AN ERROR ANALYSIS OF USING PLURAL NOUNS
IN ENGLISH SENTENCES
(A Case Study of the Second Year Students of MA Al Manaar Bener Tengaran
In the Academic Year 2003/2004)

THESIS
Submitted to the Board of Examiner in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan Islam (S.Pd.I)
In the English and Education Department

by
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ENGLISH DEPARTMENT OF EDUCATIONAL FACULTY
STATE ISLAMIC STUDIES INSTITUTE
(STAIN) SALATIGA
2004
DEKLARASI

Bismillahirrahmanirrahim

Dengan penuh kejujuran dan tanggung jawab, peneliti menyatakan bahwa skripsi ini tidak berisi materi yang pernah ditulis oleh orang lain atau pernah diterbitkan. Demikian juga skripsi ini tidak berisi satupun pikiran-pikiran orang lain, kecuali informasi yang terdapat dalam referensi yang dijadikan bahan rujukan.

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Salatiga, Februari 2004

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Salatiga, February 10th 2003

Case: Mustaidah’s Thesis

Dear,

The Head of State Islamic Studies Institute of Salatiga

Assalamu’alaikum Wr. Wb.

After reading and correcting Mustaidah’s thesis entitled “AN ERROR ANALYSIS OF USING PLURAL NOUNS IN ENGLISH SENTENCES (A Case Study of the Second Year Students of MA Al Manaar Bener Tengaran In the Academic Year 2003/2004)”. I have decided and would like to propose that if it could be accepted by educational faculty I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

[Signature]

Drs. Sa’adi, M.Ag
NIP : 150256821
DEDICATION

This thesis is presented to the English Department of State Islamic Studies Institute of Salatiga in partial fulfillment of the requirement of the Sarjana degree. So, the writer would like dedicate this thesis to:

⊙ My God (Allah) the Almighty
⊙ My mother and my father, that have been educated me until now
⊙ My sister (Annis and Ana) and brothers
⊙ My little niece, Shofi and Atin
⊙ My soul mate, Lyna and Rosy
⊙ All my friends of TBI '99
⊙ Some one who has give me inspiration and always in my heart
ACKNOWLEDGEMENT

Praise and thanks to Allah very much, who have give us some mercies and blessing. With the permission of Allah, this writing can be finished. Peace and greeting remains the our last prophet, Muhammad saw, the messenger of Allah that can give assistance in hereafter.

The writer realizes that this thesis will not be able to be finished without supporting and helping of other individuals and institution. So, the writer would like to express the deep thanking to:

1. Drs. Badwan, M.Ag, as the head of STAIN Salatiga.
2. Drs. Imam Sutomo, M.Ag, as the chief of Educational Faculty.
3. Drs. Sa’adi, M.Ag as the chief of English Department and as the consultant of this thesis, thanks for his careful guidance, wisdom, kindness, and suggestion.
   So, this thesis can be finished.
4. The lecturers, Mrs. Woro R, Mr. Hammam, Mr. Ruwandi, Mr. Hanung and Mr. Ari Setiawwan who have given the knowledge sincerely.
5. The all librarian, Mr. Muhtaram as a chief of library
6. H. Rinto Wigoeno as a headmaster of MA Al Manar Bener.
7. The teachers and the students of MA Al Manar, especially the second year students.
AN ERROR ANALYSIS OF USING PLURAL NOUNS IN ENGLISH SENTENCES
(A Case Study of the Second Year Students of MA Al Manaar Bener Tengaran In the Academic Year 2003/2004)

MUSTAIDAH
113 99 039

Has been brought to the board of examiners in February 14th 2004/Dzulhijah 23rd 1424 H and hereby considered to completely fulfillmnet of the requirement for the degree of Sarjana in the English and Educational Faculty.

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MOTTO

"Truly, after difficulty will come ease"
(Holy Qur'an: Al Insyirah: 6)

“We just propose, but the God dispose”
(The Writer)

“Whoever wants to get successful life in the world and the hereafter, reach both of them by knowledge”.
(Al Hadits)

“Experience is the mother of wisdom”
(Unknown)
DEDICATION

This thesis is presented to the English Department of State Islamic Studies Institute of Salatiga in partial fulfillment of the requirement of the Sarjana degree. So, the writer would like to dedicate this thesis to:

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السلام عليكم ورحمة الله وبركاته

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6. H. Rinto Wigoeno as a headmaster of MA Al Manar Bener.

7. The teachers and the students of MA Al Manar, especially the second year students.
8. The all my friends of TBI '99, especially to Titi, Istri, Minur, Lala, Khotijah, and so on.

9. The typist of this thesis writing.

Finally, this thesis is expected to be able to provide useful information to the readers.

والسلام عليكم ورحمة الله وبركاته

Salatiga, February 10th 2004

The Writer
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CURRICULUM VITAE
A. Background of the Study

Language is a system of arbitrary vocal symbols by means of which a social group cooperates.\(^1\) 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 a stimulus acting on one man may produce an effective response in another, or in all the members of the group.\(^2\)

By using language, human beings can express their ideas and wishes in written or oral form to other people.

Nowadays, English is one of thousand languages in the world that it is considered as an important language and English 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 Schools up to third grade of Senior High School, and even in semesters of Tertiary Educational institution. So, the students feel difficult to learn English when they study in the Junior High School, because they do not know it before.

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\(^2\) Ibid.
In the curriculum of English teaching, it includes skills of practical language, like listening, speaking, reading, and writing. For expanding the students' skill, the curriculum of English teaching also includes 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 developed at given stages of his language development.3

Errors can be described as errors of addition, omission, substitution, and ordering following standard mathematical categories. Inflectional errors is overgeneralization of constructed rule clearly revealed when children treat irregular verbs and nouns as if they were regular. We have probably all heard children say bringed, goed, doed, singed, or foots, mouses, sheeps, childs.

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These mistakes tell us move about how children learn language than the correct forms they use.\textsuperscript{4}

As a majority of noun occurrence 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.\textsuperscript{5} 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.\textsuperscript{6} 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.

B. Reason for Choosing the Topic

The topic of this thesis primarily deals with error analysis of using plural nouns made by the second year students of MA Al-Manar in the

\textsuperscript{4} Fromkin, Victoria and Blair, David, 1990, \textit{An Introduction to Language}, Sydney, London Holt Rinehart and Wirshon. page 361
\textsuperscript{5} Ibid. page 176
\textsuperscript{6} Nichols, ANN E I Jenholm. 1965. \textit{English Syntax}. Holt Rinehart and Winston Inc. page 9
academic year of 2003/2004. The reasons for choosing this topic are as follows:

1. The writer thinks that an error analysis maintains its role in English language teaching; it can be of a valuable contribution to teacher and students to improve themselves in teaching and learning English respectively.

2. Although error analysis in using plural nouns have been conducted by other researcher in different places and times no previous thesis with the same topic of discussion had been conducted at MA Al-Manar Tengaran.

3. The choice of the second year student of MA Al-Manar Tengaran as the subject of this research is on the basis of consideration to anticipate the errors made by the second year students so that the same errors can be avoided following degree and it will be used by students in future time until they are graduate from school.

The writer also presents some suggestions that may be useful as basic of teaching in the hope that her thesis will be a valuable contribution to the development of teaching English in general and teaching plural nouns in sentences particularly. In short, the topic of the thesis primarily deals with the description of error analysis of using plural nouns in English sentences.

C. Statement of the Problem

In order to make a systematic approach to the objectives of study; the writer would like to limit the problems, into the following:
1. What are the dominant errors of plural nouns, in English sentence made by the second year students?
2. What are the sources of dominant errors of plural nouns made by the second year students?
3. What are the possible ways out to prevent these errors?

D. Limitation of the Study

This research studies the use of plural nouns in English sentences and errors its' that made by the students. The population used in this research is the students of MA Al-Manar Tengaran in the academic year 2003/2004. The samples are the second year students of MA Al-Manar Tengaran.

E. Objective of the Study

The main objectives of an error analysis of plural nouns in English sentences made by the second year students of MA Al-Manar Tengaran are as follows:

1. To find out the dominant errors of plural nouns in sentences made by the second year students.
2. To find out the sources of the dominant errors of plural nouns in English sentences by second year students.
3. To find out the possible ways out of preventing those errors.
F. **Significance of the Study**

Students often make mistakes or errors in learning as a foreign language. It is, therefore, very important for teachers to have a better treatment to have a better treatment to anticipate the error.

By doing the research, the writer hopes that the results will be helpful to provide:

1. Input to the learners of English in order to be more careful in using plural nouns in English sentences.
2. Input to the English teachers in order to consider the benefits of analyzing the students' errors in learning English.

G. **Literature Review**

In Browns' opinions, however the term 'error' refers to noticeable deviation, from the adult grammar of a native speaker, which reflect the interlanguage competence of the learner. Errors are caused by lack of knowledge about the target language or by incorrect hypothesis about it. The making of errors is a sign that the students have not yet mastered the rules of the language being learned. To cope with this problem, one of the strategies widely used by linguist is error analysis. Brown stated that error analysis is the study of students' error, which can be observed, analysis and classified to reveal something of the system operating within the learners. Brown point a view informs that error analysis is useful for the teacher. Error analysis will show teacher some problems confronting the students.

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8 *Ibid*. page 166
A noun is a word used to name a person, place, think, or idea. Frank says that the English noun is inflected are: (1) Number – the noun has a special ending for a plural. The plural of English nouns is to add /s/ to the singular form (boy-boys, apple-apples). However, this rule is complicated because of the many exception. (2) Possession – the noun has a special ending that signal not only actual possession (boys’ book, girls’ bag).  

H. Methodology of the Research

The writer has tried to arrange 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. 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 population, which is researched by researcher. In this research, the writer takes the second year students of MA Al-Manar Tengaran as the sample.

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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

Library research is used 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 English sentences.

c. Formula of Data Analysis

1) To find out the proportion of frequency error in each types as well as the dominant errors by using descriptive analysis as follows:

\[ X = \frac{\Sigma E}{\Sigma T} \times 100\% \]

\( X \): the percentage of errors

\( E \): various kind of errors

\( T \): test items

\( \Sigma \): the sum of

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

\[ pi = \frac{f_i}{n} \times 100\% \]

Where:

\( p_i \) : the proportion of frequency of occurred

\( f_i \) : absolute frequency of partial type of error

\( n \) : the total number of possible error observed

Formula II

\[ PI = \frac{FI}{N} \times 100\% \]

Where:

\( PI \) : the proportion of frequency of occurred

\( FI \) : absolute frequency of whole type of error

\( N \) : the total number of possible error observed

I. Outline of the Thesis

This thesis has systematically arranged as follows:

Chapter I Presents the introduction which contains the background of the study, reason for choosing the topic, statement of the problems, limitation of the study, objectives of the study, significance of the study, literature review, methodology of the research, and outline of the thesis.
Chapter II  Deals with the review of related literature, which presents error analysis, the sources of errors, the kinds of plural forms, and the use of plural nouns in English in English sentence.

Chapter III Discusses research methodology and data presentation. It contains population, sample, the choice of population, sampling, the instrument, preparation of the test including classifying of possible errors, and data presentation.

Chapter IV Presents data analysis, which discusses the first analysis about the main errors in using the plural noun, the second analysis about the possible causes of the errors, the third analysis about the possible ways out of preventing those errors.

Chapter V The last chapter, it presents closure, the method of data analysis, which deals conclusions and suggestions for teacher and learners deal with using plural nouns in English sentence.
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Error Analysis

In learning foreign language, learners will encounter some problems in mastering the rule of language. They often produce erroneous utterances whether in their writing or their speech. Exactly, those problems are caused by differences between the rule of the mother tongue and the foreign language.

Difficulty in language learning has been defined by psycholinguists in terms of such factors as sentence length, processing time required derivational complexity, type of embedding, number of transformations, and semantic complexity. So this matter makes difficulties to foreign students in learning the target language.

1. Definition of Error Analysis

There are many definitions of error analysis given by different experts. The writer cites three of them from some books:

a. Brown states that “error analysis is the study of the learners’ error, which can be observed, analyzed, and classified to reveal something of the system operating within the learner”.

b. According to Ellis, as quoted by Tarigan, "error analysis is a procedure, used by researcher and teachers' language that consists of collected of samples, identifying of errors and evaluation of errors".³

c. While Kridalaksana, as Nurhadi has quoted says, "error analysis of language is a technique to measure of languages' advance writing and classifying the possible errors by someone or group".⁴

2. The Use of Error analysis

The use of error analysis is to show some problems of the students. It also gives information to teacher about the process of acquiring a foreign language made by students. Corder, as Richard quoted, states the significance of learner errors:

Learners' errors...are significant in three different ways. First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed.

...Second, they provided to the researcher evidence of how language is learned or acquired what strategies or procedure of the learner is employing in his discovery of the language. Thirdly, they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn.⁵

Because of the significance of the error are made by learners, foreign language teachers, in this case English teachers have to realize those errors made by them need to be analyzed correctly in order to be able to arrange learning strategies effectively.

³ Tarigan,Henry Guntur, Pengajaran Analisis Kesalahan Berbahasa, Bandung, Angkasa, 1990, page 68
It is necessary to discuss error analysis for teaching English as a foreign language. English teachers should have known error analysis because it had become a useful key to understand the process of foreign language being learned or acquired, and what the best strategy the learners employed is in order to master the target language.

B. The Sources of Error

Errors as stated by Brown arise from several possible general causes or sources: interlingual errors of the interference from the language, the sociolinguistic context of communication. Psycholinguistic or cognitive strategies and no doubt countless affective variables. To limit the discussion, the writer would only like discussing errors caused by interlingual and intralingual errors.

1. Interlingual Error

This kind of error is a result of interference from the first language and generally caused by the interference of the learners’ mother tongue language. Interference of the learners’ mother tongue is clearly a major source of difficulty in second language learning.

2. Intralingual Error

Brown writes that “an intralingual error or intralingual interference is the negative transfer of item within the target language.” Meanwhile, according Richards, intralingual interference refers to items produced by

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the learner which reflect not structure of the mother tongue, but generalizations based on partial exposure to the target language. Thus, intralingual errors are the direct result of the learners’ attempts to create language system he is learning.

Richard classifies the intralingual errors into four categories, namely (1) over generalization, (2) ignorance of rule restriction, (3) incomplete application of the rules, and (4) false concept hypothesized or semantic errors.

Now we take a closer look to the four categories.

a. Over generalization

Richard says that “this group of errors is the result of the use of previously available strategies in new situations.” In other words, it occurs when a learner creates a deviant structure based on his experience of other structure in the target language. Further more, Richards points out that over generalization is associated with redundancy reduction it may occur, for instance with items which are contrasted in the grammar of the language but do not carry significant and obvious contrast for the learner.

b. Ignorance of the rule restriction

In this type of error, the learner fails to observe the restriction of existing structure. Some rule restriction errors may be accounted for in terms of analogy and may result from the role learning rules. A

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10 Ibid.
learner may have many difficulties in understanding plural form, because it has complicated rules. Although, the general rule of plural form of English nouns is added with “S” to the singular form, eg:

Teacher – teachers , student - students
Girl – girls , pencil - pencils

c. Incomplete rule restriction

Intralingual error of this type may occur when the learner fails to apply the rules completely due to the stimulus sentences. It shows an utterance of structures whose deviancy represents the degree of development of the rules required producing acceptable utterances.

d. False concept hypothesized

This is sometimes called semantic error and may be derived from the faulty comprehension of destinations in the target language. The learner fails to use the correct concepts. These errors are sometimes due to the poor gradation of teaching items.

Dealing with the plural form in English sentence there are two intralingual error, they are : ignorance of the rule restriction and incomplete application of the rule.

C. The Kinds of Plural Nouns in English

In Indonesian sentence form, the plural noun only repeats the singular noun. For example; kursi-kursi, meja-meja, buku-buku. But in English, a plural noun is generally made by adding “s” to the singular. For example: chair-chairs, table-tables, and book-books. In addition, sometimes, the plural form changes from the singular form.
The plural nouns have two models. There are the regular plural which is only added “S” to the singular form. In addition, the irregular plural which changes from the singular form.

1. The regular Plural

The regular plural is adding “s” to the singular; day-days, dog-dogs and house-houses usually makes a noun.

“S” is pronounced /s/ after a p, k or sound. Otherwise it is pronounced /z/.

when “s” is placed after ce, ge, se, or ze an extra syllable (/z/) is added to the spoken word (experiences, bridges).

2. The Irregular Plural Forms

a. Nouns ending in “o or ch, sh, ss or x” from their plural by adding es.

For example: tomato- tomatoes, brush-brushes, box-boxes, church-churches, and kiss-kisses.

However, words of foreign origin or abbreviation words ending to add s only:

For example: de namo-dynamos, kimono-kimonos, piano-pianos, kilo-kilos, photo-photos, and soprano-sopranos. When es is placed after ch, sh, ss, or x an extra syllable (/z/) is added to the spoken word.

b. Nouns ending in y following a consonant form, they are plural by dropping the “y” and adding “ies”.

For example: baby-babies, country-countries, fly-flies, and lady-ladies.

Nouns ending in Y following a vowel from the plural by adding “s”; for example: donkey-donkeys, guy-guys.
c. Twelve nouns ending in “f” or “fe” drop the fe and add ‘ves’.

These nouns are calf, half, leaf, loaf, life, self, sheaf, shelf, thief, wife, wolf. In the plural form are: calves, halves, knives, leaves, lives, loaves, selves, sheaves, shelves, thieves, wives, wolves. The nouns hoof, scarfs / scarves, wharfs or wharves. Other words ending in f, fe add ‘s’ in the ordinary way:

    Cliff-cliffs, hand kerchief-hand kerchiefs, safe-safes.

d. There are some noun forms their plural by a vowel change:

    Foot-feet, louse-lice, mouse-mice, woman-women, goose-geese, man-men, tooth-teeth.

The plurals of ‘child’ and ‘ox’ are children, oxen.

e. Names of certain creatures do not change in the plural

‘Fish’ is normally unchanged, fishes exists bit is uncommon. Some types of fish do not normally changed in the plural; carp, pike, salmon, trout, cod, plasce, squid, turbot, mackerel. However, if used in a plural sense they would take a plural verb. Others add s:

    Scarbs, hevrings, sardines, eels, lobsters, sharks.

‘Deer’ and ‘sheep’ do not change one sheep, two sheep.

Sportsmen, who shoot ‘duck’, ‘partridge’, ‘pheasant’ etc, use the same form for singular and plural. However, other people normally add s for the plural: ducks, partridges and pheasants.

The word game used by sportsmen to mean an animal/animals hunted is always in the singular and takes a singular verb.
f. Collective nouns, crew, family, team, etc, can take a singular or plural verb; singular if we consider the word to mean a single group or unit:

Our team is the best.

Alternatively, plural if we take it to mean a number of individuals:

Our teams are wearing their new jerseys.

When a possessive adjective is necessary, a plural verb is more usual than a singular verb, though sometimes both are possible:

The jury is considering its verdict.

The jury are considering their verdict.

g. The certain words are always plural and take a plural ver:

For example: clothes, police

Garments consisting of two parts:

Breeches, pants, pajamas, trousers etc.

And tools and instruments consisting of two parts:

Binoculars, pliers, scissors, spectacles, glasses, scales, shears etc.

h. A number of words ending in ics, there are; acoustics, athletics, ethics, hysterics, mathematics, physics, politics etc which are plural in form, normally take a plural verb.

His mathematics are weak.

But names of sciences can some times be considered singular:

Mathematics is an exact science.

i. Word plural in form but singular in meaning include news.

The news is good.
In certain disease:

*Mumps, Vickers, shingles*

And in certain games:

*Billiards, darts, draughts, bowl, and dominoes.*

j. Some words which have original Greek or Latin forms make their plural according to the rules of Greek and Latin:

*Crisis-crises, phenomeneon-phenomena, erratum-errata, memorandum-memoranda, radius-radii, terminus-termini, oasis-oases.*

However, some follow the English values:

*Dogma-dogmas, gymnasium-gymnasiums, formula-formulas* (though formulae is used by scientist)

Sometimes there are two plural forms with different meanings:

*Appendix-appendixes or appendices* (medical terms)

*Appendix-appendixes* (addition/s to a book)

*Index-indexes (in book), indices (in mathematics)*

k. Compound nouns

1. Normally the last word is made plural

   For example: *boy-friends, break-ins, travel agents.*

   But where man and woman is previxed both parts are made plural, for example: *men drivers, man drives.*

2. The first word is made plural with compound formed of verb-er nouns + adverbs:
Hangers-on, lookers-on, runners-up

And with compounds composed of noun + preposition + noun:

For example: ladies-in-waiting, sisters-in-law, and wards of court

3. Initials can be made plural.

MPs (Members of parliament)

VIPs (Very important persons)

OAPs (Old age pensioners)

UFOs (Unidentified flying objects)

D. The Use of Plural Nouns in English Sentence

An English noun normally has the following forms:

1. The stem: boy, girl, ship, ass;

2. The stem + sibilant suffix: boys*; girls*; ships*; asses*.

It has function to denote the singular as distinct from the plural number. For example: I meet a boy

Met some boys

In this case, an article or another attributive word usually precedes the noun.

Some nouns have two stems, differing in their vowels, one of which replaces the stem + sibilant-suffix in the function of the plural: a man-two men.

The respective stems express the functions of the genitive (singular and plural) + sibilant-suffix: a man’s voice, men’s clothing.

---

Compounds 'in- woman' and a few trisyllabic compounds 'in-man', from their plurals (and genitive) in the same way: English-woman - English women, sandwich-man – sandwich-men.

Most nouns 'in-man', however, whether trisyllabic or dysllabic, distinguish the plural from the singular in the spelling only: 'Englishman-English-men'; 'alderman / aldermen'.

A plural form 'gentlemen' is sometimes used, especially in addressing and an audience: ladies and gentlemen's!

Some other nouns in -s are usually constructed as plurals, though the singular construction also occurs;

For example:  

\textit{Alms are given to the poor.}

\textit{The beggar asked for an alms.}^{12}

\footnotesize

CHAPTER III
RESEARCH METHODOLOGY AND DATA PRESENTATION

In every research, there are data to study. Data can be taken from many sources, either persons or things. Getting me data, needs a method. The method is a means, which is used to solve the problem to set a certain objective, which the writer uses quantitative in her research. So it is just in error percentage made by students.

The goal of the investigation is to analyze errors of using plural nouns made by second year students of Islamic Senior High Schools (MA). In conducting this study, the writer take the data from MA Al Manar Bener. Before conducting the research, the writer consulted the headmaster whether the students of the second year could be used as samples of her research. Having received the headmaster’s approval the writer then composed an instrument of research and administered it to the students to collect the data.

A. Population and Sample

1. Population

Population or research subject, like the statement of Suharsimi Arikunto, is all research subject.\textsuperscript{1} The writer takes the second year of MA Al Manar Bener in the academic year 2003/2004. There is one class of second year which the number of the students is 52.

2. Sample

In carrying out a research, the researcher will use all of 52 students as samples, which consists of 17 female and 35 male. Because the second year of MA just small class, so the writer to take all 52 students as samples.

B. The Choice of Population

The writer chose the second year students of MA Al Manar Bener as the subject of research. The choice of the second year students as the population of the research is based on the following considerations:

1. The writer considered the population is appropriate for her research since they have been studying plural nouns from their English teacher in that school. Based on the material and GBPP English in Senior High School, the writer assumes that they have mastered the basic knowledge of plural nouns.

2. The writer considered the population is homogeneous for her research because they are all in the same grade and have been learning English for the same period of time.

3. By doing the research to the second year students, the writer attempts to minimize errors of using plural nouns in sentence made by students in the academic year of 2003/2004. Total number of the population used in the research are about 52 respondents. The second year is the small class, so that considerations the writer does not take all of the population as samples.
C. Sampling

It has been said above that the population is homogenous, so the writer used a random sampling technique to facilitate research operation. She takes some of the population used as samples for her research. By using random sampling, every individual in the population has the same opportunity to be a number of sample without making discrimination and stratification.

The writer in this case, follows the procedure called the lottery method; each group of the population is presented by a small piece of paper. It is placed in a box and well mixed, and sample of the required size is selected.

The use of this lottery method of random sampling is easier because of the fact that it does not need difficult procedures to follow. In this case, each of the classes names is written on a piece of paper. The paper, then rolled and put into a slot of box. After being well, mixed, a paper is dropped out of the slot. This becomes the sample of the research.

The total population was 52 students. Then the writer followed the procedure written by Suharsini in her book entitled Prosedur Penelitian: Suatu Pendekatan Praktek, she says that if the respondents are less than 100. It is better to take them all as sample.\(^2\) So, the writer take all the students to be samples.

D. The Instruments

All research studies involve data collection. Instrument is used as a means in collecting the data. It means an instrument plays an important role to

\(^2\) Ibid., page 112
collect data. Arikunto\textsuperscript{3} divides instruments into two types, a test and a non test. A test is \textit{a written set of questions to which an individual responds in order to determine whether he or she passes}. According to Gay,\textsuperscript{4} more inclusive definition of test is a mean of measure the knowledge of the grammatical structure in using plural nouns. Brown says,\textsuperscript{5} test is \textit{a method of measure a person's ability or knowledge in a given area}.

To collect the data she use only one test type, that is a short answer type test. She conducted this kind of test because it is easy to answer. The short-answer test type is most effective for measuring a specific learning outcome, it must be used. For many of the simpler learning outcomes, such as knowledge of factual information, changing some form of selection item will not decrease the validity of the measurement and will result in increased objectivity and ease of scoring.\textsuperscript{6}

\textbf{E. Preparation of Test}

\textbf{1. Classification of Possible Errors}

Since this study is about an error analysis, and there are many possible errors on plural form, the writer only classified the possible errors into some categories. The classification of possible errors is as follows:

\footnotesize{
\begin{itemize}
\item \textsuperscript{3} \textit{Ibid.}, page 127
\end{itemize}
}
a. The error of form changed by adding s
b. The error of form changed by adding es
c. The error of form change in the vocal
d. The error of form change in the irregular form
e. The error of differentiating between the singular and plural word
f. The error of using plural in the sentence

2. Arrangement of the test item

The 40- item test is arranged into the following arrangement:

a. The test on form changed by adding –s
   Number 13, 15
b. The test on form changed by adding –es
   Number 1, 2, 3, 4, 7, 8, 10, 11, 14
c. The test on form changing in the vocal
   Number 6, 9, 12
d. The test on form changing in the irregular form
   Number 5
e. The error of differentiating between singular and plural word
   Number 16 up to 25
f. The errors of using plural word in the sentence
   Number 26 up to 40

3. Trying out of the test

Before administering the actual test, the test items are first tried out to 20 students of the second year, which is taken by lottery method from
52 students of the second year. The try out is carried out on December 23rd 2003. Before starting the test, the writer explains about what students have to do.

F. Data Presentation

1. The list of respondents

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>No</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abdul Rozak</td>
<td>27</td>
<td>M. Abdul Aziz</td>
</tr>
<tr>
<td>2</td>
<td>Achmad Nur Aziz</td>
<td>28</td>
<td>Muhammad Ihwani</td>
</tr>
<tr>
<td>3</td>
<td>Afif Zubaidi</td>
<td>29</td>
<td>Muhammad Khanif</td>
</tr>
<tr>
<td>4</td>
<td>Ahmad irwanto</td>
<td>30</td>
<td>Muhammad Lazim</td>
</tr>
<tr>
<td>5</td>
<td>Ahmad Masroh</td>
<td>31</td>
<td>Ngafif Maskon</td>
</tr>
<tr>
<td>6</td>
<td>Ahmad Syarif H</td>
<td>32</td>
<td>Nur Khamim</td>
</tr>
<tr>
<td>7</td>
<td>Ahmad Yasin</td>
<td>33</td>
<td>Nur Qoidah</td>
</tr>
<tr>
<td>8</td>
<td>Ahmad Munir</td>
<td>34</td>
<td>Nurul Mustafidah</td>
</tr>
<tr>
<td>9</td>
<td>Ali Mashadi</td>
<td>35</td>
<td>Nuryanto</td>
</tr>
<tr>
<td>10</td>
<td>Anwar Musadat</td>
<td>36</td>
<td>Puji Lestari</td>
</tr>
<tr>
<td>11</td>
<td>Ashrofiyanto</td>
<td>37</td>
<td>Retno Tantriyati</td>
</tr>
<tr>
<td>12</td>
<td>Chairul Muslim</td>
<td>38</td>
<td>Ridwanullah</td>
</tr>
<tr>
<td>13</td>
<td>Cholif Hidayanti</td>
<td>39</td>
<td>Rofiatun Nikmah</td>
</tr>
<tr>
<td>14</td>
<td>Dewi Anggraini</td>
<td>40</td>
<td>Siswanto</td>
</tr>
<tr>
<td>15</td>
<td>Dwi Mahar Salim</td>
<td>41</td>
<td>Siti Azizah</td>
</tr>
<tr>
<td>16</td>
<td>Dwi Zulianingsih</td>
<td>42</td>
<td>Siti Fatimah</td>
</tr>
<tr>
<td>17</td>
<td>Ernawati</td>
<td>43</td>
<td>Siti Ika Maghfiroh</td>
</tr>
<tr>
<td>18</td>
<td>Erviani</td>
<td>44</td>
<td>Sri Maryati</td>
</tr>
<tr>
<td>19</td>
<td>Hali Supriyanto</td>
<td>45</td>
<td>Sukron Nailil H</td>
</tr>
<tr>
<td>20</td>
<td>Imam Syafi'i</td>
<td>46</td>
<td>Umi Wahidah</td>
</tr>
</tbody>
</table>
2. The Result of the test

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Ismail</td>
</tr>
<tr>
<td>22</td>
<td>M. Chafidh Abidin</td>
</tr>
<tr>
<td>23</td>
<td>M. Fendi Asmoro</td>
</tr>
<tr>
<td>24</td>
<td>M. Heru Nur H.</td>
</tr>
<tr>
<td>25</td>
<td>M. Khabai'i</td>
</tr>
<tr>
<td>26</td>
<td>Miftahul Faizin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>Zaenal Abidin</td>
</tr>
<tr>
<td>48</td>
<td>Dwi Haryanto</td>
</tr>
<tr>
<td>49</td>
<td>Maria Ulfa</td>
</tr>
<tr>
<td>50</td>
<td>Masruroh</td>
</tr>
<tr>
<td>51</td>
<td>Turmudzi</td>
</tr>
<tr>
<td>52</td>
<td>Ahmad Musaffa</td>
</tr>
<tr>
<td>Number of Item</td>
<td>1</td>
</tr>
<tr>
<td>---------------</td>
<td>---</td>
</tr>
<tr>
<td>0</td>
<td>T</td>
</tr>
<tr>
<td>1</td>
<td>T</td>
</tr>
<tr>
<td>2</td>
<td>T</td>
</tr>
<tr>
<td>3</td>
<td>T</td>
</tr>
<tr>
<td>4</td>
<td>T</td>
</tr>
<tr>
<td>5</td>
<td>T</td>
</tr>
<tr>
<td>6</td>
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<tr>
<td>7</td>
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</tr>
<tr>
<td>8</td>
<td>T</td>
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<tr>
<td>9</td>
<td>T</td>
</tr>
<tr>
<td>10</td>
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</tr>
<tr>
<td>11</td>
<td>T</td>
</tr>
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<td>12</td>
<td>T</td>
</tr>
<tr>
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<td>T</td>
</tr>
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<td>T</td>
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<td>T</td>
</tr>
<tr>
<td>17</td>
<td>T</td>
</tr>
<tr>
<td>18</td>
<td>T</td>
</tr>
<tr>
<td>19</td>
<td>T</td>
</tr>
<tr>
<td>20</td>
<td>T</td>
</tr>
</tbody>
</table>

**Explanation:**

The sign of T, it means the correct answer

The sign of E, it means the false answer
There are 40 items of this test. Each of items as follows:

Number 1  there are 14 errors  Number 21  there are 3 errors
Number 2  there are 38 errors  Number 22  there are 0 errors
Number 3  there are 11 errors  Number 23  there are 0 errors
Number 4  there are 25 errors  Number 24  there are 32 errors
Number 5  there are 34 errors  Number 25  there are 11 errors
Number 6  there are 25 errors  Number 26  there are 12 errors
Number 7  there are 22 errors  Number 27  there are 30 errors
Number 8  there are 34 errors  Number 28  there are 34 errors
Number 9  there are 38 errors  Number 29  there are 28 errors
Number 10 there are 34 errors  Number 30  there are 28 errors
Number 11 there are 32 errors  Number 31  there are 24 errors
Number 12 there are 32 errors  Number 32  there are 22 errors
Number 13 there are 32 errors  Number 33  there are 14 errors
Number 14 there are 34 errors  Number 34  there are 22 errors
Number 15 there are 20 errors  Number 35  there are 12 errors
Number 16 there are 12 errors  Number 36  there are 14 errors
Number 17 there are 14 errors  Number 37  there are 12 errors
Number 18 there are 10 errors  Number 38  there are 20 errors
Number 19 there are 22 errors  Number 39  there are 22 errors
Number 20 there are 12 errors  Number 40  there are 18 errors

In fact, there just 2 number that can be done by all of the students, namely: number 22 and 23.
A. 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 into substantive theory.¹

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:

\[ X = \frac{\sum E}{\sum T} \times 100\% \]

where,

\[ X \] = the percentage of error
\[ E \] = the various kinds of errors
\[ T \] = test item
\[ \sum \] = the sum of

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

\[ PI = \frac{FI}{N} \times 100\% \]

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 students' 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 type of error about form changing by adding \(-s\)

<table>
<thead>
<tr>
<th>No</th>
<th>Item Test</th>
<th>Wrong Answer</th>
<th>Error Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Belief</td>
<td>Believes</td>
<td>32</td>
</tr>
<tr>
<td>15</td>
<td>Piano</td>
<td>Pianoes</td>
<td>20</td>
</tr>
</tbody>
</table>

2) The type of error about form changing by adding \(-es\)

<table>
<thead>
<tr>
<th>No</th>
<th>Item Test</th>
<th>Wrong Answer</th>
<th>Error Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dish</td>
<td>Dishs</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>Lady</td>
<td>Ladys</td>
<td>38</td>
</tr>
<tr>
<td>3</td>
<td>Dress</td>
<td>Dressing</td>
<td>11</td>
</tr>
</tbody>
</table>
### The type of error about form changing in the vocal

<table>
<thead>
<tr>
<th>No</th>
<th>Item Test</th>
<th>Wrong Answer</th>
<th>Error Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Toots</td>
<td>Tooths</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>Foot</td>
<td>Footes</td>
<td>38</td>
</tr>
<tr>
<td>12</td>
<td>Goose</td>
<td>Gooses</td>
<td>32</td>
</tr>
</tbody>
</table>

### The type of error irregular form

<table>
<thead>
<tr>
<th>No</th>
<th>Item Test</th>
<th>Wrong Answer</th>
<th>Error Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Ox</td>
<td>Oxes</td>
<td>34</td>
</tr>
</tbody>
</table>

### The type of error differentiate between plural and singular word

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

6) The type of using plural nouns in sentence

<table>
<thead>
<tr>
<th>No</th>
<th>Item Test</th>
<th>Wrong Answer</th>
<th>Error Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>A deer is a wild animal</td>
<td>Deer is a wild animal</td>
<td>12</td>
</tr>
<tr>
<td>27</td>
<td>The mouse ran into a hole</td>
<td>The mouse ran into a hole</td>
<td>25</td>
</tr>
<tr>
<td>28</td>
<td>A church is a place of worship</td>
<td>Churches is a place of worship</td>
<td>29</td>
</tr>
<tr>
<td>29</td>
<td>A box is usually square on rectangular in form</td>
<td>Boxs are usually square on rectangular in form</td>
<td>28</td>
</tr>
<tr>
<td>30</td>
<td>A child needs much sympathy and understanding</td>
<td>Children needs much sympathy and understanding</td>
<td>23</td>
</tr>
<tr>
<td>31</td>
<td>The bus was very crowded</td>
<td>Buses was very crowded</td>
<td>24</td>
</tr>
<tr>
<td>32</td>
<td>An easily gained victory is seldom appreciated</td>
<td>An easily gained victoryes are seldom appreciated</td>
<td>22</td>
</tr>
<tr>
<td>33</td>
<td>A potato is a vegetable</td>
<td>Potatoes is a vegetable</td>
<td>14</td>
</tr>
<tr>
<td>34</td>
<td>An apple grows on a tree</td>
<td>Apples grows on tree</td>
<td>22</td>
</tr>
<tr>
<td>35</td>
<td>A fish can swim</td>
<td>A fishes can swim</td>
<td>12</td>
</tr>
<tr>
<td>36</td>
<td>A chair is made of wood</td>
<td>Chairs made of wood</td>
<td>14</td>
</tr>
<tr>
<td>37</td>
<td>An exercise is not always easy for beginners</td>
<td>An exercises are not always easy for beginner</td>
<td>12</td>
</tr>
<tr>
<td>38</td>
<td>A handkerchief is made of piece of cloth</td>
<td>A handkerchief are made of piece of cloth</td>
<td>20</td>
</tr>
<tr>
<td>39</td>
<td>The fly spreads disease</td>
<td>The flyes spreads disease</td>
<td>22</td>
</tr>
<tr>
<td>40</td>
<td>A watch is simply small clocks</td>
<td>A watches are simply small clocks</td>
<td>18</td>
</tr>
</tbody>
</table>
b. In processing the data obtained from result of the respondents test, she used the following formula:

\[ X = \frac{\sum E}{\sum T} \times 100\% \]

where,
\[ X = \text{the percentage of error} \]
\[ E = \text{the various kinds of errors} \]
\[ T = \text{test item} \]
\[ \sum = \text{the sum of} \]

In this step, she had 52 computation of such percentage of errors since the study involved 52 respondents. The following table is the results of the data analysis. In order to make the readers understand the table clearly, she gave a brief explanation about it.

1) The first column is number of subject that is the total number of respondents who participated in the real.

2) The second is the sum of various kinds of errors made by respondents out of 52 items.

3) The third column is the sum of the test items (40 items)

4) The fourth column is the percentage of errors, derived from the sum of various kinds of errors made by respondent (E) divided by the total of test items (T) and the times 100%
Table I Percentage of Errors

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sum of Errors (1)</th>
<th>Sum of test items (3)</th>
<th>Percentage of errors (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>40</td>
<td>30%</td>
</tr>
<tr>
<td>2</td>
<td>19</td>
<td>40</td>
<td>47.5%</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>40</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>24</td>
<td>40</td>
<td>60%</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>40</td>
<td>37.5%</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>40</td>
<td>15%</td>
</tr>
<tr>
<td>7</td>
<td>21</td>
<td>40</td>
<td>52.5%</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>40</td>
<td>25%</td>
</tr>
<tr>
<td>9</td>
<td>13</td>
<td>40</td>
<td>32.5%</td>
</tr>
<tr>
<td>10</td>
<td>18</td>
<td>40</td>
<td>45%</td>
</tr>
<tr>
<td>11</td>
<td>22</td>
<td>40</td>
<td>55%</td>
</tr>
<tr>
<td>12</td>
<td>16</td>
<td>40</td>
<td>40%</td>
</tr>
<tr>
<td>13</td>
<td>12</td>
<td>40</td>
<td>30%</td>
</tr>
<tr>
<td>14</td>
<td>16</td>
<td>40</td>
<td>40%</td>
</tr>
<tr>
<td>15</td>
<td>20</td>
<td>40</td>
<td>50%</td>
</tr>
<tr>
<td>16</td>
<td>20</td>
<td>40</td>
<td>50%</td>
</tr>
<tr>
<td>17</td>
<td>6</td>
<td>40</td>
<td>15%</td>
</tr>
<tr>
<td>18</td>
<td>25</td>
<td>40</td>
<td>62.5%</td>
</tr>
<tr>
<td>19</td>
<td>19</td>
<td>40</td>
<td>47.5%</td>
</tr>
<tr>
<td>20</td>
<td>10</td>
<td>40</td>
<td>25%</td>
</tr>
<tr>
<td>21</td>
<td>12</td>
<td>40</td>
<td>30%</td>
</tr>
<tr>
<td>22</td>
<td>19</td>
<td>40</td>
<td>47.5%</td>
</tr>
<tr>
<td>23</td>
<td>10</td>
<td>40</td>
<td>25%</td>
</tr>
<tr>
<td>24</td>
<td>24</td>
<td>40</td>
<td>60%</td>
</tr>
<tr>
<td>25</td>
<td>15</td>
<td>40</td>
<td>37.5%</td>
</tr>
<tr>
<td>26</td>
<td>6</td>
<td>40</td>
<td>15%</td>
</tr>
<tr>
<td>27</td>
<td>21</td>
<td>40</td>
<td>52.5%</td>
</tr>
</tbody>
</table>
The next step was to carry out an error analysis in order to find out the dominant errors that often occurred. In this analysis, she used the pre-selected category approach favored by Ethorton as adopted by
Norish\textsuperscript{2} in which the statistical computation is based on Gulos formula:

\[ Pi = \frac{f_i}{n} \times 100\% \]

Where:

- \( Pi \): the proportion of frequency of occurrence of errors
- \( f_i \): absolute of partial type of errors
- \( n \): the total number of possible errors of the level

Related about the plural form there were 6 (six) levels of errors to be analyzed, they were:

1) Errors in form changing by adding \(-s\)
2) Errors in the form changing by adding \(-es\)
3) Errors in the form changing in vocal
4) Errors in irregular form
5) Errors in differentiate between plural and singular word
6) Errors in using plural nouns in sentence

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

\[ PI = \frac{FI}{N} \times 100\% \]

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

The computation goes like this:

\[
PI = \frac{FI}{N} \times 100\%
\]

\[
= \frac{824}{2080} \times 100\%
\]

\[
= 39.62\%
\]

The writer then computed the difference between \( pi \) and \( PI \) (or \( PI-pi \)) to identify degree of occurrence of particular error. Any error whose \( (PI-pi) \) is plus (+) is considered dominant. On the contrary, if \( (PI-pi) \) is zero or minus (-), it is said to be dominant. To make easy the analysis, the writer made a table bellows:

### Table II The Proportion of Errors

<table>
<thead>
<tr>
<th>Number of Subject</th>
<th>ΣItems</th>
<th>Σn</th>
<th>Errors</th>
<th></th>
<th></th>
<th>PI-pi%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>fi</td>
<td>pi (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>628</td>
<td>52</td>
<td>6.3</td>
<td>33.32</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>50</td>
<td>242</td>
<td>29.3</td>
<td>10.32</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>104</td>
<td>95</td>
<td>11.5</td>
<td>28.12</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>34</td>
<td>34</td>
<td>4.12</td>
<td>35.5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>1160</td>
<td>116</td>
<td>14.07</td>
<td>25.55</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>104</td>
<td>285</td>
<td>34.7</td>
<td>4.92</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>2080</td>
<td>824</td>
<td>95.87</td>
<td>137.73</td>
<td></td>
</tr>
</tbody>
</table>
B. 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 that has been discussed in chapter II. The main purpose on doing this analysis was to trace the sources of the dominant errors observed, namely the real error made by the students.

Having found the errors dominantly made by respondents, the writer then, classified those errors into two categories of errors based on intralingual only. They are:

1. Ignorance of the rule restriction

   Ignorance of rule restriction took the proportion of 65.42% (539 errors). It means that most errors are caused by ignorance of rules restriction. Since the English plural has irregular form, many students made errors in this case. 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%)

   b. The form changing by adding –es

      (242 errors = 29.3%)

   c. The form changing 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%)

The types of errors occurred when the respondents responded to the English grammatical items with which they were unfamiliar. As the result, they tried to create forms based on their own analogies, which were unacceptable English plural form.

For example:

The item number (10)
Change the word “copy” into plural form

The correct answer in this item is “copies”. But the respondents failed to observe this word “copy” by giving answer copyes or copys. They ignored that after consonant “y” it must be followed by adding –es and the letter “y” should be replaced by letter “i”.

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. Those errors were considered to be errors due to incomplete application of the rules, because the students did not know the rule of using plural noun form in English sentence. This means that they had no good comprehension or interpretation of the target language. For example, it occurred on the item number (37). There are 4 errors that made by the students.

Example: An exercise is not always easy for beginners
The students gave answer “an exercises are not always easy for beginner”. They fail to apply the plural form in sentence, because, in this sentence, the students still use the article “an” that it is mark to singular. And the correct answer is

Exercises are not always easy for beginners

C. 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 that 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 exercises to students, so that they are able to make correct plural form in English and able to apply its in the sentence.

4. The students can be asked to apply their knowledge about the material. When they get difficulties, the teachers re-explains the material clearly, which some examples then they can be given on opportunity to ask questions dealing with this material.
CHAPTER V
CLOSURE

A. Conclusion

In the chapter IV, it has been explained that there are 40 items of the plural noun errors from the test items done by the students. These noun form error items are classified into six classification.

The writer realizes that the thesis writing must be able to answer the problems which have been mentioned in the chapter I. There are three problems which must be answered in the end of this thesis writing. The first problem is the dominants errors of plural nouns in English that made by the second year students, the second is the sources of dominant errors, and the last one is the possible ways out to prevent those errors.

Form analysis result this research, the writer can conclude:

1. The dominant errors which are made by students of the second year of MA Al Manar Bener, to use plural nouns in English are as follow:

   a. Errors in form changing by adding –s (33.32%)
   b. Errors in the form changing by adding –es (10.32%)
   c. Errors in the form changing in vocal (28.12%)
   d. Errors in irregular form (35.5%)
   e. Errors in differentiate between plural and singular word (25.55%)
   f. Errors in using plural nouns in sentence (4.92%)
2. The possible sources or causes of those errors

With the references to the causes or sources of errors. The writer found out that the most dominant causes of error through the least one, in descending order, are arranged as follow:

a. Ignorance of rule restriction (65.42% = 539 errors)
b. Incomplete application of the rule (34.59% = 285 errors)

As a result, there are 314 errors that made by the second year students of MA Al Manar Bener.

3. The possible ways out of preventing those errors

a. Before teaching the material, the teacher can emphasize the difference the plural form between English and Indonesian. So that students understand them and apply the correct pattern in English.

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

c. The teacher also gives some exercises to students. So that they are able to make correct plural nouns form in English.

d. The students can be asked to apply their knowledge about the material, when they get difficulties, teachers re-explains the materials clearly with some examples, then they can be given an opportunity to ask questions dealing with the materials.
B. Suggestions

Considering the conclusion above, the writer would like to give some suggestions:

1. For the English teachers
   a. In English teaching and learning process, the teachers should apply the best methods in order to make students interested in attending the lessons. So the class will be active to the plural form.
   b. It is important to make preparation teaching, in order that the teaching and learning process will run successfully.
   c. To improve the effectiveness of the teaching process evaluation is also acquired. Because, evaluation can be helpful feedback to the teacher and the students. So that, they may be motivated to improve themselves in teaching and learning English respectively.

2. For the students
   a. The students are expected to have complete and automatic mastery of the English pattern.
   b. The students must be active and study hard to enrich their knowledge. This material is dedicated to stimulate their spirit in learning English. It means that it will bring good attainment or achievement in English.
   c. The students are motivated to study grammar regularly in order to avoid the errors by practicing.
BIBLIOGRAPHY


THE RESEARCH INSTRUMENT

Name : 
Number : 

A. Change these words to plural form

1. Dish : ......................................................
2. lady : ......................................................
3. dress : ......................................................
4. tomato : ......................................................
5. ox : ......................................................
6. tooth : ......................................................
7. wish : ......................................................
8. leaf : ......................................................
9. foot : ......................................................
10. copy : ......................................................
11. knife : ......................................................
12. goose : ......................................................
13. belief : ......................................................
14. calf : ......................................................
15. piano : ......................................................

B. Write $S$ if the word is singular and $P$ if it is plural

16. Information ( )
17. job ( )
18. problem ( )
19. them ( )
20. patients ( )
21. athletes ( )
22. costume ( )
23. gases ( )
24. economics ( )
25. scissors ( )
C. Change the words in italics to plural form

Example: The man is a thief
The men are thieves

26. A deer is a wild animal

27. The mouse ran into a hole

28. A church is a place of worship

29. A box is usually square or rectangular in form

30. A child needs much sympathy and understanding

31. The bus was very crowded

32. An easily gained victory is seldom appreciated

33. A potato is a vegetable

34. An apple grows on a tree

35. A fish can swim

36. A chair is made of wood

37. An exercise is not always easy for beginners

38. A handkerchief is made of a piece of cloth

39. The fly spread disease

40. A watch is simply small clocks
Key Answer

A.  1. Dishes  9. Feet
    2. Ladies  10. Copies
    3. Dresses  11. Knives
    4. Tomatoes  12. Geese
    5. Oxen  13. Beliefs
    7. Wishes  15. Pianos
    8. Leaves

    17. Singular  22. Singular
    18. Singular  23. Plural
    20. Plural  25. Plural

C.  26. Deer are wild animals
    27. The mice ran into a hole
    28. Churches are places of worship
    29. Boxes are usually square or rectangular in form
    30. Children need much sympathies and understanding
    31. Buses were very crowded
    32. The easily gained victories are seldom appreciated
    33. Potatoes are vegetables
    34. Apples grow on trees
    35. Fish can swim
    36. Chairs are made of wood
    37. Exercises are not always easy for beginners
    38. Handkerchiefs are made of pieces of cloth
    39. The flies spread disease
    40. Watches are simply small clocks
Assalamu'alaikum wr.wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : MUSTAIDAH
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Jurusan : Tarbiyah
Program Studi : Pendidikan Bahasa Inggris (PBI)

Dalam rangka penyelesaian studi Program S.1 di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI. Adapun judul yang diambil adalah: **AN ERROR ANALYSIS OF USING PLURAL NOUNS IN ENGLISH SENTENCE** (A Case Study of the Second Year Students of MA Al-Manaar Bener Tengaran in the Academic Year 2003/2004)

Dengan Pembimbing : Drs. Sa'adi, M. Ag
Asisten Pembimbing :

Untuk penyelesaian penelitian tersebut, kami mohon Saudara memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di MA Al-Manaar Bener Tengaran selama 60 (enam puluh) hari, mulai tanggal 7 November s.d. 7 Januari 2004.

Kemudian atas pemberian izin Saudara, kami sampaikan terima kasih.

Wassalamu'alaikum wr.wb.

[Signature]

Drs. Hadwan, M. Ag
W. 150198743
**LEMBAR KONSULTASI SKRIPSI**

<table>
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*) Lembarkonsultasi ini harus dibawa setiap berkonsultasi dengan Pembimbing/Asisten Pembimbing

**) Coret yang tidak perlu

Salatiga, 10-02-04

Asisten Pembimbing

Pembimbing

NIP. 150

NIP. 150
PIAGAM

NO: ST.27/A.2/PP.00.9/0834a/2003

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DR. Rahmat Hariyadi, M.Pd.
Assalamu'alaikum Wr. Wb.

Salam Budaya,

Serah diri dan bertaubat selalu pada Allah SWT. Shalawat serta salam pada Nabi Muhammad SAW sebagai The Last Propeth.

Dengan ini Teater GETAR memberikan penghargaan yang setinggi-tingginya kepada:

Nama : MUSTAIDAH
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Atas partisipasi dan peran aktifnya dalam Latihan Dasar Ketekeratan (LATSAR) XV dengan tema "Mencari Makna Sebuah Tanya" yang dilaksanakan pada Hari Kamis-minggu, 03-06 Oktober 2002 di STAIN Salatiga dan Sumber Mata Air Kehidupan Senjoyo sebagai:

PANITIA

Semoga ini menjadi gerbang pembuka untuk selalu berkarya, berkreasi dan berwawasan luas.

Wassalamu'alaikum Wr.Wb.

Salatiga, 14 Oktober 2002

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Mengetahui

Yekti Handayani
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Diberikan Kepada

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Atas Peran Aktifnya Dalam Acara

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"Konflik Sosial Dan Pertarungan Politik Aliran Dalam Pemilu 2004"
Auditorium STAIN Salatiga, 15 Januari 2004
Sebagai

Peserta

Presiden Mahasiswa
BEM STAIN Salatiga

Ketua Panitia

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