

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a system communication consisting sounds, words, and grammar, or system of communication used by people in a particular country or type of work. By using language, one can communicate to each other in order to express one's personal reaction, emotion and thought as well as to share information in his/her daily social life. People can know some events in the pass and can study the important things from those events to be better in future by using language. That is why language cannot be separated from human life.

There are many types of language that people use to interact with others. One of them is using English to communicate each other. English is described as the first global lingua franca in every country in the world. English really important since it has become an international language which is taught in many countries, such as in Indonesia. It has been taught as a foreign language.

There are four skills in learning English language, they are: listening, speaking, reading, and writing. These four basic skills relate one and other. These four skills are the aim of the teaching and learning of the English as a foreign language. From those four skills, writing is one of the important activities in widen one's knowledge to access information and make meaning and writing will become the focus in this study.

Writing is one of skill should be master in learning English. Writing is one of the language skills by which students can express their ideas in written form. It means that they have to be able to write correct sentences and arrange them into good paragraph. In writing activity,

the students are expected to enrich their views about the topic that they want to write as well as to improve their technique in the writing task.

According to Raimes in Wardani (2014:2) states that writing is a skill in which we express the ideas, feelings and thoughts arranged in words, sentences and paragraphs using eyes, brain and hand. The writer must think first about the topic, try to know the topic and find some information about the topic. In writing, the students often find the difficulties one of them is that the students do not understand of many usages and structural especially how to use countable and uncountable in writing descriptive text.

Descriptive text is one of the genres of writing that very important to be learn. Descriptive text is a text that tells about describing the qualities, conditions, characteristics of a person, an event, a place or an object. A descriptive text is a piece of writing in which the writer tries to do description process. Descriptive text is also difficult to learn in Junior High School.

Based on the writer's observation at the second grade students of SMP Advent 1 Medan, the writer found the preliminary data of this study shown that the ability of student's in writing descriptive text in countable and uncountable noun were low. The data can be seen in the following table.

Table 1.1 The preliminary data

Kinds of text	The topic that wrote by the students	The Error Form	The Right Form
	Person	- There are some people - I saw three person in the mosque yesterday	-There are many people - I saw three persons in the mosque yesterday
	Thing	- I need a milk -My mother needs some milks	- I need milk - My mother needs some milk
	Place	-He needs a number of paper - I saw many building yesterday	-He need a number of papers - I saw many buildings yesterday

Based on the preliminary data above and writers' experience during her teaching practice program or Program Pengalaman Lapangan (PPL), The writer's found some problems on student's error in writing, especially in using countable and uncountable noun. This is happened when students were asked by the writer to write a descriptive text. The writer found the errors of using countable and uncountable noun. The examples: "She gave me an advice" it should be "she gave me some advice". "I gave you many advices" it should be "I gave you a lot of advice" "some information" *not* "some informations" "some equipment" *not* "some equipments" "I need information" *not* "I need an information". Those errors happened because the students did not understand how to use countable and uncountable noun in a sentence, their vocabularies were limited, and difficult organizing ideas. The students faced errors in countable and uncountable noun when they wrote descriptive text.

Based on the explanation above, the writer will conduct a study on Error Analysis of Countable and Uncountable Noun in writing Descriptive text at second grade students of SMP N 37 Medan, in this case the study will focus in using countable and uncountable noun in writing descriptive text.

1.2 The Problems of the Study

In relation to the background of the study, the problems of the study are formulated as follows:

1. What types of error are made by the students in using countable and uncountable noun in writing descriptive text at second grade of SMP N 37 Medan?
2. What is the dominant error are made by the students in using countable and uncountable noun in writing descriptive text of SMP N 37 Medan?

1.3 The Objectives of the Study

The objectives of the study are :

1. To find out the types of errors are made by the students in using countable and uncountable nouns in writing descriptive text at the second grade of SMP N 37 Medan?
2. To find out the the dominant error made by the student in using countable and uncountable noun in writing descriptive text at the second grade of SMP N 37 Medan?

1.4 The Scope of the Study

There are many types of errors, they are Linguistic category, Surface strategy, Comparative taxonomy and Communicative effect taxonomy. In this study the writer focuses in the surface strategy namely omission, addition, misformation and misordering. But in this study, the writer focus in omission, addiction and misformation. There are twelve kinds of genres, the writer focuses in descriptive text.

1.5 The Significances of the Study

The significances of the study are expected to be useful for:

1. Theoretically
 - 1) The finding of the study is expected to be useful to enrich the horizon of English writing especially in using countable and uncountable noun.
 - 2) It is would be useful as the alternative in analyzing error of using countable and uncountable errors in writing descriptive text.
2. Practically
 - 1) For the students, the result of the study will be very useful as the basic knowledge and understanding about how to used countable and uncountable noun in writing descriptive text and its help them to know the correct grammar when students want to write.

- 2) For the teachers, to know easier way to teach grammatical rules especially how to use countable and uncountable noun in writing skill
- 3) For the other researcher, the result of this research can be used as one of the references and information for further research related with the field

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms applied in the research concerned. Some terms are used in this study and they need to be theoretically explained. In the following part, theoretical on the terms will be presented.

2.2 Error Analysis

Errors in foreign language teaching especially in English are cases which are difficult enough to avoid. Error analysis is an activity to reveal errors found in writing and speaking. Richards et.al in Hasyim (2002:43) state error analysis is the study of errors made by the second and foreign language learners. Error analysis maybe carried out in order to (a) find out how well someone knows a language. (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials, this definition stresses the functions of error analysis. Another concept of error analysis is given by Brown in Hasyim (2002:43) he defined error analysis is the process to observe, analyze, and classify the deviation of the rules of the second language or foreign language and then to reveal the systems operated by learner. it seems this concept is the same as one proposed by Crystal in Hasyim (2002:43) error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. It can concluded that error analysis is an activity to identify, classify and interpreted

or describe the errors made by learner and to find out the sources of errors by learner and to find out the sources of errors by learner in unsuccessful language.

2.2.1 Errors and Mistake

Error is different phenomenon from mistake. It is considered important to distinguish errors from mistakes in linguistics. Distinction is always made between errors and mistakes where the former is seen as resulting from learner's lack of proper grammatical knowledge and the latter as being failed to utilize a known system correctly. According to Brown (2000:70) define that error as "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner". Mistakes, on the other hand, reflect occasional lapses in performance because the learner is unable to perform what she knows. According to Lennon in Wahyuni (2016:28) state that an error is a linguistic form or combination of forms which in the same context and under similar conditions of production would, in all likelihood, not be produced by the speakers' native speakers' counterparts.

According to Elis in Krisnawati (2013:186), to distinguish errors from mistakes is through consistency of learner's performances and Gass & Selinker (2008:102) define that mistakes as slips of the tongue. They are generally one time only even. The learner who make a mistake can recognize it as a mistake. Brown (2000:217) state that mistake refers to a performance error that is either a random guess or a "slip" in that it is a failure to utilize a know system correctly.

However, native speakers are generally able to correct themselves quickly. Such mistakes include slip of the tongue and random ungrammatical formations. On the other hand, errors are systematic in that they occur repeatedly and are not recognizable by learner does not generally

consider them as errors. It can be concluded that if the students know the rule, but they make mistake, it's called slip. In contrast, if students doesn't know and make mistake, it's called error.

2.2.2 Types of Error

Dulay, Burt & Krashen in Agustina (2016:7) categorize error into 4, namely (1) linguistic category;(2) surface strategy ;(3) comparative analysis; and (4) communicative effect. Discussion of these taxonomies is guided by two major purposes; to present error categories which rely solely on observable (rather than inferred) characteristics for their definition and to report the findings of research conducted to date with respect to error types observed.

2.2.2.1 Linguistic Category

Many error taxonomies have been based on the Linguistic item which is affected by an error. Linguistic category taxonomies classify errors according to either or both the language components or linguistic constituent. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse while constituents include the elements that comprise each language component (Dulay, Burt & Krashen (1982:146). For example of error based on the linguistic category, "me forget it" the learner attempted to use of me as subject. It concluded in syntax error in use of Pronoun.

2.2.2.2 Surface Strategy

This category highlights the way surface structures are altered. Analyzing errors from the taxonomy holds much promise for researchers as it is concerned with identifying cognitive processes that underlie the learners' reconstruction of the new language. This also give us reconsideration that students errors are not the result of laziness or sloppy thinking but based on

some logics, as the result of the learners' use of interim principles to produce a new language (Dulay, et al in Agustina 2016:7). Those types of errors which belong to surface strategy taxonomy are (1) omission, (2) addition, (3) misformation and (4) misordering.

1. Omission

1.1 Omission of content morphemes

This type of omission is related to the major constituent of a sentence such as : nouns, verbs, adjectives and adverbs.

For example :

She ... him nothing. In this sentence , the learner omits a needed verb the third singular marker -s . it should be 'she gives him nothing'

1.2 Omission of grammatical morphemes

This type of omission does not carry the burden meaning. it plays a minor role in conveying the meaning of the sentence. It includes noun and verb inflections (e.g. the -s in birds, the -s in mother's , the -ed in looked , the -ing in laughing,etc); preposition (in, on, at, under, etc): conjunction (and, or, but , because, if although,etc); verb auxiliaries (is, will, can, etc); and article (a/an, the, those, these, etc)for example : Mari is beautiful girl. In this sentence, indefinite article before a singular noun or countable noun is omitted. It should be 'Marry is a beautiful girl'

2. Addition

This type of error is characterized by the presence of an item, which must not appear in a well-formed utterance. It means that learners not only omit elements, which they regard as redundant, but they also add redundant elements. This error type is divided into subcategories namely : double markings, regularization, and simple addition.

2.1 Double Markings

This error is described as the failure to delete certain items which are required in some linguistic construction but in others.

For example:

He doesn't knows your name. this sentence shows the failure of deleting third singular person marker –s where the auxiliary does is required. This sentence should be 'he doesn't know your name'.

2.2 Regularization

There are both regular and irregular in language in which students sometimes get confused to apply the correct in certain construction. Sometimes, they apply the rule used to produce the regular ones to those that are irregular.

For example: I putted my bag on the table. The word putted is the example of regularization in which the regular past tense –ed has been added to the items. It should be I put my bag on the table.

2.3 Simple addition

This error is one subcategories of addition that is neither a double marking nor regularization. For example: We stay in over there. The addition of preposition 'in' is not appropriate used before over. It should be 'we stay over there'

3 Misformation

This type of error is characterized by the use of the wrong from the morpheme or structure. The error has three subcategorized, namely : regularization, archi-forms, and alternating forms.

3.1 Regularization

A regular marker is used in place of an irregular one.

For example:

She runned so fast. The correct form of this sentence *She ran so fast.*

3.2 Archi-forms

The selection of one number of a class of forms to represent others in class is often made by the learners. The form chosen by the learners called as archi-forms.

For example :

A learner may temporarily select just one of the English demonstrative adjective this, that, these, and those.

For example

That dog

That dogs

3.3 Alternating Forms

Having this vocabulary and grammar grow and by using archi-forms, the learners can choose various members of class as an alternative to choose with each other.

Having this vocabulary and grammar grow and by using archi-forms, the learners can choose various members of class as an alternative to choose with each other. Thus, finding demonstratives is a need, as an example :*Those dog, This dog.*

4 Misordering

This type of error is characterized by the incorrect placement of a morpheme morpheme in an utterance.

For example:

What daddy is doing? This question is incorrect. It should be 'what is daddy doing?'

2.2.2.3 Comparative Taxonomy

This error is compared between the structure of target language errors and certain other types of construction. The three types of , they are:

1. Developmental Errors

These errors similar to those made by children learning the target language as their first language.

2. Interlingual Errors

Interlingual errors are similar in structure to semantically equivalent phrases or sentences in the learners' native language

3. Ambiguous Errors

Ambiguous errors are those that could be classified as either development or interlingual because it reflect the learner's native language structure and the same time, they are of the type found in the speech of children acquisition a first language.

2.2.2.4 Communicative Effect Taxonomy

Error in this communicative effect is from the perspective of their effect on the listener or reader. There are two types of this errors :

1. Global Errors .

Global errors are errors that affect overall sentence organization significantly hinder communication.

2. Local Error

Local errors are errors that affect single element (constituent) in a sentence which do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries, and the formation of quantifiers.

2.3 Source of Errors

In learning foreign language, learners often make several errors because of some factors. According to Brown (2000:224) classifies sources of error into:

1). Interlingual transfer, that is the negative influence of the mother tongue of learner, the beginning of learning a second language are especially inerable to interlingual transfer from the native language or inference, before the system of the second language is familiar, the native language is the only previous linguistic system upon that learners can draw. In identifying interlingual errors, researchers usually translate the grammatical form of the learner's phrase or sentence into the learner's first language. Interlingual errors here refer to second language errors that reflect native language structure.

2) Intralingual transfer, that is the negative transfer or items within the target language. Interlingual errors are those which reflect the general characteristic role. Richards in Ciesikelkiewicz et al(2016:31) state that intralingual phenomena reflect the general characteristics of rule learning. He classifies the causes or errors into four categories, they are : overgeneralization, Ignorance of Rule Restriction, Incomplete Application of Rules and False Concepts Hypothesized. To make those clear, the four classifications are explained below :

1). Overgeneralization

Overgeneralization is where the learners make error according to the learner's experience of certain structure that are generalized in the target language:

Example : The boy is plays Guitar

Should be : The boy plays Guitar

2). Ignorance of Rule Restriction

Ignorance of Rule restriction is a failure to observe existing structures, the application of which cannot be applied in another context.

Example :She bought a flower

Should be : She buys a flower

3). Incomplete Application of Rules

Incomplete Application of Rules are a failure to observe structure whose deviancy represents the degree of development of rules required producing acceptable utterance :

Example : He eat rice

Should be : He eats rice

4). False Concepts Hypothesized

False concepts hypothesized is cause of error is result from faulty comprehension of distinction in the target language.

Example : She went to campus

Should be : She goes to campus

2.4. Writing

Writing is one of language skills which are important to have. Writing is a language skill which informs the readers about the writer's thought in written form. Writing is process of discovering and organizing the writer ideas, putting them on a paper and reshaping and revising them. Writing is a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling and punctuation. In writing, some ideas are formed in sentences which are arranged in a good way and related to each other so that the information can be received. According to Tarigan in Wardani et al (2014:2) writing is a language skill that is used

for indirect communication. The student can communicate their ideas and thoughts to others through written forms such as letter, message, of invitation for communication. Students even consult dictionaries, words choice, grammar books, and other reference material to help them in writing.

The writer concludes that writing is a valuable learning tool which creatively use by students in learning process. It means that writing is an activity which takes time to explore the ideas or thoughts into words and compose them into a good writing and students should master grammar, vocabulary and have to follow the whole of writing process in order to create the meaningful writing.

2.4.1. Teaching Writing

Teaching writing is a big challenge for teachers. They must be creative in choosing good approaches. Considering the writing process, it seems difficult to teach writing. Harmer (2004:11) states that many traditional approaches failed to apply writing process in teaching writing. For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students' attention was directed to the what rather than how of text construction.

As teacher, we should encourage and guide the students to explore and develop their creativity in writing. A teacher also gives freedom to students to express their ideas, involves and provides them with enough language and information to allow them to complete writing tasks or paragraph successfully. In giving material for teaching, teachers must recognize the instruction given. Writing instruction include real-life and interactive tasks.

Based on the explanation above, the writer concludes that writing is a way conveying ideas, opinion, thought and expressing them as series of word which creatively used by students

in learning process. It means that writing is an activity which takes time to explore the ideas or thoughts into words and compose them into a good writing and students should master grammar, vocabulary and have to follow the whole of writing process in order to create the meaningful writing.

2.4.2 The Process of Writing

The writing process is the series of sequential steps a writer or researchers follows to record experiences, observations, data and research.

According to Harmer (2004:4) the process of writing has four main elements, they are :

1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say.

When planning, writers have to think about three main issues. In the first place they have to consider the **purpose** of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the **audience** they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured). But also the choice of language whether, for example, it is formal or informal in tone.

Thirdly, writers have to consider the **content structure** of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

We can refer to the first version of a piece of writing as a **draft**. This first “go” at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not.

More skilled writers tends to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.

Reflecting and revising are often helped by other readers who comment and make suggestions.

Another reader’s reaction to a piece of writing will help the author to make appropriate revisions.

4. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. The process of writing is not linear, as indicated above, but rather recursive. This means that writers plan, draft, and edit but then often **re-** plan, **re-** draft, and **re-**edit. Even when they get to what they think is their final draft they may in themselves changing their mind and re- planning, drafting, or editing.

2.5 Genre Based Writing

Teaching writing is inseparable with the use of text, especially written text. If we want to write a text, we should know the purpose of our writing so that we can decide the type of text that we want to use.

According to Pardiyono (2007:2) genre is a text type which has a function as frame of reference in order to make the text more effective, the effectiveness of purpose, the effectiveness of choosing and arranging text elements, and the use of language.

2.5.1 Types of Genre

According to Gerot & Wignell (1994: 192), there are twelve genres that will be explained below. They are :

1. Report is a kind of genre used to describe the way things are : with reference to arrange or natural, manmade and social phenomena in our environment.
2. News item is kind of genre to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important.
3. Analytical exposition is a kind of genre used to persuade the reader or listener take action on some matter.
4. Anecdote is a kind of genre used to share with others an account of an unusual or amusing accident.
5. Recount is a text genre to retells events for the purpose of informing and entertaining.
6. Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.
7. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
8. Description is a kind of genre used to describe a particular person, place or thing.
9. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.
10. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

11. Discussion is a kind of genre used to present (at least) two points of view about an issue.
12. Review is a kind of genre used to critique an art work or event for a public audience.
13. Spoof is a kind of genre used to retell an events with a humorous twist.

2.6. Definition of Descriptive Text

According to Rinastuty (2014:23) Descriptive text is a text which describes a person, thing, place , and certain condition in particular. The goal of descriptive text is transferring the experience of the writers. The experience can be what they see, read, or feel. Commonly a descriptive text uses the first and third person pronoun as a point of view. Descriptive text is a text gives information about particular person, place, or thing. Gerot et al in Mursyid states that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animals, person or others).(<http://mmursyidpw.files.wordpress.com/2011/02/Learning-description>).

2.6.1 Parts of Descriptive Text

a. Social Function

Rinastuty (2014: 23) stated that Description is also used in all forms of writing to create a vivid impression of a person, place, object or event. e.g to describe a special place and explain why it is special, describe the most important person in your life, describe the animal's habitat in your report Descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

b. Generic Structure

Descriptive text has generic structure as follows :

1. Identification : identifies phenomenon to be described
2. Description : describes parts, qualities, characteristics.

c. The language feature of descriptive text

According to Rinastuty (2014: 23) Descriptive text has some significant features as follows :

1. Focuses on specific participants
2. Use of attributive and identifying processes
3. Frequent use of adjectives and classifiers in nominal groups
4. Use of present tense
5. Use of adverbs

d. Language in descriptive text

1. aims to show rather than tell the reader what something \ someone is like. Relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs.
2. is focused and concentrate only the aspects that add something to the main purpose of the description.
3. sensory description –what is heard, seen, smelt, felt, tasted. Precise use of adjectives, similes, metaphors to create images\pictures in the mind e.g their noses were met with the acrid smell of rotting flesh.
4. strong development of experience that “ puts the reader there” focuses on key details, powerful verbs and precise nouns.

2.7. Noun

According to Crystal (1980: 333) Noun is a term used in grammatical classification of words, traditionally defined as the 'name of person, place ,or thing, nouns are generally sub classified into common and proper types, and analyzed in terms of number, gender, case and countability. Linguistically, a noun is a member of a large , open part of speech whose members can occur as the main word in the subject of a clause, the object of a verb, or the object of a preposition. Lexical categories (parts of speech) are defined in terms of the ways in which their members combine with other kinds of expressions. The syntactic rules for nouns differ from language to language. in English, nouns are those words which cannot be occur with articles and attributive adjectives and can function as the head of noun phrase.

According to Murphy (1985:138) nouns can be countable and uncountable noun.

2.7.1 Countable Noun

Crystal (1980 : 119) defines that countable nouns are those denoting what the language treats as separable entities by using them with such forms as a , many, two, three, etc. Countable nouns are easy to recognize. They are things that we can count. A countable noun is a noun with both a singular and a plural form. (Most nouns are countable nouns for they name anything that can be counted). Countable nouns are opposite of the non-countable nouns (uncountable noun). Gammidge (1998: 22) arguing that Countable nouns are things we can count. We can make them plural.

In linguistic, a count noun (also countable noun) is a noun that can be occurs in both singular and plural forms, and that co-occurs with quantificational determiners like every, each, several, etc. A mass noun has none of these properties,because it cannot occur in plural, and cannot co-occur with quantificational determiners.

We can make them plural.

For Examples:

- **Two** dogs, **six** jobs, **some** girls, **many** suggestions.

There are some common errors in countable noun :

1. Before singular countable nouns you can use a/an

For examples:

- That's **a** good suggestion
- Do you need **an** umbrella ?

You cannot use singular countable nouns alone (without **a\the\my** etc)

- I'm looking for **a** job. (*not* I'm looking for job)
- Be careful of **the** dog. (*not* be careful of dog)
- I've got **a** headache
- Would you like **a** cigarette?

3) We often use a/an + noun when we say what something \someone is, or what something\someone is like:

- A dog is **an animal**
- This is **a** really beautiful **house**
- What **a** lovely **dress** !
- Tom is **a** very nice **person**
- Jack has got **a** big **nose**

Remember to use **a\ an** for jobs:

- Tom's father is **a doctor**. (*not* Tom's father is doctor)
- I wouldn't like to be **an English teacher**

In sentences like these , we use plural countable nouns alone (not with some)

- Tom's parents are **very nice people** (*not* 'some very nice people')
- Ann has got **blue** eyes
- What awful nice **person**
- Dogs are **animals**
- Are most of your friends **students**?

4). We also use some with plural countable nouns. **Some= a number of\ a few of** (but we don't know or say exactly how many ?

- I've seen **some** good films recently. (*not* 'I've seen good films')
- Some friends or mine are coming to stay at the week-end

Do not use some when you are talking about things in general :

- I love **bananas**. (*not* 'some bananas')

Sometimes you can use some or leave it out :

- There are (**some**) eggs in the fridge if you're hungry.

5). You have to use some when you mean some *but not all\ many* etc.

- **Some children** learn very quickly. (*but* not all the children)
- **Some policeman** in Britain carry guns *but* most of them don't.

2.7.2 Uncountable noun

Unlike countable nouns, uncountable nouns are substances, concepts etc that we cannot divide into separate elements. According to Gammidge (1998:22) state that uncountable nouns are those nouns which don't usually give the number of individual items, such as liquids or solids such as salt, sugar, etc. which are quantified in terms of weights or volumes. Murphy (2001:138) arguing that uncountable nouns are things we cannot count. They have no plural.

You cannot say ‘musics’, ‘bloods’ or ‘excitements’. We cannot “count” them. In linguistics, a mass noun, uncountable noun or non-count noun is a noun with the syntactic property that any quantity of it is treated as an undifferentiated unit, rather than as something with discrete subsets. Non –count nouns are distinguished from count nouns. Given that different languages have different grammatical features, the actual test for which nouns are mass nouns may vary between languages. In English, mass nouns are characterized by the fact that they cannot be directly modified by a numeral without specifying a unit of measurement, and that they cannot be combine with an indefinite article (a or an). Thus, the mass noun “water” is quantified as “20litres of water” while the count noun “chair” is quantified as “20 chairs”. However, both mass and count nouns can be quantified in relative terms without unit specification (e.g., “so much water water” , “so much chairs”) some mass nouns can be used in English in the plural to mean “more than one instance (or example) of a certain sort of entity” for example “many cleaning agents today are technically not soaps, but detergents”. In such cases they no longer play the role of mass nouns, but (syntactically) they are treat as count. Some nouns have both a mass sense and a count sense (for example, paper).

There are some common errors uncountable noun :

1). Before uncountable nouns you can say the\some\any\much\this\his etc :

The music **some** gold **much** excitement **his** blood

But you cannot use **a\an** before an uncountable noun. So you cannot say ‘a music’, an excitement’ or ‘a blood’.

You can also use uncountable nouns alone, with no article

- This ring is made of **gold** - Blood is **red**

2). Many nouns can be used as countable or as uncountable nouns. Usually there

is a difference in meaning.

For example :

- Paper =>I bought **a paper** (a newspaper-*countable*)

I bought **some paper** (material for writing on –*uncountable*)

-Hair =>There's **a hair** in my soup! (one single hair-*countable*)

She has beautiful **hair** (hair on her head –*uncountable*)

- Experience => We had **many** interesting **experiences** during our

holiday (things that happened to us- *countable*)

You need **experience** for this job (knowledge of something because you have

done it before – *uncountable noun*)

3). Some nouns are usually countable in English but often countable in other languages. Here are

the most important of this :

- Accommodation - advice - baggage - behavior - bread

-Chaos - furniture - information - luggage - news

-Permission - progress - scenery - traffic - travel

-Trouble - weather - work

These nouns are uncountable, so (i) you cannot use a/an before them; and (ii) they cannot be

plural:

- I'm looking for **accommodation**. (*not* 'an accommodation)

- I'm going to buy some **bread**.(*or* 'a loaf of bread ; *but not* 'a bread)

- Tom gave me **some** good **advice**. (*not* 'some good advices')

- Where are you going to put all your **furniture**? (*not* 'furnitures')

Remember that news is not plural :

- The news **is** very depressing today. (*not* ' the news are..')

Do not use travel to mean **journey trip** :

- We had a good **journey**. (*not* 'a good travel')

Note these pairs of countable (C) and uncountable (UNC)

- I'm looking for **a job**. (C) *but* I'm looking for **work** (UNC)
- What **a** lovely **view**! (C) *but* What lovely **scenery**! (UNC)

2.8 Review of Previous Study

In this study the writer review several studies related to this research which are useful in their existences as data for supporting the researcher's thesis. The studies that are explained below have relationship with this thesis.

Hidayat (2015) in his research entitled *An Analysis of Students' Errors in Writing Introduction Thesis of English Department Students of IAIN Raden Intan Lampung* found that although grammar lessons have been taught of English Education Study program since the very beginning of their education there, still grammatical errors can be found in most of their language activities, in this case writing. Basically, the grammatical errors that the students usually make are related to their negligence of basic writing mechanic and grammatical rules. The errors might seem small and insignificant, but they may have big influences on the quality of writing. This study help writer in comprehend the errors in grammatical especially in countable and countable noun and comprehend the countable and uncountable errors in found of his research. Because in Hidayat's research there are table of error and correct sentence in writing, this research help the writer useful information especially to support the writer's thesis.

Effendy (2014) in his research entitled *An Error Analysis in Writing Descriptive Text Made by 8th Grade Students of SMP AL-ISLAM Kartasura* found that the erroneous of the sentences which are taken from the composition of the writing descriptive text and also found that there are 6 types in identify the error, they are the type of lexical errors, the type of

syntactical errors, the type of discourse errors, the frequency of each type of errors, the dominant type of errors and the sources of errors. This study helps the writer to know the errors in written English because of those steps in errors, like errors in lexical error. Based on the study found that many errors in lexical form that made by the students. There are wrong spelling, false friend and code switching.

In summary, these studies show that the studies related to the error analysis in writing descriptive text, and the correct and incorrect form of countable and uncountable noun. Meanwhile, this thesis has the purpose to analyze the errors of students in countable and uncountable noun in writing descriptive text by the second grade students. The research believes that analyzing of errors in some steps like the type of lexical errors is one of the effective ways to find out the types of errors, the dominant types of error, the cause of errors, its solution in order to help students to use inflectional morphological structure well in their writing.

2.9 Conceptual Framework

Writing is a process of discovering and organizing ideas, putting them on the paper to express ideas, feeling and information that used as a reminder to the next time. In writing the students must have, generate and translate ideas in their brain into written language that can be a reminder to the future life. Many student assumed that writing is difficult lesson and they are lazy and even hate to learn writing subject. In this study, the writer focused on the use of countable and uncountable noun in writing descriptive text. Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The students have problem to write descriptive text using countable and uncountable noun. The writer analyzed the text based on types error. Error is something done wrong by the learners

because they do not know of cannot use the correct system. According to Dulay et .al in Agustina (2006:6), there are most useful and commonly uses bases for the descriptive classification of errors. They are linguistic category, surface strategy, comparative taxonomy and communicative effect taxonomy.

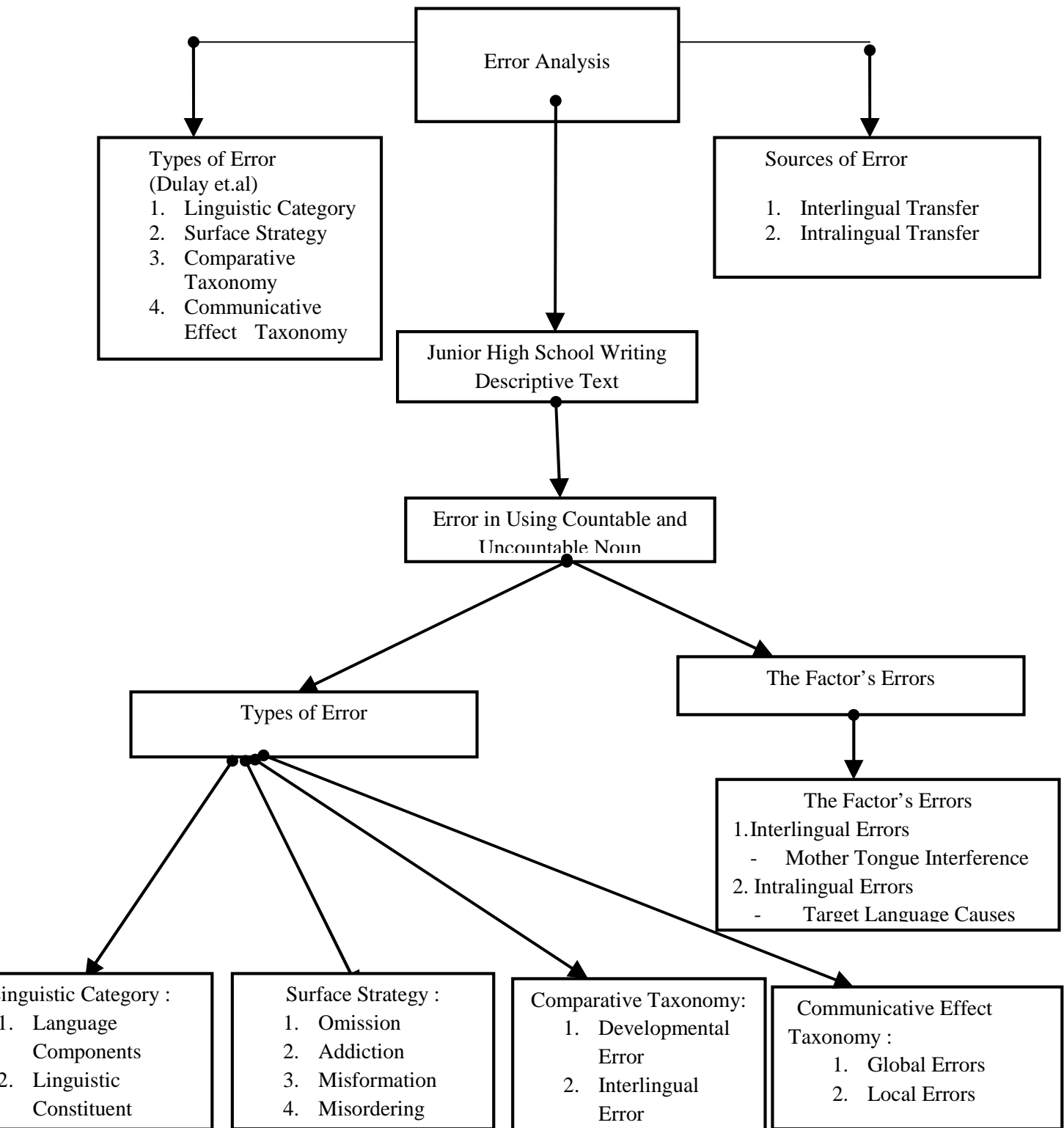


Figure 2.1 Error Analysis of Countable and Uncountable Noun in Writing Descriptive Text at
Second Grade of SMP N 37 Medan

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer described the research methodology, it consists of research design, subject, object, technique of collecting the data and the technique of analyzing the data.

3.1 Research Design

In order to analyze the errors, the writer used a descriptive qualitative data. The writer tries to calculate the errors. According to Creswell (2009:4) states that qualitative research is exploratory useful when the researchers does not know the important variables to examine. The goal of qualitative is collecting the data arranging the data and interpreting the data.

3.2 Subject

The subject of this study was the students of SMP N 37 Medan. The students were at the second grade. The class consists of 30 Students. In this study, the writer took seventeen (17) papers of the students to see what types of errors are they made.

3.3 Object

The objects on the study was students' errors on the paper. It will be found from paper of the students at the second grade of SMP N 37 Medan. The writer classified the errors. There are four types of errors such as omission, addition, misformation and misordering . The writer focused to analyze error of omission, addition and misformation and the writer chose seventeen (17) papers to be analyzed.

3.4 The Technique of Collecting Data

To collect the data, the writer took these following ways :

1. The writer executed 30 students and test was given to them
2. The writer gave them task to write a descriptive text about thing, person and place.
3. The writer identified the errors made by the students. Students' error in writing based on the error of omission, error of addition and error of misformation.
4. The writer calculate the errors made by the students.

3.5. The Technique of Analyzing Data

After the writer has already finished in collecting the data, the writer directly analyzed the errors made by the students through this following forms :

1. The writer made the table list of the students' errors
2. Classifying the students' error based on surface strategy namely, error of omission, error of addition and error of misformation.
3. Calculating the percentage of errors' frequently with the formula below :

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

Where : P = The percentage of error

F = The number of errors for each kinds

N = Number of all error