1). The types of error about form changing by adding –s

No	Item Test	Wrong Answer	Error Number
13	Belief	Believes	32
15	Piano	Pianos	20

2). The type of error about form changing by adding –es

No	Item Test	Wrong Answer	Error Number
1	Dish	Dishs	14
2	Lady	Ladys	38
3	Dress	Dressing	11
4	Tomato	Tomatos	25
7	Wish	Wishs	22
8	Leaf	Leafs	34
10	Copy	Copyes, copys	34
11	Knife	Knifes	32
14	Calf	Calfs	34

3). The type of error about form changing in the vocal

No	Item Test	Wrong Answer	Error Number
6	Toots	Tooths	25
9	Foot	Footes	38
12	Goose	Gooses	32

4). The type of error irregular form

No	Item Test	Wrong Answer	Error Number
5	Ox	Oxes	34

5). The type of error differentiate between plural and singular word

No	Item Test	Wrong Answer	Error Number
16	Information	Plural	12
17	Job	Plural	14
18	Problem	Plural	10
19	Them	Singular	22
20	Patients	Singular	12
21	Athletes	Singular	3
22	Costume	Plural	-
23	Gases	Singular	-
24	Economics	Plural	32
25	Scissors	Singular	11

6).

No	Item Test	Wrong Answer	Error Number
26	A *deer* is a wild animal	Deer is a wild animal	12
27	The mouse ran into a hole	The mouse ran into a hole	25
28	A *crunch* is a place of worship	Chrunches is a place of worship	29
29	A *box* is usually square on rectangular in form	Boxs is usually square on rectangular in form	28
30	A *child* needs much sympathy and understanding	Children needs much sympathy and understanding	23
31	The *bus* was very crowded	Buses was very crowded	24
32	An easily gained *victory* is seldom appreciated	An easily gained victoryes seldom appreciated	22
33	A *potato* is a vegetable	Potatoes is a vegetable	14
34	An *apple* grows on a tree	Apples grows on a tree	22
35	A *fish* can swim	A fishes can swim	12
36	A *chair* is made of wood	Chairs made of wood	14
37	An *exercise* is not always easy for beginers	An excersise are not always easy for beginers	12
38	A *handkerchief* is made of piece of cloth	A handkerchief are made of piece of cloth	20
39	The *fly* spreads disease	The flys spreads disease	22
40	A *watch* is simply small clocks	A watches are simply simply small clocks	18

b. In processing the data obtained from result of the respondents test, she used the following formula:

$$X = \frac{\Sigma E}{\Sigma T} x \ 100\%$$

Where,

X = the precentage of error

E = the various kinds of error

T = test item

Σ = the sum of

a. Table I precentage of Error

Subject	Sum of Error	Sum of test item	Precentage of errors
(1)	(2)	(3)	(4)
1	12	40	30%
2	19	40	47.5%
3	10	40	25%
4	24	40	60%
5	15	40	37.5%
6	6	40	15%
7	21	40	52.5%
8	10	40	25%
9	13	40	32.5%
10	18	40	45%
11	22	40	55%

12	16	40	40%
13	12	40	30%
14	16	40	40%
15	20	40	50%
16	20	40	50%
17	6	40	15%
18	25	40	62.5%
19	19	40	47.5%
20	10	40	25%
21	12	40	30%
22	19	40	47.5%
23	10	40	25%
24	24	40	60%
25	15	40	37.5%
26	6	40	15%
27	21	40	52.5%
28	10	40	25%
29	13	40	32.5%
30	18	40	45%
31	22	40	55%
32	16	40	40%
33	12	40	30%
34	16	40	40%
35	20	40	50%
36	20	40	50%
37	6	40	15%
38	25	40	62.5%
39	19	40	47.5%
40	10	40	25%
41	12	40	30%
42	19	40	47.5%
43	10	40	25%
44	24	40	60%
45	15	40	37.5%
46	6	40	15%

47	21	40	52.5%
48	10	40	25%
49	13	40	32. %5
50	18	40	45%
51	22	40	55%
52	16	40	40%
	824	2080	

The next steps was to carry out an error analysis in order to find out the dominant errors that ofen occurred. In this analysis, she used the pre-selected category approach favored by Ethorton as adopted by Norish (norish, 1983). in which the stastical computation is based on Gulos formula:

$$pi = \frac{fi}{n} \text{ x } 100\%$$

Where,

pi = the proportion of frequency of occurrence of error

fi = absolute of partial type of error

n = the total number of possible errors of the level

after the writer had the computation on the proportion of occurrence partially, she then computed the proportion of frequency of occurrence of error as whole, using the following formula :

$$PI = \frac{FI}{N} \text{ x } 100\%$$

$$pi = \frac{824}{2080} \text{ x } 100\%$$

$$= 39.62\%$$

a. Table II The Proportion of Error

Number of Subject	∑items	∑n	Errors		PI-pi %
			Fi	pi (%)	
1	*2*	*3*	*4*	*5*	*6*
1	2	628	52	6.3	33.32
2	9	50	242	29.3	10.32
3	3	104	95	11.5	28.12
4	1	34	34	4.12	35.5
5	10	1160	116	14.07	25.55
6	15	104	285	34.7	4.92
Total	40	2080	824	95.87	137.73

Interpreting all data to find out the sources of dominant errors

In this analysis, the writer made a classification and categorization of errors based on the text-reference. The main purpose on doing this analysis was to trance the source of the dominant errors observed, nsmely the resl error made by the students. Then, the writer classified those errors into two categories of errors based on intralingual only.

1. Ignorance of rule restriction

    Ignorance of rule restriction took the proportion of 65,42% (539 errors). 210 errors due to ignorance of rule restriction occurred at the form changing, as follow :

    a. The form changing by adding –s

        (52 errors = 6.3%)

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b. The form changing by adding –es

(242 errors = 29.3%)

c. The form changing by in vocal

(95 errors = 11.5%)

d. The irregular form

(34 errors = 4.12%)

e. The difference between plural and singular

(116 errors = 14.07%)

2. Incomplete application of the rules

There were 285 error (34.59%) due to incomplete application of the rules occurred in the use of plural nouns form in English sentence. This mean that they had no good comprehension or interpretation of the target language.

The possible ways out of preventing those errors

1. Before teaching the material, the teachers can emphasize the difference the plural nouns between Indonesian and English form, so the students understand them and apply the correct pattern in English.

2. The teacher provides a lot of examples of plural form and ask students to compare English and Indonesian form, so that they really find differences between them.

3. The teachers also give some excercises to students, so they are abel to make correct plural form in English and abel to apply its in the sentenc.

4. The students can be asked to apply their knowledge about the material. When they get the difficulties, the teacher re-explains the material clearly.

Conclusion

From the analysis result this research, the writer can conclude that the dominant errors which are made by the students to use pluran noun in english. error in form changing by adding – s (33.32%), error in form changing by adding –es (10.32%), error in form changing by in vocal (28.12%), error in irregular form (35.5%), error in difference between plural and singular (25.55%), error in using plural nouns in sentence (4.92%) .

The possible sources or causes of those errors are ignorance of rule restriction (65.42% = 539 errors) mand Incomplete application of the rules (34.59% = 285 errors). The possible ways out of preventing those errors. Before teaching the material, the teachers can emphasize the difference the plural nouns between Indonesian and English form, so the students understand them and apply the correct pattern in English. The teacher provides a lot of examples of plural form and ask students to compare English and Indonesian form, so that they really find differences between them. The teachers also give some excercises to students, so they are abel to make correct plural form in English and abel to apply its in the sentenc. The students can be asked

to apply their knowledge about the material. When they get the difficulties, the teacher re-explains the material clearly.

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