CHAPTER I
INTRODUCTION

In this chapter, the researcher discusses the background of the research, the statements of the problem, the objectives of the research, the significance of the research and the scope of the research.

A. The Background of the Research

The most widely spoken and desired foreign language is English, which many people aspire to learn and master. Also, knowing English makes it easier to apply for higher education in an English-speaking nation. According to Mohu (2012), learning English will aid a student's development of English language abilities both inside and outside of the classroom when they participate in a study abroad program. Moreover, English is a subject that is taught in schools as part of formal education. The four language abilities are speaking, writing, reading, and listening. The researcher's primary area of attention in this study is writing ability. Writing is regarded as the most challenging English skill in the entire learning and teaching process. The authors of Saragih, Silalahi, and Pardede (2014) claim that writing is challenging for pupils because one of the schools in Kudus who study English is MA Mu'allimat NU Kudus. When the researcher consulted with the teacher of MA Mu'allimat NU Kudus, the researcher asked to the teacher about the use of countable and uncountable nouns in descriptive text. The teacher said that there were students still made error when they wrote descriptive text by using countable and uncountable nouns.

Based on observations made in the classroom, the researcher believes that there were several grammatical mistakes made by the students when they attempted to construct their own English writing, particularly when utilizing countable and uncountable nouns to write descriptive prose. Conclusion: Error analysis is a method for identifying the contributing factors to student writing errors. Error analysis may be used to understand

more about the typical challenges faced by language learners. The study of mistake analysis thus tries to examine the challenges that students have while producing texts, particularly descriptive writings.

The reality is that eleventh grade students still frequently misuse countable and uncountable nouns when writing descriptive texts with supporting details. They frequently use many/much, -s/-es, and other words incorrectly and inconsistently. Following this study, the researcher believes that students would be able to appropriately employ countable and uncountable nouns in descriptive prose according to grammar, linguistics, and current theories. The researcher therefore provides MA Mu'allimat NU Kudus with this research with the intention of learning the types of mistakes and what causes them to be incorrect in the use of countable and uncountable nouns in descriptive text, which are anticipated to be useful for all circles. For the students, the findings of the study will be incredibly useful in providing fundamental knowledge and knowledge of how to use countable and uncountable nouns in descriptive text, as well as assisting student learning. To learn a more effective way to teach grammar principles, particularly how to employ countable and uncountable nouns in writing, for the instructors.

This research are referred to some relevant the previous research. The previous research was conducted by Manalu (2018) entitled *"Error Analysis of Countable and Uncountable Noun in Writing Descriptive Text at Junior High School"*. In this study, the researcher found many of the second year students at SMP N 37 Medan made grammatical errors in writing descriptive text.

The second previous research was conducted by Simanjorang (2018) entitled *"Error Analysis of Using Countable and Uncountable Noun in Writing Narrative Text of the Tenth Grade Students"*. In this study the most dominant error is error of addition.

The third previous research was conducted by Siburian (2020) entitled *"Error Analysis of Using Countable and Uncountable Noun in Students*

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Writing Narrative Text". Based on the research finding in this research, the most dominant error was omission.

On the basis of earlier research, it is possible to draw the conclusion that this study differs from earlier studies. The first previous research focused on analyzing countable and uncountable nouns in descriptive text; the second and third previous research focused on analyzing countable and uncountable nouns in narrative text; however, the researcher's focus in this research is on an analysis of students' errors in using countable and uncountable nouns in descriptive text at the eleventh grade students at MA Mu'allimat NU Kudus. The researcher is also interested in learning what causes pupils to employ countable and noncountable nouns in their descriptive writing. "An Error Analysis on the Usage of Countable and Uncountable Nouns in Writing Descriptive Text by Eleventh Grade Students MA Mu'allimat Nu Kudus" is the title of the research project that the researcher intends to pursue further.

B. The Statements of the Problem

Based on the background of the research above, the authors identify the research problem which is formulated as follows:

1. What types of error are made by the students in using countable and uncountable noun in writing descriptive text at eleventh grade of MA Mu'allimat NU Kudus?

2. What factors cause the error of using countable and uncountable nouns in writing descriptive text at eleventh grade of MA Mu'allimat NU Kudus?

C. The Objectives of the Research

The objectives of the research are:

1. To find out the types of errors are made by the students in using countable and uncountable nouns in writing descriptive text at the tenth grade of MA Mu'allimat NU Kudus.

2. To find out the factors cause of errors in the use of countable and uncountable nouns in writing descriptive text at eleventh grade of MA Mu'allimat NU Kudus.

D. The Significance of the Research

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

1. Theoretically

    1) The study's findings are likely to broaden the horizons of English writing, particularly in the employment of countable and uncountable nouns.

    2) It might be effective as an alternative to studying countable and uncountable errors in descriptive text writing.

2. Practically

    1) For the students, the findings of the study will be incredibly useful to provide basic knowledge and knowledge of how to use countable and uncountable nouns in descriptive text, as well as assisting students in learning proper grammar when writing.

    2) For the teachers, to learn a more efficient method of teaching grammatical rules, especially how to use countable and uncountable nouns in writing.

    3) For the other researcher, the findings of the research can be viewed as a source of information and references for further research in the field.

E. The Scope of the Research

Only a few instances of mistakes are the linguistic category, surface strategy, comparative taxonomy, and communicative effect taxonomy. The surface approach, which comprises omission, addition, misformation, and misordering, was the subject of the investigation. However in this study, the author emphasizes omission, addiction,

misformation, and misordering. One of the twelve genres in which the writer specialized is descriptive writing.

F. Operational Definition

1. Error

   Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong.

2. Error Analysis

   Error analysis is a method used to document the errors that appear in learner language, determine whether those errors are systematic, and (if possible) explain what caused them.

3. Descriptive Text

   Descriptive text is a text which describes a person, thing, place, and certain condition in particular.

4. Noun

   Noun is a word that names something, such as a person, place, thing, or idea.