

Error Analysis on the Students' Construction of English Irregular Plural Nouns

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Abstract

In English, the form of singular nouns is commonly different from those of plural ones. Many students are confused about how to construct the irregular plural noun forms. The formation of irregular plural nouns has complex and unique patterns. This current study aims to get information about the types of errors commonly made by EFL learners in constructing irregular plural nouns and to know how the errors occurred. This study used descriptive qualitative applying error analysis theory. The result of the analysis shows that the errors made by the respondents can be classified into three types: 22 data for misformation, 10 data for addition, and 3 data for omission, Misformation was the kind of error most respondents made. The error specifically occurred with the nouns that had quite dissimilar plural forms from the singular ones (e.g., foot – feet, goose – geese).

Keywords

error analysis; irregular plural nouns; type of error; construction



I. Introduction

Language is one of the most important things in the life of every human being (Purba, N. et al. (2020). Grammar is an integral part of language learning. Debata (2013) helps students to learn the knowledge of grammar and talk to writing and learners. By learning grammar, students can know how to construct and combine meaningless phrases and phrase words. Unfortunately, despite the importance of language learning, students are difficult to learn foreign languages, including English grammar. In your opinion, grammar learning is very complicated. As a result, EFL learners make many mistakes when trying to create English phrases, phrases, or sentences. Errors may appear when they speak or write English. When learning English grammar, EFL learners learn grammar forms that include regular and irregular verbs and nouns. In English, verbs and nouns are in the form of regular and irregular verbs. Many researchers, such as Nurhayati (2017) and Amanda and Jurianto (2013), have seen the forms of English verbs.

In general, they identified the forms of mistakes EFL learners commonly make, especially for past tense verbs. However, few researchers are interested in studying the plural forms of irregular nouns, although in practice it is often difficult for EFL learners to form them. For example, the author found that irregular nouns have plural nouns that are clearly different from singular nouns. Many students often forget the correct structure of irregular plural nouns unless they are used consistently on a daily basis. There are structural differences between the forms of singular and plural nouns, which often confuse EFL learners, especially with irregular plural nouns. The problem is more complicated because there are singular and plural forms of the same shape. For example, the plural of "sheep" is "sheep" instead of "sheeps". Another word is "tuna" (tuna), which has the same plural form. Other singular nouns such as "female," "male," "foot," and "date" also have irregular plurals that often confuse students. Given the above facts, this current study

focuses on identifying the most common mistakes students make when creating irregular plural nouns and how those mistakes occur. Error analysis theory was used as the basis for identifying the types of frequently occurring errors. It is hoped that the results of the analysis will be available to English teachers as a reference for effectively teaching plural nouns in English. This is because knowing and understanding the mistakes that students often make can help English teachers prepare the best teaching materials, methods, and strategies for dealing with problems.

II. Review of Literature

Learning a second language is the process of making mistakes. When learning a new language, learners quickly encounter new vocabulary, new grammatical patterns, and pronunciations of foreign languages that are different from the learner's native language. Many definitions of bugs have been proposed by experts. Jabeen (2015) states that errors are the result of incomplete learning and the inability of students to speak. You cannot fix the error yourself. This means that someone is unaware of the problem, keeps making the same mistakes, and keeps producing the wrong grammar. The term "bug" is commonly compared to the term "error". However, the term "error" is not the same as "error". There is a difference between them. It is important for EFL teachers or researchers to distinguish between the terms "fault" and "error". Ellis (1997) explains that an error is a learner's knowledge gap caused by the learner not knowing what is right and what is wrong. Brown DH (2007), on the other hand, defines errors as a result of errors in the language learning process. He classified the errors as unsystematic errors (running errors). In fact, EFL learners understand through the error that what they created in L2 is actually wrong, and it's a kind of "failure" that can be fixed (Brown D. H., 2007). From this explanation, we can conclude that the student is making a mistake because he does not understand the second language. They don't know which is right or which is wrong. This is inevitable in the learning process.

Error analysis is an activity to uncover errors found by writing and speaking. Keshavarz (2012) defines mistakes evaluations as the observation of college students' mistakes in an effort to apprehend the manner of overseas language studying. Another idea of mistakes evaluation has been recommended via way of means of different experts. Brown (2007) defines mistakes evaluation because the manner of observing, analyzing, classifying the mistakes of the second one language rule. Saugi (2014) stated that mistakes evaluation is a way for identifying, decoding paperwork which can be beside the point grammatically, that's because of studying a overseas language.

Errors had been divided into numerous types. The following are the forms of mistakes in step with James (2013):

1. Omission. James (2013) explains that such mistakes take place when college students put off objects which can be in a phrase. For example: doing away with the 0.33 man or woman singular morpheme –s, modern forming, beyond annoying verb inflection –ed.
Example: The instructor gave many quizz to college students. (quizzes)
2. Addition. James (2013) explains additional mistakes are marked via way of means of the presence of the object that must now no longer be appearing properly greeting. Generally, it takes place in inexperienced persons' 2d language. Regularization, double marking, and easy addition are type of addition mmistakes that has been tested in his 2d language.
Example: The sheeps aren't the inexperienced meadow. (sheep)

3. Misformation. According to James (2013), misformation is a mistake in the use of the morpheme structure. This type of mistake takes place while inexperienced persons do not now no longer use the transformation guidelines for countable or uncountable verbs and nouns (e.g., falled, runned, womans, phenomenons, critorions, etc).
Example: I actually have knives. (kinves)
4. Misordering. James (2013) provides an explanation that misordering takes place while inexperienced persons depend on 'phrase-for-phrase translations of local language floor structures. Misordering is a mistake withinside the placement of morphemes both in writing and speaking. For Example, She wishes sincerely the stuff. (sincerely need); The sky blue overwhelms people. (blue sky)

Irregular plurals are greater complex. The inflectional suffix isn't always as expected as withinside the case of the everyday shape. Irregular plurals may also use a few suffixes different than -es or -s, extrade inner stems, and now and again do not now no longer imply any suffix (Lieber, 2009). Goncalves et al., (2020) explains abnormal plural nouns do not now no longer have specific guidelines and make college students consider them. Goncalves et al., (2020) similarly stated there are 3 methods to shape abnormal plural nouns in English. Based on Goncalves` rationalization the shape of the abnormal plural noun is as follows:

Some nouns have the same singular and plural form: Singular Plural

- | | |
|---|------------|
| 1) fish | fish |
| sheep | sheep |
| 2) Irregular plural noun. Plural forms that do not end in -s. | |
| man | men |
| woman | women |
| 3) Some nouns that English has borrowed from other languages have foreign plural. | |
| curriculum | curricula |
| appendix | appendices |

III. Research Method

This current study applied a descriptive qualitative method. Qualitative research is a term that includes a set of interpretation techniques aimed at explaining, decoding, translating, and engaging in meaning (Creswell, 2014). In this survey, 10 students from SMA Darul Ulum 1 Jombang who are qualified as beginners (those who have just started learning English and are not yet able to write/speak well) were selected as respondents. Apart from their qualifications as beginners, they were chosen based on the fact that they were among the 10 students (out of 30) with the lowest scores in English. The device used in this study was a test consisting of 28 questions about irregular noun forms. The tester looks like this:

Table 1. The test instrument used in the current research

Complete the plural noun forms of the singular noun forms presented in the left column

No	Singular forms	Plural forms
1	I bought a knife.	I bought two
2	There is a fish in the pond.	There are many in the pond.
3

The test was conducted once on January 20, 2020. Respondents were asked to fill in the correct form of the irregular plural noun. Next, we collected and analyzed the results of the test (irregular plural nouns created by the respondents). The following steps were performed in the analysis of the collected data:

- (1) Identify the irregular plural nouns created by the respondent containing the error.
- (2) Classification of errors according to the type of error.
- (3) Explain that an error may occur when creating irregular plural nouns.
- (4) Conclude how students made mistakes in forming irregular plural nouns.

IV. Results and Discussion

Based on the analysis of the data collected, there are three types of errors found. They are misformation, addition, and omission.

Table 2. Errors made by the respondents: misformation

Singular Nouns	Respondents' incorrect forms	Standardized correct forms	Errors
Cactus, fish, tooth, appendix, ox, foot, man, louse, goose, mouse, woman, apex, curriculum, focus, index	Cactuses, fishes, teeth, appendixs, oxs, foots, mans, louses, geoses, mouses, womens, apexs, curriculums, focus, indexs.	Cacti, fish, teeth, appendices, oxen, feet, men, lice, geese, mice, woman, apices, curricula, foci, indices	Adding 's' / 'es' at the end of the nouns
Diagnosis, Knife, Leaf, Crisis, Curriculum, Analysis	Diagnosis, knives, leafes, crisis, curriculum, analysis	Diagnoses, knives, leaves, crises, curricula, analyses	Incorrect letter changing
Child	Child	Children	Unchanging the plural form

In table 2, it can be seen that some respondents had a hard time changing certain letters in irregular plural nouns. For example, they had problems with the words "knife" and "blade." An error occurred if you did not change "f" to "v", resulting in "Knifes" and "Leafs" errors. The correct plurals of the noun are "knife" and "leaf", and you must use "v" instead of "f".

Table 3. Errors made by the respondents: Omission

Singular Nouns	Respondent's Incorrect Form	Standardized correct forms	Error
Child	Childen	Children	Omitting 'r' at the middle of the nouns
Diagnosis	Diagnos, diagnose	Diagnoses	Omitting 's' / 'es' at the end of the nouns
Quiz	Quizzes	Quizzes	Omitting 'z' at the middle of the nouns

Table 3 shows that respondents had problems converting the singular to the plural. This is especially true if you omit some of the plural elements (characters). For example, some respondents omitted the "r" in the middle of the noun "children", resulting in an error ("childen"). The same error occurred with the word "diagnosis". Some respondents omitted the plural "s" and "es" and caused an error ("diagnos" and "diagnose"). Similarly, some respondents had difficulty changing the noun 'quiz' into irregular plural nouns. They omitted the letter 'z' in the plural form, resulting in an error ('quizes').

Table 4. Errors made by students: Addition

Singular Nouns	Respondents' Incorrect Form	Standardized correct forms	Error
Children, Sheep, fish, trout, bison, tuna, aircraft, crisis, series	Childrens, sheeps, fishes, trouts, bisones, tunas, aircrafts, criseses, serieses.	Children, sheep, fish, trout, bison, tuna, aircraft, crises, series	Adding 's' / 'es' at the end of the nouns
Diagnosis, woman	Diagnoses', women'	Diagnoses, women.	Adding 'coma' at the end of the nouns

In table 4, it can be seen that some respondents made errors by adding certain letters in the plural forms. Most of the errors occurred when the students added 's' or 'es' at the end of the nouns, resulting in an error of addition. Such kind of error occurred with the nouns 'children', at the end of the plural forms e.g., 'childrens'. The correct plural forms of the nouns should be 'Children'.

Some respondents added (es) to the end of some nouns and caused errors in the plurals "bisones", "criseses" and "serieses", but the correct plural is "bison" Must be, "crises", "series". One respondent also had problems adding apostrophes to irregular plural nouns. For example, respondents had problems with the words "diagnosis" and "female." Respondents got an error ("diagnoses" and "frau") because they added "apostrophe" to the end of the plural noun, but the correct formats are "diagnoses" and "frauen". The above results indicate that there were several types of irregular multiple noun formation errors by respondents: malformations, omissions, and additions. The author explains that malformation is characterized by the use of incorrect morphology or structures. In various words, the author has been characterized by the presence of items that should not be displayed in a wealthy statement. Trigger error is a lack of some articles It is characterized

by. The formed statement must be displayed. Based on the insights above, the wrong incorrect information of respondents is usually a common legal template, English Some education, ie S` / `IT` added at the end of the noun. Some respondents have the character" F "instead of" V "to create an irregular multiple nouns I used (for example, "knife" produces a "knife"). This result is consistent with Ozkayran's (2020) survey, which showed that most of the student errors were in the form of malformations (68.05%).

The results also showed that the malformation errors committed by students were often due to over-generalization factors. The author states that due to limited knowledge of L2 rules, over-generalization is often defined as a way for learners to create rules in a second language. In this survey, most respondents added an "s" to the end of a plural noun ("laus" and "anhang") to create over-generalized errors such as "laus" and "anhang". I am experiencing it. The error was due to the limited knowledge of the respondents regarding the formation of irregular plural nouns. Most students have grammatical errors due to over-generalization. If a particular format is over-generalized, language learning will fail. argues that over-generalization is a phenomenon that overextends the rules to cover instances. Over-generalization occurs not only in the case of malformed errors but also in the case of additional errors. For example, over-generalization occurred when some respondents formed the plural "sheep." Most respondents followed the general plural rules by adding a letter to the end of a noun, causing an error (sheep). English teachers are more likely to make mistakes, given that respondents were primarily having problems with irregular plural nouns, especially malformed nouns (malformations). You need to do some exercises. From an activist point of view, drills are one of the methods that can be used to shape a student's "expected behavior". With more practice, students are expected to be better at forming irregular plural nouns.

V. Conclusion

Based on data analysis, we can conclude that the formation of plural noun forms, especially irregular plurals, is one of the problems that EFL learners may face. Based on data analysis, misformations (cacti, quizzes, fish, etc.), additions (children, etc.), and omissions (sheep, etc.) are the types of mistakes students can make when using plural irregular nouns. is. Misformations were a common mistake made by respondents. More specifically, it can occur in plural nouns that are completely different from the singular (eg foot-foot, goose-goose). The mistakes made by respondents were often due to over-generalization. They generally followed limited knowledge of L2 in forming irregular plurals.

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