

ERROR ANALYSIS ON ENGLISH PLURAL NOUNS OF STUDENTS' SENTENCES

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Abstract

This study was aimed at finding out: the types of error of plural nouns on students' sentences made by the seventh graders at one of junior high school in Palembang. This study used descriptive quantitative research. The data were collected from four classes of seventh grade students with a total of 129 students by using cluster random sampling. This study focused on analyzing the students' errors in plural nouns, thus some procedures of error analysis was applied, they were: collection, identification, and classification. The frequencies of errors were calculated in percentage. Based on the result of the analysis, there were 2.057 errors found in students' answers. Furthermore, it was found that the students made 237 (11.52%) errors in omission, 506 (24.60%) errors in addition, 1314 (63.88%) errors in misinformation as the highest one.

Keywords: Error Analysis; Plural Nouns

INTRODUCTION

Grammar is one of the four language skills and components that a teacher is required to teach their students when they are studying English. It is an essential part of the language that needs to be taught in order to communicate effectively in a foreign language. Grammar refers to the principles that govern how words can be linked, formed, and changed to convey specific meanings (Swan, 2005). These rules dictate how sentences can be constructed. Moreover, Dykes (2007) said that grammar is a language used to talk about language. In addition, Wang's (2010) study revealed that grammar is very important and necessary in the study of English for students. In addition, it is beneficial to the students' progress in learning English. Students who are learning English will find that it is not only an essential piece of knowledge but also an extremely helpful tool. As a result of understanding grammar, students will study a linguistic framework that will provide them the ability to combine and develop words into coherent sentences. This will allow students to communicate more effectively. It is possible to assert that if students are successful in acquiring grammar, they will be able to read, write, and speak English in an accurate and proficient manner. Students are able to engage in productive conversation and engagement with one another in English, both verbally and in writing form, using both spoken and written English. In English grammar, students study the parts of speech that consist of noun, verb, adverb, adjective, pronoun, conjunction, preposition, and interjection. As Herring (2016) stated that the importance of knowing parts of speech is that students may better comprehend how and why we organize words together to produce sentences. In this study, the researchers discussed one of the parts of speech, namely noun. In learning noun, students were taught about singular and plural nouns. Because number is the name of the singular and plural contrast system. According to Wren (2007), a noun that names one person, place or thing is a singular noun, and a noun that names more than one person, place or thing is a plural noun. The researchers examined plural noun in junior high school

because based on the student learning syllabus. They learned plural nouns in the first semester, and when students started learning English they learned noun as one of the basic parts of grammar. Students needed to understand plural nouns because to enable students to use English in communicating both orally and in writing. Plural nouns have been taught since junior high school. However, many students still do not comprehend or can not apply the singular and plural rules in English. Based on the researcher's preliminary study that was conducted at one of junior high school in Palembang, by interviewing an English teacher of the seventh grade students there, it was found that the seventh grade students still often made errors when using plural form of nouns. Some of the reasons why students struggle with the formation of plurals in English are as follows: first, students still lacked an understanding of, or were unable to differentiate between, regular and irregular forms of the plural; second, students did not realize that there was a difference between the two. Second, there was the impact of the Indonesian pattern, even though there was no Indonesian grammatical sentence. This was due to the fact that there was no sentence. For example, the general rule for writing plurals in English nouns was to add "s" to the singular (chair-chairs). However, this rule was only used for regular plurals. For words like teeth, children, goose, this is an irregular plural. The rules are complicated. (R, Personal Communication, January 18th 2022). As a result, students had made errors in the process of learning English grammar. The researchers had conducted three prior investigations that were relevant to this study. The initial research was carried out by Suryani (2011), who discovered that students committed four different types of plural noun errors. These were omission, addition, misformation, and misordering. According to the findings of the investigation, the students in their first year at MTs Nurul Huda Bogor made the most common types of errors included omission, addition, and misformation. Mulyanah was the one who carried out the second study (2011). According to the findings of this study, the type of error that they committed with the highest frequency was misformation error. The most significant contributor to the error that they made was an error that occurred within their own language; this error was brought on by their ignorance of the conventions that govern the formation of plural nouns. Nofriani is the one who carried out the third and most recent study (2018). According to the findings of this study, the type of error involving the incorrect addition of a plural noun that occurs most frequently among students was misformation, whereas the type of error that occurs least frequently is an omission error. Making errors when learning English was a normal part of the learning process. As mentioned by Brown (2007) human learning was primarily a process of making mistakes. Moreover, Dirgeyasa (2016) stated learning language was rather unique and different, learners' errors become a universal and unavoidable occurrence. Although making error was natural to do, it could not be ignored. Teachers should be aware of problems like these and take steps to make students avoid the same errors. The errors should be considered as an important part of language learning. One strategy to prevent them from making the same errors was to analyze the students' own errors. Based on the background described above, the researchers were interested in conducting the research entitled "Error Analysis on English Plural Nouns of Students' Sentences"

METHOD

Quantitative research method was used for this investigation. Studying something quantitatively entails gathering numerical and measurable information, which is displayed through the use of charts, tables, and graphs (Carter and Nunan, 2001). Creswell (2014) agreed that a quantitative study is an interpretation of examination of an idea by making limiting assumptions and using data gathering to support or controvert the assumptions. When it came to the quantitative side of things, we opted for a descriptive quantitative strategy. According to Nassaji (2015), a descriptive study's goal is to "depict and categorize the phenomenon." Further,

descriptive research is a study strategy that aims to describe and analyze objects in context, as defined by Williams (2007). In conclusion, descriptive quantitative research is a type of research that aims to describe the object or results of the study through the use of numerical data. This data can come from a variety of sources, including students' grades in English classes, the number of students who have difficulty learning English, the number of errors made, and so on. The researchers employed a descriptive quantitative design because it allows for the collection, organization, analysis, and presentation of data for the purpose of characterizing an event or condition. The researchers in this study used Dullay et al's Surface's Strategy Taxonomy to categorize the various forms of plural noun error committed by pupils (1982).

Up to 329 seventh graders from one of Junior High School in Palembang participated in this research. This study's sampling strategy used a randomized cluster design. The researchers adopted this method to ensure that every member of the population had an equal shot at being included in the sample. Cluster random sampling, as defined by Fraenkel and Wallen (2009), involves selecting groupings, or clusters, of subjects as opposed to individual ones. Furthermore, it's geared at communities that share particular traits. Therefore, in this study, it is required to classify clusters according to their features in order to select representative samples. Because of this, the researchers clustered the ten classes into three groups: the best achievers (classes 7.1, 7.2, and 7.3), the middle achievers (classes 7.4, 7.6, and 7.7), and the lowest achievers (classes 7.5, 7.8, 7.9, and 7.10). The results of the daily plural noun test were used to divide the groups into three distinct categories. Next, the investigator decided to focus on the third cluster, which included 129 students in grades 7.5, 7.8, 7.9, and 7.10.

A test was administered to the students in the seventh grade at so that we could collect data. A test is a method for determining an individual's capability, level of knowledge, or level of performance in a certain domain (Brown, 2003). The students were evaluated on their ability to correct errors in sentences with plural nouns. The purpose of the exam in this research was to determine whether of the students' sentences had errors. This examination was based on the English Book that students were required to read and was given the title "Bahasa Inggris When English Rings a Bell" (2017). On the examination sheet, the students were given the opportunity to rewrite the sentences such that they utilized the appropriate plural form of the nouns. The researchers had the students answer the same questions three times so that they could determine whether or not the students had made a mistake. The students were given 30 questions to answer, and they had 30 minutes to complete each segment of the test. After the students have finished responding to the first question, they will immediately move on to the second question because the outcomes of the student responses may be found in appendix A. The researchers followed the procedures in error analysis proposed by Ellis (1997), which are as follows: collection, identification, classification, and evaluation, when conducting data analysis for quantitative research. These procedures are as follows: collection, identification, classification, and evaluation. The data were tabulated by the researcher by counting the amount of mistake that was present in each data set based on the initial data. In order to determine what percentage of the total data came from the test, the researcher applied the following formula:

Formula: $P = F/N \times 100\%$

P = Percentage of error

F = Frequency of false answer

N = Number of total question

RESULTS AND DISCUSSION

Results

The results of this study included a classification system as well as a percentage breakdown for each type of incorrect use of plural nouns. The results of the test provided the basis for the data that are the subject of analysis in this chapter. The researchers detected 2.057 incorrect answers out of a total of 3.660 possible responses. Then, based on Dulay et al. (1982), those errors were put into one of three categories: error of omission, error of addition, and error of misformation.

Table 1. Distribution of Students' Errors in Omission, Addition, and Misformation

NO	Types of Error	Number of Students' Errors	Students' Error Percentage
1	Omission	237	11.52%
2	Addition	506	24.60%
3	Misformation	1314	63.88%
	Total	2057	100%

According to the data presented in the table that was located above, it was discovered that the students produced 237 errors in omission (11.52%), 506 errors in addition (24.60%), and 1314 errors in misformation (63.88%) as the biggest one. It was possible to draw the conclusion that the number of errors due to misformation was the highest, while the number of errors due to omission was the lowest.

The following table provides the example of students' error in using plural noun:

Table 3. The Example of Students' Errors in Using Plural Noun

No	Types of Error	Identified Sentences
1	Omission	<ul style="list-style-type: none"> - There are three mangos in the refrigerator. - In America there are many fictional superheros. - My grandmother is moving a lot of boxs into the warehouse. - In my aunt's garden, there are many bushs. - This year, my sister has two child.
2	Addition	<ul style="list-style-type: none"> - There are some deers running towards the forest. - I owe some moneys to her. - He feeds two sheeps in the morning and evening. - The builder needs at least two truck of sands for build the garage. - I have so much waters in my backback.
3	Misformation	<ul style="list-style-type: none"> - There are many butterflys flying in the flowers. - There are three mans standing in the corner. - People say that a cat has nine lifes. - The highway connects the two citys. - There are many thiefs in big cities. - There are several oxes on the road. - My aunt adopted three babys. - My sister only has two toothes.

Discussion

The results of the study showed that the students committed three different sorts of errors: The top three errors were: 1) missing 237 words (11.52 percent), 2) extra words totaling 506 (24.60 percent), and 3) twisted words totaling 1314 (63.88%). Among these categories, misinformation was the most common type of error produced by seventh graders at SMPN 14 Palembang (63.88% of the time). When students did not know the correct answer or understood the rule of plural nouns, they frequently committed this mistake in their written work. Mulyanah (2011) revealed that the most common type of error made by pupils was a faulty selection of a preposition. The children had a hard time distinguishing between the many plural nouns. Furthermore, pupils were deceptive in their understanding of the grammatical rule, as seen by their inability to write correctly using the correct plural noun form.

In the first category, misinformation errors, students made grammatical mistakes within a sentence. That this happened may be attributed to a failure to grasp the concepts at hand or to a lack of familiarity with the appropriate responses to the questions posed. Similar to what was found in the research by Mulyanah, the most common source of misinformation errors was students' inability to fully grasp the concepts presented in the target language (2011). An incorrectly formed sentence is demonstrated by the following example. Utensils such as forks, knives, and spoons are laid out. The pupils got the answer wrong when they wrote "knives" when the right response was "knives." In this situation, pupils still struggled to understand the numerous different rules and exceptions that apply when constructing multiple nouns. Similar to Suryani's finding (2011). Then, the phrase "in the garden" refers to the many butterflies present there. The pupils here misunderstood the question and responded with butterflyes. This could mean that the students do not fully grasp the rules.

Second, the students committed an omission error by leaving out an important part of the statement. This arose because they had trouble constructing plural nouns correctly. Most of the students committed this mistake by leaving out letters that should have been included. It's worth noting that Saugi (2014) found the same flaws in his research. Please bring five boxes to the room if possible. The correct response here is "boxes," yet several students misspelled it as "boxes" when they were asked about the sentence. The most recent step was addition. A well-formed utterance should not include the component that was indicated to be present due to the fact that it was added. Students frequently committed this kind of blunder in this situation, which consisted of putting letters that should not be at the end of the word. In his research, Budiman (2017) discovered errors made by pupils, and this research revealed errors in a similar way. As an illustration, there are four deers, yet the correct form of this sentence is there are four deers. Because the student misspelled the letter "s," they added something that was not necessary to their answer.

Based on the information presented above, it appears that the seventh graders at smpn 14 palembang are mostly responsible for the misformed plural nouns. It happened because they were unsure of the proper responses. The confusion in creating plural nouns, where many different rules and exceptions need to be taken into account, also contributed to the occurrence of omission and addition errors. Since there are significant differences between the student's native language and the target language, it's possible that some features of the target language are to blame for the plethora of errors that have been reported. In addition, there was a huge gap between the two languages. Interlingual is a major source of error for all students (Brown , 2007). In addition, Novita (2014) declared that the english grammar is very different from the indonesian grammar, and that this difference is an interlingual element. In order to understand the plural nouns, the pupils were expected to learn more consistently. As a result, it is imperative

that students be able to tell the difference between the Indonesian and English structures so that they do not incorrectly convert single to plural forms in English. There is a need for students to acquire a deeper comprehension of the rule governing the plural and to increase the breadth of their knowledge about the subject.

CONCLUSION

Based on the data analysis presented, the researchers can draw certain conclusions and descriptions of errors in plural nouns produced by the students. This study found that among student errors involving plural nouns, the most common were (1) omission (11.52 percent), (2) addition (24.6 percent), and (3) misformation (63.8 percent).

ACKNOWLEDGMENTS

The researchers would like to express great appreciation to the people involved in processing of this study. The researcher gave great attitude to her advisors, teachers, administrative staffs at one of the school at Palembang which became the location to collect the data and special thanks to students for their assistance and cooperation during this research. May Allah SWT always blesses us, Aamiin.

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