

AN ERROR ANALYSIS ON PLURALIZING ENGLISH NOUNS
IN THE SECOND GRADE OF SMA STUDENTS



A Thesis

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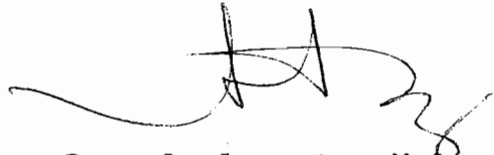
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But those who trust in the Lord
for help
will find their strength renewed
They will rise on wings like eagles;
they will run and not get weary;
they will walk and not grow weak.

- Isaiah 40.31.

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Chapter I

I N T R O D U C T I O N

A. The Background of the Study

Since English is an International language and used as a means of communication by most people all over the world, English occupies one of the important subjects in schools.

In Indonesia, as one of the developing countries in the world, English is generally taught as a compulsory subject from the first year of Junior High School. Although the students have studied for six years or more, they still find some difficulties in studying English, especially in its grammar. Consequently, we can believe that this fact can make students refrain from learning English seriously, English being the most difficult subject for them.

As a teacher, we should not only give the lessons to the students but we should also be able to make them understand and able to use what is taught in communication. Basing upon the errors made by the students, a teacher is expected to find new techniques to overcome the problems, problems, so that the learning-teaching activities can go smoothly and the objectives can be achieved successfully.

B. Reasons for Choosing the Topic

English grammar, especially for foreign students, seems to be so complicated to study, because of its complex rules. In pluralizing English nouns we also find numerous rules, so that it can frequently produce some errors.

The writer determines the pluralization of English nouns as the topic, because the modification from singular English nouns into plural English nouns contains several kinds of rules, which makes students usually make errors. In fact, they are various rules which can be differentiated according to the form, the meaning and the usage. Thus, based on the errors resulted from the prognostic tests, the writer tries to analyse what kinds of difficulties faced by the second grade of SMA students, and also tries to find out some techniques as the remedial teaching.

C. Formulation of the Topic

Based on the errors which emerged in the tests, the writer wants to find the difficulties faced by the second grade of SMA students in learning English, especially in pluralizing English nouns.

To do the research, the writer takes the second grade of SMA students as the samples. They are in

semester III of two different schools and two different departments, two classes of Biology department and one class of Physics department for each school. The reason is, the second grade of SMA students have studied English for at least four years. So, their ability to comprehend, to arrange and to compose English words is better than the first grade of SMA students. Besides, as we can see at the book of "Kurikulum Sekolah Menengah Atas (SMA) 1984", English nouns are taught in the first grade, therefore, doing the test can be a little review for them. The writer does not give the tests to the third grade of SMA students, because they are preparing their final examination.

D. The Purpose of Writing

The purpose of writing this thesis is to make SMA teachers know how far the students of SMA, particularly the second grade ones, understand about the modification from the singular English nouns, into the plural English nouns in accordance with the form, the meaning, and the usage; and also how far they are able to use it in communication. In addition to that, the writer also tries to include some techniques of teaching to make the students learn pluralizing English nouns more easily, so that they will not makes errors anymore.

E. Hypothesis

The prognostic tests given are used to know whether the second grade of SMA students have mastered the pluralizing English nouns or not. In the book of "Kurikulum Sekolah Menengah Atas (SMA) 1984, dalam Proses Belajar-Mengajar (in the Pattern of Learning-Teaching Process) it is written:

Siswa yang taraf penguasaannya kurang dari 75% harus diberi program perbaikan mengenai bagian-bagian bahan yang belum dikuasainya, sedangkan siswa yang mencapai taraf penguasaan 75% atau lebih dapat diberi program pengayaan". The translation of the lines written above, is "The students whose mastery level is less than 75%, must be given the remedial program about the material which they have not mastered yet, whereas the students who achieve the mastery level 75% or more, can be given the enrichment program". It is hypothesized that the results of the tests will show that the students still have difficulties in learning the pluralizing English nouns, because of the English itself and their own mother tongue.

F. The Scope of Writing

The scope of writing this thesis covers five parts, namely:

First, talks about the description of the ways of pluralizing English nouns as the students' problems.

Second, to be sure that the SMA students have difficulties in the pluralization, the writer gives the prognostic tests.

Third, after observing the errors done by the students, the writer tries to find some sources of errors concerning with the learning of pluralizing English nouns.

Fourth, to overcome the problems, the writer suggests some techniques as the remedial teaching.

Fifth, then the writer writes a conclusion of discussing this topic.

G. Methods of Doing the Research

First of all, the writer makes the prognostic tests by collecting items taken from "Creative English for SMA Book 1", "Students' Book 1", "A Practical English Grammar", "Living English Structure", and some others from her own-made test items.

Then the tests are given to the students of the second grade of SMA Kristen I Magelang, and of SMAK Pendowo Magelang; three classes for each, two classes of Biology and one class of Physics.

H. Organization

This thesis consists of five chapters, they are:

Chapter one, contains the introduction of this thesis which covers eight points, namely the background of the study, reasons for choosing the topic, formulation of the topic, the purpose of writing, hypothesis, the scope of writing, methods of doing the research, and the organization of the thesis.

Chapter two, discusses about the identification of the problems of pluralizing English nouns which are distinguished into the form, the meaning and the the usage, and also some exceptions out of those rules. This chapter is mostly taken from: "Descriptive English Grammar", "A Handbook of English Grammar", "A Grammar of Modern English for Foreign Students", "A Rapid Review of English Grammar for Students of English as a Second Language", "A Grammar of Standard English", "A Grammar of Contemporary English", "A Guide to the Study of English", and "The Student's Handbook of Modern English".

Chapter three, talks about the prognostic tests and the results.

Chapter four, discusses about the sources of the errors done by the students in the tests.

Chapter five, presents some techniques of teaching English plurals, so that the students can really understand and use them in communication without making any errors.

Chapter II

IDENTIFICATION OF THE PROBLEMS

A noun can be singular, that is when it refers to one, and a noun can also be plural, that is when it refers to more than one. The plural noun is formed from the singular noun. There are many ways of pluralizing the singular nouns. The many ways of pluralization are made complicated by the forms, meaning and usage of the nouns. All these will cause the students' problems to learn English, especially English nouns.

This chapter will talk about the ways of pluralizing nouns as the students' problems.

A. According to the Forms

According to their forms, in relation to the plural formation, nouns can be grouped into:

1. Simple Nouns
2. Compound Nouns
3. Phrasal Nouns

There are two different classes of the pluralization rules:

1. The Regular Rule

This rule makes the plural noun by adding the suffix -s or -es to the singular noun.

2. The Irregular Rule

There are singular nouns which form their plurals by changing the vowels, by changing the consonants, by adding a syllable, and by other ways. The rules are irregular.

1. The Regular Rule

a. Simple Nouns

The Simple Nouns include all primary nouns in the language; that is those which have not been formed by combining two separate words, for examples:
¹
 boy, brother, house, man, wife, etc.

1) Simple Nouns form their plurals by adding the suffix -s to the singulars, examples:

book	-	books	chair	-	chairs
boy	-	boys	cigarette	-	cigarettes
brother	-	brothers	tree	-	trees,

etc.

Note:

Nouns ending in silent -e preceded by a fricative (a hissing sound or rub sound) add an extra syllable in taking on the -s, examples:

bridge	-	bridges	horse	-	horses
cage	-	cages	house	-	houses
case	-	cases	prize	-	prizes, etc.

¹
 House, Homer, C. and Susan Emolyn Harman, Descriptive English Grammar, University of Maryland, 1950, p.21,37,38.

2) Other Simple nouns add -es to the singulars:

a) Nouns ending in a fricative: -ch, -s, -ss, -sh, -x, -z, add -es to the singular to form their plurals, thereby adding a syllable:

watch	-	watches	brush	-	brushes
bus	-	buses	box	-	boxes
glass	-	glasses	topaz	-	topazes

b) Nouns ending in -o may add -s or -es to form their plurals:

(1) If the final -o is preceded by -eo, -io, -oo, -yo, the plurals are regular formed by adding -s to the singulars:

baboo	-	baboos	folio	-	folios
bamboo	-	bamboos	Hindoo	-	Hindoos
cameo	-	cameos	radio	-	radios
cuckoo	-	cuckoos	studio	-	studios
embryo	-	embryos	trio	-	trios

- The following also add only -s:

albino	-	albinos
alto	-	altos
armadillo	-	armadillos
banjo	-	banjos
bravo	-	bravos
casino	-	casinos
cento	-	centos

commando - commandos
 duodecimo - duodecimos
 dynamo - dynamos
 generalissimo - generalissimos
 gigolo - gigolos
 inferno- infernos
 junto - juntos
 medico - medicos
 octavo - octavos
 piano - pianos
 quarto - quartos
 solo - solos
 soprano- sopranos
 tyro - tyros
 zero - zeros

(2) Some nouns ending in final -o preceded by a consonant, however, add -es to form their plurals:

dingo - dingos
 echo - echoes
 embargo - embargoes
 hero - heroes
 Negro - Negroes
 potato - potatoes
 tomato - tomatoes
 tornado - tornadoes

veto - vetoes

(3) A few nouns offer alternative plurals, but the -es being more common, but the increasing tendency is to add only -s:

buffalo - buffaloes (or buffalos)

domino - dominoes (or dominos)

grotto - grottoes (or grottos)

salvo - salvoes (or salvos)

virago - viragoes (or viragoes)

cargo - cargoes (or cargos)

fiasco - fiascoes (or fiascos)

motto - mottoes (or mottoes)

vulcano - vulcanoes (or vulcanos)

Other examples of simple nouns, like: man, wife, etc. form their plurals by changing the last consonant or the main vowel into another form. The words will be discussed under the irregular plurals.

The Simple Nouns may include derivative nouns; those are the nouns formed by adding suffixes to the other nouns, or to adverbs, adjectives, and verbs; or to the stems of any of these parts of speech. Such words as: goodness, worship, reading, kingdom, actor, actress, childhood, judgement, commission, function, pity, etc. are strictly speaking not compound nouns,

since they are not individual words joined to make new names.² The plural forms of these words are the same as their singular forms, in other words, there is no change or suffixes to form their plurals, since they are included in the abstract nouns.

b. Compound Nouns

Compound Nouns are those which have been formed by combining two or more words having individual meaning of their own when standing alone.³ The plural of Compound Nouns depends upon the nature of the Compounds and the relation of its two parts to each other.

Compounds can be written as:

- solid (one word)
- hyphenated (separated by a hyphen)⁴
- open (two words)

- 1) In Compound Nouns made up of a noun preceded by an adjective (or a noun with an adjective force), the noun takes the plural inflexion.

² House, Homer, C. and Susan Emolbyn Harman, p. 40.

³ House, Homer, C. and Susan Emolyn Harman, p. 41.

⁴ Gatherer, W.A., The Student's Handbook of Modern English, Gramedia, Jakarta, 1986, p.8-10.

a) solid:

SINGULAR	PLURAL
blacklist	blacklists
clearway	clearways
greenhouse	greenhouses
redbrick	redbricks
redfish	redfishes (redfish)

b) hyphenated:

SINGULAR	PLURAL
blue-collar	blue-collars
dead-end	dead-ends
double-decker	double-deckers
free-range	free-ranges
hard-cover	hard-covers
hard-shoulder	hard-shoulders
high-level	high-levels
high-rise	high-rises
lieutenant-governor	lieutenant-governors
long-term	long-terms
maid-servant	maid-servants
second-class	second-classes
slave-driver	slave-drivers
white-collar	white-collars

2) In Compound made up of a noun followed by an adjective, the two parts have come to cohere so closely, that the plural inflexion is now added at the end:

SINGULAR	PLURAL
governor-general	governor-generals
handful	handfuls
knight-errant	knight-errants*
major-general	major-generals
price-current	price-currents
sign-manual	sign-manual
surgeon-major	surgeon-major

There are many other Compound Nouns which are formed by a noun followed by an adjective in solid and in hyphenated forms, but those words are not countable nouns, so they cannot be pluralized. Example:

- solid : airtight, roadworthy, timework, etc.
- hyphenated: brand-new, duty-free, snow-white, etc.

3) In Compound Nouns of which the first part is a verb, the plural inflexion is naturally placed at the end:

a) solid:

SINGULAR	PLURAL
drawback	drawbacks
huntman	huntmen

 *the suffix -s can be placed at the end of the first word, too.

telltale

telltales

turntable

turntables

b) hyphenated:

SINGULAR

PLURAL

forget-me-not

forget-me-nots

frown-up

grown-ups

lay-by

lay-bys

run-away

run-aways

sit-in

sit-ins

spend-thrift

spend-thrifts

stand-by

stand-bys

take-off

take-offs

4) In Compounds made up of a noun followed by an adjectival phrase or an adverb, the nouns take the plural inflexion:

a) hyphenated:

SINGULAR

PLURAL

break-out

breaks-out

commander-in-chief

commanders-in-chief

grant-in-aid

grants-in-aid

head-on

heads-on

knock-out

knocks-out

leg-up

legs-up

man-of-war

men-of-war

mother-in-law

mothers-in-law

b) open

coat of mail	coats of mail
--------------	---------------

5

5) In the rare Compounds consisting of two designation of equal application, both parts take the plural inflexion:

a) hyphenated:

SINGULAR	PLURAL
knight-templar	knights-templars
lord-commissioner	lords-commissioners
lord-justice	lords-justices
lord-lieutenant	lords-lieutenants
man-servant	men-servants

b) open:

SINGULAR	PLURAL
gentleman-farmer	gentlemen farmers
woman doctor	women doctors

6) In Compounds made up of two nouns, the plural inflexion is placed at the end:

a) solid:

SINGULAR	PLURAL
airplane	airplanes
airport	airports
bookcase	bookcases

bathroom	bathrooms
footman	footmans
handbook	handbooks
headline	headlines
motorway	motorways
paperbag	paperbags
parkway	parkways
playgroup	playgroups
postman	postmans
sunflower	sunflowers
viewpoint	viewpoints

b) hyphenated:

SINGULAR	PLURAL
anchor-man	anchor-men
armour-plate	armour-plates
ball-point	ball-points
bed-sitter	bed-sitters
box-office	box-offices
flag-day	flag-days
half-term	half-terms
head-room	head-rooms
jack-knife	jack-knives
life-style	life-styles
table-napkin	table-napkins
woman-hater	woman-haters

c) open:

SINGULAR	PLURAL
air commodore	air commodores
bank account	bank accounts
belly landing	belly landings
booking office	booking offices
credit card	credit cards
colour bar	colour bars
fly spray	fly sprays
fruit machine	fruit machines
ginger group	ginger groups
lock book	lock books
spot check	spot checks

c. Phrasal Nouns:

Phrasal Nouns are groups of related words, written separately, or with hyphens, serving for the names of persons, places, things or ideas, examples: Alfred the Great, King George VI, Commander-in-Chief, White House, Holy Writ, Duke of Winsdsor, son-in-law, maid-of-honour, fountain-pen, attorney-general, forget-me-not, etc.

Phrasal Nouns are sometimes called Compound Nouns and the difference of the two classes is not important grammatically, but the chief difference being that the component parts are run together in the Compound Nouns, and these are kept separated by hyphenation or being written as individual

words in the plural words in the Phrasal Nouns, examples: we write "sunflower", but "Holy Writ", "mankind", but "human-being".

So, based on the definition above, we can conclude that this group of nouns is a part of Compound Nouns; because Compound Nouns have three different ways of writing: solid (one word), hyphenated, and open (two words).

The pluralization of Phrasal Nouns follow the rules of the pluralization of Compound Nouns.

- Another Application of Regular Plurals:

Nouns ending in -th:

To form their plural form, they take a plural suffix -s to the singular. And the pronunciation of the -th (O) changes in the plural, it becomes (oz). Examples:

bath	-	baths	sheat	-	sheats
birth		births	smith		smiths
month		months	swath		swaths
mouth		mouths	truth		truths
oath		oaths	wreth		wreths
path		paths	youth		youths

2. The Irregular Rule:

a. Nouns ending in f (e):

Nouns ending in f (e) change f into v and add -es to form their plurals:

calf	-	calves	life	-	lives
elv	-	elves	loaf	-	loaves
half	-	halves	scarf	-	scarves
knife	-	knives	self	-	selves
leaf	-	leaves	sheaf	-	sheaves
shelf	-	shelves	wife	-	wives
thief	-	thieves	wolf	-	wolves
turf	-	turves			

However, there are many nouns ending in -f(e) merely add -s to form their plurals without any change in the consonant:

belief	-	beliefs	hoof	-	hoofs
brief	-	briefs	proof	-	proofs
chief	-	chiefs	reef	-	reefs
cliff	-	cliffs	roof	-	roofs
dwarf	-	dwarfs	scarf	-	scarfs
fife	-	fifes	strife	-	strifes
grief	-	griefs	wharf	-	wharfs
handkerchief	-	handkerchiefs			

b. Nouns ending in -y:

If a noun ending in -y preceded by a consonant, the -y will change into -i and adds -es, to form the plural; examples:

armies	-	armies	lady	-	ladies
baby	-	babies	spy	-	spies
country	-	countries	worry	-	worries

If a noun ending in -y preceded by a vowel, the -y will not change, and to form the plural is just by adding -s to the singular:

abbey	-	abbeys	donkey	-	donkeys
alley	-	alleys	key	-	keys
boy	-	boys	journey	-	journeys
chimney	-	chimneys	turkey	-	turkeys
day	-	days			

c. A few nouns form their plurals by changing their vowels:

dormouse	-	dormice	man	-	men
foot	-	feet	titmouse	-	titmice
goose	-	geese	tooth	-	teeth
louse	-	lice	woman	-	women
mouse	-	mice			

This vowel change in the plural of these nouns is called mutation or umlaut.

There are some nouns which form their plurals by adding the suffix -en to the singular; examples:

brother	-	brothers (or brethen*)
child	-	children
ox	-	oxen

d. Nouns of foreign origin form their plurals in various ways:

a) Many words of Latin origin follow the Latin declensions; but many have acquired Anglicized

plurals:

(1) Nouns ending in -a change -a to -ae:

These nouns have three kinds of plural forms: regular plurals and foreign plurals, and also both of them.

- Regular plurals: to form their plurals these nouns just add -s to the singular, so, the plural form ends in -s as:

area - areas
 arena - arenas
 dilemma - dilemmas
 diploma - diplomas
 drama - dramas

- Foreign plurals, the plural form ends in -ae:

alga - algae
 alumna - alumnae
 larva - larvae

- Both regular and foreign plurals:

antenna - antennas
 antennae
 formula - formulas
 formulae
 nebula - nebulas
 nebulae
 vertebra - vertebrae

vertebrae

(2) Nouns ending in -us change us to -i:

These nouns have three kinds of plural forms; regular plurals, foreign plurals and both of them.

- Regular plurals: to form their plurals, these nouns add -es to the singular, so, the plural form ends in -uses:

bonus - bonuses

campus - campuses

chorus - choruses

circus - circuses

virus - viruses

- Foreign plurals, the plural form ends in -i:

alumnus - alumni

bacillus - bacilli

locus - loci

stimulus - stimuli

- Both regular and foreign plurals:

cactus - cactuses

cacti

focus - focuses

foci

fungus - funguses

fungi

nucleus - nucleuses

nuclei
 radius - radiuses
 radii
 terminus - terminuses
 termini
 syllabus - syllabuses
 syllabii



(3) Nouns ending in -um change -um to -a:

These nouns have three kinds of plural forms: regular plurals, foreign plurals and both of them.

- Regular plurals: to form their plurals, these nouns add -s, to the singular, so, the plural form ends in -ums:

album	-	albums
chrysanthemum	-	chrysanthemums
forum	-	forums
museum	-	museums
stadium	-	stadiums
ultimatum	-	ultimatums

- Foreign plurals: the plural form ends in -a:

addendum	-	addenda
agendum	-	agenda
bacterium	-	bacteria
corrigendum	-	corrigenda
curriculum	-	curricula

datum - data
 desideratum - desiderata
 erratum - errata
 ovum - ova
 stratum - strata

- Both regular and foreign plurals:

aquarium - aquarium
 aquaria
 medium - mediums
 media
 memorandum - memorandums
 memoranda
 symposium - symposiums
 symposia

(4) Nouns ending in -ex, -ix; change -ex, -ix, to -ices:

These nouns have two kinds of plural forms: foreign plurals, and both of foreign and regular plurals.

- Foreign plurals: the plural form ends in -ices:

condex - condices
 vortex - vortices

- Both regular and foreign plurals:

apex - apexes
 apices
 appendix - appendixes

appendices
 index - indexes
 indices
 matrix - matrixes
 matrices

b. Words of Greek origin usually retain their declensional ending; but Anglicized plurals for some of these are now favored:

(1) Nouns ending in -on form their plurals by changing -on to -a:

These nouns have three kinds of plural forms: regular plurals, foreign plurals and both of them.

- Regular plurals: form their plurals, these nouns add the plural suffix -s to the singular:

demon - demons
 electron - electrons
 ganglion - ganglions
 neutron - neutrons
 proton - protons

- Foreign plurals: the plural form end in -a:

criterion - criteria
 phenomenon - phenomena

- Both regular and foreign plurals:

automaton - automatons

automata

(2) Singular ending in -is change -is to -es in becoming plurals:

These nouns have two kinds of plural forms: regular plurals and foreign plurals.

- Regular plurals: these nouns add the plural suffix -es, so, the plural form ends in -ises.

metropolis - metropolises

- Foreign plurals: the plural form ends in -es:

analysis - analyses

axis - axes

basis - bases

crisis - crises

diagnosis - diagnoses

ellipsis - ellipses

hypothesis - hypotheses

oasis - oases

parenthesis - parentheses

synopsis - synopses

thesis - theses

(3) A few nouns of Italian origin retain their foreign plurals in English; but some have acquired Anglicized plurals.

- Regular plurals: the singulars add -s to form their plurals.

B. According to the Meaning and the Usage

Besides observing English plurals at the form, the writer also wants to analyse several classes of them which can be grouped according to the meaning and the usage they represent. In this case, nouns can be divided into seven groups:

1. Common Nouns
2. Proper Nouns
3. Concrete Nouns
4. Abstract Nouns
5. Collective Nouns
6. Individual Nouns
7. mass Nouns (Material Nouns)

1. Common Nouns

A Common Noun is the name of a class of objects: ship, insect, student, etc. It may also name a mass of objects or material: iron, soil, metal, etc. The Common Noun can also name a number of things collected to represent one object or group: army, fleet, committee, jury, etc., or they are generally called Collective Nouns. Besides, the Common Nouns also cover the names of the seasons (spring, summer, autumn, winter, wet, dry season), kinds of diseases (measles, mumps, smallpox) names of flowers (tulips, roses, crocus, marigold), names of some of educational subjects (physics,

mathematics, history, psychology) and names of the points of the compass (west, north, south, east); and they are not capitalized.⁶

The plural form of Common Nouns follows the rules of pluralizing English nouns of regular and irregular rules, except the nouns which name a mass of objects, material and a group of things. Since they are uncountable nouns, these nouns are treated as singulars.

2. Proper Nouns

Proper Nouns (Latin: proprius: one's own) are names that are confined to separate persons or things or groups of persons or things.⁷ A Proper Noun can also refer to an individual name: Charles Dickens, John the Baptist, Abraham Lincoln, etc. Charles Dickens was legally the property of a particular man. It is not the 'proper of anyone else'. The Proper Noun may be a person's full name, a Christian name, a surname, or just a nickname, e.g.: H.C. Anderson, Elizabeth, Johnson, Jimmy, etc.

When a Proper Noun is used in a descriptive sense to denote an object or objects of a similar character to itself, it is no longer a Proper Noun, but it is a Common Noun, example:

6

op.cit.1), p.22-23

7

op.cit.1), p.22.

He is the Homer (= the great poet) of his age.

To form the plurals Proper Nouns follow the regular rules, that is by adding the plural suffix -s or -es to the singulars. Most Proper Nouns form their plurals by adding -s to the singulars.

Smith - Smiths (the Smith family or there are more than one person whose names are Smith)

one Indian - two Indians

one Mary - five Marys (five girls whose names are Mary)

However, certain Proper Nouns ending in a fricative, add -es to the singular to form their plurals:

Dickens - Dickenses Bush - Bushes

Cox - Coxes

Proper Nouns with titles form their plurals in two ways:

a. By pluralizing only the title

b. By pluralizing only the name

a.1. The plural of Miss is Misses, Mr. is Messrs., Madam is Mesdames, Master is Masters.

SINGULAR

PLURAL

Miss Jackson

- Misses Jackson

(the Misses Jacksons)

- Miss Jacksons

Madam Le Baron

- Mesdames Le Baron

Madam Le Barons

Mr. Johnson	- Messrs. Johnson (the Messrs. Johnson) Mr. Johnsons
Master Jones	- Masters Jones Master Joneses

a.2. When a title precedes two or more names, the title only is pluralized

Dr. Bright and Dr. Jim	- Drs. (Doctors) Bright and Jim
Professor Thomas and Professor Alex	- Professors Thomas and Alex
Dean Sitompul and Dean Hartono	- Deans Sitompul and Hartono
General Sitorus and General Lukmanto	- Generals Sitorus and Lukmanto

b. Mrs. has no plural form, but the name should show the plural form

Mrs. Allen	- Mrs. Allens
Mrs. Wright	- Mrs. Wrights

3. Concrete Nouns

A Concrete Noun (Latin: concretus, grown together) names a person, a thing, or a place which exists as a tangible and definite substance, example: boy, house, car, tree, book, etc. Since Concrete Nouns are countable nouns, they can be pluralized, and the rule of their pluralization follows the rule of pluralizing English

nouns of Common and Simple Nouns. So, they have two rules in forming the plurals, the regular rule and the irregular rule as which has been discussed above.

4. Abstract Nouns

An Abstract Noun (Latin: abstrahere, to draw from) names a quality, a condition (or a state), or an activity (or an action), thought of separately and hence abstracted from the concrete substance to which it belongs. Every concrete substance, animate or inanimate, possesses qualities or attributes which can be named by abstract nouns, e.g.: 'blueness', may be abstracted from eyes, a violet, the sky, the sea, or a piece of linen cloth.

According to Rowe and Webb's definition, Abstract Nouns are nouns that express general terms, whether attributes or phenomena, as: 'goodness', 'speech', etc.

An Abstract Noun may express:

- a. a quality : honesty, convenience,
wisdom
- b. a state or a condition: death, sleep, weakness,
movement
- c. a feeling or an action: pleasure, walking
- d. a process of thought : logic, astronomy

Abstract Nouns cannot take the articles or the plural number, we cannot say 'a goodness', 'strengths',

etc. When Abstract Nouns are found with the articles or in the plural, they signify not the abstract or general notion, but they refer to concrete or particular instances of the notion:

- This is a carelessness that I should not have expected (a piece of carelessness).
- What a pity! (What a pitiful circumstance)
- We ought to speak the truth. (the thing that is true)
- This book is full of impertiences. (instances of impertience)

Other examples:

- We all desire happiness. (general)
- The happiness of the children is beautiful to watch. (special)

Note:

If we use an abstract noun to convey a general conception, the indefinite article is not generally used. The plural form of abstract noun will be talked about further in the item of "Some exception of the meaning and the use of certain nouns". If, however, it implies a quality, state, etc., of which there is common meaning to a person or a thing, the indefinite article is generally used:

- He suffers from weakness (Here there is no question of number).
- Sweets are a weakness of hers. (This implies

that she has several weaknesses of which 'sweets' is one, so that the indefinite article must be used).

- Life cannot exist without movement. (No number implied)

- He leads a life full of erratic movements (Number implied)

2) The same word may be an Abstract Noun or a Common Noun, according to how it is used,

- We all admire beauty. (The quality or state of being beautiful - it has an abstract meaning)

- She is the beauty of her town. (A person possessing beauty - it refers to a common noun).

- He is a man of authority. (The power to command - it has an abstract meaning)

- He is an authority on the subject. (A person possessing considerable knowledge - it refers to a common noun)

3) An Abstract Noun may be used as a proper noun, as we can see at an example below:

- He sailed on The Terror. Fortune does not knock at every man's door.

Because nouns have a way of suggesting complex meaning, and because there are degrees of abstractness and concreteness in the meaning and the use, the same word may have a concrete meaning in addition to its abstract one. Since they are uncountable nouns, Abstract

Nouns are not usually pluralized; but whenever an Abstract Noun takes on a concrete meaning, it may have both the singular and the plural forms. And they are also different in meaning. Examples:

- I have no acquaintance with the arts. (abstract meaning: knowledge).
- All of my acquaintances live in Indonesia. (concrete meaning: people whom one knows slightly).
- Writing is an art. (abstract meaning: the activity of to write).
- We studied reading, writing and arithmetic. (abstract meaning: a lesson).
- This book contains all of the writings of Mark Twain. (concrete meaning: written works, like collected books or poems).

Formation of Abstract Nouns:

Abstract Nouns can be derived from:

- a. Adjectives
 - b. Concrete Nouns
 - c. Verbs
- a. Adjectives:

<u>Adjective</u>	<u>Abstract Noun</u>	<u>Adjective</u>	<u>Abstract Noun</u>
long	length	grand	grandeur
strong	strength	dark	darkness
broad	breadth	holy	holiness
wide	width	humble	humility

high	height/highth		humbleness
young	youth	poor	poorness
true	truth		poverty
hale	health	false	falseness
slow	sloth		falsity
dry	drought	worth	worship
wise	wisdom	hard	hardship
free	freedom	sole	solitude
hot	heat	proud	pride
social	socialism	merry	merriment
merry	merriment	opposite	opposition
discreet	discretion	just	justice
prudent	prudence	decent	decency
prevalent	prevalence	brilliant	brilliance
	prevalency		brilliancy
brave	bravery	timid	timidity
vain	vainity	cruel	cruelty
capable	capability	immense	immensity
continuous	continuity	sagacious	sagacity
antique	antiquity	barbarous	barbarity
			barbarism
			barbarousness

b. Concrete Nouns:

<u>Concrete Noun</u>	<u>Abstract Noun</u>	<u>Concrete Noun</u>	<u>Abstract Noun</u>
man	manhood	mother	motherhood
sister	sisterhood	priest	priesthood

hero	heroism	patriot	patriotism
infant	infancy	pirate	piracy
bankrupt	bankruptcy	bishop	episcopacy
major	majority	witch	witchery
slave	slavery	poet	poetry
glutton	gluttony	rogue	roguery
friend	friendship	son	sonship
seaman	seamanship	minor	minority
rascal	rascality	coward	cowardis
thief	theft	parent	parentage
		pilgrim	pilgrimage

3. Verbs:

<u>Verb</u>	<u>Abstract Noun</u>	<u>Verb</u>	<u>Abstract Noun</u>
abound	abundance	obey	obedience
excel	excellence	protect	protection
expel	expulsion	convert	conversion
repeat	repetition	redeem	redemption
reduce	reduction	extinguish	extinction
expire	expiration	flatter	flattery
	expiry	move	motion
separate	separation		movement
perplex	perplexity	mimic	mimicry
judge	judgement	exceed	excess
serve	service	advise	advice
defend	defence	neglect	negligence
reside	residence	dally	dalliance
extend	extension	magnify	magnificence

remove	removal	believe	belief
deceive	deceit	pursue	pursuit
	deception	solve	solution
recognize	recognition	oppose	opposition
perceive	perception	exclude	exclusion
compare	comparison	please	pleasure
proceed	procedure	depart	departure
	process	laught	laughter
learn	learning	know	knowledge
err	error	hate	hatred
see	sight	thrive	thrift
think	thought	die	death
bear	birth	live	life
choose	choice	marry	marriage
		assemble	assemblage

5. Collective Nouns:

A Collective Noun is sometimes called a noun of multitude. It names a group of persons, places, or things gathered together into a unit: majority, audience, number, crowd, family, committee, Congress, flock, the Senate, nation, clergy, police, United States.

A Collective Noun in the singular number takes a plural verb, when we have in view the units that make up

the whole; it takes a singular verb when we have in view the collection as a whole.

Examples:

- The army was ordered to advance to the attack.
- When day broke, the enemy were seen fleeing in all directions.
- The meeting is unanimous on this question.
- Where there are plenty of boys, there is plenty
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of noise.

Other examples:

- The jury has its report ready.
The collective noun 'jury' is singular in meaning, because the group which consists of several people is considered as a unit.

But:

- The jury were in their seats before we arrived.
The members of the jury are thought as individuals, each in his own seat.
- The jury recorded their votes for the song contest.
Here the members of the jury are also considered as individuals.

Sometimes the Collective Noun in the Plural is thought of as a single unit, example: United States.

- The United States is a superpower nation.

Here the subject is plural in form, but usually regarded as having singular meaning. The plural form and the plural meaning of 'state' can be seen in:

- The New England states are very small.

The plural form of a Collective Noun usually denotes more than one group, as:

- All the committees have been appointed, and each committee must prepare a report for our next meeting.

With a few exceptions, Collective Nouns can form their plurals by adding the suffix -s to the singulars: Parliaments, groups, flocks, etc. However, there are also many collective nouns which have no plural; e.g.: cattle, people (persons), clergy, infantry, cavalry, poultry, gentry, peasantry, nobility, offspring, young, prey, vermin. Occasionally, the Collective Noun in the plural form has a meaning which is completely different from the singular: letters, morals, spectacles, etc.

Some examples of Collective Nouns below, are singulars in form, but plurals in meaning:

- Twenty police
- A fly can give birth to a million offspring
- A few cattle

6. Individual Nouns

The Individual Nouns name a unit which represents or belongs to a class of objects: bear, tree, dog, man,

etc. The pluralization of these nouns follow the pluralization of Simple and Common Nouns in regular and irregular rules.

7. Mass Nouns

The Mass Noun sometimes called a material noun, name a bulk or mass or quantity of matter or an aggregation of things united in one body, or it is the name of an uncountable stuff (stuff noun, uncountable noun), e.g.: iron, carbon, air, water, bread, ink, oil, etc. Mass Nouns in the singulars are usually modified by 'much' and 'little', rather than 'many' and 'few'. So, the questions which go with Mass Nouns are:

How much ... ?

How little ... ?

And, in a comparative way, we say: 'less water', not 'fewer water'. The plural form of a mass noun may have a meaning entirely different from the singular, and yet represent a mass idea: news, clothes, irons. Sometimes the plural form takes a singular verb, as:

The news is surprising.

Here are some other examples:

1. Coffee - a Material Noun, therefore it is uncountable. But it is also an abbreviation of 'cup of coffee', which denotes a countable noun, e.g. "Two, coffees, please!"

2. Wood' - a Material Noun, therefore it is uncountable. But, it is also a synonym of 'forest'; in this case, it is a countable noun: There are lots of beautiful woods in this region.

3. Glass - a Material Noun, therefore it is uncountable. It is also a drinking utensil, so, here it is countable. "I'm terrible sorry but I've broken two of your beautiful glasses". It is also an abbreviation of "looking glass" (mirror), which, again, denotes a countable noun, e.g.: "Fashionable dress-shops always have a lot of long glasses".

Note:

"glasses" in the meaning "spectacles" is always plural.¹²

Example:

Do you know the beautiful girl in the spectacles over there?

The distinction between countable nouns and Mass Nouns (uncountable nouns) is easy enough if we look at the idea that is expressed in each single instance. But in practical language the distinction is not carried through in such a way that one, and the same word always stands for one and the same idea. On the contrary, a

Mellington-Ward, John FRSA, Peculiarities in English, 'The Countability of Nouns', p.86-87.

great many words may in one connexion stand for something countable and in another for something uncountable, as we can see in the following:

- a cake, many cakes - much cake
- two big cheeses - a little more cheese
- a tall oak - a table made of oak
- have an ice - there is no ice in the pond
- to-day's paper - a parcel in brown paper
- various noises - a good deal of noise
- confidential talks - much talk
- different feelings - he did not show much feeling
- many experiences - much experience

Time is countable, in two distinct significanations:

- We had a delightful time.
- I have been there for three times.

But it is a mass word, when wee say:

- I have no time for such nonsense. 13

C. Some Exceptions

After having seen at a glance on the rules of pluralizing English Nouns, concerning the form, the meaning and the use of each class, there are still some exceptions and specifications of them which will become some difficulties for Indonesian students, particularly the Senior High School students in studying them. This

is true, because English plurals in fact, are quite complex, and, of course, they should be agreed with the determiners and the concords which are joined with.

The exceptions and the specifications of the English plurals are grouped into:

1. Singular and Form Alike:

A number of nouns have singular and plural forms alike: belows, chamois, corps, deer, grouse, heathen (or heathens), Japanese, salmon, sheep, fish (or fishes), sheep, series, species, swine, trout, vermin, etc. But in the usage they can be treated as singulars and plurals according to the meaning of the sentences.

2. Plurals with Numerals:

Nouns which express numbers, quantity, measurement, etc., frequently use their singular forms in a plural sense, though many of them have plurals formed in the regular way, examples: a ton, two ton (or two tons), a dozen, three dozen, a gross, five gross, four pair of shoes, forty head of cattle, five yoke of oxen, an engine of fifty horse power, thirty cannot, etc. Also, for the plurals which are treated as a unit, like: a twelve-month program, a five-mile walk, a three-foot rule, a three-year old (an animal), and so on.

3. Plural Forms with Singular Meaning:

Some English nouns have plural forms with singular meaning, as: acoustics, aeronautics, amends, analytics, civics, economics, esthetics, ethics, eugenics, linguistics, mathematics, measles, molasses, mumps, obsequies, optics, obstetrics, news, poetics, physics, phonethics, politics, rickets, statistics, stamina, whereabouts, etc.

Examples:

- Economics is often thought as a science.
- The news of the defeat is disappointing.
- Tactics is the art of maneuvering forces.
- The data about the rocket ship is confidential.

4. A Number of Nouns are Plurals in the Form and in the Usage

English Nouns which are plural both in form and in use, as: aborigins, alms, alps, annals, Apocrypha, ashes, archives, banns, clothes, dregs, eaves, embers, entrails, fireworks, headquarters, Hebrides, hysterics, lees, means, morals, nippers, oats, pliers, pincers (pitchers), proceeds, remains, riches, scissors, shears, smallpox (smallpocks), shambles, shingles, (a disease), snuffers, socks, suds, thanks, tidings, tongs, trousers, tweezers, victuals, wages, etc.

Some examples:

- English is used as a means of international

communication.

- Smallpox is contagious.
- Data about the project were collected from various underground sources.
- Northern and Southern tactics toward the end of the civil war were quite different.
- His trousers were impressed and frayed about the cuffs.
- An old pair of trousers is a prime essential for the do-it yourself artist.
- The scissors she had were so dull, they wouldn't cut better.
- If a better pair of scissors is what you want, take these.

5. Nouns That Have Special Meanings in the Singular and Plural Forms

- Air (s):

The air here is quite fresh. (Atmosphere)

He puts on airs. (He assumes a haughty manner).

- Bearing (s):

His kindly bearing caused all the children to like him. (Manner, way of behaving).

Her question has no bearing on the subject.

(Relation)

The city's bearings are 10^o North, 24^o West.

(Location)

He'll soon find his bearings on his new job.

(find one's bearings = find one's position).

- Colour(s):

What a beautiful colour that is! (Hue)

The colours were saluted. (Regimental flag).

He just get his colours for football. (He has just got into the first team).

- Copper (s):

The saucepan is made of copper. (Metal).

He gave the beggar some coppers. (Coins).

- Custom (s):

It is not my custom to get up very early. (Usual habit).

The new butcher is trying to get my custom. (Support as a customer).

What are the customs on the goods? (Duties to be paid).

Different peoples have different customs. (Habits).

- Effect (s):

The medicine has had no effect on me. (Result).

All the good effects on my holiday have worn off. (Results).

They left all their effects behind. (Property, goods).

- Force (s):

The police had to use force when they arrested him. (Physical strength)

He was killed by the force of the explosion.
(Violent motion).

He wants to join one of the forces. (Army, Navy,
or Airforce).

- Good (s):

What is the good of writing? (Benefit, profit).

There is some good of writing? (Benefit,
profit).

There is some good in everybody. (Virtue).

He sells all kinds of goods. (Articles - not
used in the singular or with actual numbers).

He sold on all his goods. (Possessions,
property).

- Ground (s):

The ground here is very sandy (Soil).

He dropped the book on the ground. (Surface of
the earth).

This house has extensive grounds. (Land
belonging to it).

He has certain grounds for thinking so.
(Reasons).

- Iron (s):

Iron is found in the earth. (Metal)

The iron is hot. (Flat-surfaced tool for
smoothing cloth/clothes).

Why is that prisoner in irons? (Fetters).

- Letter (s):



I hope you have received my letter. (Epistle)

A and B are letters. (Symbols used in writing).

He is a man of letters (Literary culture).

- Manner (s):

She greeted me in a friendly manner. (a way which anything is done).

The manner in which elections are held is considered unsatisfactory by many people.

We don't like her manner. (the way in which a person behaves).

Why doesn't she teach her children in good manner? (polite behaviour).

It is bad manners to talk with your mouth full of food.

- Minute (s):

A minute has sixty seconds. (Period of time)

He read the minutes of the previous meeting (Summary of proceeding).

- Pain (s):

He has no pain now. (Bodily or mental suffering).

She takes great pains with her work. (Trouble, care).

- Physic (s):

The doctor gave the girl some physic. (Medicine).

Physics is learnt at most schools. (Natural

science).

- Quarter (s):

I drank a quarter of the lemonade. (A fourth part).

Have you comfortable quarters? (Place where on lives).

- Return (s):

I hope to see you on your return. (Coming back).

Many happy returns of the day. (Birthday greeting).

Small profits and quick returns. (Proceeds).

- Salts (s):

Life would be difficult without salt. (Condiment).

He is an old salt. (Sailor).

You had better take a dose of salts. (Purgative medicine).

- Scale (s):

This map is drawn to scale. (System of measurement).

A fish has scales. (Thin flakes or plates).

They belong to the same social scale. (System of grouping).

We weigh things on scales. (Apparatus for weighing).

- Spectacle (s):

It was a sad spectacle. (Sight of something

unusual)

I think you should wear spectacles. (Lenses for sight).

- Spirit (s):

He shows a lot of spirit. (Courage, energy).

The spirit shall return to God. (Non-material part of man).

So you believe in the spirits? (Powerful alcoholic drink).

- Water (s):

He drank some cold water. (Colourless liquid).

Water is very important for the living creature in the world.

This country has many beautiful waters. (Rivers, lakes, etc.).

- Wit (s):

He is a man of quick wit. (Mental alertness, intelligence).

I can't understand his wit. (Humour).

He is out of his wits. (Senses - he is insane)

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- Writing (s):

I cannot read your writing. (handwriting).

Have you read the writings of T.S. Eliot?
(Collected books, poems, written works).

6. Some Nouns Have Two Forms of the Plural with different Meanings:

SINGULAR		PLURAL
beef	- beefs	: kinds of beefs
	beeves	: oxen
brother	- brothers	: of the same family, related by blood.
	- brethens	: of the same social or religious group, of community, a Biblical terms.
cloth	- cloths	: fabrics
	clothes	: garments.
die	- dies	: coining stamps.
	dice	: gambling cubes
fish	- fish	: collective
	fishes	: regarded separately
genius	- geniuses	: persons of phenomenal intellectual powers, men of talents
	genii	: guardian deities, spirits
index	- indexes	: tables of contents
	indices	: mathematical or other abstract signs
pea	- peas	: the seed, taken

		separately
	pease	: the species, collectively
penny	- pence	: quantity in value, collective sum
	pennies	: separate coins
shot	- shot	: balls
	shots	: discharges
staff	- staffs	: in a military sense
	staves	: walking sticks, and, in music.

7. The Expression of Certain Singular and Plural Nouns:

Some certain nouns in English have the same construction of their singular and plurals. These nouns represent uncountable things, although we may feel that they are countable. Languages differ in this respect; it is often not possible to translate the idea of number. Following a short list of some of the most troublesome words in this group. Usually the simple form does not stand by itself, but it is preceded by an article or a determiner, like: the, or some.

Examples:

- Don't forget to bring some equipment before you start climbing a mountain.
- The type of the furniture is out-of-date.

However, if we want to express in a limited amount in the singular and plural forms, we can put a phrase,

an article, or a numeral in front of them.

SIMPLE FORM ONLY	EXPRESSION OF THE SINGULAR	EXPRESSION OF THE PLURAL
apparatus	a piece of apparatus	pieces of apparatus
equipment	a piece of equipment	pieces of equipment
furniture	a piece of furniture	pieces of furniture
lightning	a flash of lightning	flashes of lightning
thunder	a bolt of thunder	bolts of thunder
bread	a slice of bread	slices of bread
	a loaf of bread	loaves of bread
toast	a piece of toast	pieces of toast
corn	an ear of corn	ears of corn
jewelry	a piece of jewelry	pieces of jewelry
luggage	a piece of luggage	pieces of luggage
mail	a piece of mail (a letter)	pieces of mail
music	a piece of music	pieces of music

These nouns above can be grouped into unit nouns,
other examples:

- a piece of butter
- a lump of sugar, etc.

And other classes of this kind of nouns are:

- measure nouns: a foot of rope, a yard of cloth,
etc.
- species nouns: a type of cloth, a species of
mammal, a make of car, etc.

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Praninkas, Jean, Rapid Review of English Grammar For Students of English as a Second Language, 1959, p.52.

16.op.cit. 4)

Chapter III

THE PROGNOSTIC TESTS AND THE RESULTS

In this paper the writer tries to find out the difficulties faced by the second-year of SMA students in pluralizing English nouns by giving tests.

Each test consists of three parts:

1. Making the correct plurals in regular and irregular forms which are joined in sentences. The objective of giving this type of the test is to give the students a little review of pluralizing English nouns in simple ways especially when they are used in sentences. Because the rules of the pluralization of English nouns have been taught since they were in Junior High School (SMP).
2. Choosing the correct expression of English plurals in unit nouns or measure nouns. The writer chooses this type of the test in order to know how far the students are able to choose the correct expression of English nouns especially when they are used in sentences.
3. Making into the plural form. In this part of the test the writer wants to emphasize the plural forms of various singular nouns, in order to know how far the students master the English plural forms.

The test materials are simple and easy, limited to those found in the books used by SMA students, they are taken from: "Creative English I Untuk SMA", "English for the SLTA, Students' Book I", "Living English Structure", and some others from the writer's own-made test items.

The following are the prognostics tests and the results of the tests which are described in the forms of tables. There are six tables, each table notes the sum of incorrect answers done by the students (n), and the precentage (%) in each class.

Name: Class:

I. Put the nouns in the brackets int the plural form correctly!

Example:

+ Mother went to the market and bought (vegetable) and a bunch of (banana).

- Mother went to the market and bought vegetables and a bunch of bananas.

1. Mary bought two (bouquet) of (flower) for her friend's birthday.

.....

2. Give me three (cup) of (coffee), please!

.....

3. Her baby is laid in a baby-box in a special room for (baby).

-
4. My little sister collects many (kind) of (leaf) for her Botany lesson.
.....
 5. My uncle asked me to buy ten (packet) of (cigarette) this morning.
.....
 6. The (child) over there like catching (butterfly) in my garden.
.....
 7. "Keep these (photo) in the new photo album, please!", my father asked to me.
.....
 8. People in Australia like taking care of (sheep), because they can produce (wool).
 9. (a soldier) is usually (a brave man).
.....
 10. (A coat) usually has (a collar).
.....
 11. There are many different (type) of (accomodation) in Sanur Beach such as (hotel), and (guesthouse).
.....
.....
 12. In the kitchen cabinet mother keeps (a knife), (a dish) and a (glass).
.....

13. There was a lot of (rubbish) in the old house and one room was full of broken (bottle) and old (newspaper).

.....

14. Deddy Mizwar won two (prize) in the last Indonesian Film Festival.

.....

15. There are many various (type) of (watch) and (clock) here. Which one do you want?

.....

II. Choose the correct answer (just one) by crossing the letter in front of the answer.

Example:

1. Mr. Johnson need ... for his breakfast.

- a. two loaf of bread c. two loaves of bread
 b. two loaf of bread d. two loaves of bread.

1. There are ... on the table, which one is yours?

- a. ten box of match c. ten box of matches
 b. ten boxes of match d. ten boxes of matches

2. Every day Mrs. Hendra goes to the market and buys ...

- a. five kilo of tomato c. five kilos of tomatos
 b. five kilos of tomato d. five kilos of tomatoes

3. To make a small table cloth we need

- a. six balls of wool string

- b. six balls of wool string
c. six ball of wool strings
d. six ball of wool string.
4. My father to aa taylor to make ...
a. two pair of trouser c. two pairs of trousers
b. two pairs of trouser d. two pair of trousers
5. We need ... to do this home work.
a. three pieces of folio c. three pieces of folios
b. three pieces of folios d. three piece of folio
6. She gave me ... for my birthday party
a. fifty slices of cake c. fifty slices of cakes
b. fifty slice of cakes d. fifty slice of cake.
7. To make a kind of pudding for ten people we need ...
a. two tins of fruits c. two tin of fruits
b. two tins of fruit d. two tin of fruit
8. The word '...' means more than one ...
a. oxes ___ ox c. oxes ___ oxen
b. oxen ___ ox d. ox ___ ox
9. Would you like to put the ... in that room, please?
a. ten pieces of luggages
b. ten piece of luggage
c. ten piece of luggages
d. ten piece of luggage
10. My uncle likes smoking. He buys ... every day.
a. five packet of cigarettes
b. five packets of cigarettes
c. five packets of cigarette

d. five packet of cigarette

III. Make into the Plural Form!

(ada beberapa kata yang tidak mengalami perubahan bentuk)

	Singular		Plural
1.	monkey	-	.....
2.	niece	-	.....
3.	bookcasse	-	.....
4.	goose	-	.....
5.	deer	-	.....
6.	mother-in-law	-	.....
7.	country	-	.....
8.	wife	-	.....
9.	cliff	-	.....
10.	police	-	.....
11.	archipelago	-	.....
12.	jury	-	.....
13.	a sheet of paper	-	.....
14.	Negro	-	.....
15.	chemistry	-	.....
16.	bridge	-	.....
17.	flood	-	.....
18.	stewardess	-	.....
19.	piano	-	.....
20.	handkerchief	-	.....
21.	fish	-	.....

22. thief	-	.....
23. foot	-	.....
24. man-servant	-	.....
25. valley	-	.....

----- GOOD LUCK AND THANK YOU -----

Table I:

The Second-year students of Biology 1 Department
of SMA Kristen I Magelang

The number of students: 40

Item number	Students making incorrect answers	
	n	%
I. 1.	19	47,50
2.	3	7,50
3.	8	20,00
4.	30	75,00
5.	18	45,00
6.	24	60,00
7.	22	55,00
8.	28	70,00
9.	36	90,00
10.	19	47,50
11.	39	97,50
12.	31	77,50
13.	24	60,00

Item number	Students making incorrect answers	
	n	%
14.	5	12,50
15.	36	90,00
II. 1.	37	92,50
2.	30	75,00
3.	14	35,00
4.	36	90,00
5.	37	92,50
6.	13	32,50
7.	13	32,50
8.	26	65,50
9.	15	37,50
10.	26	65,00
III. 1.	25	62,50
2.	11	27,50
3.	9	22,50
4.	13	32,50
5.	8	20,00
6.	31	77,50
7.	12	30,00
8.	25	62,50
9.	34	85,00
10.	19	47,50
11.	18	45,00

Item number	Students making incorrect answers	
	n	%
12.	item mistakes	-
13.	28	70,00
14.	20	50,00
15.	item mistake	-
16.	10	25,00
17.	16	40,00
18.	9	22,50
19.	15	37,50
20.	33	82,50
21.	10	25,00
22.	28	70,00
23.	18	45,00
24.	34	85,00
25.	34	85,00

Table II:

The Second-year students of Biology 2 Department
of SMA Kristen I Magelang

The number of students: 42

Item number	Students making incorrect answers	
	n	%
I. 1.	7	16,67
2.	9	21,42
3.	3	7,14
4.	16	38,09
5.	6	28,57
6.	6	14,29
7.	17	40,48
8.	21	50,00
9.	18	42,86
10.	21	50,00
11.	34	80,95
12.	21	50,00
13.	28	66,70
14.	0	0
15.	13	30,95
II. 1.	25	59,52
2.	20	47,62
3.	20	47,62
4.	22	52,38
5.	32	76,19
6.	16	38,09
7.	19	45,24
8.	13	30,95

Item number	Students making incorrect answers	
	n	%
9.	20	47,62
10.	20	47,62
III. 1.	16	38,09
2.	4	9,52
3.	1	2,38
4.	4	9,52
5.	10	23,81
6.	21	50,00
7.	3	7,14
8.	10	23,81
9.	27	64,29
10.	12	28,57
11.	18	42,86
12.	item mistakes	-
13.	28	66,70
14.	19	45,24
15.	item mistakes	-
16.	4	9,52
17.	24	57,14
18.	1	2,38
19.	7	16,67
20.	21	50,00
21.	5	11,90
22.	17	40,48

Item number	Students making incorrect answers	
	n	%
23.	8	19,05
24.	30	71,43
25.	25	59,52

Table III:

The Second-year students of Physics 2 Department
of SMA Kristen I Magelang

The number of students: 36

Item number	Students making incorrect answers	
	n	%
I. 1.	8	22,22
2.	9	25,00
3.	8	22,22
4.	25	69,44
5.	18	50,00
6.	10	27,78
7.	14	38,89
8.	33	91,67
9.	23	63,89
10.	20	55,56
11.	25	69,44
12.	23	63,89

Item number	Students making incorrect answers	
	n	%
13.	18	50,00
14.	6	16,67
15.	24	66,70
II. 1.	29	80,56
2.	25	69,44
3.	15	41,67
4.	26	72,22
5.	32	88,89
6.	18	50,00
7.	18	50,00
8.	23	63,89
9.	18	50,00
10.	19	52,78
III. 1.	15	41,67
2.	5	13,89
3.	5	13,89
4.	19	52,78
5.	12	33,33
6.	16	44,44
7.	5	13,89
8.	26	72,22
9.	19	52,78
10.	11	30,56

Item number	Students making incorrect answers	
	n	%
11.	12	33,33
12.	item mistakes	-
13.	34	94,44
14.	14	38,89
15.	item mistakes	-
16.	5	13,89
17.	15	41,67
18.	5	13,89
19.	15	41,67
20.	16	44,44
21.	4	11,11
22.	17	47,22
23.	15	41,67
24.	26	72,22
25.	24	66,70

Table IV:

The Second-year students of Biology 1 Department
of SMAK Pendowo Magelang

The number of students: 44

Item number	Students making incorrect answers	
	n	%
I. 1.	30	68,18
2.	4	9,09
3.	3	6,81
4.	6	13,63
5.	16	36,36
6.	2	50,00
7.	1	2,72
8.	25	56,81
9.	23	52,27
10.	21	47,73
11.	32	72,73
12.	12	27,27
13.	33	75,00
14.	4	9,09
15.	12	27,27
II. 1.	24	54,55
2.	20	45,45
3.	12	27,27
4.	22	50,00
5.	23	52,27
6.	16	36,36
7.	17	38,63
8.	0	0

Item number	Students making incorrect answers	
	n	%
9.	26	59,09
10.	0	0
III. 1.	5	11,36
2.	5	11,36
3.	0	0
4.	4	9,09
5.	5	11,36
6.	21	47,73
7.	1	2,27
8.	2	4,55
9.	31	70,45
10.	0	0
11.	26	59,09
12.	item mistakes	-
13.	26	59,09
14.	32	72,73
15.	item mistakes	-
16.	1	2,27
17.	24	54,55
18.	8	18,18
19.	0	0
20.	32	72,73
21.	1	2,27
22.	0	0

Item number	Students making incorrect answers	
	n	%
23.	5	11,36
24.	38	86,36
25.	15	34,09

Table V:

The Second-year students of Biology 2 Department
of SMAK Pendowo Magelang

The number of students: 41

Item number	Students making incorrect answers	
	n	%
I. 1.	1	2,44
2.	4	9,76
3.	6	14,63
4.	3	7,32
5.	10	24,39
6.	1	2,44
7.	0	0
8.	16	39,02
9.	37	90,24
10.	23	56,10
11.	37	90,24
12.	22	53,66

Item number	Students making incorrect answers	
	n	%
13.	24	58,54
14.	6	14,63
15.	9	21,95
II. 1.	11	26,83
2.	16	39,02
3.	33	80,49
4.	7	17,07
5.	10	24,39
6.	33	80,49
7.	27	65,85
8.	1	2,44
9.	30	73,17
10.	1	2,44
III. 1.	1	2,44
2.	11	26,83
3.	2	4,88
4.	1	2,44
5.	1	2,44
6.	26	63,41
7.	3	7,32
8.	4	9,76
9.	30	73,17
10.	4	9,76

Item number	Students making incorrect answers	
	n	%
11.	23	56,10
12.	item mistakes	-
13.	34	82,93
14.	35	85,37
15.	item mistakes	-
16.	8	19,51
17.	33	80,49
18.	19	46,34
19.	0	0
20.	31	75,61
21.	0	0
22.	2	4,88
23.	1	2,44
24.	27	65,85
25.	4	9,76



Table VI:

The Second-year students of Physics 2 Department
of SMAK Pendowo Magelang

The number of students: 42

Item number	Students making incorrect answers	
	n	%
I. 1.	6	14,29
2.	0	0
3.	1	2,38
4.	4	9,52
5.	15	35,71
6.	1	2,38
7.	2	4,76
8.	22	52,38
9.	22	52,38
10.	13	30,95
11.	34	80,95
12.	9	21,42
13.	29	69,04
14.	1	2,38
15.	6	14,28
II. 1.	25	59,52
2.	19	45,23
3.	13	30,95
4.	22	52,38
5.	18	42,85
6.	19	45,24
7.	22	52,38
8.	1	2,38

Item number	Students making incorrect answers	
	n	%
9.	24	57,14
10.	0	0
III. 1.	3	7,14
2.	7	16,67
3.	2	4,76
4.	0	0
5.	1	2,38
6.	15	35,71
7.	1	2,38
8.	3	7,14
9.	16	38,10
10.	0	0
11.	22	52,38
12.	item mistakes	-
13.	25	59,52
14.	16	38,10
15.	item mistakes	-
16.	3	7,14
17.	21	50,00
18.	5	11,90
19.	2	69,05
20.	29	69,05
21.	0	0

Item number	Students making incorrect answers	
	n	%
22.	4	9,52
23.	2	4,76
24.	34	80,95
25.	9	21,42

From the data above, the writer can conclude that most of the second-year of SMA students still make errors in pluralizing English nouns, in single words as well as when they are connected with other words in sentences. In the table below, the writer tries to collect the percentage of the students which are more than 75%. It is meant to know in what numbers of the tests which are still difficult for the students and how many students who need an improvement program in each class.

	II BIO 1			II BIO 2			II PHYSICS 2		
	No.	n	%	No.	n	%	No.	n	%
SMA	I.								
KRISTEN	4	30	75,00	4	16	38,09	4	25	69,44
	8	28	70,00	8	21	50,00	8	33	91,67
	9	36	90,00	9	18	42,86	9	23	63,89
	11	39	97,50	11	34	80,95	11	25	60,44
	15	36	90,00	15	13	30,95	15	24	66,70

II BIO 1			II BIO 2			II PHYSICS 2		
No.	n	%	No.	n	%	No.	n	%
II.								
1	37	92,50	1	25	59,52	1	29	80,56
2	30	75,00	2	20	47,62	2	25	69,44
4	36	90,00	4	22	52,38	4	26	72,22
5	37	92,50	5	32	76,19	5	32	88,89
III.								
6	31	77,50	6	21	50,00	6	16	44,44
9	34	85,00	9	27	64,29	9	19	52,78
13	28	70,00	13	28	66,70	13	34	94,44
20	33	82,00	20	21	50,00	20	16	44,44
24	34	85,00	24	30	71,43	24	26	72,22
25	34	85,00	25	25	59,52	25	24	66,70

II BIO 1			II BIO 2			II PHYSICS 2			
No.	n	%	No.	n	%	No.	n	%	
S M A K									
I.									
PENDOWO	9	23	52,27	9	37	90,24	9	22	52,38
	11	32	72,73	11	37	90,24	11	34	80,94
	13	33	75,00	13	24	58,54	13	29	69,04
II.									
	3	12	27,27	3	33	80,49	3	13	30,95
	6	16	36,36	6	33	80,49	6	19	45,24

II BIO 1			II BIO 2			II PHYSICS 2		
No.	n	%	No.	n	%	No.	n	%
III.								
13	26	59,09	13	34	82,93	13	25	59,52
14	32	72,73	14	35	85,37	14	17	38,10
17	24	54,55	17	33	80,49	17	21	50,00
20	32	72,73	20	31	75,61	20	29	69,05
24	38	86,36	24	27	65,85	24	34	80,95

Here, we can see that the percentages of incorrect answers in II Biology 1 of SMA KRISTEN are bigger than in II Biology 1 of SMAK PENDOWO. Whereas II Biology 2 of SMAK PENDOWO has bigger percentages of incorrect answers than II Biology 2 of SMA KRISTEN I has. And the percentages of incorrect answers in II Physics 2 of SMA KRISTEN I are bigger than in II Physics 2 of SMAK PENDOWO.

Chapter IV

SOURCES OF ERRORS

In learning a second language, errors are always emerging. This is a normal fact, because there is a difference between the structure of the second language and the structure of the first language or the mother tongue. Besides the interference of the mother tongue can also influence the second language learning process.

Basing upon "ERROR ANALYSIS" - Prespectives on A Second Language Acquisition - edited by Jack C. Richards, in this chapter the writer tries to find some possible sources of difficulties concerning with learning English plurals. By using the data resulted from the prognostic tests the writer classifies the sources of the errors into five groups:

A. Over-generalization:

Students tend to make an over-generalization in the use of the rules. The over-generalization generally involves the creation of one deviant structure in place of two regular structure. Besides that, the students still do not master the target language well. In the results of the tests there are variable answers caused by an over-generalization. The following * sentences are examples of incorrect answers:

- I. 1. My little sister collects many (kind) of (leaf) for her Botany lesson.
- My little sister collects many kinds of leaves for her Botany lesson.
- * My little sister collects many kinds of leafs for her Botany lesson.
2. (A soldier) is usually (a brave man).
- Soldiers are usually brave men.
- * A soldiers is usually a brave men.
- II. 3. Everyday Mrs. Hendra goes to the market and buys five kilos of tomatoes.
- * Everyday Mrs. Hendra goes to the market and buys five kilos of tomatos.
4. To make a small table cloth we need six balls of wool string.
- * To make a small table cloth we need six balls of wool strings.
5. We need three pieces of folios to do this homework.
- * We need three pieces of folioes to do this homework.
6. She gave me fifty slices of cake for my birthday party.
- *. She gave me fifty slices of cakes for my birthday party.
7. To make a kind of pudding for ten people we need two tins of fruit.

* To make a kind of pudding for ten people we need two tins of fruits.

8. Would you like to put ten pieces of luggage in that room, please?

* Would you like to put ten pieces of luggages in that room, please?

III.9.	goose	-	geese
*	goose	-	goose
10.	wife	-	wives
*	wife	-	wifes
11.	Negro	-	Negroes
*	Negro	-	Negros
12.	thief	-	thieves
*	thief	-	thiefs

B. Ignorance of Rule Restrictions:

By observing the errors on the tests, the writer can find that the students often fail in determining the restrictions of existing rules. The failure to observe restrictions' in the rules of pluralizing English nouns may also derive from analogy, the learner rationalizing a deviant usage from his previous experience of English.

According to the material that is taught for SMA level, especially for the second grade, the writer wants to classify the difficulties into eight groups:

a. Students are often confused in forming English plurals of Simple and Common Nouns which end in -o. They do not know which nouns should be added by the suffix -s, and the suffix -es.

- | | | | |
|----|-------|---|---------|
| 1. | folio | - | folios |
| * | folio | - | folioes |
| 2. | Negro | - | Negroes |
| * | Negro | - | Negros |

Sometimes students add the suffix -es to the nouns which should be added by the suffix -s only, or vice versa.

b. Students find difficulties in making the plural of Compound Nouns which are constructed by: nouns with adjectival phrase or adverbs. They do not know exactly which words should be pluralized, the nouns or the other words.

- | | | | |
|----|---------------|---|----------------|
| 1. | mother-in-law | - | mothers-in-law |
| * | mother-in-law | - | mother-in-laws |

c. Another difficulty in pluralizing Compound Nouns is found in Compounds which consist of two designation of equal application. The students are still confused to determine which word should be pluralized.

- | | | | |
|----|-------------|---|--------------|
| 1. | man-servant | - | men-servants |
| * | man-servant | - | man-servants |
| * | man-servant | - | men-servant |

d. In making plural forms of the Irregular Plurals, students frequently find difficulties in nouns ending

in f(e). They do not master yet which words should change the f(e) into the v and add the suffix -es, and which words just add -s to the f.

1. cliff	-	1. cliffs
* cliff	-	* clifves
2. handkerchief	-	2. handkerchiefs
* handkerchief	-	* handkerchieves
3. thief	-	3. thieves
* thief	-	* thiefs
4. wife	-	4. wives
* wife	-	* wifes

e. Students still do not comprehend yet in forming the plurals of nouns ending in -y. They tend to pluralize the nouns by changing -y into i and add the suffix -es, while we know that there is another rule, that is: If a noun ending in -y preceded by a vowel, the -y will not change, and to form the plural is just by adding -s to the singular.

1. country	-	1. countries
* country	-	* countrys
2. monkey	-	2. monkeys
* monkey	-	* monkeies
3. valley	-	3. valleys
* valley	-	* valleies

f. To formulate the plural form of Collective Nouns, students often find difficulties. They do not

understand yet whether the Collective Nouns are singulars or plurals. And to overcome this, usually the students just guess by making the nouns into the plural form.

1. jury	-	1. jury
* jury	-	* juries
2. fruit	-	2. fruit
* fruit	-	* fruits

g. Students also tend to pluralize nouns which are included in Mass Nouns or Material Nouns, which are used in the plural meaning. In the results of the prognostic tests the writer finds the answers as follow:

1. bread	-	bread
* bread	-	breads
2. paper	-	2. paper
* paper	-	* papers
3. rubbish	-	3. rubbish
* rubbish	-	* rubbishes
4. string	-	4. string
* string	-	* strings
5. wool	-	5. wool
* wool	-	* wools

Generally Mass Nouns or Material Nouns cannot be pluralized. But there are some of them have two kinds of forms, singular forms and plural forms; and each of them have a different meaning in the usage.

- 1. glass (CN) - glasses: drinking vessels
- * glasses (CN) - glasses: spectacles
- 2. wood (CN) - - : a kind of solid
substance
- * woods (CN) - woods : forest

h. Besides the errors found in the Regular and Irregular Plural, the writer also observes the errors in the other kinds of nouns, as follow:

1) Singular and Plural Alike

Because of the complexion of the rules of pluralizing nouns, students often ignore some exceptions of certain nouns which have not any change in the plural form.

- 1. deer - deer
- * deer - deers
- 2. sheep - sheep
- * sheep - sheeps

C. Incomplete Application of the Rules

In studying a language, people, especially students, frequently neglect the specification of the rules, since they may realize that the main purpose of studying a language is for communication. They will not pay too much attention to the structure whether it is correct or not, the important thing is the meaning and the utterance can be understood. The * sentences below

are incorrect answers resulted from the prognostic tests:

1. There are ten boxes of matches on the table, which one is yours?
 - *b. There are ten boxes of match on the table, which one is yours?
 - *c. There are ten box of matches on the table, which one is yours?
2. To make a small table cloth we need six balls of wool string.
 - *a. To make a small table cloth we need six balls of wool strings.
 - *c. To make a small table cloth we need six ball of wool strings.
3. My uncle likes smoking. He buys five packets of cigarettes everyday.
 - *a. My uncle likes smoking. He buys five packet of cigarettes everyday.
 - *c. My uncle likes smoking. He buys five packets of cigarette everyday.

D. False Concepts Hypothesized

English Nouns are divided into two classes: Countable Nouns and Uncountable Nouns. Almost all Countable Nouns can be made into plural forms like our discussion earlier, while Uncountable Nouns cannot be pluralized. Students are often trapped in answering

questions in sentences which contain two classes of nouns:

1. Give me three (cup) of (coffee), please!

- Give me three cups of coffee, please!

* Give me three cups of coffees, please!

"cup" is a countable noun, so it can be pluralized.

"coffee" is an uncountable noun, it cannot be pluralized when the noun preceding has been pluralized.

2. There are many various (type) of (accommodation) in Sanur Beach such as (hotel), and (guesthouse).

- There are many various types of accommodation in Sanur Beach such as hotel, and guesthouse.

* There are many various types of accommodations in Sanur Beach such as hotels, and guesthouses.

"type", "hotel", "guesthouse" are countable nouns, and they can be made into the plural forms.

"accommodation" is an uncountable noun and it has no plural form.

3. There was a lot of (rubbish) in the old house and one room was full of broken (bottle) and old (newspaper).

- There was a lot of rubbish in the old house and one room was full of broken bottles and old newspapers.

* There was a lot of rubbishes in the old house and one room was full of broken bottles and old

newspapers.

"rubbish" is a material noun, so it is an uncountable noun.

"bottle", "newspaper" are countable nouns, so they can be pluralized.

E. Interlanguage

Since students have not mastered the target language yet, they often make errors which are caused by the interference of the mother tongue, or of the first language which has been learned and mastered well. For example, in pluralizing English nouns, there are some students who do not pluralize the singulars, according to the instructions of the tests. It may be caused by the influence of the mother tongue, or the first language, in this case, Indonesian, that has not any change in pluralizing the nouns.

1. Give me three (cup) of coffee, please!
- Give me three cups of coffee, please!

Instead of writing the correct answer above, the students write:

- * Give me three cup of coffee, please!

In Indonesian, the plurals have the same form with the singulars. The translation of this line is:

Tolong berikan kepada saya tiga cangkir kopi.

Chapter V

REMEDIAL TEACHING

The discussions in the previous chapters show us that the second grade of SMA students still have some difficulties in pluralizing English nouns. Thinking that the grammar of English is more complex than the grammar of Indonesian or their mother tongue's, so no wonder that because of lacking in the mastery of the second language, the students tend not to learn and use it in communication. They will learn only when there is a test or an examination, or they will learn just in the English course in the classroom. Ho-Shue-Hsing, an English teacher of a Senior High School from Taiwan says, "Grammar is only a tool for learning English at the first stage. The purpose of teaching grammar is to pave the way for the students to understand what they are taught, after they gain such understanding they should further their study in other ways"¹. Therefore the students should be motivated to study actively and to learn by heart about each lesson given. In this chapter the writer wants to suggest some techniques of the teaching of English plurals. The explanation must be

¹ Ho Shue Hsing, "Some Ideas for More Effective Teaching", English Teaching Forum, April, 1980, p.33-35.

given step by step with some review which is related to each other.

A. Giving a Review About a Noun Is

The first step, the teacher gives a little review about the basis concept of English nouns, that the students have known already. This technique is meant to draw students' attention to learn, and to make the latter explanation easier to understand.

Here are the examples:

Teacher : What is it, Andi? (while holding a book)

And : A book

Teacher : Andi said, "It is a book" (while writing the sentence on the blackboard).

: Now, what is the word 'a book' here, Susi?

Susi : A noun.

Teacher : very good. What is the meaning of 'a noun' in Indonesian?

Students: Kata benda.

Teacher : Good. Now give me a sentence using a noun, Ita!

Ita : This is a table.

Teacher : Good. Now, Rudy!

Rudy : This is a dictionary.

Then the teacher explains that English nouns have two forms, singular and plural forms. After asking the

plurals of the nouns students gave, the teacher continues explaining the regular plurals, that is by adding the suffix -s or -es to the nouns. And he can give some notes systematically on the blackboard. While the teacher gives an opportunity to ask questions, the students can take notes. Ho Shue-Hsing advices, "When you are giving an explanation to your class, you might pause from time to time to give them an opportunity to digest what you are saying. If during a course of study problems arise that need to be solved or require special emphasis, you should give the students time to work on them".²

After the students have comprehended the change in the plural form in Regular plurals, the teacher can continue giving a review about the change in the plural form in Irregular plurals, that is the words ending in f(e) or y; then he explains further. The teacher can include some examples of the change of foreign plurals, but he need not talks all of them. The scope of the material is just for the level of the second grade of SMA, since the English nouns are taught in the overall program in SMA.

B. Mechanical Drills and some Substitution

This exercise is meant to make the students practice more fluently about the change of English plurals. This technique would be better if it is given orally, since in the oral practice the students can learn directly from the guidance of their teacher and their peers. James Hendrikson, in his paper, on "Error Analysis and Error Correction in Language Teaching", says, "Although teacher correction of learner errors is helpful to many students, it may not necessarily be an effective instructional strategy in all language classrooms. Peer-correction or self-correction with teacher guidance may be a more worthwhile investment of time and effort for some teachers and learners"³

Here are the examples:

Firstly, the teacher dictates the exercises to the class, and then he asks the students one by one.

Teacher (reads the instruction):

Ubahlah kata-kata benda yang terdapat dalam kalimat-kalimat berikut ke dalam bentuk jamak.

Examples:

You write a letter on a sheet of paper.

You write letters on sheets of paper.

³
Hendrikus, James, "Error Analysis And Error Correction in Language Teaching - An Historical Perspective of Learner Error" - Seameo Regional Language Centre, Singapore, May, 1981, p.18.

: Number 1) A classroom has a blackboard. Rudy!

Rudy : Classrooms have blackboards.

Teacher : Good. Number 2) A child likes a candy. Now,
Tina!

Tina : Children like candies.

Teacher : Good. Number 3) A city is a big town. Susi!

Susi : Cities are big towns.

Teacher : Good. Number 4) A foreigner is a man from
other country. Joko!

Joko : Foreigners are men from other countries.

Teacher : Very good. Next number: They have a knife, a
dish, and a glass on the table. Anik!

Anik : They have knives, dishes, and glasses on the
tables.

Teacher : Very good. Next. A driver drives a car. Toni!

Toni : Drivers drives cars.

Teacher : Drivers drives cars. Is it right, Lina?

Lina : No.

Teacher : What is the right one? And why is it wrong?

Lina : Drivers drive cars. Drivers are plurals, and
the verb in Simple Present Tense should not be
added by -s

Teacher : Very good. Now, Reni. Coffee is not good for a
child.

Reni : Coffees is not good for children.

Teacher : Is it right?

Students: No!

Teacher : What is the right sentence, and why, Debby!

Debby : Coffee is not good for children. Coffee is uncountable, so we do not add -s to it.

Teacher : Very good. Now listen carefully! Practice the use of a, an, some, two, three and so on, with nouns.

Examples:

He is going to buy a car tomorrow.

a house - He is going to buy a house tomorrow.

fruit - He is going to buy some fruit tomorrow.

apples - He is going to buy three apples tomorrow.

Now begin with Budi and then go to the next student.

Number 1) table.

Budi : He is going to buy a table tomorrow.

Teacher : Good. Next, chairs!

Next student (st): He is going to buy five chairs tomorrow.

Teacher : Good. Bread. Next!

Next st.: He is going to buy some bread tomorrow.

Teacher : Good. Now, bananas! Next student, please!

Next st.: He is going to buy ten bananas tomorrow.

Teacher : Good. Coffee. Next!

Next st.: He is going to buy some coffee tomorrow.

C. Producing Sentences Using the Words Given

In this technique the students are expected to be able to make sentences with their own words using a key word given. In this way, the teacher can know how far the students competence in creating ideas to produce sentences using English Nouns.

Here are the examples:

Teacher : Make a sentence using 'an orange', Ita!

Ita : I eat an orange everyday.

Teacher : Very good. Now, tomatoes! Andre!

Andre : I like tomatoes.

Teacher : Good. Now, a glass of milk, Dani!

Dani : She drinks a glass of milk before going to school.

D. Putting the Words in the Brackets into the Correct Plural Forms

This exercise makes the students more fluently in changing English Nouns from the singular form into the plural form. This kind of exercise should be given in written, because the students would be more careful in the spelling of the plural form. Then the teacher can correct it by discussing together with the class.

Put the nouns in the brackets into the plural form correctly!

1. I made many (guess) at the answer, but each time I made (mistake)
2. We looked up and saw (monkey) sitting on (branch) in the tree.
3. There were several (dish) to wash after lunch.
4. The butcher had several sharp (knife) in his (box).
5. There are many (volcano) in Java.

E. Giving an explanation about pluralizing English Countable and Uncountable Noun which are included as measure terms

Students are often confused in pluralizing English nouns with a phrase in front of them. They do not know exactly which word should be pluralized. In this case, the teacher should give some examples and explain them according to the characteristics of each noun.

For examples:

Teacher : Change into the plural form!

a loaf of bread, Nina!

Nina : (writing on the blackboard): two loafs of breads.

Teacher : Thank you. Now, look at these words. Are they right, Didik?

Didik : No, it should be "two loaves of breads".

Teacher : Good. Now, is the word 'loaf' here countable or uncountable?

Students: Countable.

Teacher : Very good. So it can be changed into the plural form. But is 'bread' countable?

Students: No. It is uncountable.

Teacher : Very good. If it is uncountable, it should not be changed into the plural form. So it becomes, 'two loaves of bread'. Now 'a tin of fruit', change into the plural form, Lia?

Lia : two tins of fruit

Teacher : Very good. 'a kilo of potatoes', Ratna!

Ratna : two kilos of potatoes.

Teacher : (while writing on the blackboard): 'kilos' is the plural form of the word 'kilo', and 'potato' is a countable noun, so it can be changed into the plural form.

F. Giving Homework

Giving a homework is another kind of practicing which is done at home. By doing the homework, students are expected to be able to master English plurals more and they can use them in the longer passage. The homework can consist of the change from the singular forms into the plural forms in single words, in long sentences, or in many variations, including answering the comprehensive questions of a reading passage. But, there is an important thing before doing a homework, that is, the students have understood about the rules of

the change into the plural forms that can be proved in their capability in doing the exercises in the classroom.

G. Giving a Short Story

Giving a short story is a kind of techniques to encourage students to read. Here the writer gives two short stories concerning with the use of English plurals in a reading passage as examples: The first story is taken from "The Students Book 1", and the second story is taken from "The Creative English for the SMA Book 1". The writer takes the source of these passages from the material of the first grade of SMA, because the basic rules of pluralizing English nouns are taught in the first year and in the next grades the teacher just gives some enrichment program of the material that the students have known already. The first step, the teacher distributes the copies of the story to every student. Then, he asks them to read silently. If there are some words that students have not known, besides the key words given, they can ask the teacher. After the students have read silently for at least twice the teacher asks them to close the story and try to answer the comprehensive questions.



WATER AS A FRIEND

We cannot live without water. We use water to do many things everyday - to take a bath, to wash things, to cook our food, and to do many other things. We drink about eight glasses everyday of water a day. We may drink tea, or coffee, but they have water in them. A big man drinks more than eight glasses a day when the day is hot and when he is working hard.

There is water in almost everything that we drink. We also get water in other ways. There is water in almost all of the food that we eat. It is strange to think that a piece of bread contains water, but it does.

Without water or food that contains water, a person will die in about a week. Without water, animals, and plants will die, too. Without water nothing can live.

Water is a good friend; it helps us in many ways. Irrigation is one of them. When we irrigate, we bring water to fields which need it. Even in the parts of Indonesia where there is a great deal of rain, farmers need to irrigate part of the time, because there is not always rain when they need it. And some fields need a lot of water, our wet rice fields are an example.

For irrigation we often need dams. People have built dams since the earliest times. There is too little water during the dry season, and there is too much water

during the wet season. Dams store water when there is rain. We use the water for our plants when there is little or no rain. In this way, there is water for the plants all of the time. Each plant stores water, too, but it is too little for the needs of the plant during the dry season.

Dams also store the water that many of our towns and cities use for our needs - we drink it; we wash with it; we use it in our factories; we swim in it; we use it everywhere.

Fifty years ago, there were only a few dams. Then water could be very dangerous. In those days, when rainy season came there were many floods. These floods destroyed many houses, plants, animals, and people every year. Now, in many places, dams hold the rain water so that it does not destroy many things any more.

Dams can also give us electricity. Factories use electricity all of the time. We use it for the lights in our homes, for our radios, and for many other things.

Dams make water a very good friend of people. They can give us more food, more factories, more electricity, and, we seriously hope, they can give us protection from floods. Only large dams which are more than thirty metres high can produce electricity well. There are almost two thousand dams this large or larger in the world. People are building more of them now, and they are going to build more of them in the future.

New vocabulary:

1. animal (CN) : Ind. binatang
2. contain : have in it
3. dam (CN) : Ind.: dam
4. destroy : break into pieces, tear, etc.
5. electricity : Ind. listrik (UN)
6. factory (CN) : place where things are made, for example, a radio factory. Ind. pabrik
7. field (CN) : place where farmers grow rice, or other things. Ind. sawah, ladang.
8. flood (CN) : Ind. banjir
9. high : Ind. tinggi
10. irrigate : Ind. mengairi
11. irrigation(UN): bringing water into irrigate. Ind. pengairan
12. light (CN) : Ind. lampu
13. live : Ind. hidup
14. part (CN) : not whole, not all
15. plant (CN) : Ind. tanaman, tumbuh-tumbuhan
16. protection(UN): Ind. perlindungan
17. store : keep

A. Comprehension Questions**I. Modified True-False**

1. We need more water when we work hard than we do not.
2. Water is always a good friend to us.
3. People have used dams for a long time.

4. People in cities never drink water that comes from dams.
5. Plants do not need much water because they already have a lot of it in them.

II. Short Answer

1. What do we need in our everyday life?
2. How much water do we drink everyday?
3. How do we get the water that our bodies need?
4. How long can a person live without water?
5. What does "irrigate a field" mean?
6. Why do farmers have to irrigate some fields?
7. Do rice fields generally need a lot of water?
8. When do we get water to store in our dams?
9. When do we use the water for irrigation?
10. Were there as many dams about fifty years ago as there are today?
11. When is rain water dangerous for us?
12. Besides irrigation, what do we use water from dams for?
13. How many large dams are there in the world now?
14. What do dams give to factories?
15. Do we still need more dams?

B. Structure Review Exercise

Put the nouns in brackets in the correct form.

Example: We need (water) to do a lot of (thing).

We need water to do a lot of things.

1. Some (people) may drink only a few (glass) a day.
2. many of us get the water that we need when we drink (tea) or (coffee)
3. We also get some (water_ from our (food)
4. (Plant) and (animal) also need water.
5. We get water from our (need) in several (way)
6. Water can help to give (electricity) to many (town).
7. Some of our (land) does not get much (rain) in the wet season.
8. Other (part) get too wet during those (month) every year.
9. People in many (country) have built) (dam).
10. It costs (lot) of (money) and takes (lot) of (time) to build big dams.

In doing this exercise above, the teacher can ask students to read the questions and answer orally.

WORK IN A HOTEL

Work in a hotel is an interesting job for a young man or woman. Many new hotels have been built in Indonesia in the last few years, and they provides jobs for thousands of young people. They find hotel work interesting, because they can meet people from many different parts of the world. Of course, not everybody who works in a hotel meets the hotel guests. Many of the important people in the hotel industry are people the

gusts never meet. The cook, for example, who chooses and prepares the meals, is a person most of the hotel guests will never meet. And there are many other important people like the cook, Eda Susatio, for example, works for the Galaxy Hotel in Surabaya. She buys for the hotel.

But what does a hotel buy? Eda goes to the market every day and buys fresh fruit, fish, meat, and vegetable which are used in the hotel kitchens. Tuti Sutarno works for the Hotel Indonesia in Jakarta. She sells for the hotel. But what does a hotel sell? Tuti sells hotel accommodation to travel companies and airlines who bring tourists to Indonesia. So not everybody who works in a hotel is a waitress or a receptionist. There are many different types of work in the hotel industry which make hotel work interesting and often exciting, too.

Exercise:

Put the nouns in brackets in the correct form.

1. Work on an aeroplane is interesting because you can travel to many (place).
2. The (shop) provide (food) for their (worker).
3. My cousin works as a tourist guide because she likes to meet (people)
4. I have five (guest) from England staying in my house.

5. There are many (dress), (shirt), and (trouser) sold in that shop.
6. (Hotel) provide (accommodation) for (tourist) who stay in a city for a few (day).
7. There are many (kind) of (food) sold in the canteen in that hotel.
8. (a tomato) is a kind of (fruit).
9. The (receptionist) of this hotel are nice (people).
10. Usually a good hotel has several (guide).

C O N C L U S I O N

By observing the errors resulted from the prognostic tests, the writer can conclude that the second grade of SMA students still face difficulties in pluralizing English nouns, although the students have learned them in the first grade. The students' difficulties in forming English plurals are caused by five factors:

1. Over-generalization

Since students do not master the structure of the target language yet, they tend to make an over-generalization in the use of the rules. The over-generalization generally involves the creation of one deviant structure in place of two regular structures.

2. Ignorance of the Rule Restrictions

Because of the complexion of the rules in forming English plurals, students often ignore the use of the rules. The failure to observe restrictions in the rules of pluralizing English nouns may also derive from analogy, the learner rationalizing a deviant usage from his previous experience of English.

3. Incomplete Application of Rules

The main purpose of studying a language is communication. Because of that, learners, especially students tend to neglect the structure of the language they learn, since the meaning and the utterance can be understood.

4. False Concept Hypothesis

Students frequently make mistakes in answering questions, because they have false concepts in their minds.

5. Interlanguage

Since lack of the mastery of the target language, errors which are emerging in language learning process is the interference of the mother tongue or the first language that has been mastered before.

To overcome such difficulties, the writer presents several techniques of teaching English plurals that may be able to make students learn more easily.

1) Giving a Review About What a Noun is

Before teaching a new concept, the teacher gives a review to draw students' attention to learn, and to make the further explanation easier to understand. .pa

2) Mechanical Drills and Some Substitution

This technique is meant to make the students accustomed to practicing English nouns more fluently, in their forms, meaning, and usage.

3) Producing Sentences Using the Words Given

Students are asked to create ideas by making sentences with their own words using a key word given. Here, the students are challenged to express their ideas in sentences using English nouns.

4) Putting the Words in the Brackets into the Correct Plural Forms

This exercise trains the students to identify the form of English plurals more correctly.

5) Giving an Explanation About Pluralizing English Countable

The teacher explains a new concept about how to express English Countable and Uncountable Nouns in measure terms. It is talked about in order to avoid students' confusion in using the phrases.

6) Giving Homework

Giving homework is a kind of technique to make the students do more practice about the new concepts that have just been taught.

7) Giving a Short Story and Exercises

Besides encouraging students to be fond of reading, this kind of technique can train the students to comprehend more deeply about the form, the meaning and the use of English plurals; and it can be evaluate by correcting the answers in the exercises.

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