CHAPTER I

INTRODUCTION

1.1. Background of The Study

In education, mistakes or errors are a natural thing to happen. Where error is something that is done not in accordance with what is expected. Mistakes made by students are one part of the learning process. This error can come fromwithin the student, the family environment, school and community environment. Mistakes or errors can occur at any time during the learning process both in speaking, reading, listening, writing and others.

As in writing, students often make mistakes. Where in writing students encounter challenges such a lack of vocabulary, poor grammar, writing tasks, and others. One of them is in the grammar section. Where grammar is the structure of the arrangement of sentences. Grammarly, English Nouns, pronouns, adjectives, adverbs, verbs, prepositions, conjunctions, and interjections are among the parts of speech that will be covered. Altenberg and Vego (2010:3) say defined as words that refer to the name of a person, place, thing, or idea in English grammar, nouns are commonly. It means that a Noun isone part of speech, a noun, on the other hand, is a term that designates a certain someone, place, object, idea, or concept. When learning types of nouns, many students have difficulty distinguishing between countable and uncountable nouns. Can be seen from the mistakes that students often make are compiling uncountable

nouns into countable nouns. Students often face several difficulties when learning countable and uncountable nouns in English.

Some common difficulties are experienced such as; Understanding the difference between countable and uncountable nouns where students are often confused in distinguishing between countable and uncountable nouns. They may have difficulty understanding the concept that countable nouns can be counted individually (for example, books) while uncountable nouns cannot be counted individually (for example, water). Then in Determining the proper use of the article: Before single countable nouns, the articles "a" or "an" are used, while the article "the" is used before plural countable nouns or uncountable nouns.

In this case, students are often confused in determining the proper usage of the article, especially when dealing with plural countable or uncountable nouns. The next one is in Determining the correct word form: Countable nouns have a plural form, while uncountable nouns don't. Students may have difficulty determining the correct tenses when using countable nouns in sentences, especially when using irregular nouns such as "child" (children) or "man" (men).Then in understanding the use of number indicating words Students often face difficulties in understanding the use of number indicating words such as "some," "any," "many," and "much." They may have difficulty understanding the differences in the way these terms are used in various sentence structures. And the next is using uncountable nouns in sentences. Students may have difficulty using uncountable nouns with the correct verbs in sentences. Then there is the addition of words that are not needed in words or sentences, there

are omissions of words, and there are errors in wording or placement of words that are not appropriate. Based on this, it is not surprising that students make mistakes or misspelled countable and uncountable nouns.

A mistake is an action that is not correct or not following what is expected. The mistake is either intentional or unintentional (James (1998:70). Where the mistake can be brought on by performance issues, such as mistakes brought on by fatigue, exhaustion, lack of attention, and a less conducive atmosphere. For example; when the teacher explains countable and uncountable noun material, Then the teacher asks the students to employ both Nouns with and without numbers in a descriptive sentence. Then, the test results showed that these students made mistakes because they did not understand both countable and uncountable nouns. (She had three apple) it should be (she had three apples). Then, the next day, when they were again asked to write a passage using countable and uncountable nouns, the students made same mistake again. (I have a lot of waters) it will be (I have a lot of water).

On the other hand, there are also errors due to the level or aptitude of the student, when the student does not grasp the rules or conventions of a language. This proficiency error, also known as (error), is a systematic deviance brought on by the learner's expanding understanding of the second language system. Errors are mistakes made by students repeatedly and cannot be corrected by themselves. Dulay, Burt, & Krashen (2013) stated that Errors are the flawed side of a learner's speech or writing; they are part of the performance. Parera (1987:50) stated that Error is systematic deviation and consistent and system

characteristics language students learn at that level certain language. Then the error is a deviant part/attitude that someone does because ignorance of something can't fix it by yourself.

Error is bad for learning English, but analyzing them is beneficial for both students and teachers. James (1998) argues that error analysis is the analysis of learners' errors by comparing what learners have learned with what they are lacking. Error analysis shows which aspects of students' understanding have difficulty with identifies mistakes students make, identifies the causes and causes of those errors, and learns how students can learn from their mistakes. It's necessary to don't let them continue to make mistakes repeatedly. And teachers have to self-assess whether or if they are effective at instructing English.

Based on the experience of researchers while participating in teaching practices in the PKM program, researchers found students' mistakes in writing using countable and uncountable nouns. When pupils are questioned, this occurs to write a passage on a sheet of paper, utilizing both countable and uncountable nouns. The researcher then the use of countable and uncountable nouns contains a clerical error. For example; "there is a handsome boys" in this sentence there is a mistake in using countable nouns. That is where there are additions to the "s" after the word "boy" it should be "there is a handsome boy", then "I have two tomato" In this sentence there is an error where the word "es" is omitted. Where the appropriate sentence ought to go "I have two tomatoes".

The next mistake is "add some sugars" In this sentence, there is a mistake in using uncountable nouns, namely, there is an additional word "s" after the word "sugar" it should be "add some sugar". And after being reminded of some of their mistakes in writing they still make the same mistakes in writing countable and uncountable nouns. For example "I spend my time watching television or reading a books." it should be "I spend my time watching television or reading a book". "My mother bought me some book" should be "My mother bought me some books". "my brother tell me a lot of informations". it should be "My brother tells me a lot of information". This error occurs because students struggle to appropriately employ countable and uncountable nouns in sentences.

The students find it challenging to construct sentences with proper grammar. Particularly in the use of countable and uncountable nouns. They frequently use incorrect word order and word arrangement when creating sentences or paragraphs with countable and uncountable nouns. On the other hand, the pupils struggle to understand the difference between a countable and an uncountable noun. Sometimes the teacher finds it difficult to understand what the students are trying to say in their writing.

The researcher is interested in learning more about analyze error of countable and uncountable nouns in SMPS Dharma Karya Beringin while producing descriptive text based on the difficulty mentioned above.

1.2. The Problem of The Study

The problem can be stated as follows;

1. What types of errors are made by the students in using countable and uncountable nouns in writing descriptive text in the second grade of SMPS Dharma Karya Beringin?

2. What is the dominant type of error found in using countable and uncountable nouns in writing descriptive text ?

1.3. The Objectives of The Study

The purpose of this study are :

1. To identify the types of errors students at SMPS Dharma Karya Beringin's second grade make while using countable and uncountable nouns in writing descriptive text.

2. To find out the dominant error made by the student in using countable and uncountable nouns in writing descriptive text.

1.4. The Scope of The Study

When students write paragraphs, they frequently make several errors when producing descriptive text. Prepositions, countable and uncountable nouns, pronoun, adverbs, conjunctions, adjective mistakes, and so on are a few of them. The emphasis of this study is on students' errors using countable and uncountable nouns in writing descriptive text. Additionally, it covers four different sorts of errors based on Dulay's (2013) surface strategy taxonomy that is: omission, addition, missformation, and missordering errors.

1.5. The Significance of The Study

The implications of this study should be helpful for:

1). Theoretically

    1.   Through this study, the researcher hope to contribute to scientific development and insight into the analysis of descriptive writing errors involving countable and uncountable nouns.

    2.   Research results can be used as an alternative study in analyzing students' errors while use both countable and uncountable nouns in descriptive writing.

2). Practically

    1.   For students may utilize the study's findings to better comprehend countable and uncountable nouns while writing descriptive texts and to ensure that they are appropriately using both types of nouns when writing a description.

    2.   For teachers, this research facilitates the instruction of countable and uncountable nouns in descriptive writing.

    3.   For other researchers, The findings of this study can serve as a source of references and data for other investigations in this area.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical framework

Theories are required to describe certain concepts or terminology that are used to the pertinent study during the research process. This study employed a number of words that need to be conceptually explained. In the next section, the theory of the term will be presented.

2.2 Errors

Errors are the flawed side of learner speech or writing, they are those parts of performance (Dulay, Burt, & Krashen, 1982). It means that an Error is something that refers to an error made for something expected. Making mistakes is often a step in the process of acquiring a language, so mistakes are natural because people cannot learn without making mistakes. including in studying foreign languages such as English as a foreign language. Harmer (2003)claimed that errors are areas of students' inter- language. This is the type of language in which students promote their mastery of foreign languages, with mistakes, students will learn from previous mistakes so that similar mistakes do not occur.

Meanwhile, Brown (2000: 170) defines the error reflects the learner's interlanguage competence as a notable deviation from the adult grammar of native speakers. Language learners have different levels of understanding of English, so they get different results because of the different mistakes they

make. One of the elements that leads to learning mistakes is the lack of understanding of the learner in understanding the material being studied. Especially in learning English both in speaking and writing errors often occur. Where this is caused by a lack of grammar, vocabulary, and others. Richards & Schmidt (2010) then explains that errors caused by fatigue and carelessness are classified as "performance" errors, while errors caused by not mastering the rules of the language are classified as "competent" factors that are common to new learners of the language right. It can be concluded that mistakes are something when studying a foreign language, that language learners frequently make.

Dulay et al. (1982) suggests that errors can be useful feedback for teachers. In the context of learning, error refers to an error or incorrect response by the learner while trying to acquire new knowledge or skills. Errors can occur at different stages of the learning process and can be indicative of a learner's understanding or misconceptions. Errors in learning can be beneficial as they provide feedback and an opportunity for learners to correct their understanding and improve their performance. Educators can use errors as a diagnostic tool to identify areas where learners need additional support or instruction. Providing learners with feedback that is specific, informative, and constructive can help them to better understand the concepts and improve their learning outcomes.

2.3 Differences Between Mistakes and Errors

When talking about mistakes and errors, we must understand that these two things are different. Where a mistake is something that refers to mistakes made accidentally or due to a lack of knowledge or attention. Brown (2000:217 – 218) states that errors and oversights inevitably occur to be carefully differentiated from errors of second language learners.

This is an error that occurs when a person takes wrong actions or makes wrong decisions. Mistakes can be caused by a lack of experience, wrong understanding, or inaccuracy. While Error is something that refers to a discrepancy or incompatibility of results or actions with the expected goals or established standards. Hubbard (1983: 134) states that errors are caused by lack of knowledge of the target language or by false assumptions about that language. This can occur as a result of human error or system error. In this case, "error" indicates an inaccuracy in the implementation or results that are not quite as expected.

In general, the difference between the two terms is that "mistake" tends to denote errors caused by human error, such as lack of knowledge or care, while "errors" tend to refer to imprecision in execution or results that do not conform to established standards or goals. However, these differences may depend on the context of use and may vary.

2.4 Error Analysis

Error analysis is something that is done to reveal errors found in the text or speech. James (1998) stated that error analysis is the analysis of learners'

errors by comparing what learners have learned with what they are lacking. Then Richards (1985) as cited in Hasyim, 2002) states Error analysis is the study of the errors of second and foreign language learners. Studying an additional language Error analysis can be used to: (a) determine the strategies language learners employ to learn a language, (b) define the reasons why language learners error and (c) improve problem- solving skills. Common difficulties encountered when learning a language. It means that error analysis is a way to see what mistakes students make based on what they have learned before. Then based on this analysis it can be known about the steps used, the causes of the errors, and also what difficulties were experienced.

While according to Brown (2006: 220) states that error analysis is the study of learner errors that can be observed, analyzed and classified to indicate something is happening to the learner. According to Nunan in Rahmawati(2005: 31), error analysis is to identify the grammatical errors they make. It is clear that error analysis is the act of locating, categorizing, and examining the errors made by speakers of second languages most often. This involves examining the types of errors that learners make, the frequency with which they are made, and the root causes of these errors. This analysis is feedback for students in knowing and managing errors. This is very useful for language learners. Where through this they can provide feedback for the teacher in other words this can inform. Teachers on learning effectiveness, teaching materials, and teaching techniques . In the teaching-learning process, there are so many errors found that are made by students in their studies. Students are sometimes

not aware that many of their mistakes are actually errors. They would be able to stop them (Haider, 2015: 189). A student's mistake is one that cannot be corrected by itself.

Error analysis aims to gain insights into the nature of the learner's language proficiency, including their strengths and weaknesses, and use this information to inform language teaching and learning. Error analysis can be applied to different language's grammatical, vocabulary, pronunciation, and speech aspects.

2.5 Type of Error

According to Dulay, Burt, and Krashen (2013:14) there are four sorts of errors: linguistics categories, surface strategy taxonomy, comparative taxonomy, and communication taxonomy of effects. According to Dulay, researchers use the classification of the surface strategy because accurately describing the error is an activity separate from its role in inferring the cause of the error. The linguistic taxonomy, surface strategies taxonomy, comparative taxonomy, and communication effects taxonomy are the most effective and widely utilized in the categorization of descriptive errors. These four categorization mistakes have the following causes:

2.5.1 Linguistic Category Taxonomy.

Language group classification classifies errors based on the presence of one of the language components or language components affected by the error. Language is made up of several different elements, including phonology (mispronunciation), syntax, morphology (grammar), semantics, vocabulary

(meaning and vocabulary), and discourse (style). Dulay et al, (2013:14-18) constructed another linguistic category taxonomy into which they classified several thousand English errors committed by students learning English in both foreign and host situations. The categories are as follows. The auxiliary system, passive sentences, temporal conjunctions, sentential complements, and psychological predicates are all part of the English clause skeleton. Important parts that include these elements are such as noun phrases, auxiliary phrases, prepositions, verb phrases, adverbs, and adjectives, which form each part of language.

2.5.2 Surface Strategy Taxonomy.

Surface strategy taxonomy is something that explains the structural changes made by students. Where the learner removes an important component or adds an unimportant component in a sentence made by the learner. Classification of Surface Strategies, based on Dulay, Burt, and Krashen, emphasizes how to alter the surface structure: learners can remove or add unnecessary objects; they can distort articles. By classifying errors using surface approach classifiers, one can construct a fundamental explanation of the mental operations supporting learning. Target language or contemporary language. Dulay et al, (2013: 14-18)the surface strategy taxonomy emphasizes how the surface structure is changed. Elements of the surface strategy of a language are changed in a specific and systematic way. Among the most common errors are: omissions, additions, misformation and missordering

2.5.3   Comparative Taxonomy

Comparative classification classifies mistakes by contrasting the error structure of a second language with other kinds of structures, as Dulay, Burtand Krashen have shown. The structure of student errors can be compared with these, If comparative categorization is employed, as an illustration, to find mistakes. These comparisons show that mistakes of creation and interlingual errors are the two primary categories of errors for kids whose first language is English. This mistake contrasts with some other forms of construction in terms of target language error structure. The three categories are as follows: first, (1) Development errors, These mistakes are comparable to those made by young learners of the target language. (2) interlingual errors, Interlanguage mistakes share structural similarities with semantically equivalent phrases or sentences in the learners' native language. (3) Ambiguous errors, because they represent natural language structure of the learner and are of the type heard in children's speech when they first learn a language, ambiguous mistakes can be categorized as either developmental or interlingual.

2.5.4   Communicative Effect Taxonomy

Communicative Effects Taxonomy is a taxonomy or classification used to categorize the communicative effects of text or messages conveyed in the context of communication. The Communicative Effects Taxonomy helps in identifying and understanding the different effects that a particular communication can produce.

The goal of the Communicative Effects Taxonomy is to provide a systematic framework for analyzing and describing different types of communication effects. Using this taxonomy, communication researchers or analysts can classify communicative effects based on certain characteristics, thereby enabling a better understanding of how messages or texts can affect audiences or recipients of the communication.

Communicative Effects Taxonomy is often used in the field of communication, especially in the analysis of texts or messages in the context of mass media, advertising, marketing, or communication organizations. Through the Communicative Effects Taxonomy, communicative effects can be put into various classifications, such as persuasion, emotion, knowledge, attitude, interaction, social interaction, and so on. By understanding the types of effects produced by communication, message senders can adjust their communication strategy to achieve the desired goals.

The use of the Communicative Effect Taxonomy helps in expressing and describing the diversity of communicative effects that occur in human interaction through text messages. It also distinguishes between global error and local error (cited in Dulay et al, 2013:19). There are two classifications of communicative effect taxonomy they are;

1. Global error

General errors affect the order or the entire group of sentences, which can seriously compromise communication. Burt and Kiparsky refer to this category

as "global" due to the diverse variety of syntactic faults it contains. The most common globally mistakes are as follows:

1. Incorrect crucial structure ordering.

2. Missing, wrong, or incorrect connecting terms.

3. Missing gesture to indicate a required exception

For syntatic rules imbued and regular syntax rules imbued with exceptions.

2. Local error

Local Errors affect the overall order or sentence rules that do not significantly distort or hinder communication (Dulay et al, 2013:19) communication, because error is a single effect. The elements of a sentence usually do not hide the communicative meaning significantly. This includes errors in the inflection of nouns and verbs, articles, auxilary, and number formation, as these are bound to only one sentence component.

2.6. Surface Strategy Taxonomy

Surface strategy taxonomy is something that explains the structural changes made by students. Where the learner removes an important component or adds an unimportant component in a sentence made by the learner. Classification of Surface Strategies, based on Dulay, Burt, and Krashen, emphasizes how to alter the surface structure: learners can remove or add unnecessary objects;they can distort articles. By classifying errors using surface approach classifiers,one can construct a fundamental explanation of the mental operations supporting learning. Target language or contemporary language. Dulay et al, (2013: 14-18) the surface strategy taxonomy emphasizes how the surface

structure is changed. Elements of the surface strategy of a language are changed in a specific and systematic way. Among the most common errors are : omissions, additions, misformation and misordering.

2.6.1 Ommision

An omission is a omission of key words or essentials in an expression or text related to grammar. The feature of this omission can be seen if one of the elements required to appear in the sentence does not exist.

For example, Yeni go to school.

Where in this sentence there is an omission of the word "es". Where the sentence that should be made is" Yeni goes to school". This can refer to failure to do something expected or required, as well as failure to provide relevant or necessary information or details. Negligence can be intentional or unintentional and can have various consequences depending on the context. In the context of language, for example the failure to write something down can give a different meaning. And In daily communication, omissions can cause confusion or misunderstanding if important information is not communicated properly.

2.6.2 Addition

The addition is an addition of words in a sentence whereas in this addition some additional words or elements are not needed in a sentence. Dulay, Burt, and Krashen (2013) state This additional error is the result of too honest use of certain rules. A sort of error called adding happens when students add extra words or phrases. Students' writing issues can be overcome by looking at their

writing. Since learning to write in English is the most challenging skill. Double marks, regularizations, and simple additions are the three different forms of addition that is;

The First, is *Double marking* is the failure to remove some components that are necessary for particular language structures but not in others is a more realistic description of many addition errors. Contrarily, double marking entails marking two things as opposed to only one for the identical features. For example: "yeni did not ate the banana" has redundant in the past tense of the verb. where the word "did" has brought or explained "eat" so the sentence that should be made is "yeni did not eat the banana"

The Second, *Regulations* A rule usually pertains to a category of linguistic objects, such as the primary verb category or the noun category. But in most languages, some people who belong to a class are the exception. The presence of both regular and irregular forms and structures in a language, learners mistakenly regularize the irregular ones by applying the rules used to make the normal ones. For example; "see" is not become "seed" in the past tense form. It must be "saw".

The Third, *Simple addition* The "grab bag" subcategory of adds includes straight forward addition mistakes. A simple addition mistake does not involve duplicate marking or regularization. Simple additions don't have any distinguishing characteristics other than the ones that apply to all addition mistakes. A well-formed utterance shouldn't contain the usage of an object. For

example; "yeni is in over there" This sentence is wrong. After all, the word "in" here is not needed because the word " over" is a preposition. Then in this sentence consist of two prepositions, the right sentence must be "Yeni is over there".

2.6.3   Missformation

According to Dulay, Burt, and Krashen (2013), a misformation Error is characterized by the form error of morphology or structure. Maniam and Rajagopal (2016) state that often when misinterpreted, learners make incorrect statements. it means misuse of forms (missformation), namely Missformation is classified into three types: alternating form, archi-form, and regularizations.

The First, *regularization* is a symbol that replaces an irregular word. Included in the miss formation category are words that are used as markers to replace irregular words.

The Second, *Archi-forms* are mistakes made while choosing one form to convey another, like when choosing the determiners (this, that, these, and those) in a phrase.

The Third, *Alternating forms* The incorrect choice of the right one, for example, represents the alternate form. When second language learners are at the basic stage of vocabulary and grammatical development, this mistake arises.The employment of archaic forms frequently allows for the seeming very open alternation of as the learner's vocabulary and grammar advance, they converse with   various   other   class   participant   .

2.6.4 Missordering

Misordering frequently results from students focusing only on their performance "word-by-word translations of native language surface structures" when creating written or spoken utterances in TL (James, 2013).A missordering error occurs when An utterance has an improper placement of a morpheme or set of morphemes.

For example; What yeni is doing? (incorrect)

What is Yeni doing? (correct)

2.7 Source of Error

Many scholars argue that the causes of language learners' errors are: For example, Richards (1974) states that the two main sources of errors are interlingual and intralingual errors. The first thing that can be seen is where mistakes are made when learners mistakenly they use the norms of their native tongue when learning the speech or sentence patterns in the target language. And the learner's second mistake may be evident while studying a foreign language. Errors include over-generalization, false similarity, etc. James (1998) argues that error has four sources of error. In other words Communication- based errors, interlingual errors, intralingual errors, and errors are all frequent. Based on her research, Penny (2001) concluded that there are two main causes of errors, namely interlanguage transfers and intralanguage transfers.

Similarly, Heydari and Bagheri (2012) stated that interlingual and interverbal interference are considered as a source of two errors made by EFL

and ESL learners. Kaweera (2013) concluded that errors have two main sources of errors, interlingual interference and intralingual interference. The first is the learner's first language being taught or having a bad effect. The learner's intellectual error, which results from ignorance of the target language, is the other type of error. Then Runkati (2013) and Rattanadilok Na Phuket and Othman (2015) argued that the two sources of errors were caused by interlingual interference and intralingual interference. Hinnon (2014) states that there are three sources of error: Negative transmission from the first language, Limited knowledge of the target language, and differences in first language and target language word and sentence structures. It can be concluded that the two main reasons for mistakes made by students are interlingual interference and intralingual interference.

2.8. Writing.

One of the skills that students should be able to master is writing. To the same extent that learning English as a foreign language is important, mastering writing is as important. As one of the four foundational abilities in English that must be mastered, writing is different from reading and listening. Dulay et al (1982) said that writing skills are very important for students to succeed in education and work after completing their education in college. Through these writing skills, students can gain understanding, independence, fluency, and also creativity   in   writing.

Writing is an activity of expressing thoughts or ideas in a document or other media. According to Novi Alvionita (2014:1), Writing is a process of communicating about something on paper. Writing is the continuous communication or expression of original ideas in a new language (Rivers, 1981:294). Expression views writing as a creative endeavor in which the process and the final product are equally significant to researher. Writing is something that is learned, not taught, and a teacher's job is not to guide and assist learning, but to provide researcher with the freedom to express themselves in a supportive, upbeat, and cooperative environment hardly any interference. Teachers are advised not to impose viewpoints, models, or presume their responses to issues because writing is a developing process. Instead, they are urged to stimulate the author's thought process through pre- writing exercises like writing texts, essays, tales, descriptions, and even writing journals and parallels, as well as to react to the concepts the author develops. Then this is dismissed as self-discovery.

Byrne (1979:1) explains that writing is a process of producing speech that involves the formation of visual symbols. Symbols must be followed words must be combined into sentences in accordance with predetermined rules in order to produce sentences, even though students are said to be able to write even if they only make a list of words, such as making a shopping list. However, writing is not only limited to that, usually they don't write a single sentence or sentences that are not related, but we make a series of sentences

arranged in a certain text. Writing must be interconnected between one sentence and another so that it contains a message that can be understood in it.

According to Harmer (2004:33) writing often helps prepare for several other activities, especially when students write opening sentences for use in discussions. This spares pupils from having to make opinions immediately away and provides them time to consider their thoughts. For writing assistance, students even use dictionaries, grammar guides, and other reference resources. The researcher can infer from the explanation above that writing is the activity of forming and compiling certain ideas into words that are suitable for conveying and communicating by students. It describes the message in a meaningful written form.

There are some common goals in writing including conveying information, Influencing the reader, Entertainment, Improving writing skills, and Keeping a record or journal. Writing can take various forms depending on the context and type of writing being written and can be a combination of any of the goals listed above.

2.9 Defenition of Descriptive Text

According to Rinastuty (2014:23), Descriptive text is a writing text that describes a specific person, thing, place, or state. While according to other experts, the descriptive text describes or says something to the reader (Fitriani et al., 2019; Jayanti et al., 2019) and Emilia (2011), argue descriptive text as a sort of text that imparts knowledge about a person or object. Writing that is descriptive might be said to be descriptive and explanatory in detail about an

object, such as a person, place, thing, and others which in this text will describe the object clearly.

Descriptive text is used for sharing experiences. Experience can be what is seen, read, or felt. Usually, Descriptive texts use first and third person pronouns to indicate opinions. The descriptive text's additional goal is to describe something related to an experience, based on the observation of the five senses. Feel, hear, touch, and see. Then the reader can imagine what is being discussed in the text.

Example ;

Bill Gates

William Henry "Bill Gates" is one of the richest and most influential people. In 1975, he and his friends, Paul Allen, founded Microsoft, which became the world's largest PC software company. That's why he was included in the list of the richest people in the world by Forbes.

Bill Gates was born on October 28, 1955 in Seattle, Washington. Her hair and eyes are the same color, bright brown. Bill Gates weighed 64 kilograms with a height of 177 centimeters. His wife is named Melinda Gates and they have three children. In addition to being the most famous entrepreneur, Bill Gates is also known as a philanthropist. In 2000, he and his wife founded the Bill & Melinda Gates Foundation. It was identified as the richest charity in the world in 2013. Through this foundation, Bill Gates donated huge amounts of money to many charities and scientific research programs.

This example demonstrates the general structure of a descriptive text;

Identification: found in the first paragraph where this paragraph identifies someone to be described that is Bill Gates. **Description**: found in the second paragraph where in this paragraph describe the characteristics, of Bill Gates.

2.10 Noun

According to McGraw-Hill Glencoe (2001: 463), a noun is a word that refers to a person, a place, a thing, or an idea. It means that a noun is a term that designates a specific person, place, object, or concept. It is a fundamental part of language and is employed to cite and name things, people, places, and ideas. Nouns can be common or proper, concrete or abstract, countable or uncountable, and singular or plural. Examples of nouns include "dog", "house", "love", "teacher" and "Paris". According to Crystal (1980:333) A traditionally defined as "the name of a person, place, or thing," nouns are a term used in the grammatical categorization of words. Nouns are often divided into common and separate categories and are further broken down by number, genders, case, and count. Linguistically, nouns are members a word that belongs to a broad, open part of speech and may be used as the subject, object, or verb object preposition in a sentence. The approach used to determine the lexical categories (parts of speech) other phrases are coupled with members. Nouns are subject to varying syntax rules depending on the language. A noun is a term that can serve as the head of a noun phrase in English and cannot exist in an article or attributional adjectives.

2.10.1 Types of Noun

There are several types of nouns in English:

1.   Common nouns: This is the general, usual, familiar nouns for people, places, things, or ideas. Examples: coffee, road, radio etc.

2. Proper nouns: are names that have legal standing and are often capitalized. Examples: Yeni, Medan, Samsung.

3 Concrete nouns: These are nouns that have a form and can be seen by the eye. Examples: table, car, apple.

4 Abstract nouns: These are nouns that has no form and cannot be seen by the eye and its refer to concepts, emotions, or ideas. Examples: love, freedom happiness.

5 Countable nouns: have both solitary and plural forms and may be numbered. Examples: chair, pen, dog.

6 Uncountable nouns: are nouns that are impossible to count and without a plural form. Examples: water, rice, sugar, sand, and star.

7 Collective noun: Nouns that relate to a collection of objects, people, or animals are collective nouns. Examples: people, team, audience.

8. Compound nouns: Compound nouns are nouns that have two or more words in them. Examples: bookshelf, basketball, toothbrush.

2.11. Countable and Uncountable Noun

2.11.1 Countable Noun

Countable nouns are nouns that can be counted, such as book, pen, etc. They can be used as articles, numbers and plurals (Quirk, 1978:251). A noun that can be numbered and quantified using numbers or other count terms is referred to as a countable noun. These nouns, which can be singular plural, refer to things, persons, or ideas that can be thought of as distinct entities. Example

include "one," "two," "three," etc. These nouns can be preceded by articles like "a," "an," or "the," and they have both single and plural forms. Countable nouns include things like "car," "cat," "book," "chair," "apple," "pen," and "student," among others. Uncountable nouns, usually referred to as mass nouns, such as "water," "money," "sand," "sugar," etc., cannot be numbered in the same way.

It is possible to utilize both the single and plural determiners with countable nouns such as "a book" and "two books," "an apple" and "some apples," or "a dog" and "several dogs." They can also be modified by adjectives, and they follow regular pluralization rules in English, such as adding "-s" or "-es" to the end of the word to make it plural. There are two different categories of countable nouns: (1). Countable nouns that can be seen, touched, smelled, tasted, or heard are known as concrete countable nouns. The words "book," "table," "car,""dog," "apple," and others are examples of tangible countable nouns. (2). Countable abstract nouns these are countable nouns that describe thoughts, concepts, feelings, or characteristics that cannot be felt by the five senses. Examples of abstract countable nouns include "idea," "emotion," "belief," "opinion," "experience," and so on. While these nouns are intangible, they can still be quantified and counted.

Example:

examples of sentences using countable nouns:

1. I have five **books** on my table.

2. She owns five **cars** but only drives one.

3. There are two **dogs** playing in the park.

4. The dining room has six **chairs** around the table.

5. The kindergarten has twenty **children** in each class.

In these sentences, the countable nouns are "books," "cars," "dogs," "chairs," and "children." They are all countable because they can be counted and quantified using numbers

2.11.2 Uncountable Noun

Uncountable noun is the noun that can not be counted such as sugar, water, sand and so on (Quirk, 1978: 251). Uncountable nouns are names for things, thoughts, or concepts that cannot be enumerated individually. These nouns are usually considered to be a mass or a quantity that cannot be expressed in terms of discrete units or numbers. Examples of uncountable nouns include "water," "air," "money," "sugar," "furniture," "star," "news," and so on. These nouns are typically used with indefinite articles like "some" or "a little" or with quantifiers like "much" or "a lot of" to indicate an indefinite amount.

Nouns that cannot be counted neither have plural forms nor can they

be preceded by numbers. Instead, adjectives or quantity phrases like "a cup of," "a piece of," "a lot of," and similar ones can be used to modify them. Uncountable nouns can be of several sorts, including: (1). Abstract Nouns: These uncountable nouns, such as "love," "happiness," "freedom," "honor," "knowledge," and so on, relate to thoughts, ideas, or feelings. (2). These uncountable nouns are used to describe objects or materials such as "water," "oil,"

"gold," "sand," "wood," "plastic," and so on. (3). Natural Phenomena: These are uncountable nouns that refer to natural phenomena, such as "weather," "sunshine," "rain," "snow," "fog," and so on. (4). Academic Subjects: These are uncountable nouns that refer to academic subjects or disciplines, such as "mathematics," "physics," "history," "literature," and so on. (5). Food and Drink: These are uncountable nouns that refer to food and drink items that are typically consumed in large quantities or measured by volume, such as "rice," "bread," "coffee," "tea," "wine," and so on. (6). Activities: These are uncountable nouns that refer to activities or actions that cannot be quantified, such as "swimming," "jogging," "dancing," "writing," "reading," and so on.

Example:

examples of sentences using countable and uncountable nouns:

1. I give some **advice** on how to fix my computer.

2. There is too much **noise** in this city.

3. She has a lot of **experience** in marketing.

4. He always drinks a cup of **coffee** in the morning.

5. Can you give me some **information** about the new product?

In these sentences, the uncountable nouns are "advice," "noise," "experience," "coffee," and "information." They are all uncountable because they cannot be quantified or counted as individual units. Instead, they are typically measured in terms of quantity or volume (e.g. "a cup of coffee," "a lot of experience").

2.12 Previous Research

In doing this thesis, the researcher write to the related topic. The first data is taken from Anni Zuraidah (2021) entitled An Error Analysis of The Students in Writing Narrative Text. The aim of this study is to examine the mistakes made by students when using the past tense in narrative texts. The method is qualitative descriptive. The research finding is With a 52% proportion, missformation is the mistake that students make most frequently. The similarity of our research is use same method that is qualitative descriptive method. And there is a difference between our research, that is in her research is about examination of past-tense use errors. While the writer's research focuses on the usage of countable and uncountable nouns and error analysis.

The second, The researcher additionally used information from Tira Nur Fitria (2020) entitle Error Analysis Found in Students' Writing Composition in Simple Past Tense of Recount Text. The objective of the study is to find the types of error analysis and the most dominant form of error analysis found in the Simple Past Tense Writing Composition of Students, especially in Recount Text. Used a mixed-method both qualitative and quantitative approach. The research finding is shown that the error of the students in writing Simple Past Tense composition consists of certain elements of writing, such as grammar, punctuation, and spelling. And the most dominant error found in the students' writing composition in the grammar aspect is 57 data or 53.37% based on the frequency of each aspect of error. The difference between our research is in

her research analysis of error in students' writing composition in simple past tense of recount text. And in the writer research analysis error in using countable and uncountable nouns in writing descriptive text.

The Third, the researcher took another data from Nina Nurbaidah (2019) entitled An Error Analysis of Using Conjuction in Writing Narrative Text. The purpose of the study is to assess students' difficulties using conjunction in narrative text and to explain the quality of students' writing in terms of conjunction. The author choose MTs YPKS Padang sidempuan as their research's location. The similarity of our research that is using qualitative method. While the difference between this research that is in her research is about Conjunction usage error analysis in narrative text. In contrast, the writer's research focuses on the analysis of countable and uncountable noun errors in writing descriptive texts.

The Fourth, the researcher took other data from Walasari Dkk, (2021). Entitle The Analysis of Grammar Error in Writing Descriptive Text for Seventh Graders. In this study, grammar faults in descriptive texts produced by seventh-grade students are examined, with an emphasis on typical mistakes and their causes. The study uses a descriptive quantitative methodology. The similarity of our research analytical mistakes in the writing descriptive text. Thedistinction between this study and hers is that the writer's research focuses the writer research focuses on the analysis of countable and uncountable nouns in descriptive text while in her research is looking at grammatical faults in the writing of descriptive language.

The fifth the researcher took another reference from Indah Lestari (2020). Entitle Error Analysis of Simple Present in Writing Descriptive Text. The purpose of this study was to determine the extent to which the ability to write 4th-semester students in the English Education Program at PGRI University of Yogyakarta. The method is qualitative descriptive. The results of this study indicate that students made 33 errors (47.14%) from 70 percent Present Tense sentences. The similarities of our research is about writing descriptive text. And the difference is in her research analyze about error of simple present while in writer research analyze about error of countable and uncountable nouns.

The data is taken from the second-grade students' papers on descriptive texts. In classifying the types of errors using Dulay's theory (2013) and data were analyzed using descriptive qualitative methods and previous researchers also explained the types of errors using Dulay's theory. Then the researcher can make the research reference to answer the problems in my research.
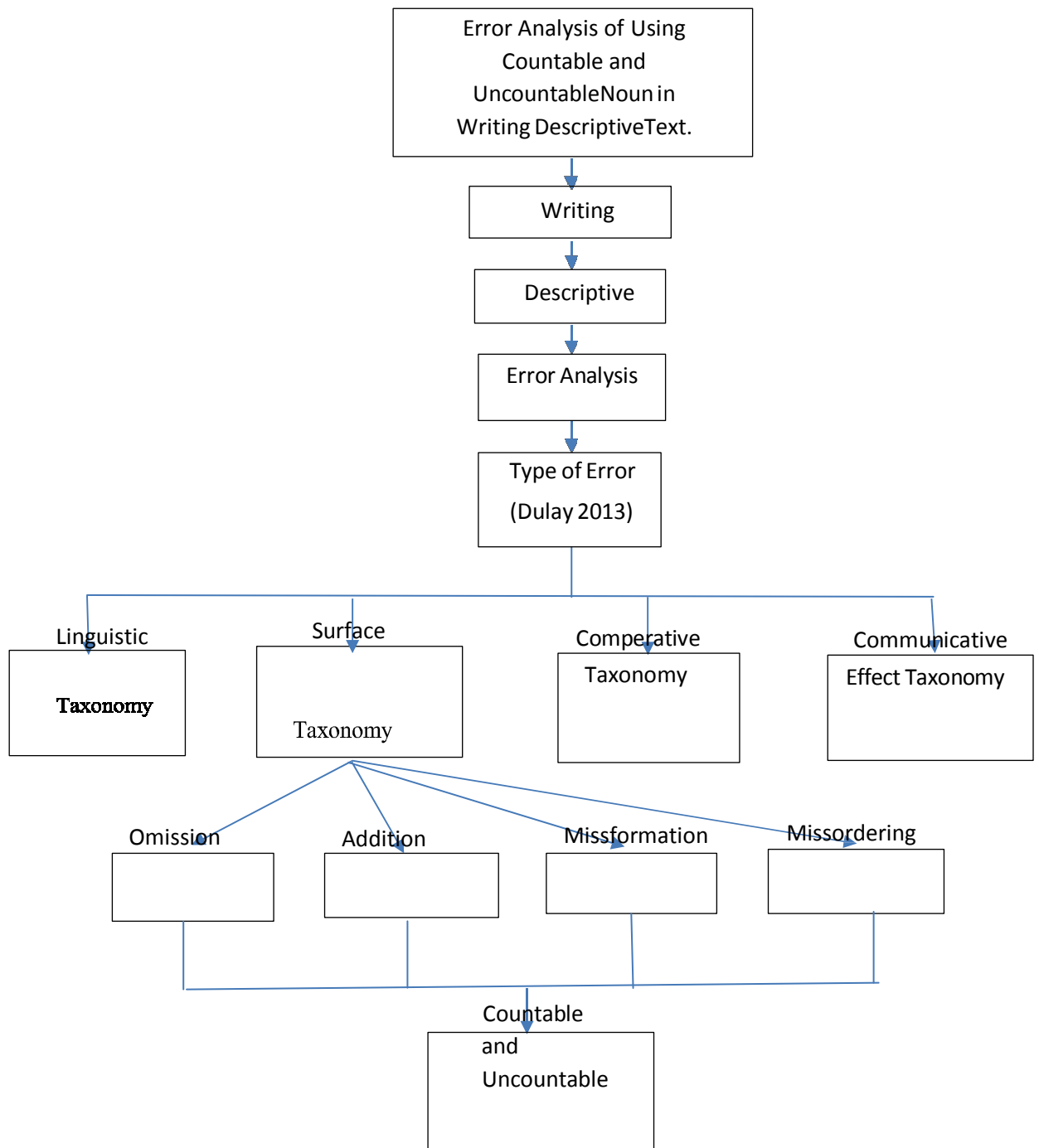
2.13 Conceptual Framework

```
          ┌─────────────────────────┐
          │   Error Analysis of Using │
          │     Countable and         │
          │  UncountableNoun in       │
          │  Writing DescriptiveText. │
          └─────────────────────────┘
                      │
              ┌───────────────┐
              │    Writing     │
              └───────────────┘
                      │
              ┌───────────────┐
              │  Descriptive   │
              └───────────────┘
                      │
              ┌───────────────┐
              │  Error Analysis │
              └───────────────┘
                      │
              ┌───────────────┐
              │  Type of Error  │
              │   (Dulay 2013)  │
              └───────────────┘
```

Linguistic	Surface	Comperative	Communicative
Taxonomy	Taxonomy	Taxonomy	Effect Taxonomy

Omission	Addition	Missformation	Missordering

Countable
and
Uncountable

Figure 2.1 Error Analysis of Countable and Uncountable Noun in Writing Descriptive Text at Second Grade of SMPS Dharma Karya Beringin

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This study would employ a qualitative descriptive method with a descriptive approach as its research design. As the result of identifying and evaluated the error of countable and uncountable nouns when writing a descriptive paragraph in the second year of SMPS Dharma Karya Beringin, the goal of this study is to discovered the types errors of countable and uncountable nouns. The purpose of qualitative research was to investigate and comprehend the phenomena that participants experience. According to John W. Creswell (2009:172), qualitative research employs a variety of philosophical presuppositions, an investigative approach, and techniques for gathering, analyzing, and interpreting data. Qualitative research aims to gather, arrange, and analyze data.

This research focused on errors made when writing descriptive writing utilizing countable and uncountable nouns. What types of errors done by students in the second grade of SMPS Dharma Karya Beringin made while utilizing countable and uncountable nouns when writing descriptive text was the research issue in this study.

3.2 Subject

The subject of this study is the student of SMPS Dharma Karya Beringin. The students was in the second grade which consist of two

classes VIII A, and VIII B. In this study, the researcher took one class VIII A which consist of 27 students. And would analyzed twenty seven students papers to determine the types of errors they made.

3.3 Object

The object of the study was student's writing error. And it would be found in the paper of the student in the second grade of SMPS Dharma Karya Beringin. The researcher would be classified the error. The researcher focused on analyzing errors of omission, addition, missformation and missordering of countable and uncountable nouns in descriptive text. Additionally, the researcher would select twenty seven papers for analysis.

3.4 The Instrument of Collecting Data

The instrument of collecting data was writing descriptive text using countable and uncountable nouns. The writing would used to find out the types of errors on student's writing descriptive text. The researcher would ask the students to write the descriptive text. This writing would not to be measured but only to be analyzed. This assignment would do by the students in a classroom.

3.5 The Technique of Collecting Data

The following methods would be used by the researcher to gather information about a problem:

1.   Asked the students to take a piece of paper and after that assigning them to write a descriptive text with the topic object, person or location. The subjects on which the pupils wished to write were up to them.

2. Giving time around 40 minutes to compose a descriptive paragraph utilizing both countable and noncountable nouns.

3. When the allotted time has passed, the researcher gathering all of the pupils' papers from the writing of descriptive texts.

3.6 The Technique of Analyzing Data.

The researcher evaluates the data after gathering it in order to get the desired outcome. The descriptive approach utilized in this study served as the basis for the strategy used to analyze the data, and the researcher used the following stages to do so:

1. Identification. Error detection in this context refers to seeing and departing from the usage of countable and uncountable nouns included in student-written descriptive texts. Based on omission errors, addition errors, missformation errors, and missordering errors, the researcher would determines student writingerrors.

2. Classification. Based on the type of errors, the researcher will sorting and categorizing the writing's data. The researher evaluating the student's work after discovering certain faults, and grouping them according to the types of error.

3. Finding the dominant types of errors do by the students by calculating the errors using the following formula:

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

P = Percentages

F= Frequency

N = Number of sample which is observed.