

AN ANALYSIS OF STUDENTS' ERROR IN USING SINGULAR AND PLURAL NOUNS IN WRITING DESCRIPTIVE TEXT

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ABSTRACT

Students learning English as a second language are likely to make grammatical errors, particularly when writing. Some of them will write with poor structure or use poor grammar. This study set out to discover how students employed singular and plural nouns in their descriptive prose. A qualitative method was used to summarize the data that was obtained from the outcome. The participants in this study were 26 7th graders at SMPN Miftahul Ulum. These students have studied singular and plural nouns as well as descriptive writing. The observation was carried out by looking at how the students composed the descriptive text and what kinds of mistakes they made. The researcher also performed an interview with the students to find out where they got their incorrect use of singular and plural nouns. To verify the information from the questionnaire, an indirect interview was done using Google Form and was made available to all seventh-graders. In order to determine the cause of students' errors use of singular and plural nouns, it asks ten questions. Two indications are employed in the interview: interlingual and intralingual interference. The results showed that only 21 of the 87 errors were omission errors, and 11 were misformation errors. The kids make 75 addition mistakes. As a result, the majority of students continue to have trouble distinguishing between regular and irregular nouns, and they complain that the structural complexity of English is another intralingual issue.

Key Words: Singular Plural Error, Error Analysis, Descriptive Text.

One of the most crucial forms of communication in English is writing. It involves more than just writing; it also involves how the students will communicate their ideas, sentiments, and opinions. According to Broadmen and Frydenberg (2002), the purpose of writing is to describe message. In order for the reader to comprehend the significance of the information that the writer wants to impart, it means that the writer must be mindful of how they express their views in writing. Students, on the other hand, find writing difficult since it requires them to exercise critical thinking and be aware of their personal style. To do this, students must understand how to use grammar in written communication.

The study of grammar is an essential part of learning a language. Debata (2013) claims that understanding grammar aids students in spotting errors and enhances their speaking and writing abilities. Grammar instruction teaches students how to put words together in logical clauses and sentences. There are numerous grammar concepts that children should master in school, including tenses, verbs, gerunds, adjectives, singular and plural forms of words, clauses, and more. Some students who are studying grammar frequently make mistakes with the words in sentences, particularly with singular and plural nouns.

English has both regular and irregular verb and noun forms. One

researcher who has studied the English verb forms is Nurhayati (2017). She was aware of the kinds of mistakes that EFL students typically make. Nofriani (2018) found that irregular nouns differ from single nouns in their plural forms. She found that unless students utilize irregular plural nouns on a regular basis, they frequently forget the correct forms. Plural nouns are a crucial grammar concept to understand and master.

Students at SMP Miftahul Ulum in seventh grade struggle with using the single and plural forms of words when writing descriptive texts. They frequently use the singular and plural incorrectly in their writing in addition to not being able to write effectively. Based on the previous explanation, the researcher is interested in examining students' writing, particularly how they employ singular and plural nouns. The researcher would like to investigate the errors made by eighth-graders at SMP Miftahul Ulum when utilizing singular and plural nouns in their descriptive writing.

Method

The researchers used descriptive analysis, a type of qualitative research. Qualitative analysis, according to (Ary, 2010), is study that focuses on the picture rather than breaking it down into factors to explain a phenomenon.

The primary data in this research was taken from observation of students' task of singular plural noun and secondary data from questionnaire that has been given to 28 students from seventh grade of SMP Miftahul Ulum academic year 2021/2022 the researcher investigated the students errors using plural and singular noun in writing descriptive text

The instrument used in this study was observations of teaching and learning as well as students writing descriptive text in seventh grade students at SMP Miftahul Ulum. The researcher gathered data on students' errors in using singular and plural nouns in descriptive text using a observation sheet. the writer used questionnaire to get the data from students to get their explanation about the reasons that causes the error of plural and singular noun made by the seventh grade students of SMP Miftahul Ulum. The participants were 28 students from seventh grade of SMP Miftahul Ulum.

Results and Discussion

The researcher observed that when writing descriptive text, all students regularly made singular and plural errors. Each student in the 8th grade at SMPN 02 Kencong made the taxonomy strategy emerge because they added or removed unnecessary pieces while also using the incorrect form of the noun this. This is the surface strategy

taxonomy, as stated by Krashen (2013), when learners make explicit and systematic alterations to the surface elements of a language.

The researcher discovered 87 mistakes in the use of the singular and plural in descriptive language. The mistakes result from 21 omissions. On a typical plural word, those kids did not add a s or an e. When students add s or es to a singular noun, the mistake rate is 55. 11 misformations are the other mistake. These students utilized an irregular and single noun in the improper form. These errors are the same as those described by Ellis (1994), who stated that omission errors occur when a well-formed phrase is lacking a necessary component. When something is added that shouldn't be in properly constructed words, it is called an addition error. The use of the erroneous morpheme structure or the substitution of one grammatical form for another is referred to as a "misformation error."

The reason why pupils struggle to write correctly is due to inter- and intralingual mistake. It causes omission, insertion, and misformation problems in their surface taxonomy (Krashen, 2013). When words or phrases from one language are used when another is being spoken or written, this is known as interlingual mistake. A mistake happens when grammatical or stylistic components from the source language are introduced into

the target language (Richard, 2014). When 17 students were interviewed, the writer discovered that their response related to the discovery that they write or think in their original language (Indonesia) before beginning to write in their target language (English). Only 5 pupils responded at times, while 2 others said they did not.

Interlingual mistake occurs when words or expressions from one language are used when another is being spoken or written. When grammatical or stylistic elements from the source language are used in the target language, an error is made (Richard, 2014). Most of the students the researcher spoke with admitted that they first write or think in their native language, Indonesian, before switching to their target language, English. Only a small portion of them claimed to directly think and write in English. The majority of them still use their original tongue while speaking and writing, which leads to usage errors with the singular and plural.

Conclusion

The findings and conclusions show that all students continued to write descriptive texts with erroneous singular and plural noun usage. The vast majority of students added s/es when the topic was a singular noun, indicating that addition is the most typical mistake students make. Only a small number of pupils made misformation mistakes, yet some still use the erroneous form for the irregular term. Only a few errors are

due to omission; these students failed to include s or es when they should have.

Interlingual and intralingual interference are factors that affect students' errors use of singular and plural nouns. First language has an effect on students' capacity to produce descriptive writings since most students write and think in their first language and simply translate it using that language's grammar and syntax.

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