AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS IN USING PLURAL AND SINGULAR NOUNS
ON THE STUDENTS UNDERGRADUTE THESIS ABSTRACTS
AT THE ENGLISH DEPARTMENT OF IAIN METRO

By:

AHMAD ZUBER YUSUF
Student Number: 13106427

Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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AN ERROR ANALYSIS

IN USING PLURAL AND SINGULAR NOUNS ON THE STUDENTS

UNDERGRADUTE THESIS ABSTRACTS AT THE ENGLISH

DEPARTMENT OF IAIN METRO

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:
Ahmad Zuber Yusuf
Student Number: 13106427

TarbiyahFaculty
English Education and Rerearch Training Department

Sponsor   : Dra. Umi Yawisah, M.Hum
Co-sponsor : Trisna DinillahHarya, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : AN ERROR ANALYSIS ON THE USE OF PRULAR AND SINGULAR NOUN IN THESIS ABSTRACT OF THE ENGLISH STUDENT AT IAIN METRO

Name : Ahmad Zuber Yusuf

Students Number : 13106427

Department : English Education
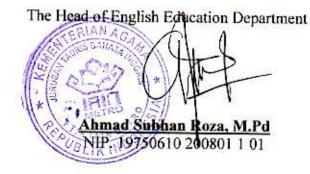
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the tesis (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies of Metro.

Sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, February 2018
Co-sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 01

NOTA DINAS

Nomor   :

Lampiran   :

Perihal   : **Mohon dimunaqosyahkan Skripsi**
                Saudara Ahmad Zuber Yusuf

            Kepada yth,

            Dekan Fakultas Tarbiyah dan Ilmu Keguruan

            Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

      Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name   : Ahmad Zuber Yusuf

Students Number : 13106427

Judul Skripsi   : AN ERROR ANALYSIS ON THE USE OF PRULAR AND SINGULAR NOUN IN THESIS ABSTRACT OF THE ENGLISH STUDENT AT IAIN METRO

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

                                             Metro,   Februari 2018

            Sponsor   Co-sponsor

Dra. Umi Yawisah, M.Hum   **Trisna Dinillah Harya, M.Pd.**
NIP. 19620424 199903 2 001   NIP. 19830511 200912 2 004

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah**
     of Ahmad Zuber Yusuf

<div align="right">

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Institute For Islamic Studies of Metro

</div>

Assalamu'alaikum, Wr. Wb

  We have given guidance and enough improvement to research tesis script which is written by:

Name   : Ahmad Zuber Yusuf

Students Number : 13106427

Title   : AN ERROR ANALYSIS ON THE USE OF PRULAR AND
       SINGULAR NOUN IN THESIS ABSTRACT OF THE ENGLISH
       STUDENT AT IAIN METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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<tr><td align="center">Sponsor</td><td align="center">Metro, February 2018
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<u>**Dra. Umi Yawisah, M.Hum**</u>
NIP. 19620424 199903 2 001</td><td align="center">

<u>**Trisna Dinillah Harya, M.Pd.**</u>
NIP. 19830511 200912 2 004</td></tr>
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The undergraduate thesis entittled: AN ERROR ANALYSIS IN USING PLURAL AND SINGULAR NOUNS ON THE STUDENTS UNDERGRADUATE THESIS ABSTRACTS AT THE ENGLISH DEPARTMENT OF IAIN METRO, Written by Ahmad Zuber Yusuf, student number. 13106427 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on May 07, 2018 at 13.00-15.00 am

BOARD OF EXAMINERS:

Chairperson : Dra. Umi Yawisah, M.Hum

Examiner I : Ahmad Subhan Roza, M.Pd.

Examiner II : Trisna Dinillah Harya, M.Pd

Secretary : Yeasy Agustina Sari, M.Pd

The Dean of Tarbiyah
and Teacher Training Faculty

Dr. Akla, M.Pd.
NIP 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name   : Ahmad Zuber Yusuf

St.ID   : 13106427

Study Program   : English Education Department (TBI)

Faculty   : Tarbiyah

States that this undergraduate Thesis is originally the result of the writer's research, in exception in of certain parts which are excerpted from the bibliographies mentioned

Metro, February 2018
The Writer

ad Zuber Yusuf
St.ID. 13106427

ORISINALITAS PENELITIAN

Yang bertandatangandibawahini:

Nama   : Ahmad Zuber Yusuf

NPM   : 13106427

Program Studi   :Tadris Bahasa Inggris (TBI)

Jurusan   : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruha nadalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Februari 2018
Penulis

Ahmad Zuber Yusuf
NPM. 13106427

MOTTO

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا (٦) فَإِذَا فَرَغْتَ فَٱنصَبْ(٧) وَإِلَىٰ رَبِّكَ فَٱرْغَب(٨)

(Al- Insyirrah: 6-8)

Indeed, with hardship (will be) ease. So when you have finished (your duties),
then stand up (for worship). And to your Lord direct (your)longing.

"The success of someone in the future will be determined by the ability of
learning and life skill"

-DePorter-

DEDICATION

All praise to be Allah SWT, I highly dedicate this undergraduate thesis to:

1. *My beloved parents Samsul Huda and Herlina*

2. *My beloved brother and Sister, Nina IntanCahya and Ahmad Habib Yusuf*

3. *My beloved almamater IAIN Metro".*

ACKNOWLEDGEMENT

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a means of communication used by people to communicate either through spoken or written. It has a big role for every individual in making a good relationship with others. Through language people can express their opinions, ideas and feelings to each other.

As H. Brown Douglesstated : "Language is a system of arbitrary conventionalized vocal, written or gesture symbol that enable members of a given community to communicate intelligibly with other".[1] It shows that language is a tol of communication which can be expressed not only through verbal or oral communiation but also through non-verbal communication; written for and gesture (body language).

"English is as a global language or an international language".[2] An international language, English has significant role in various fields, such as in communication, economy, education, technology, politics, and so on.

In this globalization era, everyone is demanded to prepare a great resource for his/her life particurly in science and technology. To complete that global requirement the people are hoped to have an adequate knowledge and good skills.

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[1] H. Brown Douglas, *Principle of Language Learning and Teaching,* (Englewod Cliffs: Addison Wesley Longman, Inc, 2000), page 5.
[2] Adran Holliday, *The Struggle to Teach English as an International Language,* (New york: Oxford University Press, 2005), page. 8

Indonesian government itself considers that mastering English is one way to absorb the science and technology in order to create the great huan resources. The great human is important for Indonesian development and existence toward other nations. Therefore, English is one of the important subject taugh at school.

By learning English, the students are expected to acquire some abilities, those are: the ability to listen, to speak, to read, andto write English correctly. And also to make Indonesian learners gain success in finding the right career in the future and get the knowledge that will be useful in their life.

In learning English, there are four basic skills that should be masterd by students: listening, speaking, reading, and writing. Besides the four language skills, the students have capability in language components such as grammar, pronounciation, and vocabulary. Grammar is important element to be learnt in learning language. It plays an important role in improving our skill in English. It is a very basic knowledge and an important tool for students to master English. Through learning of grammar the students will know system of language so they will be able to combine and build words into meaningful sentence.

As Penny Ur stated in her book A Course in Language Teaching Practice and Theory, "Grammar can be defined as words put together to make correct sentence". It does not only affect how the units of words are combined in order to make correct sentence but also affect their meaning.

It can be concluded from the statement above, it is no doubt that by mastering grammar, the students will have a way to be able to speak, to read, and to write English correctly. Finally the students can create a good communication and interaction in English language actively both oral and written English between each other.

In English grammar, the students learn about parts of speech that consist of noun, pronoun, adjective, verb, adverb, conjunction, preposition, and interjection.

One of parts of speech that will be discussed in noun. A noun is a kind of part of speech that describes a person, place, or thing. In learning about noun, the students are introduced with plural form; it means that we have to talk about number. Number is the name of the system contrasting singular and plural.

According to Laidlaw "A noun that names one person, place or thing is a singular noun. A noun that names more than one person, place or thing is a plural noun".

A plural form of nouns has been taught since junior high school. However many students still do not undestand and cannot apply singular and plural rules in English. They have difficulties to form plural in English. For example, the general rule for writing the plural in English nouns is to add –s to the singular form (boy-boys). However, his rule is only used for regular plural. For word like woman, foot, children, etc.

these are irregular plural. The rule is complicated. The conseqence is the student will make so many errors in their learning.

Making error during learning English is a natural process. It is normal because learning the second language is a process which involves the making of mistake, even errors. However it cannot neglected. The teacher should be aware of this issue and do something to avoid their students to make the same error. The error they made should be regarded as necessary part of learning language. One of strategies to prevent to the students from making the same error is by analyzing the learners' error itself.

In this case, the researcher tries to research and analyze about the use of plural and singular in Undergraduate Thesis on survey august at IAIN Metro.

B. Focus on The Study

  1. Limitation of the Problem

Limitation is very useful for the writer to determine the problem that will be analyzed. In this case, the writer just analyse about An Error Analysis In Using Plural and Singular Nouns On The Students Undergradute Thesis At The English Department at IAIN Metro

2. Formulation of Problem

Based on the background of study describe above, the witer is interested in analyzing the error that make by the students in learning plural and singular noun. Therefore the writer would like to formulate the problem as follows " What types of error are commonly made by student?"

3. The objective of the study

a. Objectives of the study

Based on the statement of the problem above the writer has some purposes are :

1) To identify the student's error in using plular and singular in Undergraduate Thesis Abstracts of the English Department of IAIN Metro

2) To classify the student's errors in using plural and singular in Undergraduate Thesis Abstracts of the English Department of IAIN Metro

3) To analyze the students error in using plural and singular Nound in Undergraduate Thesis Abstracts of the English Department of IAIN Metro

4) To know the types of errorare commonly students made when they use plural and singular noun in Undergraduate Thesis Abstracts of the English Department of IAIN Metro

b. Benefits of study

1) Theoretically benefit, the result of the study is expected able to give the positive contribution for the school and other to help in learning procces of English.

2) Practically benefit, there will be at least three kinds of practical benefit; they are for the student, English Lecturer and researcher :

a) For the Lecturer

The result of this study is intended to become an input for them for the importance of giving more exercise about Plural and singular and also can improve their teaching technique while teaching writing especially in making Abstract

b) For the students

The writer hopes the students will be able to improve their ability in writing especially on the usage of plural and singular noun in making abstract

c) For the reaserchers

This result can be used as a references of our experience to teach English for the future and other consideration to investigate the problem in a writing field and further research.

C. Prior Research

The same Previous study has ever been researched in Citra Ayu Cahyani ever reseached at STAIN Jurai Siwo Metro. In the research titled " An error Analysis on the use of verbal inflectionin descriptive text at the State Islamic Collage of Jurai Siwo Metro" She focuses on students' error in writing Verbal Inflection.

From her research, in STAIN Metro, she wants to know the students problem in using Verbal Inflection in descriptive text, so teacher can help students to solve te problem. There is a gab between her research and this reseasrch. Those are conducted in error analysis, but different in objects. She focused on students' error in writing verbal inflection in descriptive text, meanwhile, this research is not focused on it, but its focused on students' error analysis in pulral and singular noun.

In other literature review Lilis Kartika Sari, an English Student of STAIN Jurai Siwo who graduated in 2015. In the research titled "An Analysis on the use of PF Clause in writing performance at the fourth semester students of State of Islamic Collage (STAIN) of Jurai Siwo Metro. She researches an analysis of PF Clause in writing Performance. She Analyze a students writing performance by using PF Clause. How the use of PF Clause in writing performance of the students at the fourth semester students of English Education Study Program of state Islamic Collage (STAIN) Jurai Siwo Metro in academic year of 2014/2015?. That is the research question. There is a gab between her research and this

research. Thos are conducted in analysis, but different between abject. Lilis Focuses on the PF Clause n writing performance, meanwhile the researcher focuses on the error analysis on the use of plural and singular in Undergraduate Thesis Abstracts of the English Department of IAIN Metro

The last previous study is research come from Eka Nurjannah, with a title an error analysis of preposition on the proposal among the eights semester students of the english departemen Of STAIN, on 2017. In this thesis the writer describes about errors in proposal that made by the students especially in discussing about preposition.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Error

When the students learnt English, they can make a lot of errors. It seems impossible if learners or students have never been made some errors in their language learning process, because do some errors is natural.

1. Definition of Error

Learning the foreign language is a process which involves the making of mistakes, even errors as in the new system of language a learner will directly connect with such a new vocabulary, a new grammatical pattern and a foreign pronounciation which differ from the learner's native language. According to Jeremy Harmer, error are part of the learner inter language that is a version of the language which a learner has at any one stage of development and which is continually reshaped as he/she aims toward full mastery. [3]

According to Brown, "an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of learner.

Dullay defines error as " the flawed side of learner speech or writing. They are those parts of conversation or composition that

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[3] Jeremy Harmer, *The Practice of English Language Teaching,* (New York: Pearson Education Liited, 2001) page. 34.

deviate from some selected norm of mature language performance.[4] Meanwhile, dougles brown defines " a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner". [5]

2. Type of Error

To know more about error, the writer tries to write the types of error from some sources. According to Corder, error fall into four main categories. Omission, addition, selection, and misordering.

a. Omission

Certain linguistic forms may be omitted by the learner because of their complexity n production. Omission also occurs in morphology. Learner often leave out the third person singular morpheme –s, he plural marker-s and the past tense inflection –ed.

b. Addition

Learner not only omit element which they regard as redundant but they also add redundant element.

For example: two fishs

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[4] Heidi Dullay et.al., *Language Two,* (Yew York: Oxford University Press, 1982), page. 138
[5] H Dougles Brown, *Principle of Language and Teaching,* (New York: Addison Wesley Longman. Inc, 2000), Page. 217.

c. Selection

Learner commit errors in pronounciation, morphology syntax, and vocabulary due to the selection of the wrong phoneme, porpheme, structure or vocabulary item.

d. Misordering

Misordering can occur in morphological level misordering of bound morpheme in English in perhaps less frequent, given their limited number

3. Cause of Error

The final step in the analysis of erroneous learner production is that of determaining the sources of error. By trying to identify sources we can begin to arrive at an understanding how the learner's cognitive and affective self related to the linguistic system and formulate in integrated understanding of the process of second language acquisition.

Error-overt manifestation of learner's system-arise from several possible general sources; inter lingual errors interference from native language, inter lingual errors within the target language, sosiolinguistic context of communication, psycholinguistic or cognitive strategies, and countless affective variables.

Pit Corder (Hubbard, 1933) claims that there are three major causes of error, which he labels "transfer errors". "Analogical

errors and "teaching-induced errors'. While Hubbard proposed a slightly different names;

a. **Mother Tongue Interference**

Although young children appear to be learn a foreign language quite easily and effectively but mostly oder learner experience conciderelable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on new language and this lead to a foreign pronounciation, faulty grammatical patterns and occasionally, to the wrong choice of vocabulary.

b. **Overgeneralization**

The mentalist theory claims that the errors are inevitable because they reflect various stages in the language development of the learner. It claims that the learner processes new language data in his mind and produced rules for its production basec on the evidence. Where the data are inadequate, or the evidence only partial, such rules may produce incorrect pattern.

c. **Context of Learning**

A third major sorce of error, through is overlaps both types of transfer, is the context of learning.

"context" refers to the classroom with the teacher and the material in the case of school learning or the social situation. In the classroom context, the teacher or the

textbook can lead the learner to make faulty hypothesis about the language what Richards called "false concept" and what Stenson termed "includes error Students often make errors because do misleading explanation from the teacher, faulty presentation of a structure or word in the textbook, or even because of a pattern, that was rote memorized in a drill but not properly contextalized.

As mentioned previously, brown claims that there are four sources do error in learning language.

a. Inter lingual error

Inter lingual error learns errors attributed to the native language (LI). There are inter lingual errors when the learners first get language habits (pattern, system, or rules) which interfere or prevent the learners from acquiring the pattern and rules of the second language manifest some degree of different form and some degree of similarity with the equivalent item in learning the first language.

b. Intra lingual error

Intra lingual error are errors due to the misunderstanding of language being learned (L2), independent of the native language. The errors proceeded by the learner which reflects not structure of the mother tongue, but

generalization based on partial exposure to the target language.

c. Context of learning

Context refers to the classroom situation that is built by both teacher and material. This situation can urge the learner to make faulty hypotheses about language. The teacher's explanation also pushes the learners to make errors because sometimes the teacher provides the incorrect information by way of misleading definition, word, or grammatical generalization. However, according to Stephen Pit Corder the idiosyncratic dialect applies well through social context. For example, a jappanesimmigrantwho lived in Mexican-American has produced a learner language that was an interesting blend of Mexican-American English and the standard English colored by his Japanese Accent.

d. Communication Strategies

According to Brown, " learners obviously use production strategy in order to enhance getting their message across. But at the same time these techniques can reflect themselves become a source of error". For example, an ESL learned said," let us work for the well

done of our country." The sentence above wrong approximation of the world welfare.

4. Classification of error

There are four most commonly descriptive taxonomies in the classification of the errors, namely:

1. Linguistics Category Taxonomy

This classifies errors based on language component or the particular constituent the errors influence. Some Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (vocabulary) and discourse (style).[6]

Constituents include the elements that comprise each language component. For example, with syntax it may ask whether the error is the main or subordinate clause, which constituent is affected: the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective and so forth.

In analyzing errors based on the lingusitics category taxonomy, it may apply the minimum requirements. The requirements include some aspect in grammar, namely: concord or agreement, tense consistency, word order, and etc[7].

a. Concord

1). Using masculine and feminie pronoun correctly, e.g:

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[6]Henry and Djago. *Pengajaran Analisis Kesalahan Berbahasa.* Bandung: Penerbit Angkasa, 1990. p. 145

[7]Barli Bram. *Op.cit*. p. 54

"My mother goes to market. *__He__ wants to buy some fruits.

The sentence must be: "My mother goes to market. __She__

wants to buy some fruits."

2). Using correct singular and plural forms for verbs and

pronouns. For example: "A monkey *__want__..."

The sentence must be: " A monkey __wants__...

b. Using correct forms of nouns after following words:

1) **One**, **a**, **an**, **each**, **another**, and **every**are followed by

countable singular nouns, e.g: " Every *__students...__"The

sentence must be: "Every __student...__"

2) **Two**, **three**, **both**, **many**, **these**, **those**, and a **few**are

followed by countable plural nouns. For example: "Many

*__book...__"

The sentence should be: "Many __books...__"

3) **Much**is followed by an uncountable noun.

2. Finite Verbs

Every simple sentence and the principle (main) clause in

complex sentence contains a finite verb. For example: " *I

hungry*"The sentence must be: "*I am hungry*"

3. Tenses

Do not change the tense from present to past or from past to

present without a good reason, e.g: "The teacher teaches his

students. He *__taught__ mathematics."

4. Articles

a. Put an article **a or the** before noun when using a singular countable noun. For instance: "He put ***book*** on *****table***.

b. Do not put **a** before noun when using an uncountable or plural countable noun. For example: "He gave me ***a***useful information."

c. Do not use article **a** or **the** in front of name of a person, town or country, e.g: "***A***Dodi goes to ***the***Jakarta."

5. Punctuation

Use a capital letter at the beginning of every sentence, a full stop at the end of every statement and a questioon mark at the end of every question. For example: ***does mother go to market ?***
The sentence should be: *Does mother go to market?*

6. Spelling

Use the words **there** and **their**, and **then** and **than** correctly. For instance: "Maria is more beautiful ***then*** Fatma."
The sentence shold be: "Maria is more beautiful ***than*** Fatma."

5. Error Analysis

It is impossible that learners never make some error in language learning process. According to Peter Hubbard et.al., " the behaviorist regarded language learning as the acquisition of skills, comparable to the process of learning to do something practical, like driving a car. The

complex skill was broken down into a series of habits, which are drilled until they become automatic and unthinking. The habits were taught is a series of small steps, so as to avoid errors. In other words, to achieve the English acquisition, the students must get through some error first, and the automatically they can learn from their own errors.

The teacher will also need to know which part of the subject matter that most students do some errors and most students do not. Finding out the learners's error then analyzing it is called error analysis.

There are many definitions of error analysis. Oxford Concese Dictionary defined error analysis is " the analysis for practical but also potentially for scientific ends, of errors made by students learning another language.[8]

Error analysis is the process based on analysis of learner's error in their process of second language learning. Sharma also wrote in an article in English Teaching Forum that, " error analysis is defined as a process based on analysis of learners", error with one clear objective, evolving a suitable and effective teaching learning strategy and remedial measures necessary in certain clearly marked out areas of the foreign language."[9]

According to Crystal, " error analysis in language teaching and learning, the study of the unacceptable forms produced by someone learning in a language, especially is meant to determine errors which

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[8] Mathews, P.H, *Oxford Concise Dictionary of Linguistic*, (New York:Oxford University Press, 1997) page. 117
[9] Heidi Dullay, et.al, *Language Two*, (New York: Oxford University Press, 1982), p. 146-189

are made by learners which are considered as indicators learners's problems in learning a second language.

Longman Dictionary of language teaching and applied linguistics difines error analysis as the study and analysis of errormade by the second language learners. [10]

The fact that learners do make errors and these errors can be observed analyzed and classified to reveal something of the system operating within the learner, led to a surge of the study of learners' errors, called error analysis. Error analysis become distinguished from contranstive analysis by its examination of errors attributable to all possible sources, not just those which result frim negative transfer of the native language. Error analysis easily superseded contranstive analysis, as we discovered that only some of the errors a learner makes are attributed to the mother tongue, that learners do not actually make all the errors that contranstive analysis predicted they should, and that learners from disparate language background tend to make similar errors In learning one target language.

Corder stated, " error analysis confirms or disaprove the predictions of the theory lying behind bilingual comparison.[11] In this sense error analysis is an experiental technique for validating the theory of transfer. But error analysis goes beyond this; it aims at telling us something about the psycololinguistic processes of language learning. We hope to

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[10] JC Richard, et.al, Longman Dictionary of Language Teaching and Applied Linguistic, (London:Longman, 1992), p.127

[11] S.P. Corder, *Error Analysis and inter-language,* (Oxford University Press, 1981), page. 35

able to draw certain conclusion about the strategies adopted by the learner in the process of learning. In this sense, error analysis is part of the methodology of psicholinguistic investigation of language learning.

6. **Procedure of Error Analysis**

In the language teaching, either a native language or a second language teaching, study about the student's eror is very important. Theo Van Els and friend states that there are some procedures in error analysis, namely

a. Identification of Error

b. Description of error

c. Explanation of error

d. Evaluation of error

e. Preventing/correction of error[12]

The first step in the process of analysis is identification of errors. In this step, teachers recognize the students' error from the task given. The second step is the description of the students error involves classification stages have taken place. The description of the students' error involves classification of sort of errors made by the students.

The third step is explanation of errors that can be regarded as a linguistic problem. This step attemts to account for how the errors can

_____

[12] Theo Van Els and Friends, *Applied Linguistics and the Learning and Teaching of Foreign Languages*, (London: A Devision of Hodder & Stoughton, 1983), page 47.

happen and why the errors occur. The fourth step is the evaluation of errors in which the teachers will give the task to the students

Finally, the last step is the process of analysis is correction of error where the teacher check the result from the task done by the students. Then They correct the erors that the student made.

Example :

Table 2.1

The Example of the Procedure of Error Analysis

Identification of error	Classification of Errors Description	Explanation	Correction	Causes of Errors
I not go to school every Sunday	Omit a word	'not' should be preceded by 'do'	I don't go to school every Sunday	Inter-lingual Transfer
I am want to buy that gergeousstuff	Add word	'am' should be ommited	I want to buy that gergeousstuff	Context of Learning

7. Surface Strategy Taxonomy

This highlights the ways surface structures are altered. The students may omit necessary items or add unnecessary one, they may misform the items or disorder them.

Sketchily, the errors which are included in the surface strategy taxonomy can be known as follow[13]:

1. Omission

    Omission error can be known if there is something which is not followed in the correct sentence. For example, *"steve a director of the company."*

    The sentence above omits the verb "is", the sentence should be: *"Steve is a director of the company."*

2. Addition

    The errors which are followed unnecessary element in the correct sentence.   For example, *"He doesn't knows your name."*

    The sentence above adds the suffix "s" in the verb "know". The sentence should be: *"He doesn't know your name."*

3. Misformation

    This is the errors on using of morpheme in the sentence. There are three categories in misformation, they are:

    a. Regulation. For example, *"He has two childs."*

    The sentence should be:

     "he has two children"

    b. Archi-forms. For example, *"me hungry"*

    The sentence should be: *"I am hungry"*

    c. Alternating forms. For example, *"This cats are mine"*

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[13]*Ibid,* P. 148

The sentence should be: *"These cats are mine"*

4. Misordering

This is the error of placing morpheme in the sentence.

For example, *"I don't know what is that."*

The placement of the verb "is" is incorrect. The sentence should be: *"I don't know what that is."*

8. Difference Between Error and Mistake

In order to analyze learner language in an appropriate perspective, it is crucial to make distinction between mistake and error. Technically, error and mistake are different, but most of people still misunderstand about the definition of both. To clarify it, Peter Hubbard at al said that Error caused by lake of knowledge about the target language (English) or by incorrect hypothesis about it, while mistake caused by temporary lapses or emory, confusion, slips of tongue and so on.

Jeremy Harmer in his book Principle of Language and Teaching distinguished between error and mistake as follow. "A mistake refers to performance error that is either a random guess or slip of tongue, in that it is a failure to utileze a known system correctly. Everybody can make a mistake, wether in native language or second language situation. Mistake cannot be taken as reflections of the learner's developing system, because they are only be result of the learner's performance.

While errors are a niticablediviation from the adult grammar of a native speaker and it reflects the competence of the learner. They are occurred consistenly. The errors cannot be self corrected, because they reflect the learner's competence. From the error that learner commit, it can give valuable needed by the teacher. Therefore error plays an important role in study of second language acqusition. It becomes the researcher object, currculum guide, and used for indicator of learner stage.

In his book on mistake and correlation, Julian Edge suggest that we can devidemistake in to two broad categories : "slips (that is mistake which students can correct themselves and which therefore need explanation), and attempts (that is when a student tries to say something but does not yet know the correct way of saying it).

Most teachers are perfectly well able to give an account of typical errors made by the students who pass through their hands. They often build up a useful list of so-called common error.

2. Noun

Noun is regarded as the important part in a sentence. In addition, it may function as the chief or head word in many structure of modification.

In English language, "nouns typically inflect for number (singular or plural) and case (plain or genitive)".[14] The singular

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[14] Rodney Huddleston and Geoffrey K. Pullum, *A Student's Inroduction to English Grammar*, (New York: Cambridge University Press, 2005), Page 82.

noun are words which indicate we are speaking of noun or singe thing. While plural nouns are words which indicate we are speaking of more than one certain number of things.

a. Definition of Noun

"noun are commonly defined as words that refer to a person, place, thing or idea".[15] In other words, "a noun generally indicates a person, place or thing". [16]

" noun is a word denoting subtance, plan, animal, person or something which is concidered as a substance".

"noun are words that allow us to name and label the persons, entities, object, places, and concepts that make up our world".[17]

According to AS Hornby in Oxford Advanced Learner's Dictionary of Current English, "noun is word which can function as the subject or object a verb, or the object of preposition".[18]

Other meaning of noun is "the name of a living or lifeless thing: Mary, John, Horse, Cow, dog, house, tree; london Chicago; virtue".[19]

From all the meaning above, we can summarize that noun is a word that one part of speech used to describe things, person, etc, and has certain function in the sentence structure.

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[15] Evelyn P. Altenberg and Robert M. Vego, *English Grammar*, (New York: Cambridge University Press, 2010) Page 3

[16] Elly van Gelderen, *An Introduction to the Grammar of English*, (Amsterdam: John Benjains Publishing Company, 2002), Page 12.

[17] Marcel Danes, *Basic American Grammar and Usage*, (New York: Barron's Educational Series, Ins, 2006), page.22

[18] A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford University Press, 1987), page 547.

[19] George O. Curme, *English Grammar*, (New York: Barnes and Noble Inc, 1996), page 11

b. Kinds of Noun

According to Marcella Frank in her book, Modern English: a practical Reference Guide, Noun can be classified into four kinds of noun:

1). Proper Noun begins with a capital letter in writing. It includes

(a) personal names (Mr. John Smith); (b) names of geographic units such as countries, cities, rivers, etc (Holland, Paris); (c) names of nationalities and religions (a Dutcman, Christianity); (d) nams of holidays (Easter, Thanksgiving Day); € names of time units (Saturday, June); (f) words used for personification –a thing orabstrantion tread as a person (Nature, Liberty)

2). Concrete or Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by the sense (we can seem touch, and smell the object), for example flower, girls, etc. An abstract noun is a word for a concept; it is an idea that exists in our minds only (beauty, justuce, and mindkind)

3). Countable and uncountable nouns

Acountable noun can usually be made plural by the addition of-s (One girl-two girls). Uncountable noun is not used in the plural. A countable noun (Count Noun) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can count. Countable couns are the opposite of non-countable

nouns and collective nouns. A nouns are the opposite of non-countable nouns and collective nouns. A non-countable noun is a noun which does not have a plural form, and which refers to something that could (or would) not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of contable nouns.

4). **Collective Noun**

A collective noun is a word for a group of people, animals, or object concidered as a single unit (audience, commite, class, enemy, faculty, team, government, public, etc)

Collective nouns are countable nouns; they may be used In the plural.[20]

According to A.J Thomson and A.V Martinent in A practical English Grammar, there are four kinds of noun in English.[21]

(1). Common nouns; dog, man, table

(2). Proper nouns: France, Madrid, Mr. Smith, Tom

(3). Abstract Noun: Beauty, charity, courage, fear, joy

(4). Collective nouns: crowd, flock, group, swarm, team

To sum up, kinds of nouns consist of proper noun which is begun with a capital letter, concrete noun describes physical object, countable noun and uncountable noun explain noun can

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[20] Marcella Frank, Modern English: *A practical Refference…*, Page 6-7
[21] A.J Thomson and A.V Martinet, *A practical English Grammar*, (London: Oxford University Press, 1987), page 25.

count and noun cannot count, and the use of collective noun usually for anial, people, living and lifeless.

c. Forms of Nouns

Accorfing to Marcella Frank in her book, Modern English: a pracical Reference Guide, Form of noun can be devided into:

1) Inflectional Forms

   Inflectional Form of nouns may indicate :

   a). Gender. Special endings mark nouns as masculine, feminime or neuter, not necessarily according as actual sex

   b). Case. Special endings mark nouns according to their function in the sentence subject, object of the verb. Etc.

   c). Number. Special endings mark singular or plural nouns

2) Plural Inflectional Forms

   The general rule for writing the plural of English nous is to add s to the singular form (boy-boys, apple-apples). However this rule is complicated because of the many expectations below.

   a) After a sibilant sound spelled as s, z, ch, sh, x, es is added (classes, chuches, dishes).

   b) After y preceded consonant, the y is changed to I and es is by vowel, no change is made (ottorney-ottorneys, valley-valleys).

c) In one-syllable words, final f or fe becomes ves in the plural (wife-wives, thief-thieves)

d) After final 0, es, is added, especially in some common words (heroes, negroes, potatoes, echoes)

e) Irregular plurals based on elder English may take the forof :

(1) An internal change (man-men, foot-feet, mouse-mice)

(2) An en ending (childr-children, ox-oxen)

f) The plural has the same form as the singular (sheep-sheep, deer-deer)

g) Many foreign words retain their foreign plurals in English

(1) Singular us ending becomes plural I ending (stimulus-si=timuli, radius-radii)

(2). Singular a ending becomes plural ae ending (larva-larvae, vertebra-vertebrae)

(3) Singular um ending becomes plural a ending (memorandung-memoranda, stratum-strata)

(4) Singular is ending becomes plural a ending (crisis-crises, parentethis-parentheses)

(5) Singular on ending becomes plural a ending (criterion-criteria,

Phenomenon-phenomena)

(6) Singular ex or ix ending becomes plural ices ending (vortex-vortices, matrix-matrices)

(7) Singular eau ending becomes eaux ending (bereau-bereaux, plateau-plateaux)

(8) No plural is used for uncountable words such as information, advices, clothing, furniture.

(9) Some word ending in s are singular non-countable nouns, especially names of disease and fields of study (news, measles, and economic). However, when words that name fields of study are used for practical matters, such words are often concidered plural- his bussines ethics are very questionable; the acoustics in this room are not good.

(10). Some words ending is s are used chiefly as plurals (ashes brain, Goods, riches). In this group are words for items that have two parts (scissors, spectacles, and trousers).

3) Possesive Inflectional Forms

A singular noun is changed to possessive for by the addition of 's (one boy's mother). A plural noun becomes possessive by the addition of alone to the final s (two boys' mothers). If an irregular plural noun does not already end in s, then 's is added for the possessive (the children's mother). Proper nouns ending in s may take either 'or's (Dicken's novel or, less commonly, Dicken's novel). With a group of words funtioning as a unit, 's is placed after the last word in the group (The queen of

England's throne; his mother-in law interference; everyone else's opinions)

4) Derivational Forms

Only nouns verbs, adjecives, and adverdahavederivertional forms. Those form may express some degree of lexical meanig, or they may be little more that part of speech indicators. Derivational forms consist chiefly of special ending that may :

a) Change one part of speech to another. This kind of ending is attached to a word that already exist (engage+ment = engagement), perhaps with some change in the original word (destroy-tion=destruction). Sometimes the original word has several derivational endings, the last one of which determines the past of speech (nation+al+ize+ation=nationalization, a noun)

b) Distinguish one part of speech from another, without being added to an already existing word (distance-noun, distant-adjective)

To summarize, forms of nouns involve inflectional indicate as gender, case and number, plural inflectional in general rule is to add s to singular, possessive inflectional is functioning as a unit, 's is placed after the last word in the group and derivational form belongs only noun, verb, adjective, and adverb.

C. Plural and Singular

1. The Concept of Plural

a. Definition of Plural Form

In English, "noun typically inflect for number (singular or plural) and case (plain or genitive). Singular is referring to one person, thing and so on, Plural is referring to more that one".

In the first instance, it applies to noun inflection : noun typically have contrasting singular and plural noun forms. "A noun that names one person, place, or things is a singular noun. A noun that names more than one person, place, or thing is a plural noun"

Furthermore, "Plural is consisting of, containing, or pertaining to more than one".

According to Oxford advanced learner's dictionary, "plural is (form of word) used with reference tomore than one". While grammatically, "plural is the form of noun that typically denotes more than one person, thing, or instance. Contrast with singular".

From the difinitions about plural above, it can be concluded that plural do not descrived as a single things or plural has more then one of the person, place or thing in real wolrd.

b. Type of Plural Form

The plural of nouns is made in two ways: regular and irregular. Usually we plularize a noun by adding as "s" to it, as in *books*; these nouns are called regular. There are a handful of nouns that are pluralized in other ways; these nouns are called irregular.

Regular plural is plural for arranged by adding "s" in general and has a certain formula; meanwhile irregular plural has not the exact rule and make the students remember about it.

According to Marcella Frank there are many ways of forming the plural of nouns.

a. Regular Plural as follows :

1) The majority of nouns form their plural by adding s to the singular.

   : Table-tables

   Book-books

   Flower-flower

2) Nouns ending with the hissing sounds of *s, x sh, or ch*form the plural by adding –*es*

   Box-boxes

   Church-churches

   Marsh-marshes

3) Nouns ending in –*y* proceded by a consonant change *y* into *I* before ending adding –es

   Country – countries

4) Noun ending in –o preceded by a consonant generally add –es to form the plural.

Hero-heroes

Potato-potatoes

Tomato-tomatoes

5) Nouns ending in –fe or –f, it generally changes the –fe or –fe or –f to – ves. There are as follows:

Beef calf   elf life

Knife leafsheef shelf

Loaf self   wolf

Thief   wife half

b. Irregular Plural as follows:

1) Some nouns have the same form in the singular and the plural

Fish   fish

Deer   deer

Sheep   sheep

2) Some nouns have the same form in the plural and singular

Series   series

3) Irregular- (e)n plural

Ox   oxen

Cow   kine

Eye   eyen

Shoe   shoon

House   housen

Brother   brethren

Child   children

4) Umlaut Plural

Foot   feet

Goose   geesh

Liuse   lice

Man   men

Mouese   mice

Tooth   teeth

Woman   women

5) Irregular plural form Latin and Greek

" Numerous nouns adopted from foreign languages, especially

Latin and Greek, retain the foreign inflection for plural"

a) Noun inl-a with plural –ae

Alumna-alumnae

Formula-formulae

b) Nouns in –ex or –ix with plural –ices

Index-indices

Matrix-matrices

Vertex-vertices

c) Nouns in –is with plural –es

Axis – axes

Crisis – crises

Testis – testes

d) Nouns in –on with plural –a

Criterion – criteria

Phenomenon – phenomena

Automaton – automata

e) Noun in –um with plural –a

Agendum – agenda

Datum- data

Memorandum-memoranda

f) nouns in –us with plural –a or –era or –ora

alumnus-alumni

radius-radi

genus-genera

g) Nouns in –us with plural –a

Genus-genera

Corpus-Corpora

h) Nouns in –eau with plural –eaux

Berau- beraux

Plateau-plateaux

i) Nouns in –o tith plural –i

Tempo-tempi

Libretto-libretti

Virtuoso – virtuosi

a) The Concept of Singular

1) Definition of Singular

A singular noun names of one person, place, thing or idea[22]Example :*The Cookie was freshly baked*

"Singular" mean "one, not two or more

In a (n) Canada : A singular Noun

Is   : A Singular Verb

Country : A singular Noun

Some noun that are usually used uncountably can be use countably, but only the singular, including education, importance, knowledge, resistance, traffic :

a. She has extensive knowledge of property prices in this area.

b. The decision to build the bridge later took on an inexpected strategic importance.

9. Abstract

a. Concept of Abstract

1). Definition of Abstract

An abstract is a brief overview of the key points of an article, report, or proposal.

Positioned at the head of a paper, the abstract is usually "the first thing that individuals read and, as such, decide whether to continue reading. It is also what is most accessed by search

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[22] MacMillan and Mc Grow Hi, Grammar and Writing Book, (United State Of America-Mc Grow Hill Companies) Page 147

engines and researchers conducting their own literature reviews"
[23]

The thesis abstract is the first thing that your examiner reads. It sets the tone of what is to come. On the basis of the abstract alone, before they start the text proper, the examiner will form some expectations about what is in store – how well the thesis is likely to be written, whether it is going to be well argued and evidenced, whether it is going to be lively or dull. While the abstract is a short piece of writing, it is a very important little text.

The thesis abstract is absolutely not something that you dash off at the very last minute before handing in the thesis. No matter how desperate you are to be rid of it, no matter how sick and tired you are of it, you still need to spend time fine-tuning this tiny bit of prose. I say fine-tune, because I prefer to see the thesis abstract as a working text that you start writing as soon as you finish field work/library work/lab work.

Straight after field/library/lab, even before you begin the analysis proper, it's worth having an initial crack at putting down what you think you now know. Write this as an abstract. You already know the problem and why it's important, and you know the niche in the literature that you hope to fill, and you know how you did the research. So that's the first bit of the abstract. And now

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[23](Dan W. Butin, *The Education Dissertation*, 2010).

you have an idea about what your results might be. So you can construct a preliminary argument and then put it to one side.

You can come back to this working document after you've finished your analysis and see how it stacks up. Then, and this is the most important step, you can revisit your early abstract seriously when you have written the middle chapters – that's if you are following the most common approach to thesis writing. Many people suggest that you start the thesis from the middle, working with the actual research you have done. If you've done this "middle work", you now know what the argument is that runs through the entire text. When you have this middle chunk done, and maybe a discussion chapter if you have one of those, you can happily go back to chapter one. The advantage of this approach is that you then write the beginning knowing what your argument is going to be. And the thesis abstract can help here, at this post-middle work stage, by acting as a working summary of the argument and the various argumentative 'moves' that you make in each chapter.

By now it may well be clear what a thesis abstract needs to do. It is a mini-statement of the thesis. It presents all of the moves that are in the larger text. The biggest problem that examiners have with thesis abstracts is when they don't give the results and the implications of the research, but stop after outlining the problem and its importance. Writing the abstract about half of the thesis is a mistake. The thesis abstract is not a trailer. It's not an advertisement

for what is to come. It's not a foreword, preamble or introduction. It's not the blurb on the back of the book – it's not a sales pitch per se. It's not throat clearing for the real thing to follow. It's also not the same as the research proposal – it's not about what you're going to do, but what you've done, how, what happened, what this means and how it constitutes a contribution to knowledge. The thesis abstract is a tiny version of the bigger whole, it's a mini-me.

The fact that the thesis is a little version if the whole shebang is why thesis abstracts are also good for readers beyond examiners. Thesis abstracts often appear as stand-alone texts. They might be reprinted in various kinds of indexes such as Eric or PsycInfo. People doing literature searches generally read an abstract in a digital thesis collection before deciding whether the whole thing is worth reading. So the thesis abstract quite often stands in for the entire thesis. Hardly something to dash off in a hurry then… it's actually a high stakes bit of writing.

So what should be in the thesis abstract? Here's three key thesis abstract issues:

(1) *Length*

There is often an abstract word limit set by institutional requirements – so you need to check that out. If there is no word or page length prescribed, then the usual abstract is one or two pages at most. Some people opt for one page so that the examiner or thesis browser can get it all at once – it is a visual

representation of the coherent whole. Other people opt for a few more words to elaborate their argument.But don't go on too long, because that suggests to the examiner that the rest of the thesis may well not be as concise as it might.

(2) structure

The abstract should mirror the thesis structure. So if you have a traditional structure then that's how the abstract should go. If you've adopted another structure then the abstract should foreshadow this. You do need to make sure that all of the elements are there – what the problem was you were researching, the particular focus of the research, the place in the literatures, the methodological approach, the results and the implications and contribution.

(3) *balancing the word budget*

In most disciplines, abstracts spend most of the word budget on the problem and/or the research questions and then the results. They don't do an extensive trawl of the methodology and methods, this is left to the thesis proper. It's enough to state economically what these were.

It will help to have a look at some thesis abstracts in your area. There are some doozies out there – good to see what not to do – and some really good ones – these show what it's possible to do

in a well crafted tiny text. Take note of the best and allocate the time to make yours another one to emulate. [24]

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[24] https://patthomson.net/2013/12/11/writing-the-thesis-abstract/ acces on february 25th, 2018

CHAPTER III

RESEARCH METHODOLOGY

1. Objective of the Research

    The objective of this research is intended to know student's error and know the reason why the students make error in learning singular and plural noun in in Thesis Abstrack of the English Student at IAIN Metro.

2. Place

    The research will held at IAIN Metro, which is located on Jl. Ki Hajar Dewantoro 15 A Metro City. Focusing on 13's Generation

3. Sampling Technique

    The respondent of this research is the undergraduate thesis that in the library especially for English Educatin Study Program . It consist 5 undergraduate Theses.

4. Method of the Research

    The writer uses the descriptive analysis method and use the procedures of error analysis itself. The method intends to analyze problems occurred. So it involved accumulating, analyzing, and classifying data, also interpreting data. On the final step, the writer had to conclude the result of research

5. Instrument of the Research

   To get the data, the researcher use 5 undergraduated thesis that researcher get from library and the reseracher analyzes the abstract it self to know how well the students have already understood in using singular and plural noun.

6. Technique of the research

   The technique of data collecting is one of the important parts in research. In this research, writer use technique as book lierrature . The research use 5 undergraduate thesis, in different abstract so the researcher will analyze it.

7. Technique of Data Analysis

   In this part, the writer analyzes the data which have been collected. First, the data are given the score. After scoring, the data are analyzed. The technique of data analysis used by the writer in this research are descriptive analysis tehnique because the writer describes soe sttudents error. Here is the formula :

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

P : Presentage

F : Frequensy of Error Occured

N : Number of cases

After getting the frequency and presentage of error, the writer analyzed the average score by using formula

$$P = \frac{F}{Nxn} \times 100$$

P : Presentage

F : Frequensy of Error Occured

N : Number of cases

N : Number of item Student

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Setting

1. Research Setting

a. The Brief History of IAIN Metro

STAIN Jurai Siwo Metro or IAIN Metro is only one of the State Islamic Collegue in Metro. STAIN Jurai Siwo Metro was establish on April 23-25, 1997 based on the explanation letter of President RI No. 11 in the year 1997. The establishment of STAIN Jurai Siwo Metro cannot be separable with the history of IAIN Raden Intan Bandar Lampung. The exixtance of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Yayasan Kesejahteraan Islam Lampung (YKIL). In the discussion of YKIL, it was dealt to find to faculties, Tarbiyah and Syari'ah Faculty, which were domiciles in Tanjung Karang. Through the persistent struggle of YKIL, on 13 Oktober 1964 the status of Tarbiyah Faculty was change from private to state.

Referring on the decision of President of Indonesia No. 27, 1963 which explained that to found Al Jami'ah, at least, it should have three faculties. For that reason, YIL opened Ushuludin Faculty that is domicile in Tanjung Karang in 1965. As an effort to realize the founding of IAIN Al-Jami'ah in Lampung, the firt step ws to make stateowned all Faculties which were still in private status at that time.

Finally, it realized the dream of Lampung Society to found IAIN Al-Jami'ah based on the decree of Minister of Religious Affair of RI No. 187/68 which named "Institute Agama Islam Negeri Raden Intan Tanjung Karang". In 1993 based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampun. IAIN Raden Intan Tanjung Karang was also changed to IAIN Raden Intan Bandar Lampung.

In 1967, the Tarbiyah and Syari'ah departmen wes established in Metro at Jl. Ki Hajar Dewantara 15A, Iring Mulyo, East Metro. Metro city by the request of Metro society. It was nor far from the change of name IAIN Raden Intan Tanjung Karang to IAIN Raden Intan Bandar Lampung that it went out a handbil of director General of Bimas Islam No. E.III/OT.00/AZ/1804/1966 on August 21, 1996 about settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of establishment of STAIN Jurai Siwo Metro. And now in Februari 2017 STAIN Metro to open officially become IAIN Metro.

IAIN Metro has Four Departments namely Tarbiyah, Syariah and Islamic Announcement and Communication. Tarbiyah Faculty has 8 study program, the are Islamis Education Study Program (PAI), Arabic Eduation Study Program (PBA), English Education Study Program (PBI), and Islamic Elementary School Education Study Program (PGMI), furthermore, Syari'ah faculty has 5 study

programs, they are Islamic Economy (EI), Ahwalusy Syakhsiyah (AHS), Islamic Banking (PBS), Then Islamic Announcement and Communication Department (KPI) has two study programs, namely Islamic Announcement Communication (KPI) and Language and Arabic Literature (BSA).

b. Organization Structure of IAIN Metro

The organization structure of IAIN Metro in academic year 2016/2017 as follows:

The Organization Structure of IAIN Metro

c. **The Condition of Lecturers of TBI**

The condition of lectures of TBI in IAIN Metro in academic year 2017/2018 based on the educational background as follows:

Table 5

Total of lecturers educational background of TBI in IAIN Metro

No	Educational Background	Total
1	SI	-
2	S2	30
3	S3	3
	TOTAL	33

Source: Documentation of IAIN Metro in the academic Year of 2017/2018, taken from the General Bureau

d. **The Profile of English Education Department.**

English Education Department (*Tadris Bahasa Inggris* [TBI]) was one of Strata 1 (S1) majors of Tarbiyah and Teacher Training Faculty in State Institute for Islamic Studies of Metro which was established in 2007. Historically, S1 TBI IAIN Metro came from Diploma 3 (D3) English Education Department that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic Education General Director No. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According the Implementation License of Department from the General Director,

TBI was located in IAIN Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English Education Department (TBI) has a vision in implementing education, namely: Making English Education Department highly qualified in English education and knowledge of English language and literature based on faith and ihsan and moral and ethical values of community life and state. The vision then was enlarged in some missions, namely: Creating a program of English education not only of high quality but also useful for Indonesian people to meet the needs of the real world work both in the field of education and in non-educational at national and international levels.

In the line with the above statement, TBI always tries to develop the quality in teaching and learning process. Indeed, it would be a dynamic, opened, and polite relationship among the stakeholders in TBI IAIN.

The assessment toward TBI students was always holistic that it contains three education aspects, namely: cognitive, affective, and psychomotor. Meanwhile, to increase academic quality, English department consistently develops conducive academic atmosphere so that a dynamic, open, and polite relationship could be created among the academy parts. Thirdly, from output dimension (alumni), every student who was graduated from English Education Department of IAIN Metro, was expected to be professional in English.

To give attention to the importance of English, IAIN Metro makes some jargons to represent the college, and one of the jargons was bilingual. Bilingual here was meant as utilizing English and Arabic language in academic life. This shows that IAIN Metro considers English an essential key to take a part in international communication. By using this jargon, the college was struggling of familiarizing the two international languages among the lecturers, the students and even among all employees working in the college such as security, cleaning service, servant and so on. Even though, the attempts to make English used in daily activities on campus was not fully realized, several programs supporting the realization of spreading English are conducted until now.

The first program was "English Intensification Program". This was a special program aimed at giving English skill, especially speaking, to all students so that not only the students majoring English who could speak English, but also those who enroll other majors such as PAI, PBA, Economics and so forth. As a result, it was offered for all freshmen students both English and non-English major students. For them, the program was compulsory that all first-year students, with no exception, are required to enroll this program. The certificate of this program was one of the requirements that the students must accomplish to register undergraduate thesis examination called *Thesis Defence*. Meaning to say, if the students do

not get the certificate, he was not allowed to take *munaqosyah* examination.

The second policy that shows the importance of English in IAIN Metro was the involvement of English in courses in all departments beside in English department in the college. The courses are *Bahasa Inggris I* and *Bahasa Inggris II*. Thus, this was also obligatory lesson for all students. Unlike English Intensification program, this program was included in the students' transcript. This program was aimed at equipping the students with English ability since much of knowledge was delivered through English written books. So, it was expected that their insight could be wider and better.

The next urgent program was obliging TOEFL test as one of *munaqosyah* requirements. The program was also held by the Language center and provided for at least the fourth semester students. As it was known that TOEFL was an internationally-recognized test which was taken by million people for various purposes such as getting a job, continuing education, passing the examination and so many others. The TOEFL test in IAIN Metro was conducted once a week, on Saturday. The program was made with no payment.

The total of TBI students in IAIN Metro was 8092 students.

Tabel 6

The number of TBI Students of IAIN Metro

No	Academic Year	Number
1	2011	1205
2	2012	1509
3	2013	1146
4	2014	1143
5	2015	999
6	2016	1072
7	2017	1018
TOTAL		8092

Source: Documentation of IAIN Metro in academic year 2017/2018 taken from The General Bureau

B. Descriptive of Data Analysis

The data of the research is the information collected by doing qualitative research. In this research, the writer analyzed the use of Plural and Singular in Thesis Abstract. Therefore, the writer required the writing as the research data.

The writer conducted the research on December 12nd, 2017 at the Abstract Thesis in IAIN Metro. The writer used 5 students as the sample. In this research, the writer used observation and documentation as the data collection method. The writer observed in the library and analyse the thesis abstract direcly.

C. The types of Errors the Students Made Based on Surface Strategy Taxonomy

in lerning foreign language, like any human being, students are quite natural and unavoidable in making errors because it is difficult to saparate erros in process of learning a second language. Error in learning second language are caused by interference of the learner's mother tongue. In other words, error made by learners sometimes are caused by use of first language. In addition, an error can caused by the lack of knowledge of the language rules.

Error analysis guided the teacher to learn the kinds, the sources, and the causes of the students' errors in writing. The information acquired from error analysis be used as a source for teacher to improve their teaching technique since from the grammatical error occurs in the student's writing. It was expected that error analysis is an appropriate way for showing error, so that the student's difficulties in teaching learning process could be identified.

Regarding to the object of this research, the writer specified the main object to Thesis Abstract in analyzing Prular and Singular errors based on Surface Strategy Taxonomy. The writer chooses Descriptive Analyze because the writer expected that the students could be easier to express their mind in writing, because they could describe anything based on they have ever seen, heard, even touched. An Abstract is An abstract is a brief overview of the key points of an article, report, or proposal.

The main instrument of this research was the data gained from the student's abstract thesis writing. In collecting the data, the researcher just collect the data from library.

After collecting the data, the writer reads the student's abstract writing to determine the errors. The student's error in their writing abstract thesis were viewed on the basis of surface Strategy Taxonomy. A surface strategy taxonomy highights the way surface structures are altered. The surface strategy elements of a language are altered in spesific and systematic ways. It devides errors in term of omision, addition, misinformation, and misordering.

1. **Ommision**

When a learner is leaving off necessary items that must emerge in a well-performed utterance, that learner is doing omission error[11]. As an example we know that morpheme or words can be distinguished into two classes: content word (e.g. noun, verb, adjective, and adverb) and grammatical word such as noun and verb inflection (-s, -ed, -ing), the article (a, an, the), verb auxiliaries (is, am,are, will, can, must etc), preposition (in, on, at, etc). language learners generally omit grammatical morpheme much more frequently than content word such as in *John new student, He speak English well, and she eating dinner.*

a. **Student 1**

ABSTRACT

BY: E W

This research is aimed to know whether English Movie can Improve the students' vocbulary mastery or not and to discuss how English Movie improve the students' vocabulary mastery at the VIII B, SMP Islam Tias Bangun Pubian Central Lampung. This research is based on the last observation result the learning process and students' vocabulary score have been active through English Movie.

This research is categorized to Classroom Action Research (CAR). It is carried out to solve the students' problem in vocabulary mastery. The CAR design used in this research is Kemmis and Mc Tanggarat's design. It consists of four phases; planning, acting, observing, and reflecting. This research is conducted in 2 cycles and every cycle consists of 3 meetings. The subject of this research is the students of VIII B of SMP Islam Tias Bangun Pubian Central Lampung. In collecting the data, thisresearch used test, observation and documentation.

Based on the result and the discussion of this research , it can be said that the implementation of English Movie to improve vocabulary mastery is success because the criteria of success was achived. The research will be called success if there is 75% or more of the students who passed the standard minimum criteria 70 and there is improvement in learning activity. The result shows that there 90,62% of students who passed the standard minimum criteria in post test 2. Before the action was conducted, there is just 21,87% of the students who passed the standard minimum criteria. Besides, the significant improvement can be seen from the students' response to teacher's performance. They seen more active during teaching learnig activity. Based on the result mentioned before, the researcher suggests that the English teacher should implement English Movie to improve the students' vocabulary mastery.

Table 1.

Description of student writing production

No	The Student's writing Production	The correct writing Production
1.	this research is aimed to know whether English Movie can improve the student's vocabulary mastery or not and to discuss how english movie improve the student's vocabulary mastery at VIII B	this research is aimed to know whether English Movie can improve the student's vocabulary mastery or not and to discuss how english movie ***can*** improve the student's vocabulary mastery at VIII B
2	The result shows that there 90, 62 % of students who passed the standard minimum criteria in post test 2	The result shows that there ***is*** 90, 62 % of students who passed the standard minimum criteria in post test 2
3	based on the result mentioned before, the researcher suggests that the English Teacher should implement English Movie to improve the students' vocabulary mastery.	based on the result ***that*** mentioned before, the researcher suggests that the English Teacher should implement English Movie to improve the students' vocabulary mastery.

the first student have wrong writen about ommision, she still omits the word that support the sentence such as to be and modal.

2. **Student 2**

ABSTRACT

BY: W

Listen-Read-Discuss (LRD) is one of strategy that can help the students to comprehend the text easily. The objectives of this research were to know whether Listen-Read-Discuss (LRD) Strategi influence the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung. To collect the data the researcher used test, observation, and documentation, to got the students' score the researcher used written test in form multiple choice.

In this research, the researcher used Quantitative research. It aimed to find out whether by using Listen-Read-Discuss (LRD) Strategi could

influence the students' reading comprehension ability. This research involved students with given pre-test, treatment, and post –test. The researcher used Chi-square and T-test formula to analyze the data.

Finally, the data indicated "$X^2_{observed}$" = 14,24 was higher than "X^2_{table}" = 5,991 (5%), and 9,210 (1%) that $t_{observed}$ = 9.315 was higher than t_{table} = 1.720 (5%), and 2.832 (1%). It mean that Listen-Read-Discuss (LRD) strategi can influence on the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung in academic year 2016/2017.

Table 2.

Description of student writing production

No	The Student's writing Production	The correct writing Production
1.	Listen-Read Discussed (LRD) is one of the strategy that can help the students to comprehend the text easily.	Listen-Read Discussed (LRD) is one of the strateg*ies* that can help the students to comprehend the text easily.

the second student have wrong writen about ommision, it is about the verb that when tha subject the third singualar subject, for the ver have to add s/es.

c. Student 3

ABSTRACT

By : T E

The purpose of this research is to know the influence of using peer tutoring method (X) and students speaking performance (Y) at the seventh grades of MTs Hidayatul Islam Sukadana in the academic year 2016/2017. Based on problem identification of this research is found some of students problem such as : 1) The students have limit vocabulary. 2) The students have difficulties to make the conversation without help. 3) The students have difficulties to speak and pronounce English word. 4) The students have less confident when speak English. The problem formulation of this research is "Is there any positive and significant influence of using peer tutoring method toward students speaking performance at the seventh grade of MTs. Hidayatul Islam Sukadana in the academic year 2016/2017?".

This research is quantitative research. The sample of this research are 20 students and the population is seventh grade of MTs Hidayatul Islam Sukadana.

The data colleting method of this research such as : test, observation and documentation. To know there is influence of peer tutoring method toward the students speaking performance the researcher use Chi-Square. Based on the data analysis result, the data show that " f_o= 13,748 is higher than "f_t=5,991 in 5% and 9,210 in 1%. It means that alternatif hyphothesis (Ha) is accepted , and (Ho) is rejected.

Based on the analysis result of chi-square it can be concluded that using peer tutoring method has positive and significant influence on students speaking performance at seventh grade of MTs Hidayatul Islam Sukadana in the academic year 2016/2017.

Table 3.

Description of student writing production

No	The Student's writing Production	The correct writing Production
1.	The students have difficulties to make the confersation without help	The students have difficulties to make the confersation without ***the help of ....***
2	The data collecting method of this research such as ...	The data collecting method of this research ***is*** such as ...

The third student write "without help.." it is wrong, as we know that help is Transitif Verrb, so it should have object, such as **the help of student/teacher.** An also in the second sentence, the student still omit to be.

d. Student 4

ABSTRACT

By: P R

The main purpose of this research is to show the improvement of Presentation, Practice, Production (PPP) method can improve the students' writing skill and it can improve the students' learning process. The writer tries to attest that Presentation, Practice, Production (PPP) method can be one of the teaching strategy to improve the students' writing skills.

The focus of this research is paragraph writing skills. The problem is related on the problem identification that the students do not understand about the passage, they do not interest in writing subject.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research is 29 students VIII^2 of SMPN 1 Pekalongan. In collecting the data, the researcher used test (pre-test, post test 1 and posat test 2), observation, documentation and field note. The research is conducted collaboratively with an English teacher of SMPN 1 Pekalongan.

The result of this research shows that there are some improvement in students' writing skills by using Presentation, Practice, Production (PPP) method in descriptive paragraph writing skills. The improvement can be seen from the progress of the average score in pre-test, post-test I, and post-test II. It was from 60 in pre-test to 67.20 in post-test I, and 75.51 in post-test II. It means that the increase of the student score in cycle I to cycle II is 8.31 point. The percentage of students who success in second cycle is 86,2%. It is greater than 70% which has been set by the researcher up in this study. The conclusion of this research was using Presetation, Practice, Production (PPP) method to improve the descriptive paragraph writing skills at the eighth grade of SMPN 1 Pekalongan is successful criteria used in this research was achieved well.

Table 4.

Description of student writing production

No	The Student's writing Production	The correct writing Production
1.	The Subjects of this research is 29 students VIII of SMPN 1 Pekalongan	The Subjects of this research *are* 29 students VIII of SMPN 1 Pekalongan

The fourth student, the student writes "the subjects of this research is ..." the sentence is wrong, why because the subject is plural, so it should use to be are, not is .

e. **Student 5**

ABSTRACT

By: MN

The objectives of this research were to know whether Predicting Strategyinfluence the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung. To collect the data the researcher used test, observation, and documentation, to got the students' score the researcher used written test in form multiple choice.

In this research is Quantitative research. This research involved students with given pre-test, treatment, and post –test. The researcher used Chi-square and T-test formula to analyze the data.

Finally, the data indicated "$X^2_{observed}$" = 14,24 was higher than "X^2_{table}" = 5,991 (5%), and 9,210 (1%) that $t_{observed}$ = 9.315 was higher than t_{table} = 1.720 (5%), and 2.832 (1%). It mean that Predicting strategy can influence on the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung East Lampung. Predicting strategy as a strategy to comprehend a text, the students will be more interest in English learning process.

Table 5.

Description of student writing production

No	The Student's writing Production	The correct writing Production
1.	It mean that Predicting strategy can influence on the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung East Lampung	It *means* that Predicting strategy can influence on the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung East Lampung

The student 5 in this sentence writes "it mean that predicating ..." it is wrong, because the subject is the third singular pronoun so, in the verb should be add "s" .

2. Addition

Addition errors, which are the contrary of omission, are characterized by the presence of items that should otherwise not appear in a well-performed utterance.[12] Generally, it occurs in second language acquisition of the leaner. Regularizations, double markings, and simple addition are kind of addition error which have been examined in the speech of both first language and second language learner.

a. Student 1

ABSTRACT

BY: E W

This research is aimed to know whether English Movie can Improve the students' vocbulary mastery or not and to discuss how English Movie improve the students' vocabulary mastery at the VIII B, SMP Islam Tias Bangun Pubian Central Lampung. This research is based on the last observation result the learning process and students' vocabulary score have been active through English Movie.

This research is categorized to Classroom Action Research (CAR). It is carried out to solve the students' problem in vocabulary mastery. The CAR design used in this research is Kemmis and Mc Tanggarat's design. It consists of four phases; planning, acting, observing, and reflecting. This research is conducted in 2 cycle and every cycle consists of 3 meetings. The subject of this research is the students of VIII B of SMP Islam Tias Bangun Pubian Central Lampung. In collecting the data, thisresearch used test, observation and documentation.

Based on the result and the discussion of this research , it can be said that the implementation of English Movie to improve vocabulary mastery is success because the criteria of success was achived. The research will be called success if there is 75% or more of the students who passed the standard minimum criteria 70 and there is improvement in learning activity. The result shows that there 90,62% of students who passed the standard minimum criteria in post test 2. Before the action was conducted, there is just 21,87% of the students who passed the standard minimum

criteria. Besides, the significant improvement can be seen from the students' response to teacher's performance. They seen more active during teaching learnig activity. Based on the result mentioned before, the researcher suggests that the English teacher should implement English Movie to improve the students' vocabulary mastery.

Table 1.

Description of student writing production

No	The Student's writing production	The correct writing Production
1.	It consists of four phases; planning, acting, observing, and reflecting. This research is conducted in 2 cycle and every cycle consists of 3 meetings.	It consists of four phases; planning, acting, observing, and reflecting. This research is conducted in 2 *cycles* and every cycle consists of 3 meetings.

Student 1 writes "this research is conducted in 2 cycle...." because the cycle is 2 and it is plural for, so in the object must add "s"

3. **Student 2**

ABSTRACT

BY: W

Listen-Read-Discuss (LRD) is one of strategy that can help the students to comprehend the text easily. The objectives of this research were to know whether Listen-Read-Discuss (LRD) Strategi influence the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung. To collect the data the researcher used test, observation, and documentation, to got the students' score the researcher used written test in form multiple choice.

In this research, the researcher used Quantitative research. It aimed to find out whether by using Listen-Read-Discuss (LRD) Strategi could influence the students' reading comprehension ability. This research involved students with given pre-test, treatment, and post –test. The researcher used Chi-square and T-test formula to analyze the data.

Finally, the data indicated "$X^2_{observed}$" = 14,24 was higher than "X^2_{table}" = 5,991 (5%), and 9,210 (1%) that $t_{observed}$ = 9.315 was higher than t_{table} = 1.720 (5%), and 2.832 (1%). It mean that Listen-Read-Discuss (LRD) strategi can influence on the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung in academic year 2016/2017.

Table 2.

Description of student writing production

No	The Student's writing production	The correct writing Production
1.	It mean that Listen Read Discuss (LRD) strategy can influence on the students reading comprehension	It *means* that Listen Read Discuss (LRD) strategy can influence on the students reading comprehension

the second student have wrong writen about ommision, it is about the verb that when tha subject the third singualar subject, for the ver have to add s/es.

c. Student 3

ABSTRACT

By : T E

The purpose of this research is to know the influence of using peer tutoring method (X) and students speaking performance (Y) at the seventh grades of MTs Hidayatul Islam Sukadana in the academic year 2016/2017. Based on problem identification of this research is found some of students problem such as : 1) The students have limit vocabulary. 2) The students have difficulties to make the conversation without help. 3) The students have difficulties to speak and pronounce English word. 4) The students have less confident when speak English. The problem formulation of this research is "Is there any positive and significant influence of using peer tutoring method toward students speaking performance at the seventh grade of MTs. Hidayatul Islam Sukadana in the academic year 2016/2017?".

This research is quantitative research. The sample of this research are 20 students and the population is seventh grade of MTs Hidayatul Islam Sukadana. The data colleting method of this research such as : test, observation and documentation. To know there is influence of peer tutoring method toward the students speaking performance the researcher use Chi-Square. Based on the data

analysis result, the data show that " f_o= 13,748 is higher than "f_t=5,991 in 5% and 9,210 in 1%. It means that alternatif hyphothesis (Ha) is accepted , and (Ho) is rejected.

Based on the analysis result of chi-square it can be concluded that using peer tutoring method has positive and significant influence on students speaking performance at seventh grade of MTs Hidayatul Islam Sukadana in the academic year 2016/2017.

Table 3.

Description of student writing production

No	The Student's writing production	The correct writing Production
1.	the data show that " f_o= 13,748 is higher than "f_t=5,991 in 5% and 9,210 in 1%.	the data ***shows*** that " f_o= 13,748 is higher than "f_t=5,991 in 5% and 9,210 in 1%.

The third student write "without help.." it is wrong, as we know that help is Transitif Verrb, so it should have object, such as **the helpof student/teacher.** An also in the second sentence, the student still omit to be.

f. **Student 4**

ABSTRACT

By: P R

The main purpose of this research is to show the improvement of Presentation, Practice, Production (PPP) method can improve the students' writing skill and it can improve the students' learning process. The writer tries to attest that Presentation, Practice, Production (PPP) method can be one of the teaching strategy to improve the students' writing skills.

The focus of this research is paragraph writing skills. The problem is related on the problem identification that the students do not understand about the passage, they do not interest in writing subject.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research is 29 students VIII[2] of SMPN 1 Pekalongan. In collecting the data, the researcher used test (pre-test, post test 1 and posat test 2), observation, documentation and field

note. The research is conducted collaboratively with an English teacher of SMPN 1 Pekalongan.

The result of this research shows that there are some improvement in students' writing skills by using Presentation, Practice, Production (PPP) method in descriptive paragraph writing skills. The improvement can be seen from the progress of the average score in pre-test, post-test I, and post-test II. It was from 60 in pre-test to 67.20 in post-test I, and 75.51 in post-test II. It means that the increase of the student score in cycle I to cycle II is 8.31 point. The percentage of students who success in second cycle is 86,2%. It is greater than 70% which has been set by the researcher up in this study. The conclusion of this research was using Presetation, Practice, Production (PPP) method to improve the descriptive paragraph writing skills at the eighth grade of SMPN 1 Pekalongan is successful criteria used in this research was achieved well.

Table 4.

Description of student writing production

No	The Student's writing production	The correct writing Production
1.	The research of this research shows that there are some improvement students' writing skill by using presentation, practice, production (PPP) Method in descriptive paragraph writing skill	The research of this research shows that there are some *improvements* students' writing skill by using presentation, practice, production (PPP) Method in descriptive paragraph writing skill

The fourth student still have wrong written in hiding to be, and also plural form

g. **Student 5**

ABSTRACT

By: MN

The objective of this research were to know whether Predicting Strategyinfluence the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung. To collect the data the researcher used test, observation, and documentation, to got the students' score the researcher used written test in form multiple choice.

In this research is Quantitative research. This research involved students with given pre-test, treatment, and post –test. The researcher used Chi-square and T-test formula to analyze the data.

Finally, the data indicated "$X^2_{observed}$" = 14,24 was higher than "X^2_{table}" = 5,991 (5%), and 9,210 (1%) that $t_{observed}$ = 9.315 was higher than t_{table} = 1.720 (5%), and 2.832 (1%). It mean that Predicting strategy can influence on the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung East Lampung. Predicting strategy as a strategy to comprehend a text, the students will be more interest in English learning process.

Table 5.

Description of student writing production

No	The Student's writing Production	The correct writing Production
1.	The objective of this research were to know whether Predicting Strategy influence the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung.	The *objectives* of this research were to know whether Predicting Strategy influence the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung.

3. **Misinformation**

Misformation,are the error that characterized by the use if the wrong

from of a structure or morpheme.[13] there are three type of misformation

namely, regularization error (neglecting exception and dissemination rules to domain where the learner don't use the rules transformation of verb and countable or uncountable noun, for instancefalled, Runned, womans, phenomenons, critorions,etc) archi-form (selection of one member of a class of form to represent other on the class, can be observed in these following sentences :

a.   **Student 1**

ABSTRACT

BY: EW

This research is aimed to know whether English Movie can Improve the students' vocbulary mastery or not and to discuss how English Movie improve the students' vocabulary mastery at the VIII B, SMP Islam Tias Bangun Pubian Central Lampung. This research is based on the last observation result the learning process and students' vocabulary score have been active through English Movie.

This research is categorized to Classroom Action Research (CAR). It is carried out to solve the students' problem in vocabulary mastery. The CAR design used in this research is Kemmis and Mc Tanggarat's design. It consists of four phases; planning, acting, observing, and reflecting. This research is conducted in 2 cycle and every cycle consists of 3 meetings. The subject of this research is the students of VIII B of SMP Islam Tias Bangun Pubian Central Lampung. In collecting the data, thisresearch used test, observation and documentation.

Based on the result and the discussion of this research , it can be said that the implementation of English Movie to improve vocabulary mastery is success because the criteria of success was achived. The research will be called success if there is 75% or more of the students who passed the standard minimum criteria 70 and there is improvement in learning activity. The result shows that there 90,62% of students who passed the standard minimum criteria in post test 2. Before the action was conducted, there is just 21,87% of the students who passed the standard minimum criteria. Besides, the significant improvement can be seen from the students' response to teacher's performance. They seen more active during teaching learnig activity. Based on the result mentioned before, the

researcher suggests that the English teacher should implement English Movie to improve the students' vocabulary mastery.

Table 1.

Description of student writing production

No	The Student's writing production	The correct writing Production
1.	This research is based on the last observation result the learning process and students' vocabulary score have been active through English Movie.	This research is based on the last observation result the learning process and students' vocabulary score ***has*** been active through English Movie.

4. **Student 2**

ABSTRACT

BY: W

Listen-Read-Discuss (LRD) is one of strategy that can help the students to comprehend the text easily. The objectives of this research were to know whether Listen-Read-Discuss (LRD) Strategi influence the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung. To collect the data the researcher used test, observation, and documentation, to got the students' score the researcher used written test in form multiple choice.

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Table 2.

Description of student writing production

No	The Student's writing production	The correct writing Production
1.	It aimed to find out whether by using Listen-Read-Discuss (LRD) Strategi could influence the students' reading comprehension ability.	It *is* aimed to find out whether by using Listen-Read-Discuss (LRD) Strategi could influence the students' reading comprehension ability.

the second student have wrong writen about ommision, it is about the verb that when tha subject the third singualar subject, for the ver have to add s/es.

c. Student 3

ABSTRACT

By: TE

The purpose of this research is to know the influence of using peer tutoring method (X) and students speaking performance (Y) at the seventh grades of MTs Hidayatul Islam Sukadana in the academic year 2016/2017. Based on problem identification of this research is found some of students problem such as : 1) The students have limit vocabulary. 2) The students have difficulties to make the conversation without help. 3) The students have difficulties to speak and pronounce English word. 4) The students have less confident when speak English. The problem formulation of this research is "Is there any positive and significant influence of using peer tutoring method toward students speaking performance at the seventh grade of MTs. Hidayatul Islam Sukadana in the academic year 2016/2017?".

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Table 3.

Description of student writing production

No	The Student's writing production	The correct writing Production
1.	The sample of this research are 20 students	The *samples* of this research are 20 students

The third student write "without help.." it is wrong, as we know that help is Transitif Verrb, so it should have object, such as **the helpof student/teacher.** An also in the second sentence, the student still omit to be.

h. **Student 4**

ABSTRACT

By:PR

The main purpose of this research is to show the improvement of Presentation, Practice, Production (PPP) method can improve the students' writing skill and it can improve the students' learning process. The writer tries to attest that Presentation, Practice, Production (PPP) method can be one of the teaching strategy to improve the students' writing skills.

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In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research is 29 students VIII^2 of SMPN 1 Pekalongan. In collecting the data, the researcher used test (pre-test, post test 1 and posat test 2), observation, documentation and field note. The research is conducted collaboratively with an English teacher of SMPN 1 Pekalongan.

The result of this research shows that there are some improvement in students' writing skills by using Presentation, Practice, Production (PPP) method in descriptive paragraph writing skills. The improvement can be seen from the progress of the average score in pre-test, post-test I, and post-test II. It was from 60 in pre-test to 67.20 in post-test I, and 75.51 in post-test II. It means that the increase of the student score in cycle I to cycle II is 8.31 point. The percentage of students who success in second

cycle is 86,2%. It is greater than 70% which has been set by the researcher up in this study. The conclusion of this research was using Presetation, Practice, Production (PPP) method to improve the descriptive paragraph writing skills at the eighth grade of SMPN 1 Pekalongan is successful criteria used in this research was achieved well.

Table 4.

Description of student writing production

No	The Student's writing production	The correct writing Production
1.	The research of this research shows that there are some improvement students' writing skill by using presentation, practice, production (PPP) Method in descriptive paragraph writing skill	The research of this research shows that there are some *improvements* students' writing skill by using presentation, practice, production (PPP) Method in descriptive paragraph writing skill

The fourth student still have wrong written in hiding to be, and also plural form

i. **Student 5**

ABSTRACT

By: MN

The objective of this research were to know whether Predicting Strategyinfluence the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung. To collect the data the researcher used test, observation, and documentation, to got the students' score the researcher used written test in form multiple choice.

In this research is Quantitative research. This research involved students with given pre-test, treatment, and post –test. The researcher used Chi-square and T-test formula to analyze the data.

Finally, the data indicated "$X^2_{observed}$" = 14,24 was higher than "X^2_{table}" = 5,991 (5%), and 9,210 (1%) that $t_{observed}$ = 9.315 was higher than t_{table} = 1.720 (5%), and 2.832 (1%). It mean that Predicting strategy can influence on the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung East Lampung. Predicting strategy as a strategy to comprehend a text, the students will be more interest in English learning process.

Table 5.

Description of student writing production

No	The Student's writing Production	The correct writing Production
1.	This research involved students with given pre-test, treatment, and post –test.	This research involved students *by providing* pre-test, treatment, and post –test.

4. **Misordering**

Misording errors are characterized by the incorrect placement of a morpheme in an utterance. They come about systematically for both first and second language learning in construction that already been acquired. For instance:He is all the time late .*all the time* is misordered. These following example denoted the wrong order of sentence contruction made by the student :

a. **Student 1**

ABSTRACT

BY: EW

This research is aimed to know whether English Movie can Improve the students' vocbulary mastery or not and to discuss how English Movie improve the students' vocabulary mastery at the VIII B, SMP Islam Tias Bangun Pubian Central Lampung. This research is based on the last observation result the learning process and students' vocabulary score have been active through English Movie.

This research is categorized to Classroom Action Research (CAR). It is carried out to solve the students' problem in vocabulary mastery. The CAR design used in this research is Kemmis and Mc Tanggarat's design. It consists of four phases; planning, acting, observing, and reflecting. This

research is conducted in 2 cycle and every cycle consists of 3 meetings. The subject of this research is the students of VIII B of SMP Islam Tias Bangun Pubian Central Lampung. In collecting the data, thisresearch used test, observation and documentation.

Based on the result and the discussion of this research , it can be said that the implementation of English Movie to improve vocabulary mastery is success because the criteria of success was achived. The research will be called success if there is 75% or more of the students who passed the standard minimum criteria 70 and there is improvement in learning activity. The result shows that there 90,62% of students who passed the standard minimum criteria in post test 2. Before the action was conducted, there is just 21,87% of the students who passed the standard minimum criteria. Besides, the significant improvement can be seen from the students' response to teacher's performance. They seen more active during teaching learnig activity. Based on the result mentioned before, the researcher suggests that the English teacher should implement English Movie to improve the students' vocabulary mastery.

Table 1.

Description of student writing production

No	The Student's writing production	The correct writing Production
1.	This research is aimed to know whether English Movie can Improve the students' vocabulary mastery or not and to discuss how English Movie improve the students' vocabulary mastery at the VIII B, SMP Islam Tias Bangun Pubian Central Lampung.	This research is aimed to know whether English Movie can Improve the ***student's*** vocabulary mastery or not and to discuss how English Movie improve the students' vocabulary mastery at the VIII B, SMP Islam Tias Bangun Pubian Central Lampung.
2.	They seen more active during teaching learnig activity.	They ***look*** more active during teaching learnig activity.

b. **Student 2**

ABSTRACT

BY: W

Listen-Read-Discuss (LRD) is one of strategy that can help the students to comprehend the text easily. The objectives of this research were to know whether Listen-Read-Discuss (LRD) Strategy influence the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung. To collect the data the researcher used test, observation, and documentation, to got the students' score the researcher used written test in form multiple choice.

In this research, the researcher used Quantitative research. It aimed to find out whether by using Listen-Read-Discuss (LRD) Strategi could influence the students' reading comprehension ability. This research involved students with given pre-test, treatment, and post –test. The researcher used Chi-square and T-test formula to analyze the data.

Finally, the data indicated "$X^2_{observed}$" = 14,24 was higher than "X^2_{table}" = 5,991 (5%), and 9,210 (1%) that $t_{observed}$ = 9.315 was higher than t_{table} = 1.720 (5%), and 2.832 (1%). It mean that Listen-Read-Discuss (LRD) strategi can influence on the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung in academic year 2016/2017.

Table 2.

Description of student writing production

No	The Student's writing production	The correct writing Production
1.	It mean that Listen-Read-Discuss (LRD) strategi can influence on the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung in academic year 2016/2017.	It mean that Listen-Read-Discuss (LRD) *strategy* can influence on the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung in academic year 2016/2017.

the second student have wrong writen about ommision, it is about the verb that when tha subject the third singualar subject, for the ver have to add s/es.

c. Student 3

ABSTRACT

By: TE

The purpose of this research is to know the influence of using peer tutoring method (X) and students speaking performance (Y) at the seventh grades of MTs Hidayatul Islam Sukadana in the academic year 2016/2017. Based on problem identification of this research is found some of students problem such as : 1) The students has limit vocabulary. 2) The students has difficulties to make the conversation without help. 3) The students has difficulties to speak and pronounce English word. 4) The students has less confident when speak English. The problem formulation of this research is "Is there any positive and significant influence of using peer tutoring method toward students speaking performance at the seventh grade of MTs. Hidayatul Islam Sukadana in the academic year 2016/2017?".

This research is quantitative research. The sample of this research are 20 students and the population is seventh grade of MTs Hidayatul Islam Sukadana. The data colleting method of this research such as : test, observation and documentation. To know there is influence of peer tutoring method toward the students speaking performance the researcher use Chi-Square. Based on the data analysis result, the data show that " f_o= 13,748 is higher than "f_t=5,991 in 5% and 9,210 in 1%. It means that alternatif hyphothesis (Ha) is accepted , and (Ho) is rejected.

Based on the analysis result of chi-square it can be concluded that using peer tutoring method has positive and significant influence on students speaking performance at seventh grade of MTs Hidayatul Islam Sukadana in the academic year 2016/2017.

Table 3.

Description of student writing production

No	The Student's writing production	The correct writing Production
1.	1) The students has limit vocabulary. 2) The students has difficulties to make the conversation without help. 3) The students has difficulties to speak and pronounce English word. 4) The students has less confident when speak English.	1) The students *have* limit vocabulary. 2) The students *have* difficulties to make the conversation without help. 3) The students *have* difficulties to speak and pronounce English word. 4) The students *have* less confident when speak English.

The third student write "without help.." it is wrong, as we know that help is Transitif Verrb, so it should have object, such as **the helpof student/teacher.** An also in the second sentence, the student still omit to be.

j. **Student 4**

ABSTRACT

By: PR

The main purpose of this research is to show the improvement of Presentation, Practice, Production (PPP) method can improve the students' writing skill and it can improve the students' learning process. The writer tries to attest that Presentation, Practice, Production (PPP) method can be one of the teaching strategy to improve the students' writing skills.

The focus of this research is paragraph writing skills. The problem is related on the problem identification that the students do not understand about the passage, they do not interest in writing subject.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research is 29 students VIII[2] of SMPN 1 Pekalongan. In collecting the data, the researcher used test (pre-test, post test 1 and posat test 2), observation, documentation and field note. The research is conducted collaboratively with an English teacher of SMPN 1 Pekalongan.

The result of this research shows that there are some improvement in students' writing skills by using Presentation, Practice, Production (PPP) method in descriptive paragraph writing skills. The improvement can be seen from the progress of the average score in pre-test, post-test I, and post-test II. It was from 60 in pre-test to 67.20 in post-test I, and 75.51 in post-test II. It means that the increase of the student score in cycle I to cycle II is 8.31 point. The percentage of students who success in second cycle is 86,2%. It is greater than 70% which has been set by the researcher up in this study. The conclusion of this research was using Presetation, Practice, Production (PPP) method to improve the descriptive paragraph writing skills at the eighth grade of SMPN 1 Pekalongan is successful criteria used in this research was achieved well.

Table 4.

Description of student writing production

No	The Student's writing production	The correct writing Production

No		
1.	. It was from 60 in pre-test to 67.20 in post-test I, and 75.51 in post-test II. It means that the increase of the student score in cycle I to cycle II is 8.31 point.	. It was from 60 in pre-test to 67.20 in post-test I, and 75.51 in post-test II. It means that the *increasing* of the student score in cycle I to cycle II is 8.31 point.

k. Student 5

ABSTRACT

By: MN

The objective of this research were to know whether Predicting Strategy influence the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung. To collect the data the researcher used test, observation, and documentation, to got the students' score the researcher used written test in form multiple choice.

In this research is Quantitative research. This research involved students with given pre-test, treatment, and post –test. The researcher used Chi-square and T-test formula to analyze the data.

Finally, the data indicated "$X^2_{observed}$" = 14,24 was higher than "X^2_{table}" = 5,991 (5%), and 9,210 (1%) that $t_{observed}$ = 9.315 was higher than t_{table} = 1.720 (5%), and 2.832 (1%). It mean that Predicting strategy can influence on the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung East Lampung. Predicting strategy as a strategy to comprehend a text, the students will be more interest in English learning process.

Table 5.

Description of student writing production

No	The Student's writing Production	The correct writing Production

1.	The objective of this research were to know whether Predicting Strategy influence the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung	***The objectives*** of this research were to know whether Predicting Strategy influence the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung

A. The frequencies of Occurence of the student gramatical errors based on surface Strategy Taxonomy

In concidering this research,the writer analyze the abstract that have been ready from the students.. The writer choose to analyze abstract because the writer expected that the students still don't understand about grammar in writing because they could descirbe anything based in the things they have ever seen, heard, even thouched. Abstract is a series a sentence that develops the main idea that makes the readers see or pint a verbal picture of a person, a place, or thing.

The data were analyzed based in the framework proposed by Creswell. The writer analyzed the errore in five steps of analyzing error namely : 1) organizing and preparing the data for analysis, 2) reading through all the data, 3) beginning detailed analysis with a coding procces, 4) calculating the errors made by students and put into a table prepared and 5) interpreting the data.

After collecting the data, the witer read all the data of the students' writing to determine the errors. The error were identified and classified detailed analysis with a coding process based on Surface Strategy Taxonomy use the coding process to generate a description of setting or people as well as categories for analysis. In this research, the writer determined the error as

follow : ommision (OM), addition (AD), Misinformation (MF) and Misordering (MO). Then the writer calculated the errors made by students and put it into a table that have prepared.

The data derived from the student's abstract thesis showed that there were 125 errors occuring in the abstract that they wrote. The total number and the precentage of the each error are explained as follows :

| | Surface Strategy Taxonomy | | | | Total |
	OM	AD	MF	MO	Errors
Total	8	4	4	4	20
Precentage	1.6 %	0,8	0,8 %	0,8 %	

It can be iffered that the highest frequency of error is ommision type that covered 64 0r 30.76 % of the error. The second type is Addition by accumulating 72 or 34.61 %. Thirdly is Misinformation which is amounted exactly 47 errors or 22.59 %. And the last misordering consisted of 25 errors or 12.01%. the following chart is to describe the analysis data result :

Figure 1. Result of the students Error based on surface Strategy Taxonomy.

The final step the writer inferred total number of errors is mostly made by student of English education study program of IAIN Metro.

B. Discussion

Discussion the finding of the study indicates that the students made errors in their writing. There are 208 errors based on Surface Strategy Taxonomy;

Omission, Addition, Misinformation, and Misordering. The Students made 64 ommision errors (30.76%), 72 in addition errors (34.61%), 47 misinformation errors (25.78%), and 25 errors misordering (8.78%)

From the facts above, the writer assumes that the errors are common done by students or in another words that the students still make errors inwriting abstract thesis especially in omission type.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In the line with analysis of the data on the previous chapter, the discussion willl be concluded as follows :

Some grammatical errors are still found in abstract thesis of students undergraduate thesis of English Education Study Program in IAIN Metro. The errors which repeatly appear that related to surface Taxonomy Strategy, they are ommision, addition, misinformation and misordering.

The frequency of Plural and Singular error found in the abstracts shows that there are ommision type that covered 64 0r 30.76 % of the error. The second type is addition by accumulating 72 or 34.61 %. Thirdly is misinformation which is amounted exactly 47 errors or 22.59 %. And the last misordering consisted of 25 errors or 12.01%. as a result, error in addition has the biggest number of plular and singular analizing based on Surface Taxonomy Strategy.

B. Suggestion

Through this research, the researcher would like to constructively give suggestion as follows :

1. For the students

    The students have to improve their grammatical mastery so that they can avoid grammatical errors in their writing, especially in writing the abstract in undergraduate thesis.

2. For the lecturers

    The lecturers should give a clear elaboration about the grammatical aspects in lecturing activity because there will be many grammatical aspects used in writing. Then, they should consider the appropriate teaching techniques in order to increase the students performance in writing abstract both english to indonesia and indonesia to english, for instance by giving intensive exercise after delivering materials such as giving assignment related to the material discussed.

3. For the researchers

    The researcher hopes that the findings of the research can lead the next researchers who conduct the research in the same field as the reference of comparison that might be informative to the researchers. Hopefullt, further researchers are going to be interested in using actual and more corpuses to limitation of this research.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-2976/In.28/D.1/TL.00/12/2017
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth..
KEPALA PERPUSTAKAAN IAIN
METRO LAMPUNG
di-
      Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2975/In.28/D.1/TL.01/12/2017, tanggal 05 Desember 2017 atas nama saudara:

Nama	:	**AHMAD ZUBER YUSUF**
NPM	:	13106427
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO LAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON THE USE OF PLURAL AND SINGULAR NOUN IN THESIS ABSTRACT OF THE ENGLISH STUDENT AT IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

                                     05 Desember 2017
                                   Wakil Dekan I,

                                   Dra. Isti Fatonah MA
                                   NIP 19670531 199303 2 003

CURRICULUM VITAE

The name of the researcher is Ahmad Zuber Yusuf. He was born in Sambikarto, in October 24th, 1994. He is thefirst child of happy family of Mr.Samsul Huda and Mrs. Herlina. He lives in Sambikarto, Sekampung East Lampung

He enrolled his study at TK Ma'arif 1 Sambikarto, in 1999-2000. Then, He underwent his study at SDN 2 Sambikarto, in 2000-2006. Soon after that, He continued to Junior High School at MTs Ma'arif NU 5 Sekampung ,in 2006-2009. He stood her study at MA Ma'arif NU 5 Sekampung in 2009-2012. It was long journey for him to find out his dream. After graduating from senior high school, He decided to take a lecturing in English Education Department of IAIN Metro. Hopefully, He can do anything best to increase and to apply his knowledge wisely.