

CHAPTER I

INTRODUCTION

This chapter presents a background of a study which is related to an error analysis on the use of plural nouns in undergraduate students' writings. The presentation involves, research question, purpose of the study, limitations of the study, and significance of the study.

1.1 Background of the Study

Nouns are words that allow us to name and label the persons, entities, objects, places, and concepts that make up our world (Danesi, 2006:22). Noun generally indicates a person, place, or thing (Gelderen: 2002). Noun is a word that is the name of something as a person, animal, plant, place, thing, substance, quality, idea, action, or state (Michael Swan, 2005:23). Noun is word which can function as the subject or object of a verb, or the object of preposition (Hornby, 2010:574). Noun comes in sentences as the subject of a verb, the object of a verb, or the compliment of a verb (Parrot, 2001:8). In other word, Noun is a wordthat functions as the name of some specific thing or set of things, such as living creatures, objects, places, actions, qualities, states of existence, or ideas. Noun is a word as the one of part of speech used to describe things, person, etc, and has certain function in the sentence structure. Noun has been learnt from pre-school up to University level. It is often reported that children's first words are primarily nouns. This has been interpreted as evidence that the

concepts referred to nouns are particularly accessible to infants, than the concepts referred to verbs or prepositions (Gentner, 1982:2).

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 writings. 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. The words like 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.

In adapting a new language, students will find new different language patterns from their mother tongue language. Its condition also can be found in the process of learning plural nouns. As the consequences of adaptation to the new language rule, students might find some difficulties which can lead them to make mistakes or errors in using plural nouns in sentences.

Making errors during the process of second language learning is considered as a natural process. Second language learning is a process that is clearly not unlike first language learning in its trial and error nature (Brown, 2000:170). It means that the learner cannot avoid errors in learning second or foreign language. Errors made by language learners make it possible to determine areas that need reinforcement in learning.

There are several types of errors found on the use of plural noun in writings. The research conducted by Sri Mulyanah (2011) showed that most errors made by the students are misformations errors with percentage 57.14 %. The major cause of error faced by them is intralingual cause. Akinde (2005) showed in "*The morphological errors in the English usage of some Nigerian learners*", there are 17.54 % errors in making uncountable and countable noun, 20.73 % errors resulting from double marking of nouns, etc. The errors were caused by such factors as the inconsistency in the morphological rules of English, overgeneralization of rules, misapplication of rules as well as the interference of the subjects' mother tongue on English.

Some previous study above focused on the grammatical error generally, including verb, adjective, adverb, etc. But in this study, the writer focuses deeply on the use of plural noun. It stimulates the writer to conduct the research in the error analysis on the use of plural nouns in undergraduate students' writings.

1.2 Research Questions

Based on the background of the study, the main research question of the study is: How do undergraduate students use plural nouns in their writings?

The subsidiary questions are:

- 1) What are the types of errors made by undergraduate students in using plural nouns in their writings?
- 2) What are the frequencies of the errors made by undergraduate students in using plural nouns?
- 3) What are the causes of errors made by undergraduate students using plural nouns?

1.3 Purpose of the Study

The purpose of the study is to find out:

1. The types of errors made by undergraduate students in using plural nouns in their writings
2. The frequencies of the errors made by undergraduate students in using plural nouns in their writings
3. The causes of errors made by undergraduate students in using plural nouns in their writings

1.4 Limitation of the Study

This study focuses on the error analysis on the use of plural nouns in undergraduate Students' essay

1.5 Significance of Study

The result of this study may provide better insights to the writer, and specifically for students who have difficulties on the use of plural nouns especially on English Department's students.

Furthermore, it is also expected this study may prop up other researchers who want to develop the same research in the future.

CHAPTER II

LITERATURE REVIEW

2.1 Definition of Error

Various definitions of error have been presented by a number of experts. Those definitions contain the same meaning while the difference lies on the ways they formulate them. The first definition is stated by Ellis (1994: 700), Ellis defines error as “a deviation in learner language which results from lack of knowledge of the correct rule”. Brown (2000: 217) defines “an error as noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner”. It means error is a part of language learning process made by the students caused by their lack of comprehending in target language rules.

2.2 The Distinction between Error and Mistake

In the process of second language learning, it is rare to be found that a language learner can produce a new language he learnt in a full correct way. For a learner, making error is a very usual thing on the way to acquire the second language learning. The incorrectness which the learner made is distinguished into error and mistake. Corder distinguishes the difference between error and mistake, Corder stated:

Errors refer to errors of competence which are systematic and represent transitional stages in the development of grammatical rules or the final stage of the learners' knowledge. Mistakes, on the other hand, refer to errors of performance which are occasional and haphazard and are

related to such factors as fatigue, memory lapses, and psychological conditions such as strong emotion.

Martin Parrot has his own statement in distinguishing what error and mistake is. According to Parrot (2002:68), “errors are considered to be evidence of the learners’ developing competence in the foreign language. Mistakes, on the other hand, are generally non-systematic and do not necessarily reflect the learners’ underlying competence”. In a simple way, it can be concluded that mistakes are referring to errors of performance, errors are referring to the systematic errors of the learner which are able to reconstruct the learners’ knowledge of the language.

2.3 Types of Error

Dulay, Burt and Krashen (1982:50) categorized the errors into omission, addition, misformation, and misordering. Dulay claims that errors occur in four ways: omission, in which learners tend to omit function words; addition, which is the presence of an item that must not appear in a required utterance; misformation, which is the use of the wrong form of a structure or morpheme; and misordering, in which the learner selects the right forms to use in the right context, but arranges them in the wrong order.

Another classification of error is given by Corder (1981) which consists of omission of some required element, addition of unnecessary or incorrect element, selection of an incorrect element and misordering of element.

First, errors of omission are “the type of error where some elements which should be present is omitted” (Corder, 1981: 36). Second, “Errors of addition is the condition in which some elements that should not be there is present” (Corder, 1981: 36) or we can just simply said that it is the opposite condition of omission error. This error is made by the student when the student chooses the wrong items in the right place. Different from omission where the items are not supplied at all, in errors of selection, the student supplies something even though that is incorrect. Third, error of selection is the condition where the wrong element has been chosen in place of the right one is a sign that errors of selection are happening (Corder, 1981: 36). Just like in addition errors, selection errors are usually not random. Fourth, errors of ordering are a condition where the elements are correct but wrongly sequenced (Corder, 1981: 36). Error of ordering is the error where the items presented are correct but wrongly sequences.

2.3 Causes of Errors

In interpreting the causes or sources of errors, the researcher classifies the cause of error into two categories; Interlingual and intralingual, based on the Richards’ theory (1971). Interlingual error is caused by negative transfer or interference from the learners’ mother tongue. Transfer is one of the learning strategies in which the learners use their previous knowledge and experience of the mother tongue as a means of acquiring the target language, when certain system of learners’ native language are similar to that the target

language. However, when they are different and the learner use transfer, they will produce errors that are called interlingual errors. Based on the opinion above, we can take an implication that one of the characteristics of interlingual errors is that errors caused by the interference from the mother tongue or the first language. The second type of errors is intralingual errors. These errors are caused by interference within the target language itself. According to Richard (1974: 74), there are four types of intralingual, they are; Overgeneralization, Ignorance of the rule restriction, incomplete application of rules, and false concept hypothesized.

The first type of intralingual causes is overgeneralization. Overgeneralization is defined as the use of the previously available strategies in a new situation. Learners make a new deviant structure on the basis on their experience of their structures in target language. They make errors as they want to reduce their linguistic burden in using the language. The kinds of errors occur when the learners are given different kind of sentence patterns and rules but sometimes she or he uses them in different situation, in which particular generalization doesn't apply.

The second type of intralingual causes is ignorance of the rule restriction. Ignorance of rule restriction related to generalization. Learners make errors because they fail to observe the restriction of existing structures. They apply the rules in a new situation where it should not be applied.

The third type of intralingual causes is incomplete application of rules. Learners make errors because they are more interested in communication, so they think that there is no need for mastering the rules of the language.

The fourth type of intralingual causes is false hypothesized concepts. In this type, the errors are caused by the poor gradation of the teaching items. It is derived from a faulty comprehension or distinction in the target language.

2.4 Error Analysis

To observe, analyze and classify the errors made by students, error analysis is important to do. Richards (1985:96) says that “error analysis is the study of errors made by the second and foreign language learners”. Error analysis carried out in order to find out how well someone knows a language how a person learns a language, and to obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. In addition, Crystal (in Hasyim, 2002:47) also states that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

From the statement about error analysis above, it can be summarized that error analysis is a type of linguistic analysis that focuses on the errors learners make. Error analysis is an activity or process to observe, analyze, classify the errors made by students either in speaking or writing and also it brings information about students’ difficulties either in speaking or writing in

English. This study analyzed some errors that were made by the students in writing an essay.

2.5 Noun

2.5.1 Definitions of Noun

“Nouns are commonly defined as words that refer to a person, place, thing, or idea” (Alternberg, 2010:3). “A noun generally indicates a person, place or thing” (Gelderen: 2002:12). “Noun is word which can function as the subject or object a verb, or the object of preposition” (Hornby, 2010: 574). According to Hornby (2010). A noun can be defined as a word used to name a person, place, or thing. It means that noun comprises something which can be perceived by human senses, or that which cannot be perceived but can be thought of. Noun comes in sentences as the subject of a verb, the object of a verb, or the compliment of a verb (Parrot, 2001:8).

The system of English nouns, for most of the Indonesian-learners of English, is complicated. Most learners are more concerned with the meaning of nouns than with their grammar. However, in learning to use noun, they need to pay attention to a variety of grammatical factors.

2.5.2 Nouns and its function

Noun is a part of speech in English grammar beside other parts of speech like verbs, adjectives, adverbs, prepositions, pronouns, articles, auxiliaries, conjunctions and interjections. Frank (1972;6) stated that “the

noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or “head” word in many structures of modification”. In other words, a noun can function as a subject, an object, a complement, and an object of preposition.

2.5.3 Kinds of Nouns

Nouns can be classified into proper and common nouns. Proper nouns are the names of specific people, places or occasions, and they usually begin with a capital letter(Greenbaum, 2013:33). A common noun is, according to Wren and Martin (1990:5), “a name given in common to every person or thing of the same class or kind”.

When the classification is made on the basis of their grammatical distinction, as stated above, common nouns may be grouped into countable nouns which are made up from individual and collective nouns and uncountable nouns which are mostly made up from abstract nouns. According to their number, these countable nouns can be made into singular and plural nouns. Swan (1983:164) states that a countable noun refers to nouns denoting persons or things that can be counted. Therefore, it is only the nouns in this category which can be made into the plural form. An uncountable noun or a non-count or mass noun, 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 (Frank, 1987: 6-7). Therefore, they cannot be made into the plural form.

2.6 Plural Nouns

2.6.1 Definition of 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 (Danesi, 2006:31). 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 (Laidlaw, 1987:60). Furthermore, plural is consisting of, containing, or pertaining to more than one (<http://dictionary.reference.com/browse/plural>). According to Hornby (2010:643) 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 (<http://grammar.about.com/od/pq/g/pluralterm.htm>). 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.

2.6.2 Types of Plural Form

The plural nouns made into 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 (Altenberg, 2010:9). 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 Marcella Frank there are many ways of forming the plural of Nouns (1972:14). Regular Plural as follows;

1. The majority of nouns form their plural by adding *s* to the singular for example table- tables, book-books and flower- flowers.
2. Nouns ending with the hissing sounds of *s*, *x*, *sh*, or *ch* form the plural by adding *-es* for example box-boxes, church-churches, marsh-marshes.
3. Nouns ending in *-y* preceded by a consonant change *y* into *i* before adding *-es* for example country-countries sky-skies,
4. Nouns ending in *-o* preceded by a consonant generally add *-es* to form the plural for example hero-heroes potato-potatoes and tomato-tomatoes.
5. Nouns ending in *-feor -f*, it generally changes the *-feor -f* to *-ves*.
There are as follows: Beef calf elf life

While Irregular Plural as follows:

1. Some nouns have the same form in the singular and the plural.
Fish- fish, Deer- deer, Sheep- sheep.
2. Some nouns have the same form in the plural and the singular.

3. Irregular -(e)n plurals

Ox oxen Cow kine Eye eyen Child children

4. Umlaut plurals

Foot feet Goose geese Louse lice Man men

Mouse mice Tooth teeth Woman women

5. Irregular plurals from Latin and Greek

Numerous nouns adopted from foreign languages, especially Latin and Greek, retain the foreign inflection for plural (Greenbaum, 1990:97). Nouns in -a with plural -ae: *alumna-alumnae formula, formula*. Nouns in -ex or -ix with plural -ices: *index- indices, matrix- matrices, vertex-vertices*. Nouns in -is with plural -es: *axis- axes, crisis- crises, testis- testes*. Nouns in -on with plural -a: *criterion- criteria, phenomenon- phenomena, automaton- automata*. Nouns in -um with plural -a: *agendum- agenda, datum, data, memorandum- memoranda*. Nouns in -us with plural -i or -era or -ora: *alumnus- alumni, radius- radi, genus- gener*. Nouns in -us with plural -a: *Genus- genera, Corpus- corpora*. Nouns in -eau with plural -eaux: *bureau- bureaux, plateau- plateaux*. Nouns in -o with plural -i: *Tempo- tempi, Libretto- libretti, Virtuoso- virtuosi*.

6. Quantity Words

According to Thomson and Martinet (1986: 15) some articles which are used before singular/ plural: A/an is used:

1. Before a singular countable (i.e. of which there is more than one) when it is mentioned for the first time and represents no particular person or thing:

I need a visa they live in a flat. He bought an ice-cream

2. Before a singular countable noun which is used as an example of a class of things:

A car must be insured = all cars/ any car must be insured. A child needs love = all children need/ any child needs love.

3. With a noun complement. This includes names of profession:

It was an earthquake. She will be a dancer. He is an actor

4. In certain expressions of quantity:

A lot of

A couple

A great many

A dozen (but

A great deal

one dozen is

of

also possible)

5. With a certain numbers:

A hundred a thousand

Before half when half follows a whole number;

1½ kilos = one and a half kilos or a kilo and a half

But ½ kg = half a kilo (no 'a' before half), though 'a'+ half + noun is sometimes possible:

a half-holiday a half-portion a half-share with 1/3, 1/4, 1/5,

6. In expression of price, speed, ratio, etc.
7. In exclamation before singular, countable nouns.
8. 'a' can be placed before Mr/ Mrs/ Miss + surname:

aMr Smith a Mrs Smith a Miss Smith a Mrs Smith

means "a man called smith" and implies that he is a stranger to the speaker. *Mr Smith*, without 'a', implies that the speaker knows Mr Smith or knows of his existence. According to Team of Five (2008: 68) some articles which are used with the count noun and uncountable noun are:

a. A Few and **many** are used with the plural forms of count nouns.

(Team of Five, 2008: 68)

b. A Little and **much** are used with uncountable nouns.

c. A lot of is used with uncountable nouns and the plural forms of count nouns.

d. Many and **much** are not generally used in object noun phrases of affirmative statements. These quantity expressions are used chiefly in questions and negative statements and in the subject noun phrases of affirmative sentences.

e. A lot of, a great deal of, a large amounts of are regularly used in place of **much** and **many** in the object noun phrases of affirmative statements especially in informal situations.

f. Few and a few, a little are slightly different. **A few** means a small number and a little means a small quantity. **Few** means not....many, little means not....much.

g. Not many, not much, not all and none (=not any) can be used in subject position in sentences:

<i>Count:</i>	<ol style="list-style-type: none"> 1. Not many of the apples are good. Only a few of them are good. 2. Not all of the books are good. Only some of them are good. 3. None of the apples are good. All of them are bad.
<i>Uncountable:</i>	<ol style="list-style-type: none"> 1. Not much of the bread is good. Only a little of it is good. 2. Not all of the news is good. Only some of it is god.

h. All and none are followed by both singular and plural form of verbs.

i. Some can be used with the plural forms of count nouns. It also can be used with uncountable nouns.

<i>Count :</i>	A book – some books
<i>Uncountable :</i>	Some ink , some sugar
<i>Exception :</i>	Some things – something Some days -- someday

2.7 Writing

Writing is an important skill in language learning. For a learner, writing is also an opportunity to convey something, to communicate ideas to people beyond their immediate vicinity, to learn something that they do not know yet, and to reach other purposes. According to Hornby (1955: 83), there are several definitions of writing, they are: The activity or occupation of writing for example stories or article, material, and essays. Based on the opinion above, it can be stated that writing skill is an ability to express an idea, opinion, feeling, or experience that somebody has heard in written form. It can begin from a simple piece of writing to a more advanced level.

Troika (1987 : 2) states that “writing is a way of thinking and learning”. It gives someone opportunities to explore his ideas and acquire information. Writing is also a technique for discovering whether his language is understandable or not. It makes unexpected connections among ideas and language. Educated people, therefore, need to master good writing ability in order to express themselves well. The skill of writing is often considered to be reflecting the level of their education. It means that writing can help the students increase their vocabulary, improve their knowledge of grammar, develop their

understanding of how ideas and opinions are expressed and how well their messages are understood by the reader.

2.8 Conceptual Framework

Error is defined as an act involving an unintentional deviation from truth or accuracy. Furthermore, errors analysis is the study and analysis of errors made by the second or foreign language learners. Based on the definition, it is known that errors analysis is necessary to conduct only for the errors made by learner in learning second or foreign language.

A study conducted by Sri Mulyanah (2011) showed that most errors made by the students in plural nouns are misformations errors with the percentage 57.14 %. The major cause of error faced by them is an intralingual cause. Akinde (2005) showed there are 17.54 % errors in making uncountable and countable noun, 20.73 % errors resulting from double marking of nouns, etc. The errors were caused by such factors as the inconsistency in the morphological rules of English, overgeneralization of rules, misapplication of rules as well as the interference of the subjects' mother tongue on English.

More discussion about the methods used to collect and analysis data will be discussed in chapter III.

CHAPTER III

METHODOLOGY

This chapter presents research design, time and place of the research, data collection procedures, data and data sources, data analysis procedures, and research procedures.

3.1 Research Design

This is a descriptive qualitative research using error analysis method to find out the type and the cause of error made by students in using English nouns. This study employed Descriptive qualitative study, where the researcher explained the result of research by describing the data gained. Furthermore, this study is an error analysis study which provides a technique for identifying, classifying, and systematically interpreting the unacceptable form produced by someone in learning foreign language, using any of the principles and procedures provided by linguistics.

3.2 Time and Place of the Research

The study is conducted in English department of State University of Jakarta. It was done from the beginning of April to the beginning of May 2015.

3.3 Data collection Procedure

3.3.1 Data and data sources

The data of this study is errors in the use of plural nouns in undergraduate students' writings. The data was taken from 40 writings of English Department Students of State University of Jakarta

3.3.2 Data Collection Procedure

The data collected from the writings which written by students of English Department of State University of Jakarta. Then the document from the essays is analyzed by reading the whole texts and identifying the errors which indicates into error in the use of plural nouns..

3.3.3 Instrument of the research

The instrument of the research is table. The table 1is used to answer the first research question based on Corder (1981)

No.	Identification of error	Types of Error	Correction of Error

Table 1. The instrument for the types of error

In addition, the second table is used as the instrument to find the frequencies of the error.

No.	Types of Error	Total Number	Percentage(%)
1.	Error of Omission		
2.	Error of Addition		
3.	Error of Selection		
4.	Error of ordering		
Total			

Table 2. The instrument for the frequencies of the error

The last table is used as the instrument to answer the third research question. The tables is based on Richard (1971)

No.	Types of error	Correction of Error	Cause of Error

Table 3. The instrument for the causes of the error

3.4 Data analysis Procedure

The researcher conducted the study using the data analysis procedures as follow:

1. Finding the words that indicate into the error in the use of plural nouns
2. Classifying the error in using plural nouns into the type of errors based on the theory of Corder (1981). The types of errors are; error of omission, error of addition, error of selection and error of ordering.

3. Calculating the total number of each type of error in a table in order to show the type of errors that mostly appeared in the students writings. To calculate the frequency, the following formula is employed:

$$P = \frac{F}{N} \times 100 \%$$

P = percentage

F = frequency of error made

N = the total number of error

4. Classifying the error in using plural nouns into the cause of of errors based on the theory of Richards (19711). The causesof errors are; intralingual and interlingual
5. Interpreting the types of errors, the frequencies of the errors, and the cause of errors.
6. Lastly, drawing a conclusion based on the analysis.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussions of study related to the error in using English noun in undergraduate student essay.

4.1 Data Description

This research aimed at profiling the errors in the use of English noun in undergraduate students' essay of English Department of State University of Jakarta. The data of the research were collected from the essay made by 40 students at English Department. The data were analyzed to find the types of error, the frequencies of errors, and the cause of errors in the use of English nouns. The researcher used the Surface Strategy Taxonomy for analyzing the data. Therefore, the errors in the use of English noun which occurred in the students essay, were grouped into four types, they are; error of omission, error of addition, error of ordering, and error of selection.

4.2 Data analysis

The errors in the use of English nouns in the essays were analyzed after the data collected. Then, the type of errors counted to find the frequencies of errors. The causes of the error that found in the essays put in the table based on the type of errors.

4.3 Research finding

4.3.1 Types of Error

This section discussed the answer of the first subsidiary question research “What are the types of errors made by undergraduate students of English in using English nouns in their essay?”. The data showed that the errors committed by the students in using English noun can be classified into 2 types of error; Error of omission and error of addition.

1. Error of omission

There are 33 errors of omission found from the essays. Omission error becomes the highest frequency of error that occurs in undergraduate students’ essay. Mostly, error of omission occurred in applying plural form of countable noun. For example:

“Many way to make our advertisement to be interested....”

The error of omission in a sentence above is in applying noun after a quantity words. “Many” is one of the quantity word that followed by plural forms of countable nouns. Without using “s” at the end of countable noun, the error of omission occurred. So the correct form is “Many ways to make our advertisement to be interested”. Another example of the same occurrence can be seen in the sentence:

“A good advertisement should have some point....”

Some point is an error of using quantity word on the sentence above. The quantity word of *Some* is followed by plural form. The plural

form is characterized by adding “s” at the end of the noun. So the correct form is “A good advertisement should have **some points**”. Error of omission also occurs in omitting “s” in the end of the words that required a plural noun:

*“I went to vacation with my **three sister**”*

The word *three* in sentence above indicate that noun after the word *three* will be a plural noun. The omission of “s” in the word *sister* caused the omission error occurred. By putting “s” at the end of the word “*sister*”, the wrong form will be correct. The correct form of this error is “I went to vacation with my three sisters”

Based on the explanation above, most of the problem is the omission of the rules in making noun after the quantity words. The result in classifying the error into error of omission showed that there are 33 errors of omission occurred in the essays. English department students made errors mostly in the use of quantity words. The students failed in applying plural forms of countable noun after quantity word. This condition happens probably because the students incomplete in applying something rules that is considered as grammatical.

2. Error of Addition

There are 4 errors of addition occur in the whole sentences. The errors occurred because students added unnecessary elements in the utterance that should not be applied. for example:

*“I have **4 criterias** for good advertisement...”*

There is an error in applying irregular plural noun of word “*criterion*”. The irregular plural of “*criterion*” is “*criteria*”. From the error happened, it shows that there are double marking in showing plural noun from the particular singular noun. They made error of addition. To make it correct, the word “*criterias*” is changed by the irregular plural noun “*criteria*”. The correct form is “*I have **4 criteria** for good advertisement*”.

Another example of addition error is shown by the sentence:

“Many a lot of cases....”

In this case, the error of addition occurs in double quantity words that followed the plural nouns. *Many* and *a lot* have the same meaning and functions. The writer should not put both of them followed by the same noun. So the correct form of this error is “*Manycases....*” or “*a lot of cases*”

From the explanation above, three types of error in the use of English noun involves in undergraduate students essay. There are 33 errors committed

in omission error, 4 errors committed in addition error, and also 7 errors committed in selection error. And the total number of the errors in the use of English noun by undergraduate students was 44 errors.

4.3.2 Frequencies of Error

The second subsidiary research question to be answered is “what are the frequencies of error made by the undergraduate students in using English noun?” From the charts above, the total number of error in the use English noun is 37 errors. The errors found in the previous chart were calculated in order to obtain the frequency of errors with the percentage. To be more detail, the following table shows the frequencies of errors and its percentage.

No.	Types of Error	Total Number	Percentage
a.	Error of Omission	33	89%
b.	Error of Addition	4	11%
Total		37	100%

Table 4. The Recapitulation of Error types, Frequency and Its percentage

The following chart is to answer research question number two. The chart shows the percentage of each error.

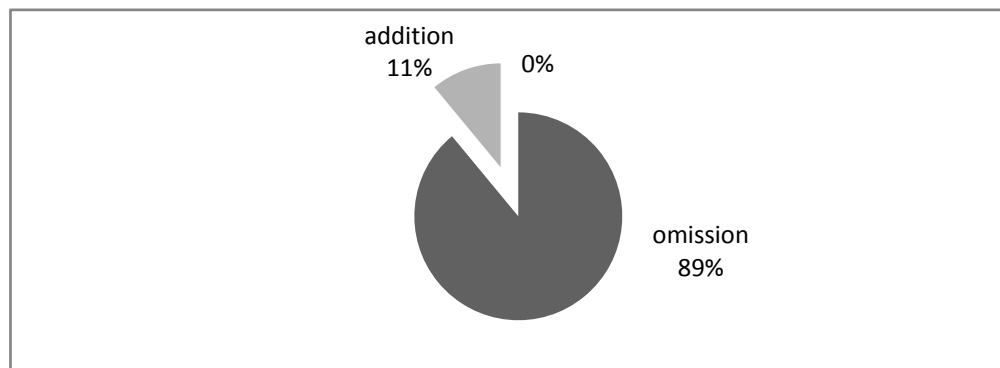


Figure 1. The Percentage of the Frequency of Errors

Based on the chart above, error of omission is the highest frequency, with the percentage 89%. It can be concluded that English Departments' students of State University of Jakarta tend to omit the words or the rules in making well-utterances noun. This phenomena deal with the competence of English Department's student in applying the rules of English plural by using quantity words. The omission error occurred among student probably because in the first language, there is no specific rule in making noun.

4.3.3 Cause of Error

In this section, the researcher try to answer the last question “What are the causes of errors made by undergraduate students of English in using English nouns?” Richards (1971) distinguishes two sources of error; Interlingual and intralingual. Intralingual errors are also subdivided into four types; Overgeneralization, ignorance of rule restrictions, incomplete application, and false concept hypothesized. The following chart shows the possible causes of error made by the students in general:

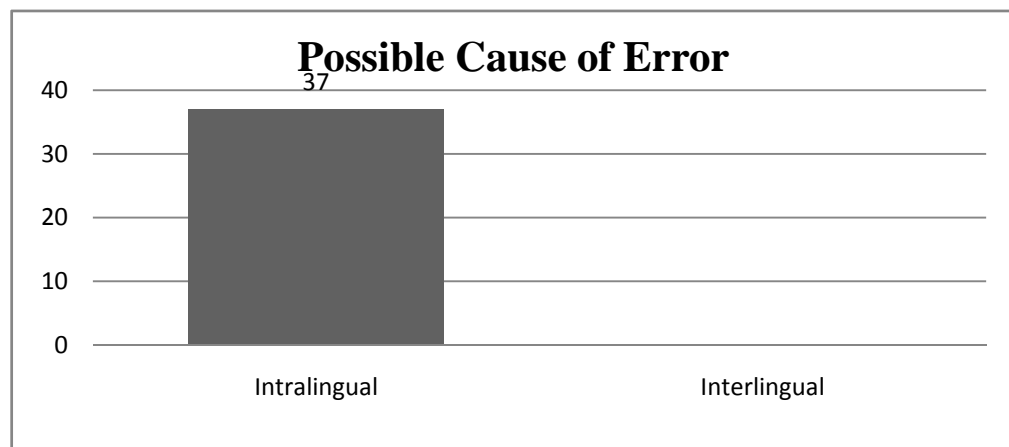


Figure 2. Chart of possible causes of the error

The error caused by the intralingual dominates the chart with 37 errors being categorized as the intralingual errors. It happened because students failed in applying grammatical rules.

The following chart shows the percentage of the possible causes of errors:

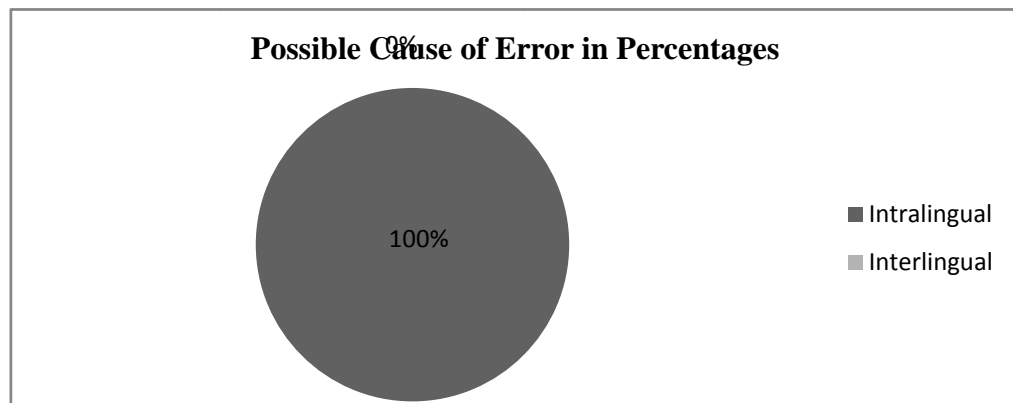


Figure 3. Chart of Possible Cause of Error in Percentages

4.3.3.1 Omission

The following chart shows the possible causes of error on the omission type of error:

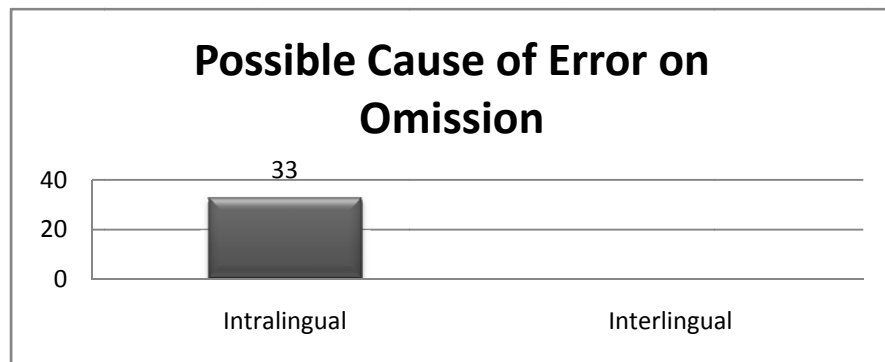


Figure 4. Chart Possible Cause of Error on Omission

To illustrate the cause of errors made by the students, the writer explains some of the data, as follow:

*” Add **some picture** to catch their attention...”*

In the sentence above, there is a word “some” which part of the quantity words that should be followed by the plural noun by adding s at the end of the word “picture”. The grammatical rules on the use of plural noun after quantity words influence the students to make such kind of this error and it was categorized as an Intralingual errors.

The following chart shows the possible causes of error on the omission type of error in percentages:

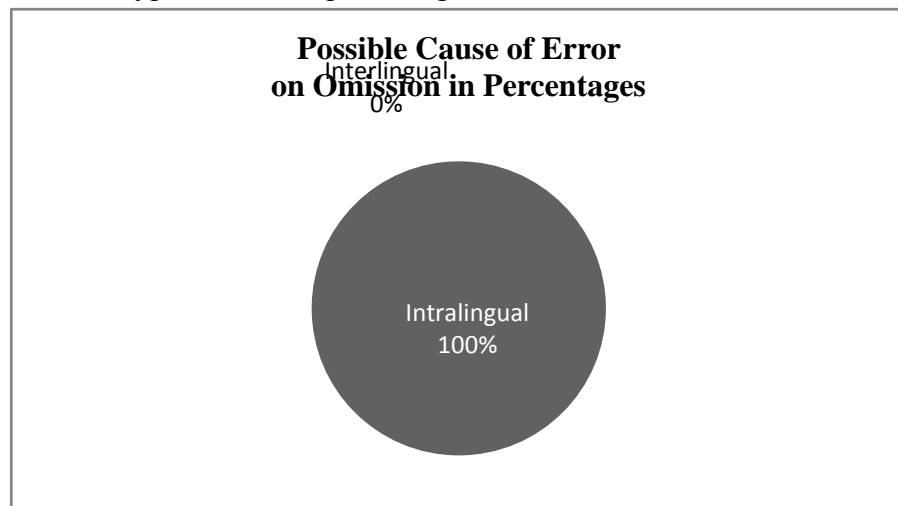


Figure 5. Possible Cause of Error on Omission in Percentage

4.3.3.2 Addition

The following chart shows the possible causes of error on the addition type of error:

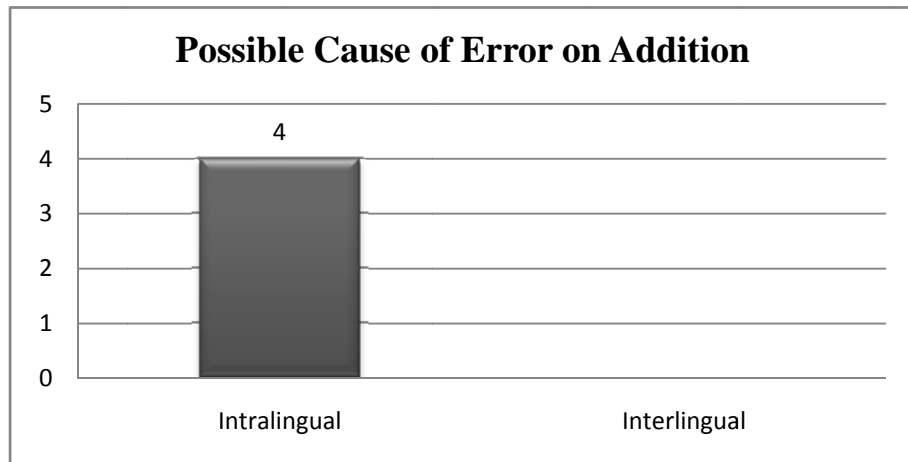


Figure 6. Chart Possible Cause of Error on Addition

From the analysis of the data, the errors on the addition types were caused by Overgeneralization. Overgeneralization occurred because the writer over generalize one rules to be applied in other rules. English has different grammatical rules for each part. Grammatical rules in the verb form are different with the grammatical rules in the noun form. Even in the grammatical rules of noun form itself, there are grammatical rules that can't be applied to other noun form, For example the addition of "s" and "es" in regular plural noun can't be applied in irregular plural noun. Overgeneralization occurred because the writer over generalize one rules to be applied in other rules. To illustrate the cause of errors made by the students, the writer explains some of the data, as follow:

"I have 4 criterias for good advertisement..."

In the sentence above, the writer over generalize the word "criterias" in applying the rules of regular plural noun by adding "s" at the end of the word. The correct form of the word "criterias" is

“criteria”, the irregular plural noun form of the word “criterion”. The sentence shows the application of the rule into other context where it should not apply. According to Richards (1971), over-generalization “may be the result of the learner reducing his linguistic burden”. In this case, the errors occurred caused by the overgeneralization can be categorized as the intralingual error. The following chart shows the possible causes of error on the addition type of error in percentages:

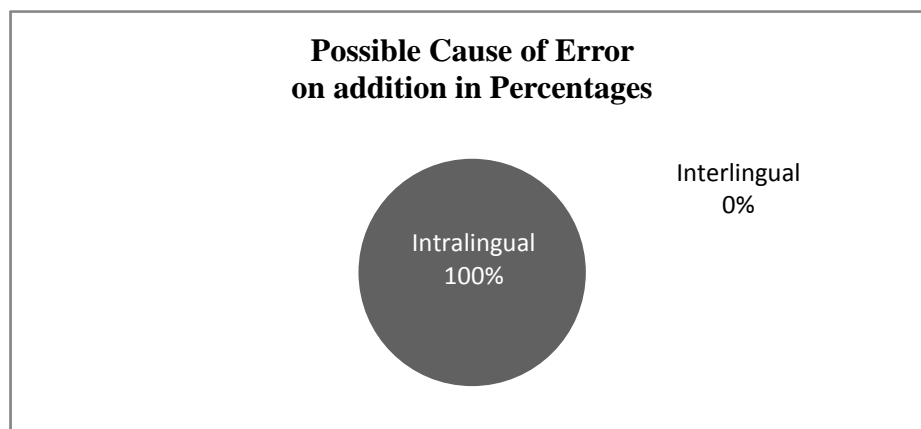


Figure 7. Possible Cause of Error on addition in Percentages

4.3.4 Data Interpretation

No.	Types of Error	Total Number	Percentage
1.	Error of Omission	33	89%
2.	Error of Addition	4	11%
Total		37	100%

Table 6. The frequencies of error and its percentage

Based on the table above, it can be seen that the highest percentage of errors is on type of omission error, there are 33 errors committed with the percentage 89%. The second level level is addition error. There are 4 errors committed in addition errors with percentage 11%.

Here can be summarized that the students tend to omit something in the required utterances. The errors in the omission happened because student tends to omit the plural marks at the end of the word. In obtaining the cause of the errors, the following table shows us the cause of error for each types of error.

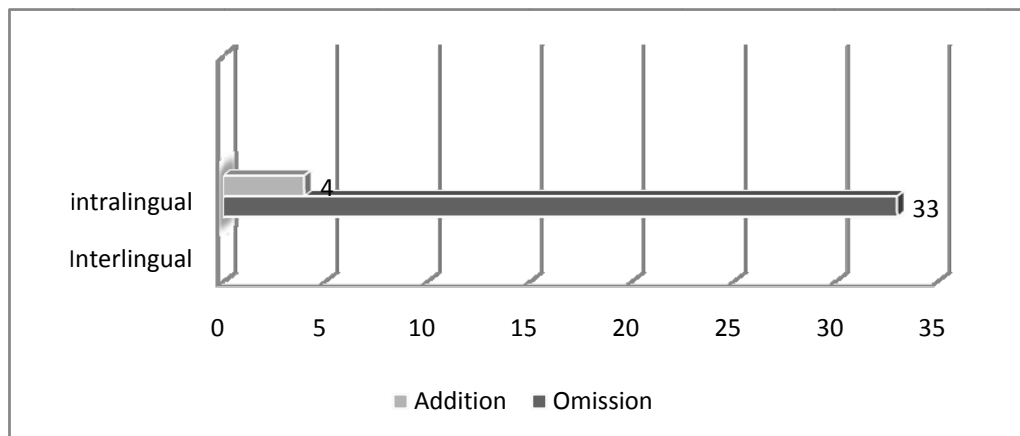


Figure 8. The recapitulation of the causes of error

Based on the table above, it can be seen that intralingual takes place as the the causes of the error. There are 33 errors caused by intralingual in omission, and 4 errors in addition. It shows that the error due to the influence of the grammatical rules was significant.

It can be assumed that actually students of English Department have a good competence in applying grammatical rules. The errors in the essays occurred probably because they didn't pay attention to the structures.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the analysis and the interpretation of data in the previous chapter, the three questions were already answered. The answer of the subsidiary questions are as follow:

- In describing the types of errors, it can be inferred that there are 37 items of errors, which occur in the students' essay. The errors in the use of plural nouns classified into two types; error of addition and error of omission. The errors occurred when the students didn't apply the appropriate rules.
- From the types of errors, error of omission is the highest frequency of the error. There are 33 errors of omission error with percentage 89%, and 4 errors of addition errors with percentage 11%.
- Meanwhile, in describing the possible causes of errors, the errors committed by the students were caused by student's comprehension in applying grammatical rules. It can be concluded that the theintringual was the only cause of the errors.

5.2 Suggestions

Based on the conclusion above, the writer recommends:

1. English Department Students should comprehend deeply the rule for making plural nouns in English. Therefore, it is important for students to know and understand the rules through practice more.
2. After knowing the area of errors, the teachers should pay more attention on the part that commonly error occurred.
3. The researcher realized that there are many weakness in this research, so it is expected to other researcher to do further investigations, so that they can find other research findings related to this problem.

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