

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a system that consists of the development, acquisition, maintenance and use of complex systems of communication, particularly the human ability to do so; and a language is any specific example of such a system. It has a big role for every individual in making a good relationship with others. Without language there is no communication because communication is the process of transmitting information from one person to another.

In learning English, the learners are expected to be able to master four language skills. 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 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.

Writing is considered to the most difficult skill in language learning. The difficulties occur in writing because it requires capability in language components such as grammar, pronunciation and vocabulary. As the writer will analyze in this thesis, grammar is the mental system of rules and categories that allows human to form and interpret the words and sentence of their language. Grammar plays a significant role in improving our skill in English. It is a very basic knowledge and an important tool for students to master English. Through learning of

grammar the students will know system of language so they will be able to combine and build words into meaningful sentence.

There are eight parts of speech in English grammar that the students have to understand which consist of noun, pronoun, adjective, verb, adverb, conjunction, preposition, and interjection. One of parts of speech that will be discussed is noun. A noun is a kind of part of speech that describes a person, place, or thing. In learning about noun, the students are introduced with countable and uncountable noun; it means that we have to talk the things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner "a" or "an" and the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form.

Hariyono and Brassey (2015:18) say that countable nouns are nouns that can be counted by number and uncountable nouns are nouns that cannot be counted by number. Werner and Nelson (2007:57) state 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.

There are some expressions of quantity that can be used in countable nouns, uncountable nouns, or both of them, they are: some and any may appear before plural countable nouns and uncountable nouns. A lot of may appear before plural countable nouns, and many may appear

only before plural countable nouns A few appears only before plural countable nouns, and a little appears only before uncountable nouns.

Based on the researcher's experience, when taking teaching practice, the researcher found that students' error to write simple paragraph having countable nouns and uncountable nouns was still unsatisfactory. The researcher found some mistakes made by student in using singular and plural countable nouns and uncountable nouns in writing .Many students still do not understand and cannot apply singular and plural rules in English. They have difficulties to form plural in English. For example, the general rule for writing the plural in English nouns is to add – s to the singular form (boy-boys).

However, this rule is only used for regular plural for word like woman, foot, children, etc. These are irregular plural. The rule is complicated. The consequence is the students will make so many errors in their learning. Making error during learning English is a natural process. It is normal because learning the second language is a process which involves the making of mistake, even errors. However it cannot be neglected. The teacher should be aware of this issue and do something to avoid their students to make the same error. The error they made should be regarded as necessary part of learning a language. One of the strategies to prevent the students from making the same error is by analyzing the learners' error itself.

The above explanation stimulated the researcher to conduct the research entitled “**Error Analysis of Using Countable and Uncountable Noun In Writing Narrative Text.**”

1.2 The Problems of the Study

Based on the background of the study above, the writer identifies the problem of the study is formulated as the following:

1. What types of error 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 writing narrative text?

1.3 The Objectives of the Study

The objectives of the 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 countable noun, pronoun adverb, conjunction, adjective error and so on. This study 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 Strategy Taxonomy by Heidi Dulay, they are Omission, Addition, Misformation, and Misordering errors.

1.5 The Significances of Study

There are two kinds of significances in a scientific study. The two significances of the study are stated as the following:

1. The theoretically
 - 1) The result of the study can be used as alternative research

In analysis of student's error in using countable and uncountable noun in writing narrative text.

2. The practically

- 1) The students get more understanding about countable and uncountable noun error and it helps them the use of the correct countable and uncountable noun when the students want to write a text.
- 2) The teacher knows easier way to teach countable and uncountable noun in writing narrative text.
- 3) The reader gets more knowledge about the use of the correct countable and uncountable noun.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting research, theories are needed to explain and clarify some concepts or terms use in the study concerned. The terms used in this study are needed to be theoretically explained. This framework absolutely useful in order to give clearer understanding all of the things related

to the study. The theoretical elaboration on the concepts and terms will be presented in the following.

2.2 Definition of Error Analysis

Error analysis is the analysis of kind and quantity of error that occurs on the students about the types and causes of the language error. By analyzing the error, the teacher and researcher hope to know why the students make error. 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. It means to do error analysis teacher must put attention step by step from collecting sample to evaluating errors made by students.

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.

The fact that learners do make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis. Error analysis become distinguished from contrastive analysis by its examination of errors attributable to all possible sources, not just those which result from negative transfer of the native language.

Error analysis easily superseded contrastive analysis, as we discovered that only some of the errors a learner makes are attributed to the mother tongue, that learners do not actually make all the errors that contrastive analysis predicted they should, and that learners from disparate language backgrounds tend to make similar errors in learning one target language.

2.3 Types of Error

The error students may be classified as the error of competence and the errors of performance. The errors competence are systematic and continuously. Otherwise, error of performance are unsystematic and the students' can correct by themselves. To describe the types of error, Heidi Dulay (1982 146:192) said there are four types of error.

2.3.1 Error Based on Linguistic Category Taxonomy

Many error taxonomies have been based on the linguistic item which is affected by an error. These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error effect.

Language components include phonology (pronunciation, syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth.

2.3.2 Error Based on Surface Strategy Taxonomy

The surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.

Analyzing errors from a surface strategy perspective holds much promise for researcher concerned with identifying cognitive processes that underline the learner's reconstruction of the new language. This surface strategy taxonomy classified into four types, they are omission, addition, misformation and misordering.

2.3.2.1 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 morphemes are omitted more than others. For example: Mr. Smith is the president of the big company. The words Mr. Smith, president, big and company are the content of morphemes that carry the burden of meaning.

2.3.2.2 Addition

Addition errors are the opposite of omissions. They are characterized by the present of an item which must not appear in a well-formed utterance.

There are three types of addition error, namely: double markings, regularizations, and simple additions. These errors are good indicators that some basic rules have been acquired, but that the refinements have not yet been made.

First, *Double markings*: many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions but not in others. For example, "he did not ate the apple" contains a redundant past form on the verb form "eat". It is redundant because the auxiliary "did" already carries the verb "ate". In negative and interrogative form, you must use present form or infinitive verb. So the sentence must be "he did not eat the apple".

Secondly, *regularization errors*: a rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most language, however, some members of a class are exceptions to the rule. Whenever there are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the regular ones to those that are irregular, resulting in errors of regularization.

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example, “ the verb “swim” cannot changed into swimed but swam. The noun “fish” is also “fish” in the plural, not fishs. The students thought that all of past form are added *-d/-ed* and also the plural form are added *-s/-es*. It is one of error that the students do in learning.

Thirdly, simple addition: errors are the “grab bag” subcategory of additions. If an addition error is not a double marking nor a regularization, it is called a simple addition. No particular features characterize simple addition other than those that characterize all addition errors- the use of an item which should not appear in a well-formed utterance. For example,” the Mr. Smith is *in* over there”. The student made an error for preposition (*in*). They think that “over” is not a preposition so they add “in” for preposition. The right sentence “ Mr. Smith is over there” without “in”.

2.3.2.3 Misformation

Misformation errors are characterized by the use of the wrong form 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. Thus far, three types of misformation have been frequently reported in the literature: regularization, archi-form alternating form.

Regularization errors: that fall under the misformation category are those in which a regular marker is used in place of an irregular one. For example “ drive”. The students often forget the different between regular and irregular verb. They think that all the past form are added *-ed/d* behind the verb. “drive” is irregular verb so the right is “drove”. Beside that, they also often forget about the regular and irregular plural noun. For example: “mouse and goose”

both of them are irregular singular noun. But if the teacher ask them to make them into plural noun they directly add *-s/-es* behind the noun. It is one of the error that the students make in learning. The right plural noun “mice and geese”.

Archi-forms: the selection of one member of forms to represent others in the class is a common characteristic of all stages of second language acquisition. We have called the form selected by the learner an archi-form. For example” a learner may temporarily select just one of the English demonstrative adjectives *this, that, these, and those*, to do the work for several of them: that dog, that dogs. For this learner, *that* is the archi- demonstrative adjective representing the entire class of demonstrative adjectives.

Alternating forms: as the learner’s vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. In the case of pronoun, we see: plural for singular (or vice versa), as in: *they for it* and masculine for feminine (or vice versa), as in: *he for her*

2.3.2.4 Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example: “what mary is doing?” The students often do it. They do not know the structure of the sentence. they directly translate from Indonesia to English. So the right sentence” what is Mary doing?”.

2.3.3 Error Based on Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparison between the structure of L₂ errors and certain other types of constructions. There are two types categories in this taxonomy. They are developmental errors and interlingual errors.

2.3.3.1 Developmental Errors

Development errors are errors similar to those made by children learning the target language as their first language. There are two considerations of interest in comparing L₂ and L₁ acquisition errors.

The first, if characteristics common to both L₁ and L₂ acquisition could be identified, theoretical inferences that have been drawn from the large pool of L₁ research data may be applicable to L₂ acquisition theory as well. *The second*, since children acquiring a first language have not experienced learning a previous language, the errors they make cannot possibly be due to any interference from another language.

2.3.3.2 Interlingual Errors

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language. To identify an interlingual error, researchers usually translate the grammatical form of the learner's phrase or sentence into the learner's first language to see if similarities exist.

2.3.3.3 Ambiguous Errors

Ambiguous errors are those that could be classified equally well as developmental or interlingual. That is because these errors reflect the learner's native language structure and at the same time, they are of the type found in the speech of children acquiring a first language.

The ambiguous category is particularly important in a comparative taxonomy.

2.3.4 Error 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.

2.3.4.1 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: *-Wrong order of major constituents, - Missing, wrong, or misplaced sentence connector, - Missing cues to signal obligatory exceptions to pervasive syntactic rules and regularization of pervasive syntactic rules to exceptions.*

2.3.4.2 Local Errors

Errors that affect single elements (constituents) in a sentence do not usually hinder 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.

2.4 Sources of Error

Having examined procedures of error analysis used to identify errors in second language learner production data, our final step in the analysis of erroneous learner speech is that of determining the source of error. Why are certain errors made? What cognitive strategies and styles or even personality variables underlie certain errors? While the answers to these questions are somewhat speculative in that sources must be inferred from available data, in such questions lies the ultimate value of learner language analysis in general. By trying to identify sources we

can take another step toward understanding how the learner's cognitive and affective processes relate to the linguistic system and to formulate an integrated understanding of the process of second language acquisition.

According to H. Douglas Brown(2000: 232- 233) there are two types of source of errors, these are:

2.4.1 Interlingual Transfer

Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw.

We have all heard English learners say "sheep" for "ship," or "the book of Jack" instead of "Jackbook"; French learners may say "Je saisjean" for "Je connais Jean," and so forth. All these errors are attributable to negative interlingual transfer. While it is not always clear that an error is the result of transfer from the native language, many such errors are detectable in learner speech. Fluent knowledge or even familiarity with a learner's native language of course aids the teacher in detecting and analyzing such errors.

The learning of a third language (and subsequent languages) provides an interesting context for research. Depending upon a number of factors, including the linguistic and cultural relatedness of the languages and the context of learning, there are varying degrees of interlingual interference from both the first and second language to the third language, especially if the second and third languages are closely related or the learner is attempting a third language shortly after beginning a second language.

2.4.2 Intraingual Transfer

Intraingual transfer (within the target language itself) is a major factor in second language learning. Negative intraingual transfer or overgeneralization has already been illustrated in such utterances as "Does John can sing?" Other examples abound—utterances like "He goed," "I don't know what time is it." Once again, the teacher or researcher cannot always be certain of the source of an apparent intraingual error, but repeated systematic observations of a learner's speech data will often remove the ambiguity of a single observation of an error.

2.5 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).

2.5.1 Types of Noun

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

2.5.1.1 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:

<i>Concrete</i>	<i>Abstract</i>
Newspaper	love
Heel	honesty
Glass	culture
Jewelry	mind

2.5.1.2 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.

<i>Singular</i>	<i>Plural</i>
Box	boxes
Bed	beds
Kite	kites
Day	days
Country	countries
Man	men
Child	children

2.5.1.3 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.

2.5.1.4 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:

The hand a hand hands

Here are some other nouns which demonstrate the same pattern:

The store a store stores

The idea an idea ideas

The tissue a tissue tissues

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

*The dust *a dust *dusts*

*The energy *an energy *energies*

*The biology *a biology *biologies*

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 or an with them and do not typically make them plural. These nouns are called, also appropriately,

noncount 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 advanced.

2.5.1.5 Proper and Common Nouns

Nouns that are actual names, for example Mary, are called proper nouns. Nouns that are not names are called common nouns, e.g. girl. One way to identify a proper noun is to ask yourself: is this a noun I would capitalize, no matter where it is in a sentence? If so, it’s a proper noun.

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 or plural. For example: - I eat a *banana* every day.

- I like *bananas*

Banana is 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:

- Kate was singing *a song*
- There is *a nice beach* near here
- Do you have *a ten- pound note*?
- It wasn't your fault. It was *an accident*.
- There are no *batteries* in the radio.
- We haven't got enough *cups*.

Countable nouns can be *singular* or *plural*:

A dog	a child	the evening	this party	an umbrella
Dogs	some children	the evenings	these parties	two umbrellas

2. We 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 *a banana*. (*not* I want banana).

- There's been *an accident*. (*not* There's been accident).
- She never wears *a hat*. (*not* she never wears hat)
- Be careful of *the dog*. (*not* be careful of dog)
- What *a beautiful day*!

- I have got *a headache*

3. Before singular Countable nouns you can use *a/an*:

For example: - Goodbye! Have *a nice evening*

- Do you need *an umbrella*?

4. You can use plural Countable Nouns alone:

For example: - I like *banana*. (banana is general)

- *Accident* can be prevented

5. You can use *some* and *any with* plural Countable Nouns:

For example: - We sang *some songs*.

- Did you buy *any apples*?

6. We use *many* and *few* with plural Countable Nouns:

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

- I have *a few* things to do.

Compare singular and plural:

A dog is <i>an animal</i>	Dogs are <i>animals</i>
I am <i>an optimist</i>	We are <i>optimist</i>
Tom's father is <i>a doctor</i>	Most of my friends are <i>students</i>
Are you <i>a good driver</i> ?	Are they <i>good students</i> ?
John is <i>a really nice person</i>	John's parents are really <i>nice people</i> .
What <i>a lovely dress</i> !	What <i>awful shoes</i> !

7. Remember to use *a/an* when you say what somebody's job is:

For example: -Sandra is a nurse. (*not* Sandra is nurse)

- Would you like to be *an English Teacher*?

8. You can use *some* with plural Countable nouns. We use *some* in two ways.

Some = a number of / a few of / a pair of:

For example: - I have seen *some* good films recently. (*not* I have seen good film)

- *some* friends of mine are coming to stay at the weekend.

9. Do not use *some* when you are talking about things in general

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

- My aunt is a writer. She writes *books*. (*not some* books)

An uncountable noun has only one form.

For example: -I eat *rice* every day

- I like *rice*

Rice is

An Uncountable Noun.

1. We cannot use numbers with Uncountable Nouns. We cannot say ' *one rice*', '*two rice*' etc.

Examples of nouns usually Uncountable Noun:

- Kate was listening to *some music*

- There's *sand* in my shoes

- Do you have any *money*?

- It wasn't your fault. It was bad *luck*.

- There is no *electricity* in this house.

- We haven't got enough *water*

2. You cannot normally use *a/an* with Uncountable Nouns. We do not say ‘*a sand*’, ‘*a music*’, ‘*a rice*’. but you can often use Uncountable nouns alone (without *the/my/some* etc). for example : - I eat *rice* every day

- There’s *blood* on your shirt.

- Can you hear the *music*?

3. You can use *some* and *any* with Uncountable Nouns:

For example: - We listened to *some music*.

- Did you buy *any apple juice*?

4. We use *much* and *little* with Uncountable Nouns:

For example: - We didn’t do *much shopping*.

- I have a *little work* to do.

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

Countable nouns	Uncountable nouns
Did you hear <i>a noise</i> just now? (a specific noise)	I cannot work here. There is too much <i>noise</i> . (not too many noises)
I bought <i>a paper</i> to read (a newspaper)	I need <i>some paper</i> to write on. (material for writing on)
There is <i>a hair</i> in my soup (one single hair)	You have got very long <i>hair</i> . (not hairs). (all your hair in your head)
You can stay with us. There is <i>a spare room</i> (a room in a house)	You cannot sit here. There is not <i>room</i> . (space)
I had some interesting <i>experiences</i> while I was travelling. (things that	They offered me the job because I had a lot of <i>experience</i> . (not experiences)

happened to me)	
Enjoy your trip. Have <i>a good time!</i>	I cannot wait. I have not got <i>time</i>

5. Coffee/ tea/juice/beer etc. (drinks) are normally uncountable noun:

For example: I do not like *coffee* very much but you can say a coffee (a cup of coffee), two coffees (two cups) etc: two coffees and an orange juice, please

The following nouns are usually uncountable:

Accommodation	behavior	damage	luck	permission	traffic
Advice	bread	furniture	luggage	progress	weather
Baggage	chaos	information	news	scenery	work

6. You cannot use *a/an* with these nouns:

For example: - I am going to buy *some bread* or*a loaf of bread*
(*not a bread*)

- enjoy your holiday! I hope you have good
weather. (*not a good weather*)

. These nouns are not usually plural (so we do not say ' breads', furnitures' etc)

For example: - where are you going to put all your furniture? (*not furnitures*)

- let me know if you need more information. (*not information*)

News is uncountable noun, not plural (*The news was* very depressing. (*not the news were*). *Travel (noun)* means 'travelling in general' (Uncountable). We do not say ' *a travel*' to mean a trip or a journey:

For example: - They spend a lot money on *travel*.

- We had a very good trip/journey. (not a good travel)

Compare these Countable and Uncountable nouns:

Countable nouns	Uncountable nouns
I am looking for <i>a job</i>	I am looking for <i>work</i> (<i>not a work</i>)
What a beautiful <i>view</i> !	What beautiful scenery!
It is a nice <i>day</i> today	It is nice <i>weather</i> today
We had a lot of <i>bags</i> and <i>cases</i>	We had a lot of <i>baggage/luggage</i>
These <i>chairs</i> are mine	This <i>furniture</i> is mine
That is a good <i>suggestion</i>	That is good <i>advice</i>

2.6 The Definition of Writing

The written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language.. According to Novi Alvionita (2014:1) Writing is a process of communicating about something on the paper. Through writing, the students can convey, share, and also express their idea, opinion, feeling, and desire. Writing is the process which a person selects, develops, arranges, and expresses idea in unit of discourse.

John Langan (2010:10) said that Writing is a skill like driving, typing, or cooking, and like any skill, it can be learned. If you have the determination to learn, this book will give you the extensive practice needed to develop your writing skills. People who believe that writing is a “natural gift” rather than a learned skill may think that they are the only ones for whom writing is unbearably difficult. Their writing fails chiefly because they have convinced themselves that

they don't have the "natural talent" needed to write. Unless their attitude changes, they probably will not learn how to write effectively. Many people find it difficult to do the intense, active thinking that clear writing demands. It is frightening to sit down before a blank sheet of paper or a computer screen and know that an hour later, little on it may be worth keeping.

2.6.1 The Process of Writing

John Langan (2010: 17-30) states that Writing a paper is a process that can be divided into the following steps: *Prewriting, Writing the first draft, Revising Editing and proofreading*

1. Prewriting

If you are like many people, you may have trouble getting started writing. A mental block may develop when you sit down before a blank sheet of paper or a blank screen. You may not be able to think of an interesting topic or a point to make about your topic. Or you may have trouble coming up with specific details to support your point. And even after starting a composition, you may hit snags—moments when you wonder “What else can I say?” or “Where do I go next?”

2. Writing The First Draft

When you write a first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting. And don't worry if you hit a snag. Just leave a blank space or add a comment such as “Do later” and press on to finish the paper. Also, don't worry yet about grammar, punctuation, or spelling. You don't want to take time correcting words or sentences that you may decide to remove later. Instead, make it your goal to state your main idea clearly and develop the content of your paragraph with plenty of specific details.

3. Revising

Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means that you rewrite a paragraph or paper, building upon what has already

been done in order to make it stronger. One writer has said about revision, “It’s like cleaning house—getting rid of all the junk and putting things in the right order.” It is not just “straightening up”; instead, you must be ready to roll up your sleeves and do whatever is needed to create an effective paper. Too many students think that a first draft is the final one. They start to become writers when they realize that revising a rough draft three or four times is often at the heart of the writing process.

4. Editing And Proofreading

The next-to-last major stage in the writing process is editing—checking a paper for mistakes in grammar, punctuation, usage, and spelling. Students often find it hard to edit a paper carefully. They have put so much work into their writing, or so little, that it’s almost painful for them to look at the paper one more time. You may simply have to will yourself to carry out this important closing step in the writing process. Remember that eliminating sentence-skills mistakes will improve an average paper and help ensure a strong grade on a good paper. Furthermore, as you get into the habit of checking your papers, you will also get into the habit of using sentence skills consistently.

2.6.2 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 university.

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:

- Entertain—it doesn't necessarily make the readers laugh, but it at least engages their feelings in some way.
- Inform—it tells the reader about something.
- 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.

2.7 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 the participants 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 to conflict-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 Lexicogrammatical 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.

2.7.1 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.

2.7.2 The Example of Narrative Text

Fox and A Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Moral: A single plan that works is better than a hundred doubtful plans.

2.8 Previous Research

The writer took the review of related literature from other graduating paper as the principles of comparison with this research.

First, The writer took the data from Herlinawati English Department The Faculty of Tabiyah and Teacher's Training State Islamic University Syarif HidayatuAllah 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 research, in her research is about the Simple Past and in my research is about Countable and uncountable noun. The several findings of the research, based on the table of student's errors in writing, it can be stated that: total errors of addition using regular verb are on percentage 13.88%, errors omission are 29.86%, errors misinformation are 26.38%, errors are misordering are 29.86%.

The advantages from this research to help the writer to complete theory of writing narrative text and also know the different errors that the students made in writing narrative text at MTsN Pajajaran Pamulang and it makes the writer easier in her research and to find out the comparison between this previous and her research.

Second, 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. The

design of this research was descriptive. The population of this research was the first grade students at SMP Kartika 1-6 Padang. The total number of population members was 128 students. The researcher used cluster random sampling to select the sample, and class VII.1 had been chosen to be the sample of this research. The researcher used writing sentence test to collect the data. Based on the result of data analysis, it was indicated that the first grade students' ability in writing simple sentence having countable nouns and uncountable nouns at SMP Kartika 1-6 Padang was low. It was proved that (80%) students had low ability. In detail, the result of data analysis also showed that 70% students had low ability in writing verbal simple sentence having singular countable nouns, 60% students had low ability in writing nominal simple sentence having singular countable, 63% had low ability in writing verbal simple sentence having plural countable nouns, 57% students had low ability in writing nominal simple sentence having plural countable noun, 80% students had low ability in writing verbal simple sentence having uncountable nouns, 97% students had low ability in writing nominal simple sentence having uncountable nouns. Based on the findings, the researcher hoped the result of this research will give contribution of knowledge to English teachers, the students and further researcher. It can be concluded that most of the students at SMP Kartika 1-6 Padang still have low ability in writing simple sentence. The similarities of our research are the subject which is about Countable and Uncountable Nouns and also in writing skill. There are the differences between our research. In their research, they analyze the student's ability in writing simple sentence having Countable and uncountable nouns but in my research, in writing Narrative text.

The advantages from this research to help the writer to complete the theory of countable and uncountable and it makes the writer easier in her research and to find out the comparison between this previous.

The last, 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. From the irregular forms, a noun with identical singular plural and is the highest percentage with the average (83, 33%). The second level is irregular plurals from Latin and Greek (79, 52%). The third level is irregular – (e) n plurals (66, 66%). The fourth level is Umlaut plurals (63, 33%). And the lowest level is noun with identical and plural singular (62, 22%). From the interpretation data above, it can be summarized; many students made errors most in irregular forms than in regular forms with the average of percentage 71, 01% while in regular forms 31, 60%. . The similarity of our research is about Noun. There is the different between our research, in her research, the writer gave a test to the first year students of MTs Nurul Huda Bogor but in my research, I will give a test to the second year students of SMA Negeri 2 Pangururan..

The advantages from this previous research to help the writer to complete the theory of noun and the writer also knows some errors that the students made in learning plural noun so that, the writer can make the comparison between this previous research and her research.

2.9 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.

According to Raymond Murphy (2004: 138- 142) A Countable Noun can be singular or plural.

For example: - I eat a *banana* every day.

- I like *bananas*

Banana is a countable noun.

1. We can use numbers with Countable nouns. So we can say '*one banana*', '*two bananas*' etc.

2. We 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 a *banana*. (*not* I want banana).

- There's been *an accident*. (*not* There's been accident).

3. Before singular Countable nouns you can use *a/an*:

For example: - Goodbye! Have *a nice evening*

- Do you need *an umbrella*?

4. You can use plural Countable Nouns alone:

For example: - I like *banana*. (Banana is general)

- *Accident* can be prevented

5. You can use *some* and *any* with plural Countable Nouns:

For example: - We sang *some songs*.

- Did you buy *any apples*?

6. We use *many* and *few* with plural Countable Nouns:

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

- I have a *few* things to do.

7. You can use *some* with plural Countable nouns. We use *some* in two ways.

Some = a number of / a few of / a pair of:

For example: - I have seen *some* good films recently. (*not* I have seen good film)

An Uncountable Noun has only one form.

For example: - I eat *rice* every day

- I like *rice*

Rice is An Uncountable Noun.

1. We cannot use numbers with Uncountable Nouns. We cannot say ' *one rice*', '*two rice*' etc.
2. You cannot normally use *a/an* with Uncountable Nouns. We do not say '*a sand*', '*a music*', '*a rice*'. But you can often use Uncountable nouns alone (without *the/my/some* etc).

For example: - I eat *rice* every day

- There's *blood* on your shirt.

3. You can use *some* and *any* with Uncountable Nouns:

For example: - We listened to *some music*.

- Did you buy *any* apple *juice*?

4. We use *much* and *little* with Uncountable Nouns:

For example: - We didn't do *much shopping*.

- I have a *little work* to do.

5. Coffee/ tea/juice/beer etc. (drinks) are normally uncountable noun:

For example: I do not like *coffee* very much but you can say a coffee (a cup of coffee), two coffees (two cups) etc: two coffees and an orange juice, please!

6. You cannot use *a/an* with these nouns:

For example: - I am going to buy *some bread* or*a loaf of bread*
(not a bread)

- enjoy your holiday! I hope you have good
weather. (not a good weather)

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

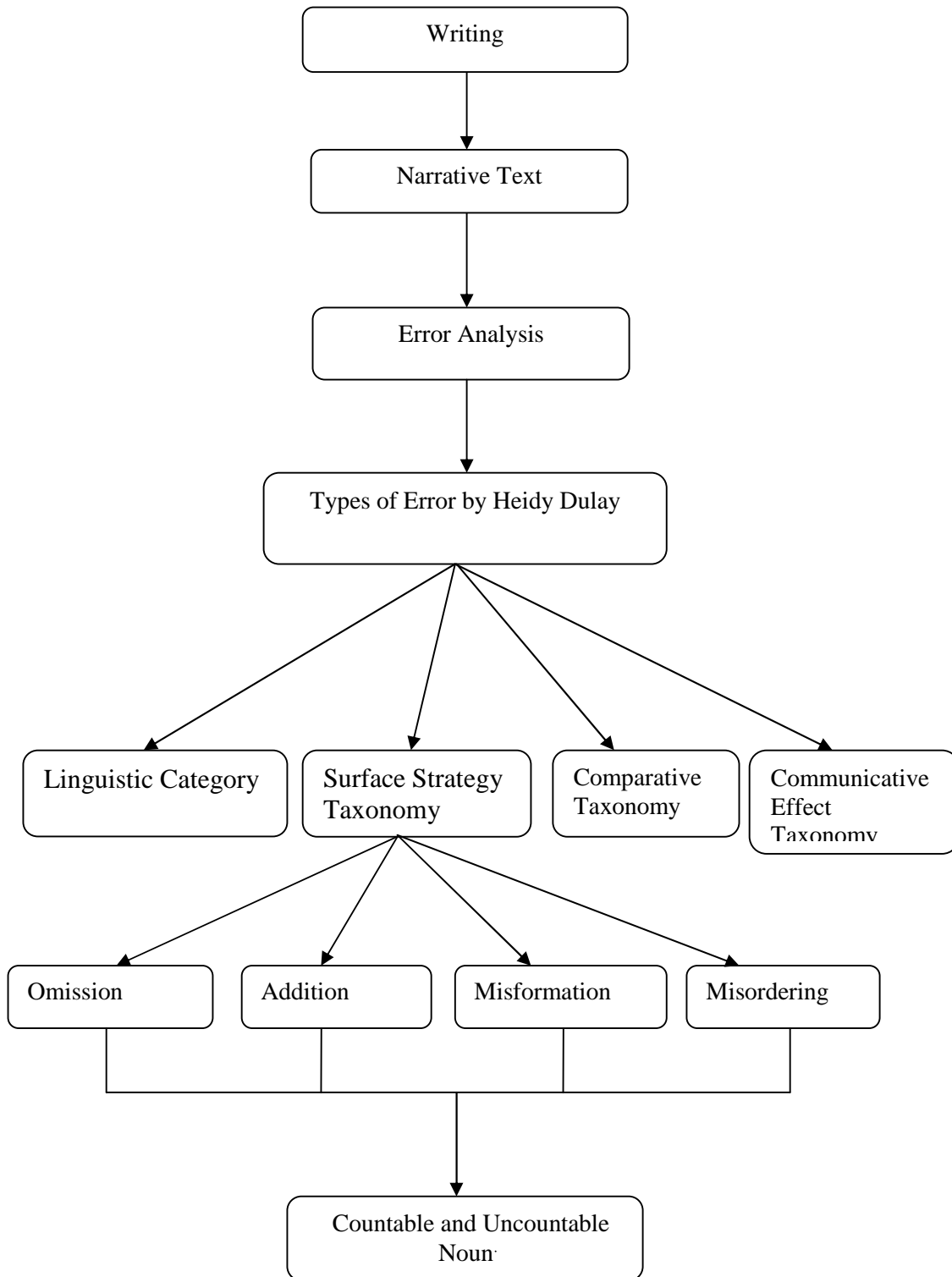


Figure 2.9.1 the conceptual framework of an error analysis of using countable and uncountable noun in writing narrative text (Eva M. Simanjorang.2018)

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 and Object of Study

The subject of the study was the students of grade ten of SMA Negeri 2 Pangururan, especially in class of X MIA-1. The writer took one class from six classes of that school with consist of 30 students in a class. The writer chose that class because the writer wanted to know

their knowledge in writing narrative text. And the writer took 30 students because the number of the class was 30 students. The object of the study was test.

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 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 they wanted 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 re-orientation. At last, the writer analyzed the student's error.

To collect the data of problem II, 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 Heidi Dulay (1982 146) 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. So 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 . So the correct sentence is Mr. Smith has some sheep.

3) Misformation

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

Data : The mouses are disgusting

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

4) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or 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. So the wrong that we find "is". So the correct sentence is "I do not know where the Book Store is?"