CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is the tool of communication which is used to communicate something between speaker and listener in daily life in order to make the listener understand it is used to express their feelings, purpose, ideas, even in spoken or written way. The existence of the language in it is using does not suddenly emerge, but it experience morphological process to make various forms such as words, phrases, clauses and sentences.

In learning English, the learners are expected to be able to master for language skill. They are listening, speaking, reading, and writing. As one of the language skill, writing has important role for its significance in learner's actual life. They will able to send a letter to anywhere, and it makes them easier to express or share their ideas to anyone. Moreover, in their school, writing skill will help to them to express their ideas in answering the essay and accomplishing their assignment from their teacher. Therefore, the ability to write in any form will give many advantages in student's life as gaining success in their study at school.

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first. Then to speak, then to read and finally to write. These are called the four language skills.

Writing as one of language skills holds an important role in a daily situation. Every day we use writing from simple to complex one such as writing letters, notes, shopping lists, etc. Writing can improve some language components such as grammar, vocabulary, spelling and punctuation. The varieties of English are commonly known as genres. Some genres in English

writing such as spoof, recount, procedure, explanation, discussion, news item, and hortatory exposition. One of them is Narrative Text.

Narrative text is a text that elaborates the writer's idea about the phenomenon surrounding. The social function of narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways. Narrative is an account of a sequence of events, usually in chronological order. Relating to kinds of text, which student has to complete studying in high school, narrative is a text which retells the story or previous experiences. The purpose of the text is to entertain or amuse reader or listeners about the story.

Based on the researcher's experience during learning in English Department especially in the second semester. The researcher was found that they had many students' problems in Grammar especially in using regular and irregular verb. When the lecturer asks us to make conversation and writing text we faced some difficulties. However, several students may do not understand with its form. They can apply the right rules in forming countable and uncountable nouns. An Error that students usually made is in arranging uncountable noun as countable noun.

For example, "upon a time there was a dear little girls who was loved by everyone who looked at her. That should be once upon a time there was a dear little girl who was loved by everyone who looked at her."Based on that explanation above, the writer is interested in doing error analysis on the students work on countable and uncountable nouns in writing narrative text.

1.2 The Problems of the Study

Related to background above, the problem of the study can be formulated as following:"

1. What types of errors are made by the students in using countable and uncountable noun in writing narrative text?

2. What is the most dominant type of error found in using countable and uncountable noun in students writing narrative text?

1.3 The Objectives of the Study

Based on statement of the problem, the objectives of this study are:

1. To find out the types of error are made by the students in using countable and uncountable noun in writing narrative text.

2. To find out the most dominant type of error is found in using countable and uncountable noun in Writing Narrative Text.

1.4 The Scope of the Study

There are many common errors that occur in writing narrative text when the students write a text. Some of them are preposition, countable and uncountable noun, pronoun adverb, conjunction, adjective error and so on. This study is focuses on countable and uncountable noun error analysis made by the students in writing narrative text. It consists of four types of error based on surface taxonomy by Dulay et al (1982; 139) they are Omission, Addition, Misformation, and Misordering errors.

1.5 The Significances of the Study

The significances of the study can be formulated as following:

1. Theoretically

   1) The finding of this study is expected to be a new perspective in teaching grammar countable and uncountable noun in writing narrative text.

   2) The finding of this study is expected to be a new model in teaching countable and uncountable noun in writing narrative text.

2. Practically

The finding of this study is expected to be useful for teachers and students

1. The Students

To improve the students awareness about grammar, especially about countable and uncountable nouns in writing Narrative text or another kinds of text, in order to not making the error again.

2. The Teacher

To inspire the English teacher to give correction and more exercise about grammar, especially about countable and uncountable nouns in writing narrative text or another kind of text.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms applied in the research concerned. In this study, it uses some terms cause they need to be the theoretical explained. In following parts, theoretical elaboration on the terms used will be presented.

2.2 Definition of Error Analysis

Error analysis is attempted to study the learner's errors. The fact that the learners do many errors and the correct can be observed, analyzed and classified to reveal something of the system operating within the learner, and it is called as error analysis. According to Ellis (2000:296), error analysis is a procedure involving collecting sample of the learner's language, identifying the errors in the sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness.

According to Chomsky (1965) made a distinguishing explanation of competence and performance on which, later on, the identification of Mistakes and errors will be possible, Chomsky stated that " we thus make a fundamental distinction between competence(the speaker- hearer's knowledge of his language) and performance (the actual use of language) and performance(the actual use of language in concrete situation)".

The teacher will also need to know which part of the subject matter that most students do some errors and most students do not. Finding out the learners" error then analyzing it is called error analysis. There are many definitions of error analysis. According to Marites Quibol-Catabay(2016:143) Error Analysis is an attempt to understand the nature of student's errors. It means to do error analysis teacher must put attention step by step from collecting sample to evaluating errors made by students.

Error is a natural part of language learning, learning the second language is a process unlike learning the first language. In this new system of language, learners will directly connect

with such a new vocabulary, a new grammatical pattern and foreign pronunciation which differ from their first language. There are many errors that usually found in the teaching- learning process. Sometimes, it was done by students in their study. Students are not aware that many of their errors are, indeed, errors. Theywould be able to prevent them (Haider, 2015: 189). The student's error is the mistakes that they can't correct by themselves.

Error analysis is a part of the is a part of the methodology of the psycholinguistic investigation of language learning. An analysis is an activity so identify, classify and interpreted or describe the errors made by someone in speaking or in writing and speaking or in writing English. However, error analysis does not provide a competence picture of how learner acquire language, because it describe learner's language purely as a collection of error (Corder 1981:35)

2.3 Types of Error

Errors have been classified by J. Richard et al. (1985) into two categories. The interlingual error and intralingual errors. Those two elements refer respectively to the negative influence of both speaker's native language, and the target language itself.

1. Interlingual error is caused by the interference of the native language L1 (also known as interference, linguistic interference, and cross linguistic influence), whereby the learner tends to use their linguistic knowledge of L1 on some linguistic features in the target language, however it, often leads to making error. The example, provided by J. Richard et al. (1985) " the incorrect French sentence Elle regarded les (" She seem them"), produced according t the word order of English, instead of the correct French sentence Elle le regard (Literally," She seem sees")

2. Intralingual error is an error that takes place due to particular misuse of a particular rule of the target language, it is, in fact, quite the opposite of interlingual error, it puts the target language into focus, the target language in this perspective is thought of as an error cause. Furthermore, J.

Richard, at al. (1985) considers it as one which result from “faulty or partial” learning of the target language.

Errors Based on Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of their affect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not. There two types this taxonomy. They are: global errors and local error.

1. Global Errors

Errors that affect overall sentence organization significantly hinder communication. Because of the wide syntactic scope of such error, Burt and Kiparsky labeled this category “global.” the most systematic global error include:

1. Wrong order of major constituents
2. Missing, wrong, or misplaced sentence connector
3. Missing cues to signal obligatory exceptions

To pervasive syntactic rules and regularization of pervasive syntactic rules to exceptions.

2. Local Errors

Errors that the effect overall sentence organization significantly doesn’t hider or mislead to communication (Dulay et al, 1982:91) communication , because errors that effect single elements(constituents) in a sentence do not usually hider communication significantly. These include errors in noun and verb inflection, article, auxiliaries and the formation of the quantifier since these errors are limited to a single part of the sentence. For example: “ Patih Panti Tangga Puspowilogo, Panji Semanu Hardjiporo and the Punggawa of Kaipaten Sumenkar were attend

meeting." It refers to local errors because the erroneous sentence doesn't hider or mislead to communication. Apparently the addition of the auxiliary were and misformation of the verb attend don't lead the hearers or reader to misunderstanding because the hearers or readers still can figure out what the writer or speaker convey. The correct sentence should be "Patih Panti Tangga Puspowilogo, Panji Semanu Hardjiporo and the Punggawa of Kaipaten Sumenkar attended meeting."

According to Dulay et al (1982; 139) divides errors in 4 types. They are Omission, Addition, Misformation, and Misordering errors.

1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morpheme or morphemes are omitted more than others. For example: Mr.zein is the president of the big company. The word Mr.zein, president, big and company are the content of morphemes that carry the burden of meaning.

From the example above, the writer conclude that the error of the word is big, because the word of company is definitely big, that's why the word of big must omitted.

2) Additions

Additions errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a –well formed utterance. An addition error usually occurs in the later stages of second language acquisition, when the learner has already acquired some target language rules.

For example:Mr. Smith has some sheeps

The sentence above is redundant noun on the Uncountable noun form" sheeps". It is redundant because the noun sheep is also sheep in the plural Uncountable noun. So the correct sentence is Mr. Smith has some sheep.

3) Misformation

Misformation errors are characterized by the use of the wrong from of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something. Although it is incorrect. For example," The dog eated the chicken." The past tense marker was supplied by the learner. The well-formed sentence is "The dog ate the chicken"

From the example above, the writer conclude the formed of tense is incorrect, but in the sense misformation it is said that the learners supplies something, even though it is incorrect, so the writer concludes that the formed of tense is incorrect.

4) Misordering

Misordering is any incorrect placement of certain morphemes in sentences.

For examples: "She fights all the time her brother." It should be "she flights her brother all the time."

From the example above, the writer conclude in the sense of misordering, each placement is incorrect, and from the example above, the first example is an incorrect placement, but can still be included in the misordering example.

2.4 The Meaning of Noun

Nouns are frequently defined, particularly in informal contexts, in terms of their semantic properties (their meaning). Nouns are described as words that refer to a person, place,

things, event, substance, quality, quantity, etc. According to Evelyn P. Altenberg and Robert M. Vago(2010: 3) Nouns are commonly defined as words that refer to a person, place, thing, or idea and also John Langan (2010:586) said that a noun is a word that is used to name something: a person, a place, an object, or an idea. Here are some examples of nouns: woman, city, pancake, freedom Alice, Walker, street, diamond, possibility George, Clooney, Chicago, Hummer, mystery. A singular noun names one person, place, object, or idea. A plural noun refers to two or more persons, places, objects, or ideas. Most singular nouns can be made plural with the addition of an s. Some nouns, like box, have irregular plurals.

According to McGraw-Hill Glencoe (2001: 463) a noun is a word that names a person, a place, a thing, or an idea. Person (aunt, astronaut, Ramón, daughter-in-law, child).Place (universe, village, bedroom, North Carolina).Thing (shark, eagle, oak, foot).Idea (pride, honor, dignity, hope). Nouns are singular or plural. A singular noun names one person, place, thing, or idea. A plural noun names more than one. Singular (mask, briefcase, fly, loaf, woman).Plural (masks, briefcases, flies, loaves, women).

2.4.1 Types of Noun

Nouns are frequently defined, particularly in informal contexts, in terms of their semantic properties (their meaning). Nouns are described as words that refer to a person, place, things, event, substance, quality, quantity, etc.

There are five types of Noun according to Evelyn P. Altenburg and Robert M. Vago (2010: 5-18), these are:

2.4.1.1 Concrete and Abstract Nouns

Concrete nouns refer to things we can perceive with one of our senses. Abstract nouns cannot be perceived by our senses. Here's an unusual sentence: He smelled the marriage. What

makes this sentence unusual is that we don't generally think of the noun marriage as something that can be smelled. Some nouns are concrete: they can be perceived by our senses they are things that we can see, hear, smell, taste, or touch. Those nouns that are not concrete are abstract. Marriage is something abstract, so it's odd to say it's being perceived by our senses, our sense of smell. Other nouns, such as marriage, are abstract; this means that they refer to things that you cannot perceive with your senses, things you cannot see, smell, feel, taste, or touch.

Here are some more concrete and abstract nouns:

Concrete nous:

1. I was surprised when I read the **newspaper**

2. But that would have ended up with a lot of awful kickback and a **hell** of a lot of resistance.

3. I think this **glass** is not too clean

4. Owner of the **jewelry** store found him here this morning.

5. Everybody else was wandering around with mobile phones that looked like bricks and sort of smelly **fish** happening down on the port.

6. She could peel an apple in one long, curly strip.

7. *This is a painting I did of my husband in my **apartment.***

8. A time bomb went off in the **airport** killing thirteen people.

9. I think there's a mistake in my **bill**.

10. The**baby** was in a deep sleep in his mother's arms

Abstract Nous:

1. I **love** you endlessly.

2. It's all about control and pleasure, to be **honest**.

3. Long ago in early **culture**, the ball in the game was the symbol of the sun.

4. I will always keep in **mind** about this

5. Did you not think that we would not search the world to get **justice** for those good people that we loved?

6. Chika is **brave** to love you

7. Intense **fear** paralyzes you.

8. Everyone, stay where you are and remain **calm**.

9. You can have **clarity** if you check the flashback.

10. You can have **clarity** if you check the flashback.

2.4.1.2 Singular and Plural Nouns

Regular Noun is a noun by adding an ‘‘s’’ to it, as in books; There are a handful of nouns that are pluralized in other ways; these nouns are called irregular. Irregular nouns form their plural in different ways. Here are some common patterns:

1. Changing a vowel: man/men, for example:

2. Adding ‘‘ren ’’or ‘‘en’’: child/children, for example

3. Adding nothing: ¢sh/¢sh, for example

4. changing ‘‘f ’’to ‘‘v’’ and then adding ‘‘s’’: knife/knives, for example

Below are some nouns in their singular and plural forms.

2.4.1.3 Animate and Inanimate Nouns

Animate nouns refer to things that are alive; inanimate nouns refer to things that are not alive. Take a look at the following sentence:

1. The postcard saw the mailman.

What’s strange about this sentence? What’s strange is that we don’t expect a postcard, which is not alive, to be able to see something; only things that are alive have the ability to see. Nouns

that refer to things that are alive are called animate, while nouns that refer to things that are not alive are called inanimate. Postcard is an inanimate noun and using it as an animate one makes for a very unusual sentence.

2.4.1.4 Count and Noncount Nouns

If you can pluralize a noun in a sentence, it is functioning as a count noun. Let's take a closer look at the noun hand. Notice that you can say the following:

1. The hand a hand hands

Here are some other nouns which demonstrate the same pattern:

2. The store a store stores

3. The idea an idea ideas

4. The tissue a tissue tissues

Let's compare hand to the noun furniture. As with hand, we can say the furniture.Butwe can't say a furnitureorfurniture's. Here are some other nouns which demonstrate the same pattern as furniture:

1. The dust a dust dusts

2. The energy an energy energies

3. The biology a biology biologist

Thus, there are some nouns that can be counted, and so we can use a or an with them and can also make them plural. These nouns are called, appropriately, count nouns. Hand is a count noun. So are store, idea, and tissue. There are other nouns that typically are not counted, and so we do not use a oranwith them and do not typically make them plural. These nouns are called, also appropriately, count nouns. (Another name for a non count noun is a mass noun.) Furniture is a noncount noun. So are dust, energy, and biology. You may well be saying to yourself, 'Wait

a minute. I can count furniture. I can say something like: three couches and three chairs make six pieces of furniture.'' And of course, you'd be right. But notice that in this sentence, the words couch and chair can be made plural, but not the word furniture and the word piece can be made plural, but, again, not the word furniture. A count noun because one could pluralize it to cookies without changing its basic meaning. "Non count" (also called "mass") nouns cannot be counted (one money, two moneys, etc.), so they cannot use a or one or a plural form. A list of common non count nouns is given to help students get an initial understanding and usage ability. The use of count vs. non count nouns is difficult for all learners and is the underlying cause of many article usage errors and singular plural errors at all levels of proficiency, from beginner to advance.

2.4.1.5 Proper and Common Nouns

Werner and Nelson (2007:57) states that there are two basic noun groups in English, countable and uncountable nouns. Countable nouns have singular and plural forms. Singular form of countable nouns often has articles (a/an) before them. Plural countable nouns do not have articles a/an before them. Uncountable nouns have only one form. Uncountable nouns do not have articles a/an before them.

According to Raymond Murphy (2004:138- 142) a countable noun can be singular orplural. For example: - I eat a banana every day.

I like bananas

Bananais a countable noun.

1) We can use numbers with Countable nouns. So we can say 'one

banana', 'two bananas' etc.

For examples of nouns usually Countable:

1. Kate was singing a song

2. There is *a* nice beachnear here

3. Do you have *a* ten- pound note?

4. It wasn't your fault. It was an accident.

5. There are no batteriesin the radio.

6. We haven't got enough cups.

It can use a/an with singular Countable Noun: (a beach, a student and an umbrella).You cannot use singular Countable Nouns alone (without a/the/my etc): for example: - I want abanana. (Not I want banana).

1. There's been an accident. (Not there's been accident).

2. She never wears a hat. (Noshe never wears hat)

3. be careful of the dog. (Noto be careful of dog)

4. What a beautiful day!

5. I have got a headache

Before singular Countable nouns you can use a/an:

For example: - Goodbye! Have a nice evening

Then you can use some and any with plural Countable Nouns:

For example: 1.we sang some songs.2. Did you buy any apples?

It usemany and few with plural Countable Nouns:

For example: - We didn't take many photographs.

1. I have a few things to do.

Many nouns can be used as Countable or Uncountable Nouns, usually with a difference meaning. Compare:

Countable noun:

1. Did you hear a noise just now? (A specific noise)

2. I bought a paper to read (a newspaper)

3. There is a hair in my soup (one single hair)

4. I had some interesting experiences while I was traveling (things that happened to me)

5. I had some interesting experiences while I was traveling (things that happened to me)

Uncountable Noun:

1. I cannot work here. There is too much noise (not too many noises)

2. I need some paper to write on (material for writing on)

3. You have got very long hair. (Not hairs)

4. You cannot sit here. There is not room (space)

5. They offered the job because I had a lot of experience. (Not experiences)

2.5 Writing

Writing is one of the important parts of communication among human writing is also me of language skill which has given an important contribution to human work, there are so many records or recent activities that can be read today, which can also be read in the future. Writing can help people to share the message or information even when being in different distance.

According to Richard (2005; 2) says that writing is a way to product language, which you do naturally when you speak. Writing is communication with other in a verbal way. Writing is also an action a process of discovering and organizing your ideas, putting them on pear and

reshaping and revising them. As Ghaith (2002) states that writing is about more than making our thoughts and idea visible and concrete. While writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer.

According to Manik, Sondang and JD (2016) says that writing is a process of putting thought, ideas, opinions, experiences, event and histories such as writing letters, notes,shopping list, etc.

From definition above the writer concludes that writing is a way to product language which comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on paper or a computer screen. It also a process that our writing can be influenced by constraints of gene and has to be present in learning activities.

2.5.1 The Process of Writing

According to Johnson (2008:179) there are five steps in the process of writing:

1. Prewriting

The goal here is to generate ideas, listening, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing are all ways to generate ideas.

2. Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. After done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

3. Revising

This is heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraph and move things around.

4. Editing

This is the stage where grammar, spelling and punctuation errors are corrected a word caution: the quickest way to rain a good writing project or damage a writer is to insist that step 4 be included in step 1,2,or 3. The writers are editing or worrying about mechanics all the prewriting, drafting and revising, stages, the flow ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

5. Publishing and sharing

This is where student's writing is shared with an audience. Writing becomes real and alive all this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short examples of writing in the hall or out in the community.

2.5.2 Genre of Writing

According to Martin in Hyland (2003:5) defined genre as a goal-oriented, stage social process. Genre are social process because members of a culture interact to achieve them, they are goal- oriented because they have evolved to achieve things, and stage because meanings are made in steps and it usually takes writers more than one step to reach their goals.

There are various kinds of genre, namely: descriptive, recount, narrative, exposition, procedure, anecdote, news item, discussion, explanation, report and review.

1. Descriptive

Descriptive is written English texts that function to describe an object. The object can be a concrete or abstract object. It can be a person, or an animal, or thing like a tree, a house, or a place. Description contains two components, they are, identification and description.

2. Recount

Recount is written English text that aims to make a report about an experience of a series of related event the past. Recount text is similar to the way a narration is written. There is no conflict inside recount text. A recount is a text which contains three components; they are orientation, events and reorientation.

3. Narrative

Narrative is any written English text in which function to amuse or certain by telling stories chronologically. This text uses simple past tense. There is conflict inside narrative text. Narrative text has four parts, namely, orientation, events, resolution and coda (optional)

4. Exposition

Exposition can be divided into two parts namely, analytical exposition and hortatory exposition. Analytical exposition is a written English text that functions to reveal the readers that something is the important case. This text contains three elements, they are, thesis, arguments, and reiteration (conclusion).

5. Procedure

Procedure is one of type's written English texts that functions to describe how something is accomplished through a sequence of action or step. Procedure has three components, namely,

topic plus statement of purpose, sequence of steps to accomplish in the topic and closing (optional)

6. Anecdote

Anecdote is a text that function to share with others an account of an unusual or amusing incident. Anecdote contains six component, they are title, abstract, orientation, crisis, reaction, and coda. It uses rhetorical question. There is unexpected of funny action.

7. News item

News item is any written English text containing one or more than one paragraph that function to inform readers about events of the day which are considered newsworthy or important. News item contains three components namely, headline or title, summary of event, background events and sources. This text uses action verbs and saying verbs.

8. Discussion

Discussion is a written English text that functions to present information and options about issues in more one side of an issue. ('for/pros' and 'against/ Cons'). It contains four components; they are general statement about particular social issues or social problem to be discussed, arguments for, arguments against, and recommendation.

9. Explanation

Explanation is a written text that functions to explain the process involved in the formation or working of natural or socio-cultural phenomena. Explanation contains three components, namely, general statement about a particular topic to be explained sequence of explanations that describe the process, the formation, the involvement, and closing (optional)

10. Report

Report is one of the texts can be written out by a descriptive technique. It describes an object to the readers commonly. It has three elements, namely, title, general statement or general classification and description.

11. Review

Review is a written text that functions to critique or evaluate an art work or event for a public audience. The elements of review text are title, identification, summary and evaluation and author and publisher.

2.5.3 The Purpose of Writing

According to Kate Granville (2001:1-2) there are three the purpose of Writing. They are:

1. Writing to inform

These kinds of writing can also be 'entertaining' in the sense that they're a good read. But entertaining the reader isn't their main purpose—that's just a bonus. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and universities.

2. Writing to Persuade

This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings. Mentioned above that imaginative writing occasionally pretends to be a true story, but if you're writing to inform or persuade, you shouldn't make things up. Following things:

1) Entertain—it doesn't necessarily make the readers laugh, but it at least engages their feelings in some way.

2) Inform—it tells the reader about something.

3) Persuade—it tries to convince the reader of something.

In the real world these purposes overlap. But a good place to start writing is to ask: What is the basic thing I want this piece of writing to do?

3. Writing to entertain

Think what it's like to be a reader—you can be entertained (emotionally gripped) by something very serious, even sad, as well as by something funny. An exciting plot can involve your emotions, too, by creating feelings of suspense. Writing that involves emotions can also be reflective and contemplative. Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays.

2.6 Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. According to McGraw-Hill Glencoe (2001: 196) Narrative writing is writing that tells a story. An example of narrative nonfiction contains elements—such as character, setting, and plot—also used in fiction. According to Pardiyono (2007:108) Narrative Text is a text to tell the activities or event in the past with the purpose to amuse or entertain and gives moral lesson to the readers.

1. Social function of Narrative text

To amuse or entertain the readers by the story

2. The Generic Structure of Narrative text

1. Orientation

Sets the scene: where and when the story happened and introduces theparticipants of the story: who and what is involved in the story.

2. Evaluation

A stepping back evaluate the plight

3. Complication

Sequence of events, which are problematic, that leads toconflict-climax.

4. Resolution

The problem (the crisis) is resolved, either in a happy ending or

in a sad (tragic) ending.

5. Re-orientation/Coda

A closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

3. Significant Lexico grammatical features of Narrative Text

-Focus on specific and usually individualized participants.

-Use of Material Processes

-Use of Relational Processes and Mental Processes.

-Use of temporal conjunctions and temporal circumstances.

- Use Past tense.

2.6.1 The Genre of Narrative

According to Knapp and Watkins (2005: 220-221) the genre of narrating or narrative is one of the most commonly read, though least understood of all the genres because narrative has

been and continues to be such a popular genre, there is a belief that it is a genre that students 'pick up' and write 'naturally'. Story writing therefore has been prominent as a means of naturally inducting students into the intricacies and idiosyncrasies of the English language.

2.6.2 The Example of Narrative Text

True Friends

Once upon time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Moral of the Story- A true friends in need is a friend indeed.

2.7 Previous Research

1. The writer took the data from Herlinawati English Department The Faculty of Tabiyah and Teacher's Training State Islamic University Syarif HidayahtuAllah Jakarta (2011) entitled Error Analysis in the student's Writing Narrative Paragraph at MTsN Pajajaran Pamulang. The objective of the research is to find out the type of and percentage of errors done by the students in using simple past in Narrative text paragraph Writing. The similarities of our research are Writing and narrative Text. There is the different between our researches, in her

Research is about the Simple Past and in my research is about Countable and uncountable noun.

2. The writer also took the data from Yeni Sanofa, Welya Roza and Lely Refnita

English Department the Faculty of Teacher Training and Education, Bung Hatta University entitled An Analysis of the first grade student's ability in Writing Simple Sentence having countable and uncountable nouns at SMP KARTIKA 1-6 Padang. Stated that the several findings

of the research, this research attempted to describe the ability in writing simple sentence having countable nouns and uncountable nouns of the first grade students at SMP Kartika Padang.

3. The writer took another data from Ade Irma Suryani Department of English Education Faculty of Tarbiya and Teachers Training 'Syarif Hidayatullah' state Islamic University Jakarta (2011) entitled An Analysis of the students' Error in Learning Plural Forms of Nouns, stated that the result students' error in Learning Plural Forms of Nouns It shows the first type of regular plural noun is the majority of plural.

4. The writer took another data from Tiya Erisanti English department Teacher Training and Education Faculty State Institute for Islamic Students (IAIN) Salatiga (2008) entitled Analyzing of the students' error of using countable and uncountable noun in writing descriptive text of the tenth grade students of SMK Muhammadiyah Salatiga.

2.8 Conceptual Framework

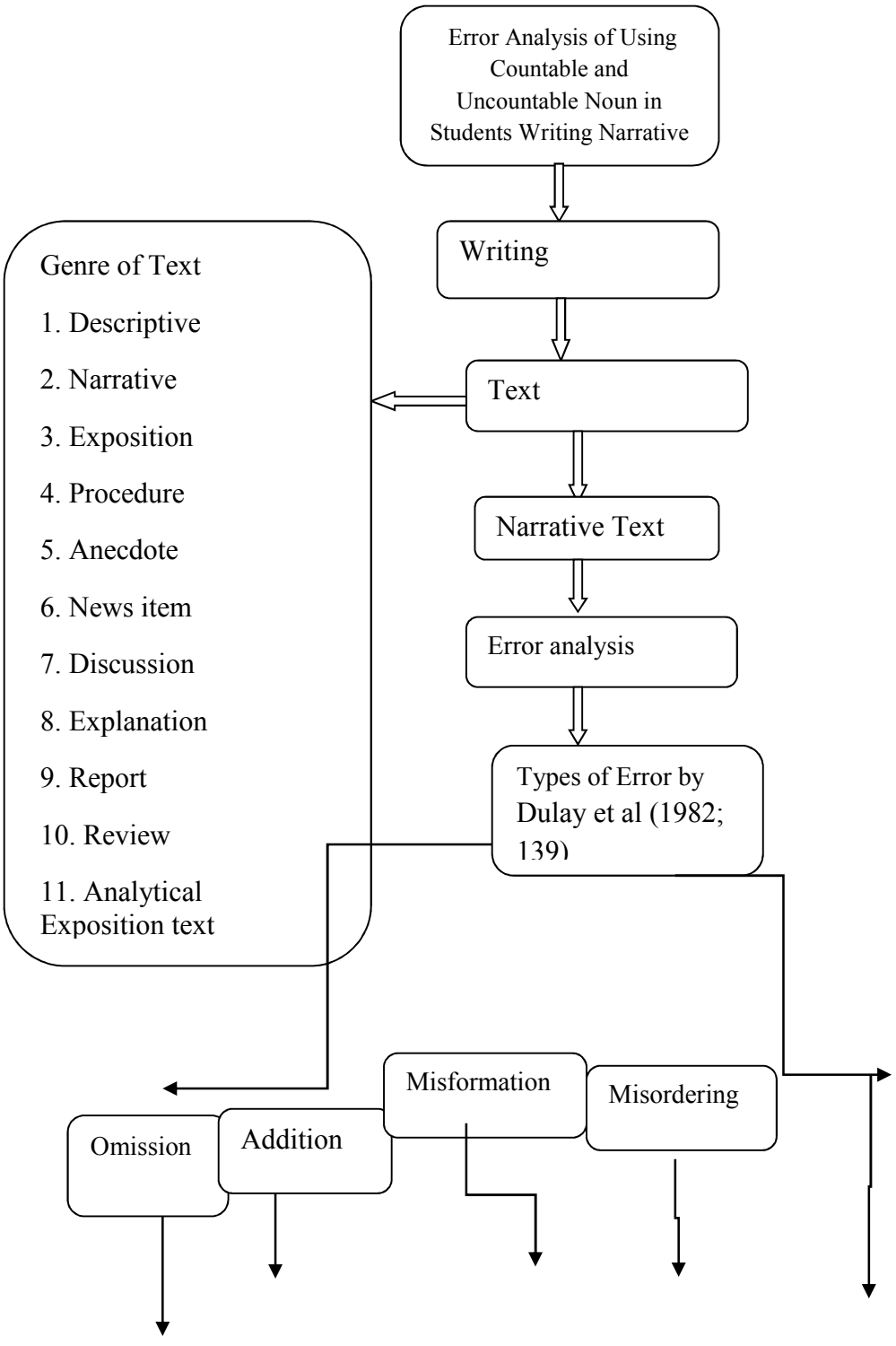
Error analysis is the analysis of kind and quantity of error that occurs on the students about the type and causes of language error. By analyzing the error, the teacher and the researcher hope to know more why the students make error in using Countable and Uncountable Noun.

Narrative text is writing that tell a story, where narrative is story that familiar in our dailylife. People used to amuse or entertain the other people with actual or various experience indifferent ways. Some students still have problem to write narrative text in using Countable andUncountable Noun. It means that the students make errors of using Countable and Uncountablenouns in the writing Narrative text.

According to According to Knapp and Watkins (2005: 220-221) the genre of narrating or narrative is one of the most commonly read, though least understood of all the genres. Because

narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students ‘pick up’ and write ‘naturally’. Story-writing therefore has been prominent as a means of naturally inducting students into the intricacies and idiosyncrasies of the English language.

The writer analyzes the using Countable and Uncountable Noun on Students Writing Narrative Text with Using Written Text. The writer uses the written test is to identity the errors and knows the score of students writing text using Countable and Uncountable Nouns in the writing Narrative text. Thus, this study will emphasize on analyze the errors of using Countable and Uncountable Noun in writing narrative text.


Error Analysis of Using Countable and Uncountable Noun in Students Writing Narrative
Writing
Text
Genre of Text
1. Descriptive
2. Narrative
3. Exposition
4. Procedure
5. Anecdote
6. News item
7. Discussion
8. Explanation
9. Report
10. Review
11. Analytical Exposition text
Narrative Text
Error analysis
Types of Error by Dulay et al (1982; 139)
Omission
Addition
Misformation
Misordering

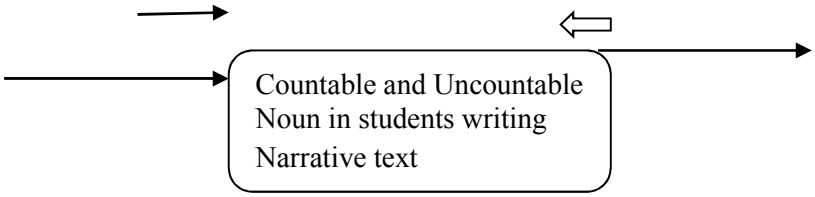


Figure 2.8.1 The Conceptual Framework of An Error Analysis of Using Countable and Uncountable Noun in Writing Narrative text.(Siburian, Tiurmauli 2020)

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the design of this study, subject of the researcher, object of the researcher, the instrument of collecting data, the technique of collecting data and the technique of analyzing data. To get the clearer view of above matters each of them would be elaborated in the following description.

3.1 Research Design

In doing this, the writer used descriptive qualitative research design to describe the types of using Countable and Uncountable Noun errors on student's writing narrative text. According to John W Creswell (2009:172) qualitative inquiry employs different philosophical assumptions; strategies of inquiry; and methods of data collection, Analysis, and interpretation. The goal of qualitative is collecting the data, arranging the data and interpreting the data.

3.2 Subject of the Research

The subject of the study was the students of Secondsemester especially group A English Department at Nommensen University Medan.

3.3 Instrument of Collecting Data

The instrument of collecting data was writing test. The students were assigned to write a narrative text. The writer asked them to write a narrative text. The students did the test in the classroom.

3.4 Technique of Collecting Data

To collect the data of problem

1. The writer took the following ways; firstly, the writer asked the students to write countable and uncountable noun in narrative text.

2. The writer took the following ways; firstly, the writer asked the students to take a piece of paper. Then, the writer asked the students to write a narrative text about their experiences personally. The students were free to choose what topics theywanted to write. The writer gave 50 minutes to write a narrative text using countable and uncountable noun as their exercise. After time was over, the writer collected the student's paper on writing narrative text. Then, she identified the errors made by the students on writing narrative text, in five components; orientation, evaluation, complication, resolution and reorientation. At last, the writer analyzed the student's error. To collect the data of problem

3. The writer took the following steps, firstly, the writer found some errors on students' paper then the writer checked it, and then the writer got the types of error and the most dominant made by students in writing narrative text in using Countable and Uncountable nouns

3.5 Technique of Analyzing Data

After collecting the data, the writer analyzed to achieve the intended objectives. The techniques that were used to analyze the data will be error analysis, based on the descriptive method applied in this study; the writer analyzed the data of the study with the following step:

1. Data collection

In this step, the collected the result of the students' paper writing narrative text which depended on students' experience as the data of this research.

2. Identification

Identification of errors here refers to the identification of any deviation of using Countable and Uncountable Noun which were found in the students' writing narrative text possibly.

3. Classification

The writer classified the data of the writing based on the category of errors According to Dulay et al (1982; 139) there are four commonly used bases for the descriptive classification of errors. They are linguistic category, surface strategy taxonomy, comparative taxonomy and communicative effect. In this study, the writer used the surface strategy taxonomy (omission, addition, misformation and misordering).

1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.

For example:

Data: There are at least twenty Italian restaurant in Little Italy.

Analysis: the sentence above is type of Noun, such as Countable Noun. In the

Sentence, indicate that one is omitted, “s” the sentence above is still wrong because there are twenty restaurants in it. But the sentence does not add *s* behind the Restaurant. The correct answer is “there are at least twenty Italian restaurants in Little Italy.

2) Addition

Addition errors are characterized by the presence of an item that must not appear

In well formed utterances. The error of addition happens because the students add letter or word in sentence where should not be added there. For example:

Data: Mr. Smith has some sheeps

Analysis: The sentence above is redundant noun on the Uncountable noun

Form” sheeps”. It is redundant because the noun sheep is also sheep in the plural

Uncountable noun. The correct sentence is Mr. Smith has some sheep.

3) Misformation

Misformation errors are characterized by the use of the wrong form of themorpheme or structure. For example:

Data: The mousses are disgusting

Analysis: the sentence above use the wrong form of uncountable noun. The noun “mouse” is irregular plural uncountable noun. We cannot add *s* behind the word. The plural noun form “mouse” is *mice.*The correct answer “The mice are disgusting”.

4) Misordering

Misordering errors are characterized by the incorrect placement of morphemeor group morphemes in an utterance. For example:

Data: I do not know where is the Book store?

Analysis: the sentence above is wrong. It is not WH- question but it is a

Statement. The wrong that we find “is”. So the correct sentence is “I do not know where the Book Store is?