

STUDENTS' ERROR IN CONSTRUCTING PLURAL FORM OF NOUN

SKRIPSI

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ABSTRACT

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This research was carried out to investigate The Students’ error in Constructing Plural Form of Noun. The Objectives of the research are 1) To find out the types of error made by students in constructing plural form of noun, 2) To find out the dominant error made by students in constructing plural form of noun. The Method of this research was descriptive quantitative method. The number of population was 42 Students. They were Students of MTs AL-Ikhlas Rimbaya, Kecamatan Na IX - X, Kabupaten Labuhan Batu Utara, Grade VIII 2016/2017 academic year. All of the population was taken as sample of this study. The instrument used to collect the data was a test consists of 20 essay test. The findings showed the occurrences of omission error is 58 or 20.21 %. The occurrences of addition error is 174 or 60.63 %, selection is 55 or 19.16 %, misordering is 0 or 0.00 %, occurrences which totaled 287 occurrences. The most dominant error made by students was addition error is 174 occurrences or about 60.63 %.

Keyword: Students’ error, Plural form, Noun, Omission, Addition, Selection, Misordering.

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CHAPTER I

INTRODUCTION

A. The Background of Study

Grammar is an important element to be learnt in learning a language. It plays an important role in improving our skill in English. It is a very basic knowledge and an important tool for students to master English. Through learning of grammar the students will know system of language so they will be able to combine and build words into meaningful sentence. In English grammar, the students learnt about parts of speech that consist of noun, pronoun, adjective, verb, adverb, conjunction, preposition, and interjection. One of parts of speech that will be discussed is noun.

A noun is a kind of part of speech that describes a person, place, or thing. In learning about noun, the students are introduced with plural form; it means that we have to talk about number. Number is the name of the system contrasting singular and plural. According to Laidlaw (1987:60) “A noun that names one person, place or thing is a singular noun. A noun that names more than one person, place or thing is a plural noun”.

A plural form of nouns has been taught since junior high school. However many students still do not understand and cannot apply singular and plural rules in English. It cause students bored learning with the traditional method who taught by teacher. They have difficulties to form plural in English. For example, the general rule for writing the plural in English nouns is to add –s to the singular form (boy-boys). However, this rule

is only used for regular plural. For example: woman, foot, children, etc. These are irregular plural. The rule is complicated. The consequence is the students will make so many errors in their learning.

Based on the researcher's experience when he taught the students in PPL, he finds that, not all the students understand about the rules of grammar, especially in constructing plural form in English. They have errors and make mistake in constructing plural form in English. They are also lack off knowledge about grammar in constructing plural form. The general rule for writing the singular in English nouns is to add –s, -es, -ies, to be plural form. For example errors on the adding s-, in word “butterfly” became butterflys, it should be adding –ies not s, another mistake of students in forming plural noun in adding –s in word box -boxs, should be boxes. The students still blinded about the rules in plural forming and constructing plural of noun.

Based on the descriptive problem above the researcher would like interested conducting research about “Students’ Errors in Constructing Plural Form of Noun”.

B. The Identification of the Problem

The problem in this research was identified as follows:

1. The students lack off knowledge about grammar in plural form.
2. The students’ are difficult in constructing plural form of noun.
3. The students’ have errors and mistake in constructing plural form.

C. The Scope and Limitation

The scope of this research is grammar, and limitation of this research is focused on the students' error in constructing plural form of noun; it is limit to plural form of noun.

D. The Formulation of the Problems

The problems of this research are formulated as follows:

1. What types of error made by students in constructing plural form of noun?
2. What are the dominant types of error made by the students in constructing plural form of noun?

E. The Objectives of the Study

The objectives of the study are as follows:

1. To find out the types of error made by students in constructing plural form of noun.
2. To find out the dominant error made by students in constructing plural form of noun

F. The Significant of Study

The findings of this research are expected to be useful theoretically and practically.

1. Theoretically

The findings can add more theoretical in grammar especially plural form of noun and this research also can add more the knowledge and information value about several types of error in constructing plural form of noun.

2. Practically

- a. For the English teacher, in anticipating and solving the students problems in constructing plural form of noun.
- b. For students, as motivation in order to be better in learning and able minimizing the difficulties of students faced in learning English especially in constructing plural form of noun.
- c. For researcher, who want to study more about references to further studies and those who interested in grammar.
- d. For the reader, as information for who are interested in similar research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The researcher would like to explain briefly some terms of study on this chapter. It is necessary to avoid mistakes and misunderstanding. In other words the researcher aims to facilitate the readers understanding of this research study.

1. Description of Error

Learning the second language is a process which involves the making of mistakes, even errors as in this new system of language a learner will directly connect with such a new vocabulary, a new grammatical pattern and a foreign pronunciation which differ from the learners native language. According to Jeremy harmer, errors are part of the learner inter language that is a version of the language which a learner has at any one stage of development and which is continually reshaped as he/she aims toward full mastery.

According to Brown (2000:217), an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner.

Dullay (1982:138) defines error as the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Meanwhile, Douglas brown defines “a

noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner”.

Error is usually compared with mistake, but there is distinction between them. Stephen Pit Corder distinguishes error from mistake: a mistake is random performance slip caused by fatigue, excitement, etc. mistake can be readily self- corrected, whereas an error is systematic deviation made by learners who have not yet mastered the rule of L2. Error cannot be self –corrected because it is a product reflective of the learner’s current stage of LT 2 development or underlying competence. Errors are not something to be prevented, but errors are sign that learners are actively engaged in hypothesis testing which would be the result in the acquisition of target language rules.

2. Types of Error

To know more about error, the writer tries to write the types of error from some sources. According to Corder (1981), errors fall into four main categories. Omission, addition, selection, and misordering.

a. Omission

Certain linguistic forms may be omitted by the learner because of their complexity in production. Omission also occurs in morphology. Learners often leave out the third person singular morpheme –s, the plural marker-s and the past tense inflection-ed.

Correct: “I have two sisters”

Incorrect: “I have two sister”

b. Addition

Learners not only omit element which they regard as redundant but they also add redundant element.

Correct:” two fish in aquarium”

Incorrect:”two fishs in aquarium”

c. Selection

Learner commit errors in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong phoneme, morpheme structure or vocabulary item.

Correct:” two men waiting the bus”

Incorrect:” two mans waiting the bus”

d. Misordering

Misordering can occur in morphological level misordering of bound morpheme in English is perhaps less frequent, given their limited number.

She fights all the time her brother (incorrect)

She fights her brother all the time (correct)

3. Cause of Error

The final step in the analysis of erroneous learner production is that of determining the sources of error. By trying to identify sources we can begin to arrive at an understanding how the learners cognitive and affective self relates to the linguistic

system and to formulate an integrated understanding of the process of second language acquisition.

Errors-overt manifestation of learners system-arise from several possible general sources: inter lingual errors of interference from the native language, inter lingual errors within the target language, sociolinguistic context of communication, psycholinguistic or cognitive strategies, and countless affective variables.

Pit Corder (Hubbard, 1933) claims that there are three major causes of error, which he labels “transfer errors”. Analogical errors, and teaching - induced errors. While Hubbard proposed a slightly different name:

a. Mother tongue interference

Although young children appear to be learn a foreign language quite easily and effectively but mostly older learner experience considerable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this lead to a foreign pronunciation, faulty grammatical patterns and occasionally, to the wrong choice of vocabulary.

b. Overgeneralization

The mentalist theory claims that errors are inevitable because they reflect various stages in the language development of the learner. It claims that the learner processes new language data in his mind and produced rules for its production based on the evidence. Where the data are inadequate, or the evidence only partial, such rules may produce incorrect pattern.

c. Context of Learning

A third major source of error, through is overlaps both types of transfer, is the context of learning.

Context refers to the classroom with the teacher and the material in the case of school learning or the social situation. In the classroom context, the teacher or the textbook can lead the learner to make faulty hypothesis about the language what Richards called „false concept” and what Stenson termed “induced errors”. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in the textbook, or even because of a pattern, that was rote memorized in a drill but not properly contextualized.

As mentioned previously, Brown claims that there are four sources of error in learning language.

a. Inter Lingual Error

Inter lingual error means errors attributed to the native language (L1). There are inter lingual errors when the learner first get language habits (pattern, system, or rules) which interfere or prevent the learners from acquiring the pattern and rules of the second language manifest some degree of different form and some degree of similarity with the equivalent item in learning the first language.

b. Intra Lingual Error

Intra lingual errors are errors due to the misunderstanding of the language being learned (L2), independent of the native language. The errors proceeded by the learner which reflects not the structure of the mother tongue, but generalization based on partial exposure to the target language.

c. Context of Learning

Context refers to the classroom situation that is built by both teacher and material. This situation can urge the learner to make faulty hypotheses about the language. The teacher's explanation also pushes the learners to make errors because sometimes the teacher provides the incorrect information by way of a misleading definition, word, or grammatical generalization. However, according to Stephen Pit Corder the idiosyncratic dialect applies well through social context. For example, a Japanese immigrant who lived in Mexican -American has produced a learner language that was an interesting blend of Mexican-American English and the Standard English colored by his Japanese accent.

d. Communication Strategies

According to Brown (2000), "learners obviously use production strategy in order to enhance getting their message across. But at the same time these techniques can themselves become a source of error ". For example, an ESL learner said," let us work for the well done of our country." The sentence above had wrong approximation of the word welfare.

4. Classification of Error

Azar (1992:29) explains that there are thirteen kinds of errors that the students frequently make in their writing, as follows:

a. Singular – Plural

The sentence “He have been here for six months” should be replaced by “He has been here for six months”.

b. Word Form

The sentence “I saw a beauty picture” should be replaced by “I saw a beautiful picture”.

c. Word Choice

The sentence “She got on the taxi” should be replaced by “She got into the taxi.”

d. Verb Tense

The sentence “He is here since June” should be replaced by “He has been here since June”.

e. Add a Word

The sentence “I want __ go to the zoo” should be replaced by “I want to go to the zoo”.

f. Word Order

The sentence “I saw five times that movie” should be replaced by “I saw that movie five times”.

g. Incomplete Sentence

The sentence “I went to bed. Because I was tired” should be replaced by “I went to bed because I was tired”.

h. Spelling

The sentence “An accident occurred” should be replaced by “An accident occurred”.

i. Punctuation

The sentence “What did he say.” should be replaced by “What did he say?”

j. Capitalization

The sentence “I am studying English” should be replaced by “I am studying English”.

k. Article

The sentence “I had accident” should be replaced by “I had an accident”.

l. Meaning not Clear

The sentence “He borrowed some smoke. (? ? ?)”.

m. Run on Sentence

The sentence “My roommate was sleeping, we didn’t want to wake her up” should be replaced by “My roommate was sleeping. We didn’t want to wake her up”.

5. Error Analysis

It is impossible that learners never make some errors in language learning process. According to Peter Hubbard et.al, the behaviorists regarded language learning as the acquisition of skills, comparable to the process of learning to do something

practical, like driving a car. The complex skill was broken down into a series of habits, which are drilled until they became automatic and unthinking. The habits were taught as a series of small steps, so as to avoid errors. In other words, to achieve the English acquisition, the students must get through some errors first, and they automatically they can learn from their own errors.

The teacher will also need to know which part of the subject matter that most students do some errors and most students do not. Finding out the learners' error then analyzing it is called error analysis.

There are many definitions of error analysis. Oxford Concise Dictionary defined error analysis is the analysis for practical but also potentially for scientific ends, of errors made by students learning another language.

Error analysis is the process based on analysis of learner's error in their process of second language learning. Sharma also wrote in an article in English Teaching Forum that, error analysis is defined as a process based on analysis of learners error with one clear objective, evolving a suitable and effective teaching learning strategy and remedial measures necessary in certain clearly marked out areas of the foreign language.

According to Crystal, error analysis in language teaching and learning, the study of the unacceptable forms produced by someone learning in a language, especially is meant to determine errors which are made by learners which are considered as indicators learners problems in learning a second language.

Longman Dictionary of language teaching and applied linguistics defines error analysis as the study and analysis of the error made by the second language learners.

The fact that learners do make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis. Error analysis became distinguished from contrastive analysis by its examination of errors attributable to all possible sources, not just those which result from negative transfer of the native language. Error analysis easily superseded contrastive analysis, as we discovered that only some of the errors a learner makes are attributed to the mother tongue, that learners do not actually make all the errors that contrastive analysis predicted they should, and that learners from disparate language backgrounds tend to make similar errors in learning one target language.

Corder stated, error analysis confirms or disproves the predictions of the theory lying behind bilingual comparison¹⁰. In this sense error analysis is an experimental technique for validating the theory of transfer. But error analysis goes beyond this; it aims at telling us something about the psycholinguistic processes of language learning. We hope to be able to draw certain conclusions about the strategies adopted by the learner in the process of learning. In this sense, error analysis is part of the methodology of the psycholinguistic investigation of language learning.

6. Differences Between Error and Mistake

In order to analyze learner language in an appropriate perspective, it is crucial to make distinction between mistake and error. Technically, error and mistake are different, but most of people still misunderstand about the definition of both. To clarify

it, Peter Hubbard et al said that Error caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it, while mistake caused by temporary lapses or memory, confusion, slips of the tongue and so on.

Jeremy Harmer in his book *Principle of Language and Teaching* distinguished between error and mistake as follow: “A mistake refers to performance error that is either a random guess or a slip of tongue, in that it is a failure to utilize a known system correctly. Everybody can make a mistake, whether in native language or second language situation. Mistakes cannot be taken as reflections of the learner’s developing system, because they are only the result of the learner’s performance.

While errors are a noticeable deviation from the adult grammar of a native speaker and it reflects the competence of the learner. They are occurred consistently. The errors cannot be self corrected, because they reflect the learners’ competence. From the error that learners commit, it can give valuable needed by the teachers. Therefore error plays an important role in study of second language acquisition. It becomes the researcher object, curriculum guide, and used for indicator of learner stage.

In his book on mistake and correlation, Julian Edge suggest that we can divide mistake into two broad categories: slips (that is mistake which students can correct themselves and which therefore need explanation), and attempts (that is when a student tries to say something but does not yet know the correct way of saying it).

Most teachers are perfectly well able to give an account of the typical errors made by the students who pass through their hands. They often build up a useful list of so-called common error.

7. Noun

Noun is regarded as the important part in a sentence. In addition, it may function as the chief or head word in many structure of modification.

In English language, nouns typically inflect for number (singular or plural) and case (plain or genitive). The singular nouns are words which indicate we are speaking of one o single thing. While plural nouns are words which indicate we are speaking of more than on certain number of things.

Nouns are commonly defined as words that refer to a person, place, thing, or idea. In other words, a noun generally indicates a person, place or thing.

Noun is a word denoting substance, plan, animal, person or something which is considered as a substance.

Nouns are words that allow us to name and label the persons, entities, objects, places, and concepts that make up our world.

According to AS Hornby in Oxford Advanced Learner's Dictionary of Current English, noun is word which can function as the subject or object a verb, or the object of preposition. Frank (1972:6) noun is one of the important things in the part of speech. The noun is set along a verb to form the core of a sentence that is very important in a complete sentence.

. Klammer,(2000:449) noun is a form class; most noun can be made plural or possessive, typically, nouns name entities or concrete or abstract thing. The noun is a

word used to name a person, place, thing or an idea. The noun is a word used to name a person, place, thing or an idea.

Other meaning of noun is “the name of a living or lifeless thing: Mary, John, horse, cow, dog; hat, house, tree; London, Chicago; virtue.

From all the meanings above, we can summarize that noun is a word that one part of speech used to describe things, person, etc, and has certain function in the sentence structure.

7.1 Kinds of Noun

According to Marcella Frank (1972) in her book, *Modern English: a Practical Reference Guide*, nouns can be classified into four kinds of noun:

a. Proper Noun

A proper noun begins with a capital letter in writing. It includes (a) personal names (Mr. John Smith); (b) names of geographic units such as countries, cities, rivers, etc. (Holland, Paris); (c) names of nationalities and religions (a Dutchman, Christianity); (d) names of holidays (Easter, Thanksgiving Day); (e) names of time units (Saturday, June); (f) words used for personification –a thing or abstraction treated as a person (Nature, Liberty).

b. Concrete or Abstract Noun

A concrete noun is a word for a physical object that can be perceived by the senses (we can see, touch, and smell the object), for example flower, girls, etc. An

abstract noun is a word for a concept; it is an idea that exists in our minds only (beauty, justice, and mankind).

c. Countable and Uncountable Noun

A countable noun can usually be made plural by the addition of –s (One girl-two girls). Uncountable noun is not used in the plural. A **countable noun** (or **count noun**) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can *count*. Countable nouns are the opposite of non-countable nouns and collective nouns. A **non-countable noun** is a noun which does not have a plural form, and which refers to something that could (or would) not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns.

d. Collective Noun

A collective noun is a word for a group of people, animals, or objects considered as a single unit (audience, committee, class, enemy, faculty, team, government, public, etc). Collective nouns are countable nouns; they may be used in the plural.

7.2 Forms of Noun

According to Marcella Frank in her book, *Modern English: a Practical Reference Guide*, forms of nouns can be divided into:

a. Inflectional forms

Inflectional forms of nouns may indicate:

1. Gender, Special endings mark nouns as masculine, feminine or neuter, not necessarily according to actual sex.
2. Case, Special endings mark nouns according to their function in the sentence subject, object of the verb, etc.
3. Number, Special endings mark singular or plural nouns.

b. Plural Inflectional Forms

The general rule for writing 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 exceptions below.

1. After a sibilant sound spelled as s, z, ch, sh, x, es is added (classes, churches, dishes).
2. After y preceded by consonant, the y is changed to i and es is added (lady-ladies, country-countries). If final y is preceded by a vowel, no change is made (attorney-attorneys, valley valleys).
3. In one-syllable words, final f or fe becomes ves in the plural (wife-wives, thief-thieves).
4. After final o, es is added, especially in some common words (heroes, negroes, potatoes, echoes).

5. Irregular plurals based on older English may take the form of:
 - a. An internal change (man-men, foot-feet, mouse-mice)
 - b. An en ending (child-children, ox-oxen)
6. The plural has the same form as the singular (sheep-sheep, deer-deer)
7. The singular has the same form as the plural (series-series, means-means)
8. Many foreign words retain their foreign plurals in English
 - a. Singular us ending becomes plural i ending (stimulus stimuli, radius-radii).
 - b. Singular a ending becomes plural ae ending (larva-larvae, vertebra-vertebrae).
 - c. Singular um ending becomes plural a ending (memorandum, memoranda, stratum- strata).
 - d. Singular is ending becomes plural es ending (crisis-crises, parenthesis-parentheses).
 - e. Singular on ending becomes plural a ending (criterion criteria, phenomenon-phenomena).
 - f. Singular ex or ix ending becomes plural ices ending (vortex-vortices, matrix-matrices).
 - g. Singular eau ending becomes eaux ending (bureau - bureaux, plateau - plateaux)
9. No plural is used for non-countable words such as information, advice, clothing, furniture.

10. Some words ending in s are singular non-countable nouns, especially names of diseases and fields of study (news, measles, and economics). However, when words that name fields of study are used for practical matters, such words are often considered plural- his business ethics are very questionable; the acoustics in this room are not good.
11. Some words ending in s are used chiefly as plurals (ashes, brains. Goods, riches). In this group are words for items that have two parts (scissors, spectacles, and trousers).

c. Possessive inflectional forms

A singular noun is changed to possessive form by the addition of „s (one boy’s mother). A plural noun becomes possessive by the addition of „,alone to the final s (two boy’ mothers). If an irregular plural noun does not already end in s, then, s is added for the possessive (the children’s mother). Proper nouns ending in s may take either „,or’s (Dickens’ novels or, less commonly, Dickens’s novels). With a group of words functioning as a unit, s is placed after the last word in the group (the Queen of England’s throne; his mother-in law’s interference; everyone else’s opinions)

d. Derivational Forms

Only nouns, verbs, adjectives, and adverbs have derivational forms. These form may express some degree of lexical meaning, or they may be little more than part of speech indicators. Derivational forms consist chiefly of special ending that may:

1. Change one part of speech to another. This kind of ending is attached to a word that already exist (engage + ment=engagement), perhaps with some change in the original word (destroy + tion= destruction). Sometimes the original word has several derivational endings, the last one of which determines the part of speech (nation + al + ize + ation= nationalization, a noun).

2. Distinguish one part of speech from another, without being added to an already existing word (distance-noun, distant adjective).

To summarize, forms of nouns involve inflectional indicate as gender, case and number, plural inflectional in general rule is to add s to singular, possessive inflectional is functioning as a unit, „s is placed after the last word in the group and derivational form belongs only noun, verb, adjective, and adverb.

8. Plural Form

In English, nouns typically inflect for number (singular or plural) and case (plain or genitive). Singular is referring to one person, thing and so on. Plural is referring to more than one.

In the first instance, it applies to noun inflection: noun typically have contrasting singular and plural forms. A noun that names one person, place, or things is a singular noun. A noun that names more than one person, place, or thing is a plural noun. Furthermore, plural is consisting of, containing, or pertaining to more than one.

According to Oxford advanced learner's dictionary, plural is (form of word) used with reference to more than one. While grammatically, plural is the form of a noun that typically denotes more than one person, thing, or instance. Contrast with singular.

From the definitions about plural above, it can be concluded that plural do not described as a single thing or plural has more than one of the person, place, or thing in the real world.

8.1 Types of Plural form

The plural of nouns is made in two ways: regular and irregular. Usually we pluralize a noun by adding an "s" to it, as in *books*; these nouns are called regular. There are a handful of nouns that are pluralized in other ways; these nouns are called irregular.

Regular plural is plural form arranged by adding "s" in general and has a certain formula; meanwhile irregular plural has not the exact rule and make the students remember about it.

According to Howard Sargean (2007) there are many ways of forming the plural of Nouns.

a. Regular plural as follows:

1. Just add s to make most nouns plural.

Computer - Computers

Table - tables

Book-books

Flower- flowers

2. Nouns that end in s, ss, ch, sh or x, are made plural by adding es.

Box - boxes

Church - churches

Marsh – marshes

Bus - Buses

3. Most nouns that end in y are made plural by changing the y to i and adding es.

Baby - Babies

Sky - skies

Berry – berries

Story - Stories

4. Nouns that have a vowel before the y are made plural by simply adding s at the end

Toy – Toys

Boy – Boys

Monkey – Monkeys

Key – Keys

5. Many nouns that end in f are made plural by changing the f to v and adding es.

Wolf – Wolves

Leaf – Leaves

Half – Halves

Thief – Thieves

Shelf – Shelves

But some nouns that end in f are made plural simply by adding s.

Chief – Chiefs

Roof – Roofs

Handkerchief – Handkerchiefs

Cliff – Cliffs

Puff – Puffs

6. Irregular plural as follows:

1. Some nouns have the same form in the singular and the plural.

Fish fish

Deer deer

Sheep sheep

Series series

Aircraft Aircraft

2. Some nouns change spelling from the singular form to the plural.

Foot feet

Goose geese

Louse lice

Man men

Mouse mice

Tooth teeth

Woman women

B. Conceptual Framework

Error analysis to identify, describe, classify errors and to determine of students in learning and it is a form of misunderstanding of the students in learning English especially grammar. It makes students lack off knowledge in grammar. In learning English grammar should be understood as a whole to avoid errors and mistakes. There are two possibilities things to affect students' error. Firstly, students not focused in learning English especially grammar, and secondly the teacher still using traditional method in learning processes.

Grammar is an important subject in learning English which regulate the grammatical itself to be good and should be the one to follow the rules that have been specified in the grammar. Plurals form is the rules that must be understood by students in grammar learning to avoid mistakes in English. This is important to them in learning language seriously; cause still lot of students who ignore it so as to make them error in constructing plurals form of noun.

In this study, researcher will find out the extent of error that students in learning grammar especially constructing plurals form of noun. This case is important, because not all students will understand the rules in making the plural forms correctly.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was be conducted at Madrasah tsanawiyah (MTs) Swasta Al – Ikhlas Rimbaya of grade VIII kec. Na IX – X kab. Labuhanbatu Utara. The research was conducted during the academic year 2016/2017. The reason for choosing this school, because the researcher found many students lack in learning English especially grammar in constructing plural form of noun.

B. Population and Sample

1. Population

According to Arikunto (2010:173), a population is the total number of people in the certain place or the population is all the subject of research. The population of this research is all the students grade VIII of Madrasah tsanawiyah (MTs) Swasta Al – Ikhlas Rimbaya during academic year 2016/2017.

2. Sample

Oxford (2010:174) stated sample is one of a number of people or things, or part of a whole, used for showing what the test is like. In other word, sample is any group of individuals which is selected to represent a population. Arikunto (2010:123) stated that if the population of the research less than 100, it is better to include all of them as sample. However, if they are more than 100, they are taken 10% - 15% and 20% - 25%.

Based on the expert's theory above, the researcher decides to take all of the population as the sample of the research. It could be seen in the following table below:

Table 3.1
Population and Sample

No	Class	Population	Sample
1.	VIII	42	42
	Total	42	42

C. Research Method

Descriptive quantitative method is used in this research. Quantitative is used to analyze the data based on the students' error in constructing plural form of noun, and then counting the total of each error classification to know the highest frequency of the students' error.

D. The Instrument of the Research

The instrument of the research is a test. In collecting the data the researcher gave essay test that consist of 20 items test. The correct answer was scored 1 point, meanwhile the incorrect answer is scored 0.

E. The Techniques of Collecting Data

In collecting the data some steps were applied as follows:

1. Giving the paper test to students that consists of 20 item tests.

2. Giving 60 minutes to the students to answer the paper test.
3. Collecting their answer sheet.
4. Correcting the test and analyzing the students' answer.

F. The Techniques of Data Analysis

The data collection was analyzed by using descriptive quantitative method.

And the following steps will be done as follows:

1. Scoring the students' answer sheets.
2. Identifying the errors made by students.
3. Classifying the errors according to types based on S.P Corder's theory.
4. Determining the most dominant errors.
5. Calculating the errors percentage by using sugiono formula:

$$N = \frac{X}{Y} \times 100\%$$

In which :

N = The errors percentage

X = The frequency of wrong answer

Y = The total number of categories errors

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this research was collected by administrating the essay test consist of 20 item test. , where each correct answer was scored 1 (one) and wrong answer was 0 (zero). It was taken from 42 students, grade VIII MTs Swasta Al-Ikhlas Rimbaya academic years 2016/2017. The data collection of students' answer in the table below:

Table 4.1
The Students' Score in Constructing Plural Form of Noun

NO	STUDENTS ' INITIAL	CORRECT	INCORRECT	SCORE
1	LH	15	5	75
2	YA	15	5	75
3	MAH	16	4	80
4	AR	10	10	50
5	KFR	10	10	50
6	ER	11	9	55
7	MRP	9	11	45
8	MMS	18	2	90
9	MR	10	10	50
10	SM	12	8	60

NO	STUDENTS ‘ INITIAL	CORRECT	INCORRECT	SCORE
11	MT	13	7	65
12	MZR	13	7	65
13	ASR	13	7	65
14	WH	15	5	75
15	ASB	9	11	45
16	MFA	9	11	45
17	AZP	7	13	35
18	AS	7	13	35
19	SR	9	11	45
20	RAG	16	4	80
21	MA	16	4	80
22	DWA	15	5	75
23	AMS	15	5	75
24	DAR	17	3	85
25	MH	16	4	80
26	IMS	15	5	75
27	RYS	15	5	75
28	CA	14	6	70
29	JR	14	6	70

NO	STUDENTS ‘ INITIAL	CORRECT	INCORRECT	SCORE
30	CAR	15	5	75
31	RR	16	4	80
32	FP	18	2	90
33	PS	16	4	80
34	SL	16	4	80
35	HS	8	12	40
36	RDS	11	9	55
37	IAR	14	6	70
38	JM	13	7	65
39	SFS	12	8	60
40	SAT	15	5	75
41	UKS	11	9	55
42	SR	14	6	70
TOTAL		553	287	2765

Based on the table above, the total score from the correct answers were 553 and incorrect are 287. Then, the total of students’ score was 2765.

B. Data Analysis

1. The Error made by The Students in Constructing Plural Form of Noun.

The errors of students made were classified into four types of error. The table below shows the occurrences of error. It was found that the table below shows the occurrences of error by students.

Table 4.2
The Students' Type of Error in Constructing Plural Form of Noun

NO	STUDENTS ' INITIAL	OM	AD	SE	MO	TOTAL ERROR
1	LH		3	2		5
2	YA		3	2		5
3	MAH		2	2		4
4	AR	5	3	2		10
5	KFR	2	6	2		10
6	ER	2	5	2		9
7	MRP	2	8	1		11
8	MMS		2			2
9	MR	4	4	2		10
10	SM	2	4	2		8
11	MT		5	2		7
12	MZR	1	4	2		7

NO	STUDENTS ‘ INITIAL	OM	AD	SE	MO	TOTAL ERROR
13	ASR		5	2		7
14	WH		3	2		5
15	ASB	2	7	2		11
16	MFA	4	5	2		11
17	AZP		11	2		13
18	AS	3	8	2		13
19	SR	4	5	2		11
20	RAG	2	2			4
21	MA	2	2			4
22	DWA	1	3	1		5
23	AMS	2	2	1		5
24	DAR		3			3
25	MH		4			4
26	IMS	1	3	1		5
27	RYS	1	3	1		5
28	CA		4	2		6
29	JR		4	2		6
30	CAR		4	1		5
31	RR		4			4

NO	STUDENTS ‘ INITIAL	OM	AD	SE	MO	TOTAL ERROR
32	FP		1	1		2
33	PS	1	2	1		4
34	SL		3	1		4
35	HS	3	8	1		12
36	RDS	4	4	1		9
37	IAR	1	4	1		6
38	JM	2	4	1		7
39	SFS	4	3	1		8
40	SAT		4	1		5
41	UKS	3	5	1		9
42	SR		5	1		6
TOTAL		58	174	55		287

Note

OM = Omission

AD = Addition

SE = Selection

MO = Misordering

From the table above, the researcher found that the total errors made by students are 287 by each type of error as the following table, it shows that the occurrences of

omission error is 58, the occurrences of addition error is 11, the occurrences of selection error is 55, the occurrences of misordering 0, which totaled of error is 287.

2. The Dominant Error made by in Constructing Plural Form of Noun

The dominant error was analyzing by consulting the kinds of error that are often occurred. The Percentage Occurrences of the error made by the students, the error of the students are specified in the following table.

Table 4.3
The Types of Error made by Students

NO	TYPES OF ERROR	NUMBER	PERCENTAGE
1	OMISSION	58	20.21%
2	ADDITION	174	60.63%
3	SELECTION	55	19.16%
4	MISORDERING	-	-
TOTAL		287	100%

From table above, the researcher found 20.21 % (58) error of omission, 60.63 % (174) error of addition, 19.16 % (55) error of selection, and misordering 0. It was concluded that the most dominant error made by the students in Constructing Plural Form of Noun was the error of addition which is 60.63 % or 174. It is mean still many students lack off knowledge about how the constructing plural form of noun correctly.

C. Research Findings

The findings of this research based on researcher's analyzing the data were as follows:

1. The Occurrences of omission error was 58 or 20.21 %. The occurrences of addition error was 174 or 60.63 %, the occurrences of selection error was 55 19.16 %. In here the researcher not found the misordering error.
2. The most dominant error made by students in Constructing Plural Form of Noun was the addition error was occurrences or about 174 or 60.63 %. It means that the students often made mistake adding form of plural nouns.

The dominant error showed that the students made the error because they were not understand overall how to make the plural form of the noun. So, they always make mistakes in the addition -s, -es, and putt of them. This is affected the students lack knowledge in constructing plural of noun.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After analyzing all data, the researcher could be explained some conclusion as follows:

1. Based on the data of the students' error in constructing plural form of noun was found that the four kind of error in this research, they are omission, addition, selection, misordering. The researcher found there were 58 or 20.21 % of omission error, 174 or 60.63 % of addition error, 55 19.16 % of selection. For the misordering the researcher not found it.
2. The researcher also found the most dominant error made by students in constructing plural form of noun was addition, 174 occurrences or about 60.63%. It means that the students often made mistake in putting –s –es in plural form of noun.

B. SUGGESTION

From the result of the students' error in constructing plural form of noun in data analysis and conclusions above, the researcher gives suggestions as follows:

1. Teachers can also motivate students to be interested in studying English. So, The Students amenable in mastering English. The Students should learn English not only at school but also out of school. Suggested to English teacher to look for

the factor which make students motivation are small. Maybe Teacher should prepare the other teaching strategy or method, which is more suitable to Students' situation and condition to improve the Students ability in studying English.

2. The student should be focus in learning English especially about noun included singular and plural, and really understanding about it.
3. The researcher suggests for the other researchers to do a deeper understanding for this research and improve a new research with similar field.

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