

**AN ANALYSIS ON STUDENTS' ERRORS IN DISTINGUISHING BETWEEN
COLLECTIVE NOUN AND PLURAL NOUN**

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Abstract

This research was conducted to find out the students errors in distinguishing between collective and plural noun and the factors made the students errors in distinguishing between collective noun and plural noun. In collecting required data, the researcher used interview and test. The subject of this research was the students at class VII₂ SMPN 1 Nisam which consisted of 29 students. The result of this research shown that the students errors were divided into three categories, namely, errors of omission, errors of addition and errors of misuse. Based on the result of test, it was found out that there were 10,7% of students made errors of omission, 67,4% errors of misuse and 21,9 % errors of addition. The result of interview shown that students made many errors caused by two factors; they are external and internal factor. External factor come from the method of teaching, because how well the students understand the material depends on the method of teaching that used by the teacher. Internal factor was the students themselves, they did not pay attention to their study, some of them were afraid and shy to ask the teacher if they do not understand the material. Some of them were did not do repetition of their lesson or lazy to study.

Keywords: *Error, Collective and Plural Noun*

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1. Introduction

One type of noun is collective noun. Collective noun is a noun that is singular in form but refers to a group of people or things. Sometimes they refer to a group of specific things. For example: tables, chairs, cupboards etc, they are grouped into the collective noun *furniture*; *Group of people*: team, government, committee; *Group of animals*: herd, pack, swarm; *Group of things*: pair, bunch, set.

Plural noun is a noun that consists of two or more than two. There are some rules when working with English plurals: just add an 's' to make most words plural, for example : cat = cats, dog = dogs, girl = girls, bat = bats; if the noun ends with a *ch*, *s*, *sh*, *x*, or *z* add an 'es' to make it plural, for example : box = boxes, witch = witches, witness = witnesses; if the noun ends with a letter *y* and the letter before the *y* is a consonant, change the letter *y* to a letter *i* then add 'es' to make it a plural, for example: sky – skies.

In SMPN 1 Nisam, the students had some errors in understanding collective and plural noun. The researcher wants to investigate about error analysis in distinguishing between collective noun and plural noun. The type of students' errors on grammar were the students have lack motivation in receiving material, then the students were often confuse in understanding grammar, and lack of drills, and also error spelling. Furthermore, the students could not know the ways to make a good sentence, if they do not pay much attention in what case, how they are correctly used.

An English grammar would be a set of rules for making English sentences. By following the rules, the pattern of the sentence can be identified and readers will easily understand the sentence. Hence, the students could write the sentences grammatically and would be able to write the sentence having subject, verb or object correctly by following the rules. So, they students should be able to master about noun well.

This research was conducted to find out kinds of errors made by the first year students of SMPN 1 Nisam in distinguishing between collective noun and plural noun and the reason why the students made errors in distinguishing between collective noun and plural noun.

2. Research Method

This research was designed as a descriptive qualitative approach and the type of research was case study. It was conducted at SMPN 1 Nisam North Aceh. There were 29 students at class VII₂ taken as the subject in this research. Then the reseacher also chose six students purposively to be the subject of interview in this research.

In obtaining the data in this reasearch, the researcher used test and interview as data collection techniques. Test sheet was one of the instrument used in this research to complete the data and to found out the students' errors in distinguishing between collective noun and plural noun. The researcher gave list of test about collective and plural noun to the subject. It was used to investigate kinds of errors made by stduents in distinguishing between collective noun and

plural noun. Through interview, the researcher found out deep information from subject about their causes of making errors in distinguishing between collective noun and plural noun.

After collecting the data, the data analyzed by using steps of analyzing data in qualitative research as follows:

a. Data Reduction

Data reduction involved the process of abstracting, selecting and focusing the raw data that obtained in data collection. It means the writer tried to rearrange the data in good range and make a summary to get data more clearly based on the problem that was researched.

b. Data Display

The next step was the researcher displayed the data in narrative text. In the data displaying step, the selected data were arranged and organized a way that can be used to describe the English teaching learning process in line with the research problems. As Miles and Huberman in Sugiyono (2007: 117) said that the most frequent of display data for qualitative research data in past has been narrative text. By displaying the data, it would be easy to understand what has happened and know that what the researcher would do next. In addition as stated by Miles and Huberman in Sugiyono (2007: 117) that looking at displays help us to understand what is happening and to do something further analysis or caution on that understanding.

c. Conclusion

The last step of data analyze of qualitative research is conclusion. The conclusion of qualitative research is the answering of the problem of the research which is formulated in the first planning of the research.

The data analysis for the research questions in this study was analyzed based on the error analysis procedure. The data of this study are analyzed by using the identification of errors, classification of errors and frequency of occurrence errors.

1. Identification of errors

The identification of errors here refers to the identification of any deviation in using collective noun and plural noun. That is when collective noun and plural noun do not agree with structural of patterns of nouns.

2. Classification of errors

After identifying of errors, the research classifies them into their types of collective noun and plural noun.

3. Frequency of occurrence errors

The current study also tries to find out the frequency of occurrence of errors. In this step the frequency of errors previously identified, classified, counted and tabulated. The number of errors is presented in the form percentage.

The formula is described below:

$$\frac{\text{Number of errors of each number of items}}{\text{Total Number of tries of each formula}} \times 100\%$$

The average percentage of errors for the whole items is calculated by using this formula:

$$\frac{\text{Total number of errors}}{\text{Total number of items}} \times 100\%$$

3. Review of Related Literature

3.1 Definition of Error

In learning a foreign language, the learners often face many difficulties in this attempt to master the target language. According to Corder (1981: 58) Errors against the grammatical rules of the language and result in unacceptable utterance. Errors occur because the learners of English as a second language have not yet mastered the English Grammar. Furthermore, Corder (1996: 28) states that “Not only do language learners necessarily produce errors in the second language but also, errors can provide a significant input to learners because errors can help learners to identify their errors, so that they may not make the same errors in the future.”

In World English Dictionary (1988: 128), Error are:

1. A mistake or inaccuracy, as in action or speech : *a typing error*
2. An incorrect belief or wrong judgment
3. The condition of deviating from accuracy or correctness, as in belief, action, or speech: *he was in error about train times*
4. Deviation from a moral standard; wrong doing: *he saw the error of his ways*
5. *Maths, statistics* a measure of the difference between some quantity and an approximation to or estimate of it,

often expressed as a percentage: *an error of 5%*.

The making of errors is so unavoidable in learning process. Besides, the making of errors is one part of learning and no one can learn without making the errors.

Meanwhile, Brown (1980: 165) states that an error is a noticeable deviation from the result grammar of a native speaker, reflecting the interlanguage competence of the learner. Learner of language has different competences of level in learning English and automatically that has involved different cause of error. For example if students ask: “does John can sing?” they are probably reflecting a competence level in which all verbs require a pre-posed *do* auxiliary for question formation; so, they have committed an error.

That error may happen in teaching learning process, it may be caused by the teacher, they have the lack of grammar competences in teaching English or by students who have different understanding or wrong perception then they save on the brain for long time and improve in their English grammar.

Errors are significant in three different ways. First to the teacher, errors tell him how far the learner has progressed and, consequently, what remains for him to learn. Second, errors provide researchers with evidence on how language is learnt or acquired, what strategies or procedures the

learner are employing in his discovery of the language. Thirdly, errors are indispensable to the learner himself, because errors can be regarded as a device the learner uses in order to learn. The making of errors is a strategy employed both by children acquiring their mother tongue and by those learning a second language. Errors can be accepted as a kind of learning activity taking place in the learner.

3.2 Error and Mistake

When we talk about error, we may also think about mistake. Error and mistake are familiar words but some people do not know the distinction between errors and mistake exactly. Some people cannot avoid problems in making mistakes because error and mistake are important aspect in a learning process. Gradually by making mistakes, he knows whether something is right or not. Brown (1980: 165) defines mistake as follows “A mistake refers to a performance error that is either a random guess or a “slip” in that it is a failure to utilize a known system correctly.” All people make mistake, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such “lapses” or mistakes, which are not the result of a deficiency in competence but the result of some sort of breakdown or imperfection in the process of producing speech. These hesitation, slips of the tongue, random ungrammaticalities, and other performance lapses in native-speaker production also occur in second language speech. Mistakes when attention is called to them, can be self corrected.

An error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. An error and mistakes are not always to be differentiated. An error can not be self corrected. While mistakes can be self-corrected if the deviation is pointed out to the speaker. But the learner’s capacity for self-correction is objectively observable only if the learner actually self-correct; therefore, if no such self correction occurs, we are still left with no means to identify error and mistake.

3.3 Analysis of Error

Language learning is the process that involves the making of mistakes and errors, so errors are regarded as the product of learning. Studying error serves two major purposes: it provides data from which inferences about the nature of the language learning process can be made and it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types distracts most from a learner’s ability to communicate effectively (Dulay, 1982: 138). This case should support the teacher of second language to realize that errors made by the learner in the process of constructing a new system of language need to be analyzed carefully.

The study of error is called error analysis. “The fact that the learners do make error, 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 a study of learner’s errors, called analysis of error (Brown, 1980: 166). Analysis

of error is the study and evaluation of these uncertainties; its two main functions being to allow the practitioner to estimate how large the uncertainties are and to help him or her to reduce them when necessary (Brown, 1980: 222).

3.3.1 Categories of Errors in Analysis of Error

In general, errors can be categorized as ones of addition, omission, substitution and ordering at either the sentence or discourse level. Within these, different levels of language can be considered including phonology, orthography, lexicon, grammar, and discourse. In addition, errors can be classified as either those which hinder communication (global) or those which do not (local) (Brown, 1980: 222)

Heaton (1989: 149) stated that, there are two distinctions made between global and local errors. These errors which cause only minor trouble and confusion in a particular clause or sentence without hindering the reader's comprehension of the sentence are categorized as local errors (e.g. misuse of articles, omission of preposition, lack of agreement between subject and verb, incorrect position of adverb, act). Global errors are usually those errors which involve the overall structure of a sentence and result in misunderstanding or even failure to understand the message which is being conveyed (e.g. the misuse of connectives, the omission, misuse and unnecessary insertion of relative pronoun, act).

Furthermore, based on the surface strategy taxonomy, the writing errors in this study include:

- a. Omission : the learners omit necessary items.
- b. Addition : the learners add unnecessary items.
- c. Misuse : the learners use the wrong form of word items.
- d. Disordering : the learners use or write the incorrect placement of word items

3.3.2 The Procedure of Error Analysis

For describing errors of students in distinguishing between collective noun and plural noun in the study, some steps need to be followed. The steps here are referred to a process by which description of errors is commonly carried out in second of foreign language errors analysis. The steps in analyzing second a foreign language learners' errors proposed by error analysis writers vary number, depending on the purpose of the analysis. Corder in Ellis (1985: 51) identified five steps in error analysis: (1) a corpus of language is selected; (2) the errors in the corpus are identified; (3) the errors are classified; (4) the errors are explained; and (5) the errors are evaluated.

Ellis (1985: 296) states that analysis of error is a procedure used by both researchers and teachers. It involves:

- (1) Collecting samples of learner language;

- (2) Identifying the errors in the sample;
- (3) Describing these errors;
- (4) Classifying them according to their hypothesized causes; and
- (5) Evaluating their seriousness.

Since this research is aimed at gaining a description of the types of errors of students in distinguishing between collective noun and plural noun as follows:

- a. Identifying of errors
- b. Classifying of errors
- c. Describing of errors

3.3.3 The Importance of Error Analysis

The study of error or error analysis takes a new importance and has its significance. Concerning the use of error analysis, Corder, stated the significance of learners' error: "A learner's errors are significant in (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language (Corder, 1980, 164).

Analysis of Error is important both for the teachers and students. Analysis of error will provide a chance for the teachers to observe and investigate how language is learned and acquired by learners. While for the students, error analysis can become a device to check their strength and weakness in studying a second language. In short, error can become a positive aid to learning and may actually be a necessary part of learning a language and that it helps teachers to see how learners process

the second language and develop underlying systems of the rules.

Based on the importance of analysis of error mentioned above, the writer feels sure that the study of error or analysis of error will contribute many useful things in language teaching. At least, by using this research, teachers of English will be able to measure and know how far the materials have been mastered by their students, which has not been effectively taught and which teaching should be improved.

3.2 Noun

The word 'noun' comes from Latin *nomen* meaning 'name'. a noun is the name of a thing. Everything that exists has a name, whether you can see it or not. A blind person cannot see something, but that does not mean that it isn't there! It may only exist in our minds, like hope, beauty or calories (Dykes, 2007: 22).

According to Ridwansyah (2006: 15) noun is a word refer to an object, such concrete object (concrete noun) or abstract object (abstract noun). Concrete noun is an object which can see, example: person, animals, book, knife, key, car, or television. Abstract noun is an object which can not see, example: cleverness, stupidity, knowledge, ability, wish, or mind.

Noun can represent the people name, place, object, quality, activity, concept, or condition.

Example: - People : *Abraham Lincoln* is known throughout the world for his humanity.

- Place : Lima is the capital of Peru.
- Object : *Russians enjoy tea served in a glass.*
- Quality : *She discerned deceitfulness in his proposal.*
- Activity: *Writing is an art too often neglected.*
- Concept or condition : *Islam is one of the major world religions.*

3.2.1 Kinds of Noun

A noun is used to identify a person or thing (Dhanny, 2007: 126). Types of noun are:

a. Common Nouns

Common noun is a noun referring to a person, place, or thing in a general sense usually, you should write it with a capital letter only when it begins a sentence. On the other hand, it can occur after *the*.

Example: - All the gardens in the neighbourhood were invaded by beetles this summer.

- According to the sign, the nearest town is 60 miles away.

b. Proper Nouns

Proper nouns denote an individual person, place, etc. A proper noun normally begins with a capital letter. It generally has no plural form, and cannot generally occur after *the* or *a/an*.

Example: - ...Michael Hall.
- ...Jenny.

c. Material Nouns

Material Noun is a word that denotes the matters, or substance of which things are made. Or name of noun which not human being made.

Example: - Moon
- Sun

d. Collective Nouns

Collective Nouns are a number of nouns in English which refer to a group of people or thing.

Example: - Our little group is complete again.

- Our family isn't poor any more.

e. Abstract Nouns

Abstract Noun is name things that cannot be seen or perceive through your five physical senses.

Example: - Show
- Agreement

3.2.2 Number

The English number system constitutes a two-term contrast: Singular, which denotes 'one', and Plural, which denotes 'more than one'. Each nouns phrase is either singular or plural, and its number is determined is general by its head, which is typically a noun.

1. Singular Noun

Singular noun is the noun used to refer to or talk about one person or thing.

Example: - Dog
- Book

2. Plural Noun

Plural noun is the noun used to refer to more than one person or thing.

- Example: - Dogs
- Books

3.2.3 Collective Noun

Several kinds of nouns conspire to confuse us. One is the *collective noun*, the word that stands for a group of whatever (Kessemal, Judi and Peterson Franklynn, 1982: 10). Collective noun is a singular word used to refer to a group. e.g. *family; team* (Swan, 1995: xxii). Collective noun is singular in form but plural in sense. Although a collective noun includes two or more members of the group, the collective noun itself is *singular* and so takes *singular verbs* and *singular pronouns*.

Sometimes they refer to a group of specific things.

For example:

- Tables, chairs, cupboards etc. are grouped under the collective noun ***furniture***.

flock of birds, sheep	school of fish
herd of cattle	pride of lions
pack of dogs	

Example:

- The flock of birds is circling overhead.
- The herd of cattle is breaking away.

Collective nouns indicating time, money, and measurements used as a whole are singular.

Example:

- Twenty-five dollars is too much to pay for that shirt.

Sometimes they are more general:-

For example:-

- **Groups of people** - army, audience, band, choir, class, committee, crew, family, gang, jury, orchestra, police, staff, team, trio
- **Groups of animals** - colony, flock, herd, pack, pod, school, swarm
- **Groups of things** - bunch, bundle, clump, pair, set, stack

The following nouns are used to indicate groups of certain animals. It is not necessary to learn the nouns; however, they mean the same as group and thus are considered singular.

- Fifty minutes isn't enough time to finish this test.
- Twenty dollars is all I can afford to pay for that recorder.

Nouns in the collective class can be used in either the singular or plural form depending on the context of the sentence. For example, family is a collective noun because it refers to more than one person sharing a relationship or camaraderie. However, we can also use this as a plural in referring to groups of families.

Swan (1995: 526) elaborates on this singular/plural usage, and disagrees about treating collective nouns as both singular and plural in the same construction

In British English, singular words like *family*, *team*, *government*, which refer to groups of people, can be used with either singular or plural verbs and pronouns.

Example: This team is/are going to lose

Plural forms are common when the group is considered as a collection of people doing personal things like deciding, hoping or wanting; and in these cases we use *who*, not *which*, as a relative pronoun. Singular forms (with *which* as a relative pronoun) are more common when the group is seen as an impersonal unit. Compare:

- My family have decided to move to Nottingham. They think it's a better place to live

A determiner in front of a singular collective noun is always singular, e.g. *this committee*; never *these committee* (but of course when the collective noun is pluralized, it take a plural determiner, e.g. *these committees*).

3.2.4 Plural Noun

Plural Noun is a noun which is only used in the plural form; e.g. *trousers*, *scissors*, *vermin* (Collins, 1987: xxi). Ronald Cramer and Chris (1984: 32) stated that a plural noun is usually formed, by adding *-s* or *-es* to the singular noun.

There are many kinds of plural forms:

1. Regular Plural

The plural form of most nouns is created simply by adding the letter *s*.

- more than one snake = snakes
- more than one ski = skis

Words that end in *-ch*, *x*, *sh*, *s* or *ss-like* sounds, however, will require an *-es* for the plural:

- more than one witch = witches
- more than one box = boxes

If the singular forms end in *o*, not human being made, the plural form is made by adding *-es*.

- more than one buffalo = buffaloes
- more than one mango = mangoes

If the singular forms end in *o*, human being made, the plural form is made by adding only *-s*.

- more than one piano = pianos
- more than one photo = photos

Plurals of words that end in *-f* or *-fe* usually change the *f* sound to a *v* sound and add *s* or *-es*.

- more than one knife = knives
- more than one leaf = leaves

If singular nouns end in *y*, preceded by a consonant, the plural is formed by changing *y* to *i* and add ending *-es*.

- more than one body = bodies

- more than one baby = babies

But, If the singular noun form ends in y, preceded by a vowel, the plural is made adding only -s.

- more than one boy = boys
- more than one day = days

2. Irregular Plural

There are several nouns that have irregular plural forms. The plural is formed by **Mutation** (a change of vowel) in the following seven nouns:

- more than one woman = women
- more than one man = men

The *-en* plural occurs in three nouns:

- more than one brother = brethren (with mutation as well as the *-en* ending) is limited to *brother* meaning 'fellow member of a religious society'; otherwise regular *brothers*
- more than one child = children

Nouns that always plural forms and don't have singular form.

- scissors
- clippers

Nouns that always singular forms, and don't have plural form.

- information
- progress

Nouns have singular and plural forms, and don't change.

- deer
- sheep

3.3 The Distinguishing between Collective Noun and Plural Noun

Plural nouns are grammatical form used to refer to more than one person, thing, etc. In plural noun, its verb must be plural form.

Example: - their pens are black, red, and blue.

- Women play volleyball every Sunday.

Collective nouns are generally count nouns, but even in the singular they refer to groups of people, animals or things. Collective nouns are singular in form but plural in sense. For purposes of agreement, collective nouns can be singular or plural, depending on how they are used in a sentence. When the unit is acting in unity, it is appropriate to use the singular. When the members of the unit are acting as individuals, it is appropriate to use plural forms of verbs and pronouns. For example:

- The class waits [singular verb] for its [singular pronoun] teacher quietly. (*The class is referred to as a unit acting in unity. The students are all doing the same thing at the same time.*)
- The class begin [plural verb] their [plural pronoun] homework assignments while they [plural pronoun] wait [plural verb] for their [plural pronoun] teacher. (*The students are a unit, but are acting as individuals -- they each doing their own homework assignments.*)

A plural noun represents more than one of something. For example, 'flowers' is

plural for 'flower'. A collective noun is a singular (not plural) noun that represents a 'group' of things. For example, 'herd' is a collective noun for animals such as sheep and cows.

4. Data Analysis and Findings of Research

4.1 Analysis of the Result of Test Sheet

The researcher got the data from test for the students in test sheet, the writer analyzed data to know the students' errors in distinguishing between collective noun and plural noun. The analysis of the data were presented as follows:

4.1.1 Identifying Errors

The test was administered to 29 subjects. The result of the test shows that there are 242 occurrences of errors in distinguishing between collective noun and plural noun, comprising 100 occurrences of errors in collective nouns, 43 occurrences of errors in regular plural nouns and 99 occurrences of errors in irregular plural nouns. It can be calculated on 41,3 % errors in collective nouns, 17,8 % errors in regular plural nouns and 40,9 % errors in irregular plural nouns.

4.1.2 Classifying Errors

The classification of the error into error type was done based on the surface strategy taxonomy. In which errors can be described into four types (Dulay, 1982: 150), they are:

- 1) Omission: the absence of an item that must appear in a well-formed utterance.
- 2) Addition: the presence of an item, which must not appear in a well-formed utterance.

- 3) Misuse: the use of the wrong form of the morpheme or structure.
- 4) Disordering: the incorrect placement of a morpheme or a group of morphemes in an utterance.

However, it was found from the data. There was no error of disordering. So that in the analysis errors only consisted of errors of omission, addition, and misuse.

Based on the result in distinguishing between collective noun and plural noun, it is found out that there are 10,7 % errors of omission, 67,4 % errors of misuse and 21,9 % errors of addition.

4.1.2.1 Omission

This type of errors is indicated by the absence of *-s/-es* in plural noun forms in certain reconstruction where they are required. For example:

1. I want to buy some flowero.
2. Indonesia has many cityo.

The reconstructed sentences in target language are:

1. I want to buy some *flowers*.
2. Indonesia has many *cities*.

4.1.2.2 Addition

It is indicated by using the collective noun form and irregular plural noun in a sentence where the collective noun form and irregular plural noun are not actually required. The errors appeared when the students put *-s/-es* in the end of nouns but the nouns are collective noun form and irregular plural noun. For example:

1. *The committees* has already reached a decision.
2. Some *fishes* were caught by him.

The sentence above do not need plural noun form (-s/-es) to express relationship in space because the verb used singular verb “has” in such number 1. And at the number 2, the sentence used irregular plural noun, it do not need -s/-es. The reconstruction of these sentences in target language is presented below:

1. *The committee* has already reached a decision.
2. Some *fish* were caught by him.

4.1.2.3 Misuse

It is indicated by correct use of noun formation (singular, plural and collective noun) in the sentences. If the students use an incorrect irregular plural noun and use verb be in plural noun and collective noun.

Some example sentences containing errors of misuse are below:

1. Alice finds many *mouse* in her house.
2. The *goose* are in the pond.

The sentences above are considered as errors of misuse since the students use the errors form in using irregular plural noun in such number 1 and 2. And at the number 3 and 4, the students use the errors form in using verb be, they took singular verb in plural noun, and also they took plural verb in collective noun in such number 5 and 6. The correctly reconstructed sentences in target language are as follows:

1. Alice finds many *mice* in her house.
2. The *geese* are in the pond.

4.2 Analysis of the Interview

The researcher interviewed six students at class VII₂ SMPN 1 Nisam to know the students’ factors made the students errors in distinguishing between collective noun and plural noun. The researcher got the result according to the whole answers that had been answered by the students.

From the interview result, the researcher found that three from six students interest to learn about collective noun and plural noun, and three of them do not interest to learn about collective noun and plural noun because it made them confuse.

Some of them said they can distinguish between collective noun and plural noun if the teacher gave more explanation and some examples, and students said they cannot distinguish between collective noun and plural noun, because it made them difficulties to comprehend the material. They did not understand in distinguishing verb be and noun form for collective noun and plural noun, because the teacher did not teach them about it detaily.

A part of the fact that acquire more understanding, giving questions for the teacher was also needed by the students if they did not understand the material. The fact, from the six students who were interviewed by the researcher, three of them said that they were afraid, shy to ask the teacher, they were not interested in learning about collective noun and plural noun and they felt it was difficult, because they were not able in it and they did not know how to begin the questions. Three students always ask the questions to the teacher if they do not understand.

Based on the students' reasons of their unbravery to ask the question, the researcher asked them more about the method used by the teacher in teaching collective noun and plural noun. According to the students' answer, the teacher's method is good, because the teacher always gave them examples after explained the material. It was not problem with them, but the way of the teacher in teaching was too fast and she was not smile, it made the teacher looked cruel. Indeed, it will make some of the students rather afraid to the teacher.

Beside that, the researcher also found out information that the students' errors were misplacement noun or verb, the students did not have many vocabularies because they seldom practice in their activities and the teacher did not teach them about collective noun and plural noun in detail.

According to the students' answer, they could understand in distinguishing between collective noun and plural noun if they studied seriously and often asked the

teacher when they do not understand. The students had better understanding about plural noun than collective noun, because plural noun was easier to understand.

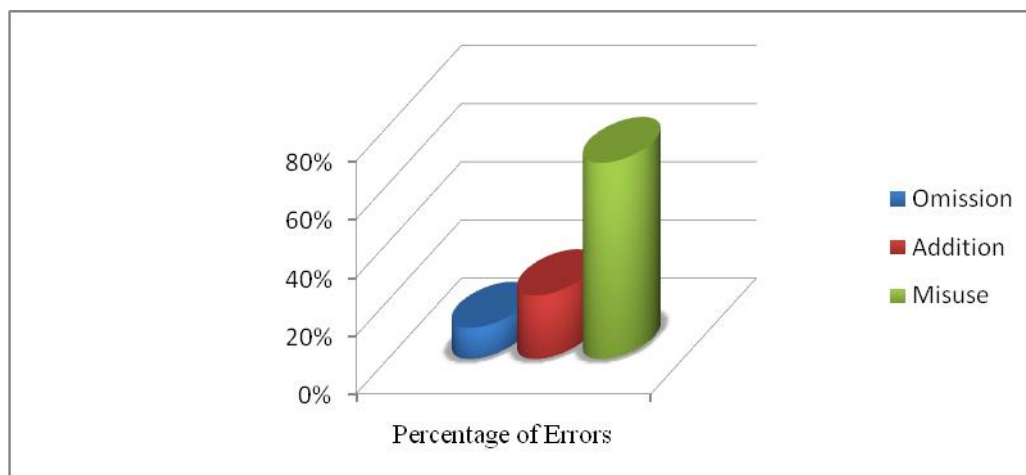
4.3 The Frequency of Errors Made by the Students

The result of research showed that there were 242 errors in distinguishing between collective noun and plural noun. It was classified into errors on collective nouns 41,3%, errors on regular plural nouns of 17,8% and errors on irregular plural noun 40,9%. Based on the types of errors in distinguishing between collective noun and plural noun that they found out that there are 10,7% error of omission, 21,9% error of addition and 67,4% error of misuse.

Table 4.1 Frequency of Occurrence of Each Error Type

No.	Type of Errors	Number of Errors	Percentage of Errors
1	Omission	26	10,7 %
2	Addition	53	21,9 %
3	Misuse	163	67,4 %
Total		242	100 %

Figure 4.1 Percentage of Errors



4.4 Finding of the Research

The data analysis of the test sheet in distinguishing between collective noun and plural noun showed that errors of misuse reached the highest frequency, followed by errors of addition, and errors of omission, it was found that there was no error of disordering in this study. Further analysis concerning the distinguish between collective noun and plural noun in terms of each items show that misuse errors were always of the highest frequency. The average number of errors made of all the students was 42. From the percentage, it can be concluded that the students' ability in distinguishing between collective noun and plural noun was poor.

The researcher thinks that there are many factors why the students make errors, they are external and internal factor. External factor come from the method of teaching, because how well the students understand the material depends on the method of teaching that teacher uses. Internal factor is the students themselves. They perhaps can understand the material, it has been explained by the teacher for several times, but they still keep making

error and some of them who were afraid, shy to ask the teacher if they do not understand the material. The students motivation in learning English may also be caused of students' errors, may be it is because the students' interest in learning English is not much than any other subjects that they like to study. If students had high motivation, they would be diligent to effort and did not want to surrender in increasing their achievement. If the student had low motivation, they would be lazy and their attention was not concentrated to the material. As result, they found the problems in learning.

5. Conclusion

The result of the research showed that the students of SMPN 1 Nisam still have problem in distinguishing between collective and plural noun. They are still error to place of verb be in collective noun and plural noun. According to the result of interview with the students, the students made many errors in distinguishing between collective noun caused by two factors. They are internal factor and external factor. The Internal factor was the students do not pay attention where teaching-

learning process and some of them who was lazy to ask the teacher if they do not understand the material, it caused they were not able in English, and shy to ask. Besides, they do not know the different between collective noun and plural noun. The second factor was external factor, is the factor that come from the method of teaching, because

how well the students understand the material depends on the method of teaching that teacher uses. For instance, most of students made error in distinguishing between collective noun and plural noun it caused the teacher do not teach them too detail, and the teacher teaches them too fast.

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