ANALYSIS OF THE STUDENTS ERROR ON USING COUNTABLE AND UNCOUNTABLE NOUNS IN WRITING DESCRIPTIVE TEXT OF THE TENTH GRADE STUDENTS OF SMK SARASWATI SALATIGA IN THE ACADEMIC YEARS OF 2019/2020

A GRADUATING PAPER

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SALATIGA
2020
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ATTENTIVE COUNSELOR’S NOTE
Case: Sindiari Puspika Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum wr.wb.
After reading and correcting Sindiari Puspika graduating paper entitled “ANALYSIS OF THE STUDENT ERROR OF USING COUNTABLE AND UNCOUNTABLE NOUNS IN WRITING DESCRIPTIVE TEXT (A case study of The Tenth Grade Students of SMK Saraswati Salatiga in The Academic Year 2019/2020)”, I have decided and would like to propose that if it could be accepted by Teacher Training and Education Faculty. I hope it would be examined as soon as possible.

Wassalamu’alaikum wr.wb.

Salatiga, April 4th 2020
Counselor

Norwanto, S.Pd.,M.Hum.,Ph.D
NIP. 197510152002031006
DECLARATION

In the name of Allah is all loving and all merciful, with this the researcher states truthfully that the graduating paper made by the researcher is truly the work of his own writing, not a copy of the work of others. The opinions or findings of other people contained in this graduating paper are quoted and referred based on the scientific code of ethics.

The researcher is capable to account her graduating paper if in the future it can be proved of containing others idea or in fact that the researcher imitates the others graduating paper. Likewise, this declaration can be understood. The researcher will also agree if the library of IAIN Salatiga publishes this graduating paper on e-repository IAIN Salatiga.

Salatiga, April 4th 2020

The Writer
Sindiari Puspika
A GRADUATING PAPER
ANALYSIS OF THE STUDENT ERROR OF USING COUNTABLE AND UNCOUNTABLE NOUNS IN WRITING DESCRIPTIVE TEXT OF THE TENTH GRADE STUDENTS OF SMK SARASWATI SALATIGA IN THE ACADEMIC YEARS 2019/2020

WRITTEN BY:
Sindiari Puspika
NIM: 23030150029

Has been bought to the board of examiners of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga on June 11th 2020, and hereby considered to completely fulfill of the requirement for degree of Sarjana Pendidikan (S.Pd) in English Education Department.

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Salatiga, June 11th 2020
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MOTTO

Dream as high as the sky, and stay focused on reaching your dreams every second that we have

~Sindiari Puspika~
DEDICATION

This graduating paper is dedicated to:

1. My mother who always supports, motivates, and gives encouragement in everything, especially when working on this graduating paper. He is my spirit and my happiness.

2. My fiance / future husband Imam Zakki Mubarok who always supports and encourages me at every step.

3. Diah Renny Wahyuningtyas partner in working on this graduating paper.

4. Halimahtun Sa’diyah, aunt who helped work on this graduating paper.

5. Faisal Ikhsani best friend who helped work on this paper, and accompanied me during the research.

6. Nailul Muna friend who helped work on this graduating paper.

7. Fitriana Astuti friend who helped work on this graduating paper.
ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim,

In the name of Allah, the most gracious and merciful, the king of universe and space. Thank to Allah because the researcher can complete this graduating paper as one of requirement to finish the graduating paper. Bless and mercy is upon great prophet Muhammad SAW for his guidance that leads the writer to the truth.

This graduating paper would not have been completed without support, guidance, and help from individual and institution. Therefore, I would like to express special thanks to:

1. Prof. Dr. Zakiyuddin Baidhawy ; the Rector of State Institute for Islamic Studies (IAIN) of Salatiga
2. Prof. Dr. H. Mansur, M. Ag; as a Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga
3. Norwanto,M.Hum; the Head of English Education Department of State Institute for Islamic Studies (IAIN) of Salatiga
4. Nowanto, M.Hum; as counsellor who has bring up, espoused, and given the researcher advices, suggestion and recommendation for this graduating paper from beginning until the end. Thank you for patience and care
5. All the lecturers and staff of State Institute for Islamic Studies (IAIN) of Salatiga
6. My beloved family, thanks for your spirit and patient.
Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.
ABSTRACT


Key Words: Error analysis, Countable Uncountable Noun, Descriptive Writing Text.

The Research is mainly aimed to analysis of the students’ error on using countable and uncountable nouns in writing descriptive text of the tenth grade SMK Saraswari Salatiga in the Academic Year 2019/2020. The subject of this research consists of 33 students in X TPMI B. The objective of the study are (1) to find the types of error that students make in forming countable and uncountable nouns in writing descriptive text. (2) To find out the causes that are made by students in forming countable and uncountable nouns in writing descriptive text.

This research applies Qualitative approach with descriptive approach. The errors are collected identified and classified based on The Surface Structure Taxonomi (SST) that specifies three types of errors namely omission, addition and misformation.

The result shows (1) the most frequent category of forming countable and uncountable nouns errors contributed by students of the tenth grade of SMK Saraswati were omission error with the frequency 50%, the second is addition error with the frequency 25%, and the lowest frequency of error was in misformation error with the frequency 25%. (2) The errors implied that they did not master the form of countable and uncountable noun yet because they did not know the main rules in using countable and uncountable nouns and also they face difficultness in distinguish which are the countable noun and uncountable noun.
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A. Background of the study

Language as conceived of by Chomsky is “a set (finite or infinite) of sentence, each finite in length and constructed out of a finite set of elements” (Chomsky 1957:13). As he further claims, this holds true for all natural languages since they have “a finite number of phonemes (or letters in its alphabet) and each sentence is representable as a finite sequence of these phonemes (or letters)” (Chomsky 1957:13) (reflection on language, 1975)

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. (four basic language skill)

In English writing skill, it is necessary to learn grammar as a basic of knowledge. Grammar is important part of students in English writing skills. Penny (1996: 75) states that grammar can be defined as words put together to make correct sentence. Grammar is not only a pattern to arrange a unit of
words but it can determine their meaning. Kane (2000: 13) mentions grammar means the rules which structure our language. Harmer (2001: 12) also says that grammar is a description of the way words can be combined into sentences in that language. From the explanations above, it can be concluded that grammar is the important part in learning English grammar, all words are divided into nine great classes. These classes of words are called Parts of Speech, they are; article, noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjection. (https://en.m.wikipedia.org, n.d.) One of the Parts of Speech will discussed is noun. Noun is the one of the most important part in English. According to Laidlaw (1987: 56) says that a noun is a name of a person, a place, or a thing. In learning noun, the students are introduced with countable and uncountable noun.

Countable and uncountable nouns are discussed since students in junior high school. However, several students may do not understand its forms. They cannot apply the right rules in forming countable and uncountable nouns. Students errors is usually in arranging uncountable noun as countable and uncountable nouns. (e-repository.perpus.iainsalatiga.ac.id)

However, making error at learning English is a natural process. It is normal because the structures of mother tongue differs from foreign languages. Brown (1987: 170) says that second language is a process that is clearly first language learning in its trial and error nature. However, it cannot be neglected. The teacher should be aware of this issue so the teacher can do something to avoid their students to make the same error. The students’ errors should be
regarded as necessary part of learning language. One of the strategies to prevent the students from making the same error is by analyzing the students ‘error it-self, which is called Error Analysis.

Based on that explanation above, the writer is interested in doing error analysis on the students work on countable and uncountable nouns in writing descriptive text. In doing this research, the writer chooses the tenth grade of SMK Saraswati Salatiga. Thus, the title of this research is “Analysis of The Students Error on Using Countable and Uncountable Nouns in Writing Descriptive Text”.

B. Statements of the Problem

Based on the background of the study above, the statement of the study as follows:

1. What are the types of error made by tenth grade students of SMK Saraswati Salatiga in using countable and uncountable nouns in writing descriptive text?

2. What are the causes of error made by tenth grade students of SMK Saraswati Salatiga using countable and uncountable nouns in writing descriptive text?

C. Objectives of the study

Based on the statement of the problem above, the researcher wants to;
1. To find the types of error that made by students using countable and uncountable nouns in writing descriptive text.

2. To find out the causes that made by students using countable and uncountable nouns in writing descriptive text.

D. Significance of the Study

1. This study hopefully can help students understanding about countable and uncountable nouns and help they learn better in using countable and uncountable nouns when the student want to write a text.

2. This study hopefully can help the teacher to teaching and developing English writing skill and in using countable and uncountable noun.

3. The result of the study hopefully can help herself as a candidate of English teacher to improve English teaching mastery.

E. Limitation of the Study

To make this study more effective and efficient the researcher limits the discussion of the error in using countable and uncountable noun in writing descriptive text, which is made by tenth grade of SMK Saraswati Salatiga.

F. Definition of the Key Term

Error Cunningworth (1987: 87) says that error are systematic deviations from the norms of the language being learned. Norrish (1987) mention that error is a systematic deviation, when a learner has not learnt something and
consistently gets it wrong. According to the experts above, it can be conclude that mistakes are systematic deviations commited by students who have not been consistent in learning norms of the language.

1. Error Analysis

Ellis (2000:296), error analysis is a procedure involving collecting sample of the learners language, identifying the error in the sample, describing these errors, classifying them according to their hypothesize causes, and evaluating their seriousness. Brown (2007: 259) asserts that error analysis is 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.

2. Noun

Altenberg and Vego (2010: 3) say in English grammar, noun are commonly defined as words that refer to the name of a person, place, thing, or idea. However, Greenbahm and Quirk (2003: 266), noun is a word other than a pronoun that belongs to the word class that inflects for plural, and that can functional s subject or object in a sentence, can be preceded by articles and adjective, and can be the object of preposition.

3. Countable Noun and Non-Countable Noun

A countable noun is a noun which is refers to anything that people could or would count. Countable noun have plural and singular form. Furthermore, according to Altenberg and Vego (2010: 14) there are other nouns that typically are not counted; they are called, also apopriatly non-
count noun. A non-countable noun is a noun which is refers to something that people could or would not usually count.

4. Writing skill

Boardman and Frydenberg (2002: 11) stated that writing is a continuous process of thinking and organizing, rethinking and reorganizing of our ideas. According to Harmer (2004: 33), writing is frequently useful as preparation for some other activities, in particular when students write sentences as preamble to discussion activities.

Davies-Pearse (2002: 101) classify ‘writing into low-level skills (handwriting or typing, spelling, constructing grammatical sentences, punctuating) and high-level cognitive skills (gathering ideas, organizing and sequencing, structuring, drafting, and editing).

5. Descriptive Text

Gerot (1994: 34) descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, and others, for instance: our pets or person we know well. It is different from report which describes things, animals, persons, or others in general. The social function of Descriptive Text is to describe a particular person, place, or thing.

G. Organization of the Graduating Paper
This graduating paper is composed systematically into five chapters and able to clarify as fellow: Chapter I consists of background of study, problems of the study, the objective of the study, significance of the study, imitation of the study, definition of the key term, organization of the graduating paper. Chapter II discusses the previous study and theoretical framework. The theoretical framework consists of definition of error, error analysis concept of noun, definition of countable and uncountable noun, concepts of writing and concept of description texts. Chapter III talks about the research methodology that the writer use in this study which is consists of setting of the research, method of the research, population and sample, data collection, technique of data analysis. Chapter IV is finding and discussion of the study which consists of the analysed the data interpretation and the result of the study. Chapter V consists of the conclusion and suggestion from the researcher.
CHAPTER II
THEORITICAL FRAMEWORK

A. Review of Previous Research

Many researchers have conducted error analysis. Some of them did it in countable and uncountable nouns. Solihatun (2017) analysed the error in using English article in writing descriptive text. This research was conducted in SMP Nurul Iman Palembang. She concluded that there are three types of errors in students’ descriptive text, those are omission, addition, and substitution.

Erisanti (2018) analysed the students’ error in using countable and uncountable nouns in writing descriptive text of the tenth grade student of SMK Muhammadiyah Salatiga, confused in using countable and uncountable particularly in the plural form of uncountable noun.

Nazalia (2018) did an error analysis in recount text written by the second grade students of SMP Muhammadiyah Bandar Lampung. She concluded that were five types of error made in students’ writing text based of surface strategy Taxonomy.
Swasti (2016) analysed the use of English articles in students written descriptive texts. She concluded that countable/non-countable was one of basic grammar features which the students have to master. In learning other English features such as composing sentence referring to singular, or plural nouns.

The equation between the above research with my research that is, the same as researching about error analysis in writing text, both descriptive text, recount text, narrative text and so forth. In this research I focus more on countable and uncountable nouns.

B. Error

In learning of foreign language, making mistake or even error is a normal process for student. When the student learn a new system of language, they will directly connect which such a grammatical pattern, vocabularies and structural differences with their mother tongue.

1. Definition of Error

According to Brown (2007: 258), an error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner. Erdogan (2005) said that an error is when the learners always use the incorrect form, and when the learner is unable to try to correct his own deviant utterance. Corder (1967) in Politzer and Ramizer (1973: 2) mention that error is as a step in the learning process rather than an evil to be avoided at all costs.

2. Types of Error
Dullay, Burt, and Karsen’s (1982: 154) classify errors into four categories based on surface structure taxonomy. Those are omission, addition, misformation or substitution, and misordering.

a. Omission

Dullay (1982:154) states that omission is characterized by the absence of an item that must appear in a well-formed utterance. Dullay (1982: 155) states that omissions are found in greater abundance and across a greater variety of morphemes during the early stages of second language acquisition. (an error analysis in recount text writing)

<table>
<thead>
<tr>
<th>Error Sentences</th>
<th>Correct Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>This place is most important in the world</td>
<td>This place is <em>the</em> most important in the world</td>
</tr>
<tr>
<td>I have cat in my house</td>
<td>I have <em>a</em> cat in my house</td>
</tr>
<tr>
<td>She buys apple in the market with me</td>
<td>She buys <em>an</em> apple in the market with me</td>
</tr>
</tbody>
</table>

b. Addition

Addition error is the opposite of omission. They are characterized by presence of an item, which must not appear in well-formed utterance. It mean that learners not only omit elements, which they regard as redundant, but that also add redundant elements.

<table>
<thead>
<tr>
<th>Error Sentences</th>
<th>Correct Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>She live in <em>the</em> Salatiga City</td>
<td>She lives in Salatiga City</td>
</tr>
<tr>
<td>I feel <em>a</em> happy</td>
<td>I feel happy</td>
</tr>
<tr>
<td>. . . but not <em>a</em> big</td>
<td>. . . but not big</td>
</tr>
</tbody>
</table>
In here, addition errors by learners in that they present definite and indefinite articles in places where they must be appear. There are three kinds of additions in this class; double marking, regularization, and simple addition. These are the explanation (James, 2013).

1. Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction, but not in others. Double marking is two items marked for the same feature. Learners who have acquired the tensed form for both auxiliary and verb often place the marker both as in (past tense) for example “Betty did not went there yesterday” which the correction of the sentence “Betty did not go there yesterday” (Maylianti, 2012)

2. 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. It means that regularization error occurs when learners add morpheme to the exceptional word. The example of this error can be seen in the term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular. For example “Mey camed to her mother house 2 months ago” there has regularization past. Correct “Mey came to her mother house 2 months ago” (Maylianti, 2012)
3. Simple Addition

Simple addition is a term to express an error in which an addition 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 “I can played the game” there has simple addition of verb one after modal, the correct “I can play the game” (Maylianti, 2012).

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Dullay et.al (1982:158) mention that there are three subcategorized namely regularization, archi forms, and alternating forms (Maylianti, 2012)

1. Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in runned for run, hisself for himself or gooses for goese. For instance, in these following sentence “He rided his motorcycle”. There has wrong change of verb ride, it should be rode correct “Herode his motorcycle” (Maylianti, 2012).

2. Archi Form

Archi form are the errors in which the learners select the member of class form to represent other in that class of certain
function. For example, “this pencils are mine” this is not appropriate for plural, the appropriate one is these correct “These pencils are mine” (Maylianti, 2012)

3. Alternating form

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. For example “I written a letter yesterday” the form of the verb written is wrong, the correct one is wrote “I wrote a letter yesterday” (Maylianti, 2012)

d. Misordering

This type of error is characterized by the incorrect placement of a morpheme in an utterance. For example: “I did not know why was she sad” the placement tobe was is wrong, the correct “I did not know why she was sad” (Maylianti, 2012)

4. Causes of Error

Brown (2007: 263) classified the sources of error into four sources, those are interlingual, intralingual context and learning of communication strategies. The four sources of error will be discussed briefly bellow:

1. The first sources of error is transfer between languages. This is the initial stage of learning a second language. In this stage, students only learn a few target language, so they use experience as a step in learning the target language.
2. The second source of error is intralingual transfer. It is the negative transfer of items within the target language. In this stage, student just some of target language, so students apply the structure into a new form and develop it that does not correspond to target language or mother language.

3. The third source of error is context of learning. It overlaps both types of transfer. In this stage, context refers to the teacher or the textbook. In classroom the teacher or the textbook can lead the student to make errors. It can be called false concept.

4. The last source of error is communication strategies. It is related to learning style. In this stage, students have to use their production strategies for getting the message. But sometimes it can be source of error.

Richards (1971: 10) classified source of error into six types that are interference, Overgeneralization, Performance error, marker of transitional competent, Strategy of communication and assimilation. The six types of causes of error will be explained briefly below.

1. Interference that is an error resulting from the transfer of grammatical and stylistic elements from the source language to the target language.

   For example: *has allowed to capitalist man* (following the French structure).

2. Overgeneralization that is an error caused by extension of target language rules to areas where they do not apply.
For example: *he can sings, we are hope, it is occurs, he come from*

3. Performance error that is unsystematic error that occurs as the result of such things as memory lapses, fatigue, confusion, or strong emotion.

For example: *this light can impress the film and in this way to fix the image of the film.*

4. Markers of transitional competence, that is an error that result from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition).

For example: *what he can ride in?*

5. Strategy of communication and assimilation that is an error resulting from the attempt to communicate in the target without having completely acquired the grammatical from necessary to do so.

For example: *yesterday we go for a drive and we stop near the beach and we...*

5. Concept of error and Mistakes

An error is different from mistake, so it is crucial to differentiate both of them. According to Ellis (1997: 17) error reflects gaps in a learner knowledge: they occur because the learner does not know what is correct. Corder 1973: 257) add that errors are breaking the role, due to lack of competence such us knowledge of the language, which may or may not be conscious. As they are due to lack of competence they tend to
be not correctable. Brown (2007: 258) states that errors are a noticeable deviation from the adult grammar of a native speaker, reflect the competent of the learner.

According to Ellis (1997; 17), mistake reflects occasional lapses in performance: they occur because, in a particular instance, the learner is unable to perform what he or she knows. Meanwhile, Brown (2007: 257) state that a mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly.

In conclusion, mistake it just a slip that the learner forgets the right form. Meanwhile, an error is a deviation made by the learner because he/she does not know the rule and will make it repetitively.

C. Error Analysis

1. Definition of Error Analysis

In linguistic according to J. Richard et al.,(2002), an error is the use of a word, speech act or grammatical items in such a way it seems imperfect and significant of an incomplete learning (184). Brown (2007: 259), 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 surge of study of learners error, called error analysis. Hendrickson (1987:357) states that errors are signals that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well-structured competence in the target language. Corder (1967) as cited in Heydari and Bugheri (2012: 2) mentions that error analysis is the
process of determining the incidence, nature, causes, and consequence of unsuccessful language. Whereas, Brown (2007: 259) asserts that error analysis is the fact that learners do make errors and that these errors can be observed, analysed, and classified to reveal something of the system operating within the learners, led to a surge of study of learners, errors.

From the previous explanations, the writer concludes that error analysis is the process to find out the error done by learners so they can learn language successfully. Error analysis can also be interpreted as a process for expressing something from language that doesn’t work.

2. Steps of Error Analysis

The process of describing the error of learners. There are steps that the researcher uses in this study. The researcher uses the explanation of Gass and Selingker (2008: 103). They state that error analysis has methodology involving some procedures to do. These are number of steps taken in conducting an error analysis;

a) Collecting data.

Although this is typically done with written data, oral data can also serve as a base.

b) Identifying errors.

What is the error (e.g incorrect sequence of tense, wrong verb form, or singular verb with plural subject)?

c) Classifying errors.

Is it an error of agreement? Is it an error in irregular verb?
d) Quantifying errors.

How many errors of agreement occur? Irregular verb form errors occur?

e) Analysing source.

Interlingual or intralingual transfer.

f) Remediating.

Ellis (2003:16-20) explains that there are four steps in errors analysis. They are described as follows:

a. Identifying Error

In order to identify errors we have to compare sentences that learners produce with what seem to be the normal or correct sentences in the target language which correspond with them (2003:16). For example;

_A man and a little boy was watching him._

It is not difficult to see that the correct sentence should be

_A man and a little boy were watching him._

b. Describing Error

After identifying errors, they are classified into types of error. Ellis (2003:18) suggests that one way errors can be classified into grammatical categories by gathering all the errors relating to one grammatical category such as verb, then identify the different kinds of verb errors. Another way might be to try to identify general ways in which the learner utterances differ from the reconstructed target-
language utterances. Such ways include, omission, misinformation and misordering.

c. Explaining Errors

Once errors can be identified and classified, the next task is to explain why they occur. Errors can have different sources. Some errors seem to be universal, reflecting learner attempts to make the task of learning and using the second language simpler, some are common only for those who share the same mother tongue (2003:18).

d. Error Evaluation

Evaluating errors is able to help learners learn second language. Some errors which consider more serious need to be focused by the teacher. Some errors, known as global errors, violate the overall structure of a sentence and for this reason may make it difficult to process. Other errors, known as local errors, affect only a single constituent in the sentence and less likely to create any processing problems (2003:19-20).

D. Concept of Noun

a. Definition of Noun

Greenbaum and Quirk (2003: 266) mention that noun is a word other than a pronoun that belongs to the word-class that inflect for plural, and that can functions as subject or object in a sentence, can be preceded by articles and adjectives, and can be the object of preposition.
Frank (1972: 6) states that noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or head word in many structure of modification.

According to Hornby (1987: 574) noun is word which can function as the subject or object a verb or the object of preposition. From the meanings of noun above, the writer concludes that noun is a word which is a core in every sentence and has many functions such as the subject or object of a verb or object of preposition.

b. Kinds of Noun
According to Frank (1987: 6) noun are classified into four kinds:

a. Proper Noun

A proper noun begins with a capital letter in writing. It includes:

1. Personal Names
2. Names of geographic units such as countries, cities, rivers, etc.
3. Names of nationalities and religion
4. Names of holidays
5. Names of times unit
6. Words use for personification a thing or abstraction treated as a person.

b. Concrete or Abstract Noun

A concrete noun is a word for physical object that can be perceived by the sense – we can see, touch, smell the object (flower,
girl). Abstract noun is a word for concept – it is an idea that exist in our mind only (beauty, justice).

c. Countable and Non-countable Nouns

A countable noun can usually be made plural by the addition of s (one girl, two girls). A non-countable noun is not used in the plural. Mass nouns form one type of non-countable noun. They are word for concrete object stated in an undivided quantity (coffee, iron). Abstract nouns including names of school subjects and sports are non-countable.

E. Concept Countable and Un-Countable Nouns

a. Definition of Countable Noun

According Bakshi (2000: 40) states that noun are generally divided into two categories: countable and un-countable. Countable nouns are those noun which have singular and plural forms. Thus, from the previous explanation, the writer concludes that countable noun are nouns which can count and has two form, those are plural and singular. (e-repository.perpus.iainsalatiga.ac.id)

b. Rules of Countable and Un-Countable Nouns

1) Countable Nouns

According to Ribes and Meija (2008: 44) there are some rules informing countable nouns;

a) Before singular countable noun you may use a/an e.g. you will be attended to by a cardiologist.

b) Remember to use a/an for jobs e.g. I am a cardiologist.
c) Before plural countable nouns you use some as general rule e.g. I've read some good articles on coronary CT lately.

d) Do not use some when you are talking about general things e.g. Generally speaking, I like cardiology books.

e) You have to use some when you mean some, but not at all; Some doctors carry a stethoscope.

2) Noun-Countable Noun

Murphy and Smalzer (2000: 134) also mention that many noun can be used as countable and uncountable nouns, usually with a different meaning.

<table>
<thead>
<tr>
<th>No</th>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Did you hear <em>a noise</em> just now? (a specific noise)</td>
<td>I can't work here. There's too much <em>noise</em>. (not too many noises)</td>
</tr>
<tr>
<td>2</td>
<td>I bought <em>a paper</em> to read. (a newspaper)</td>
<td>I need <em>some paper</em> to write on. (material for writing on)</td>
</tr>
<tr>
<td>3</td>
<td>There’s <em>a hair</em> in my soup (one single hair)</td>
<td>You've very long <em>hair</em>. (not hairs)</td>
</tr>
<tr>
<td>4</td>
<td>They can stay with us. There is a spare <em>room</em>. (a room in house)</td>
<td>You can’t sit here. There isn’t any <em>room</em>. (space)</td>
</tr>
<tr>
<td>5</td>
<td>I had some interesting <em>experiences</em> while I was travelling (things that happened to me)</td>
<td>They offered me the job because I had a lot of <em>experience</em>. (not experiences)</td>
</tr>
<tr>
<td>6</td>
<td>Enjoy your trip. Have a good <em>time</em>!</td>
<td>I cannot wait. I have not good <em>time</em></td>
</tr>
</tbody>
</table>
F. Concept of Writing

1. Definition of Writing

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.

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. Types of Text in Writing

According to Nelley et. al., (2010: 3) more recently, eight key types have been identified as recount, descriptive, information report, explanation, exposition, discussion, procedure, and narrative text. On the other hand,

3. Steps of Writing

According to Oshima and Hogue (2007: 15), there are four steps process of writing as the consideration to establish a good text.

a) Prewriting

Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.

b) Organizing

The next step in writing process is to organize the ideas into a simple outline. The writer wrote a sentence that named the topic and told the main idea.

c) Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable after all. This is just a rough draft. You will fix the error later.

d) Polishing, Revising, Editing
In this step, you will polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organizing (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

G. Concept of Descriptive Text

1. Definition of Descriptive Text

In this research the writer would like to analyse the error in forming countable and uncountable nouns in writing descriptive text. Descriptive text is kind of text with purpose to describe a something. The context of this kind of text is the description of particular thing, animals, person, or others. (Source: Fiderer: 2002)

According to Oshima et. al., (2007: 48) description is writing about how something (or someone) looks and uses space order. Hongue (2008: 94) says that description are word pictures. You tell how something looks, feels, smells, tastes, and sounds. You need to become a sharp observer and notice many small details so that you can write a good word picture.

McCarthy (1998: 5) states that descriptive writing is that domain of writing that develops images through the use of precise sensory words and phrases, and through devices such as metaphor and sounds of words. Oshima and Hogues (2007: 61) mention that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds.
2. Purpose of Descriptive Text

The purpose of descriptive text is to create a vivid impression of a person, place, object or event. As the examples of the purposes of descriptive text, Clouse (2006: 154) mentions the purpose of description text in the following chart.

<table>
<thead>
<tr>
<th>No</th>
<th>Purpose</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To entertain</td>
<td>An amusing description of a teenager’s bedroom</td>
</tr>
<tr>
<td>2</td>
<td>To express feeling</td>
<td>A description of your favorite outdoor retreat so your reader understand why you enjoy it so much</td>
</tr>
<tr>
<td>3</td>
<td>To relate experience</td>
<td>A description of your childhood home to convey a sense of poverty you grew up in</td>
</tr>
<tr>
<td></td>
<td>To inform (for a reader unfamiliar with the subject)</td>
<td>A description of a new born calf for a reader who has never seen one</td>
</tr>
<tr>
<td></td>
<td>To inform (to create a fresh appreciation for the familiar)</td>
<td>A description of an apple to help the reader rediscover the joys of this sample fruit</td>
</tr>
<tr>
<td>5</td>
<td>To persuade (to convince the reader that some music videos degrade woman)</td>
<td>A description of a degrading music video</td>
</tr>
</tbody>
</table>

3. Kinds of Descriptive Text

Descriptive text is a text to describe something, such as persons, places, or things.
a) Description of Person

According to Adelstein and Pival (1976) in Zetira (2015: 21), there are three ways to describe someone depending on the situation: identification, impression, and character sketch.

1) Identification

Identification only consists certain statistical information (height, weight, age), visible characteristic (colour of hair, skin, and eyes), and recognizable marks (scars, birthmark).

1) Impression

Unlike the identification the impression may not identify a person, but it does convey on overall idea of him or her. Many details may be missing. Although impression is usually less complete and informative than identification, it may be more affective in capturing an individual's striking or distinctive trait.

2) Character Sketch

More complete description of people are usually called character sketch, they may refer to as profile, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression.

For Example:

Description of Person
Rudi

Rudi is short for his age of 16. His hair is light blond and he has a fair complexion. He is always very polite and courteous to his elder. Rudi, though he is small, is very strong. He is always willing to do something for someone and he tries to help people whenever possible.

Rudi is very selfless because he risked his life to save Saro when he fell from the ridge event though Saro had been mean to Rudi and made it clear to him that he did not like him. In doing so, Rudi gave up the glory and satisfaction of being the first man to reach the top of the Citadel.

Rudi is also courageous because he took risks. When captain Winter was trapped in the trench, Rudi put his life on the line to try to save him. Rudi took his own clothes and tied them together to pull captain Winter out. Rudi could have been pulled into the trench as well, but he insisted on taking that chance.

(Sources: Fiderer, 2002)

Description of Place

To describe a thing the writer must have a good imagination. Beside, to make our subject interesting to our readers, the proper nouns and effective verbs can be used:

Nusa Tenggara

Nusa Tenggara is the name for the claim of islands which lies to the east of Bali. Including the island of
Komodo, Lombok, Flores and Timor, Nusa Tenggara spans a variety of landscape, from tropical forests, high volcanic lakes and dry savannahs. The largest island are Lombok and Sumbawa, with hundreds of smaller island between. East Nusa Tenggara has 566 island. The long northern arch of the island chain is the result of volcanic activity, whilst the southern island are the formed from coral deposits. Most of the eastern islands are arid, due to hot winds blowing from the continent of Australia and sparsely vegetated. The western half of Nusa Tenggara is moister and has denser vegetation. The Northern part of the chain is known for deep lakes contained in the craters of extinct volcanoes, the most famous of which are the coloured mineral lakes on Gunung Keli Mutu in Flores
(Source: Wardiman et al. 2008)

3) Description of Thing

To describe a thing the writer must have a good imagination. Beside, to make our subject interesting to our readers, the proper nouns and effective verbs can be used:

1. Using Proper Noun

To fill our descriptive writing with concrete detail, we may also want to include a number of proper nouns, such as names of particularly persons, place, and things that familiar with the readers and they can recognize easily, for example Arizona, University of Tennessee.

2. Using Effective Verb
We know how important verb are to narration, but effective verbs can also add much to piece of description more specific, accurate and interesting.

For example:

<table>
<thead>
<tr>
<th>My Lovely Puppies</th>
</tr>
</thead>
<tbody>
<tr>
<td>My dog, Besty, gave birth four puppies five months ago. The first is Rubin. He is a big male. His hair is brown with black markings. I put a black ribbon on his neck. The second is male too. I named his Oscar. He has a brown hair with white markings. He has a white ribbon around his neck. The two other puppies are brown haired with no markings. They are female. They are Ruby and Opal. Ruby has a ride ribbon on her neck while Opal has a pink ribbon. Even though they are not quiet the same, they are also cute. I love them all.</td>
</tr>
</tbody>
</table>

(Priyana et al, 2004)

4. The Structure of Descriptive Text

Wardiman et. al., (2008: 122) explains the descriptive text:

a. The generic structure a descriptive text

1. Identification

This stage contains identification that identifies the phenomenon to be described
2. Description of features

This stage contains important features description, such as physical appearance, qualities, and other characteristic from thing that the writer describes.

b. The generic features of description

1. Verb in present tense

In descriptive text, the writer should use present tense as verb.

2. Adjectives

Adjectives is also important in descriptive text, because it used to describe the features of the subject.

3. Topic sentence

It used to begin paragraph and organize the various aspect of the descriptions

4. The factual description scaffold

5. A general opening sentence in the first paragraph

This statement introduces the subject of the description to the audience. It can give the audience brief details about the when, where, who or what of the subject.

6. A series of paragraph about the subject

Each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained
in the remainder of the paragraph. Each paragraph should describe one feature of the subject. These paragraphs build the description of the subject.

7. A concluding paragraph (optimal)

The concluding paragraph signals the end of the text.

Sometimes the writer use it, and sometimes not.
CHAPTER III
RESEARCH METHODOLOGY

A. Types of Study

According to Creswell (2014: 41) research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provided specific direction for procedures in a research design. On other hand Kumar (2001:95) mention that research design was a plan, structure and strategy of investigation so conceived as to obtain answers to research question of problems.

Meanwhile, this study used qualitative approach, with descriptive text. This was called as a descriptive qualitative research because of the characteristics that mentioned by Denzin and Lincoln (2009 in Creswell, 2007: 36)

Qualitative research is situated activity that locates the observer in the world. It consists of asset of interpretive, material, practices that make the world visible. These practices transform the world. They turn the world into series representations, including field notes, interviews, conversations, photographs, recording and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world; this means that qualitative researcher study things in their natural, setting, attempting to make sense of or interpreter, phenomena in terms of meanings people bring to them.

B. The setting of the Study

This research took place at SMK Saraswati Salatiga, which was located on St. Hasanudin No.738, Mangunsari, Sidomukti, Salatiga, Central Java 50721. To determine how long the research was held, it is
necessary to arrange the time schedule of research according to the activities done in the research. This research started on April 10th, 2020 and finished on April 20th, 2020.

C. Data sources

The data sources of this research were 33 students of the tenth grade students of SMK Saraswati Salatiga

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ATA</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>ARA</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>EWP</td>
<td>Male</td>
</tr>
<tr>
<td>4</td>
<td>FFA</td>
<td>Male</td>
</tr>
<tr>
<td>5</td>
<td>FF</td>
<td>Male</td>
</tr>
<tr>
<td>6</td>
<td>GAC</td>
<td>Male</td>
</tr>
<tr>
<td>7</td>
<td>GAR</td>
<td>Male</td>
</tr>
<tr>
<td>8</td>
<td>IE</td>
<td>Male</td>
</tr>
<tr>
<td>9</td>
<td>IM</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>IY</td>
<td>Male</td>
</tr>
<tr>
<td>11</td>
<td>IBS</td>
<td>Male</td>
</tr>
<tr>
<td>12</td>
<td>KM</td>
<td>Male</td>
</tr>
<tr>
<td>13</td>
<td>MNBA</td>
<td>Male</td>
</tr>
<tr>
<td>14</td>
<td>MA</td>
<td>Male</td>
</tr>
<tr>
<td>15</td>
<td>MAS</td>
<td>Male</td>
</tr>
<tr>
<td>16</td>
<td>MABA</td>
<td>Male</td>
</tr>
<tr>
<td>17</td>
<td>MI</td>
<td>Male</td>
</tr>
<tr>
<td>18</td>
<td>MKRF</td>
<td>Male</td>
</tr>
<tr>
<td>19</td>
<td>MNK</td>
<td>Male</td>
</tr>
<tr>
<td>20</td>
<td>MN</td>
<td>Male</td>
</tr>
<tr>
<td>21</td>
<td>MD</td>
<td>Male</td>
</tr>
</tbody>
</table>

D. The Technique of Data Collection

To get the data, the authors used online written tests. This researcher was conducted one (1) month ago, precisely on 10-20 April 2020. Brown (2004) mentions states that test is a method of measuring a person ability, knowledge, or performance in a given domain. In this research, the participants were asked to write a description text about 100 - 150 words or around two paragraphs with at least five sentence in each paragraph, with consulting their dictionaries.

The researcher provided 10 pictures representing countable and uncountable nouns. The researcher provided topic of fruit and foods. The researcher randomly distributed images. So, students make descriptive text in accordance with the pictures provided by researcher with thin forty five minutes.

E. The Technique of Data Analysis

In this research the researcher followed Ellis’s procedures of Error Analysis (1997), the procedures for error analysis were:

1. Collection of sample of the learner language
Collecting a sample of learner language provides the data for the error analysis. The researcher needed to be aware that the nature of the sample that is collected may influence the nature and distribution of the errors observed.

2. Identification of error

In this step, the researcher studied the acquired data and tried to find out errors on the using of countable and uncountable noun in students descriptive text writing by underlining the errors. Then classify in tabular form.

3. Classification of error

After underlining the errors in students writing descriptive text, the researcher tried to classify the errors based on the surface structures taxonomy (Dullay, Burt, and Kashens, 1982: 150). It included three types of errors that were omission, addition, misformation and misordering. In this step, the researcher tried to explain how and why countable and uncountable noun were called to be erroneous.

<table>
<thead>
<tr>
<th>No</th>
<th>Identified sentence of phrases</th>
<th>Types of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Omission</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Addition</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Misordering</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Misformation</td>
</tr>
</tbody>
</table>

4. Evaluation of Error

After classifying the errors by surface structures taxonomy, in this step the researcher tried to calculate the data taken and making percentage in each category. According to Sudijono (2004:43) here is the formula:
\[ P = \frac{F}{N} \times 100\% \]

P : Percentage
F : Frequency of occured
N : Number of Cases

After knowing the percentage of each errors, in the order to interpret the data the researcher use the following table.

Table 3.3 Frequency of errors according to SST

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Countable Noun</th>
<th>Uncountable Noun</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misordering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misformation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The researcher using the table above in the order to knowing the percentage of each errors based on surface structure taxonomy (SST) by Dullay.
CHAPTER IV
FINDING AND INTERPRETATIONS

This chapter discusses: (1) findings of the study and (2) interpretation.

A. Findings

The findings of this research are (1) identifications and classification of errors of countable and uncountable nouns in descriptive texts written by the tenth grade students of SMK Saraswati Salatiga, (2) the percentage of each number of errors of countable and uncountable nouns in descriptive text written by the tenth grade students of SMK Saraswati Salaiga.

1. Types of Students Error

This research aimed at finding the errors in forming countable and uncountable nouns in descriptive texts written by the tenth grade student of SMK Saraswati Salatiga. After collecting the data, the researcher found several errors from descriptive texts written by students.

There were (5) items of errors found in students’ descriptive writing. The researcher provided all of those sentences and phrases in Table 4.1 below completed with the error type of each sentence or phrase. The errors were classified based on the surface structure
taxonomy by Dullay. They were; omission, addition, and misformation.

Table 4.1
Identification and Classification of Errors

<table>
<thead>
<tr>
<th>No</th>
<th>Identified Sentence and Phrase</th>
<th>Types of Error</th>
<th>Suggested Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This fruit contains many <em>vitamin</em> and benefit</td>
<td>Misinformation</td>
<td>This fruit contains many <em>vitamins</em> and benefit</td>
</tr>
<tr>
<td>2</td>
<td>Two spoon of chili</td>
<td>Omission</td>
<td>two <em>spoons</em> of chili</td>
</tr>
<tr>
<td>3</td>
<td>. . . a skin that resembles <em>an</em> very sharp thorn</td>
<td>Addition</td>
<td>. . . a skin that resembles a very sharp thorn</td>
</tr>
<tr>
<td>4</td>
<td>Yogurt also contain various <em>vitamin</em></td>
<td>Omission</td>
<td>Yogurt also contains various <em>vitamins</em></td>
</tr>
</tbody>
</table>

There were 2 errors found in omission, 1 error found in addition and 1 error found in misformation.

1. Percentage of Each Number of Errors of Countable and Uncountable Nouns

From table 4.1 it could be seen that there were 5 errors in using countable and uncountable nouns and verbs in students’ descriptive writing. Those errors contributed in each classification of errors and percentages could be seen in the following explanation.
a. Error in Omission

There were 2 errors found in omission. All of those errors were found in omission of –s in using plural form of countable and uncountable noun. There were errors found in plural form of countable nouns. For example, in the sentence “two spoon of chili” instead of “two spoons of chili” in that sentence chili is an uncountable noun so it needs quantifier to make the plural form, and in that sentence used spoon for the quantifier. Omission errors were found in plural form of countable nouns. They did not put –s in the plural noun. For example in the sentence “Yogurt also contain various vitamin” instead of “Yogurt also contains various vitamins”.

Table 4.2 Omission Error

<table>
<thead>
<tr>
<th>Types of Error</th>
<th>identified</th>
<th>countable</th>
<th>uncountable</th>
<th>discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission</td>
<td>Two spoon of chili</td>
<td>✔</td>
<td>chili</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yogurt also contain various vitamin</td>
<td>✔</td>
<td>vitamin</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

After the errors were classified, then, in order to know the Percentage of Omission errors, the following formula was used:

\[ P = \frac{F}{N} \times 100 \% \]
\[ P = \frac{2}{4} \times 100\% = 50\% \]

It can be concluded that the overall percentage of omission is 50%. The use of countable and uncountable nouns can be seen in the graph below using the same formula.

Percentage Error of Countable Noun

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{0}{0} \times 100\% = 00\% \]

Percentage Error of Uncountable Noun

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{2}{2} \times 100\% = 100\% \]

Table 4.1 The Percentage of Each Error
(Countable Noun and Uncountable Noun) in Omission
From the diagram above it can be seen that 100% Uncountable noun and 0% countable noun. This shows that students are confused in using the plural in the use of countable and uncountable nouns.

b. Error in Addition

There are 1 errors in found addition. Including 1 errors found in the use of uncountable nouns. The errors found which the article a/an should not appear before countable noun. For example in the sentence, “. . . a skin that resembles a very sharp thorn” instead of “. . . a skin that resembles a very sharpen thorn”.

<table>
<thead>
<tr>
<th>Types of error</th>
<th>Identified Sentence</th>
<th>Countable</th>
<th>Uncountable</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
<td>. . . a skin that resembles an very sharp thorn</td>
<td>✓</td>
<td>0</td>
<td>Skin</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

After that, in the order to know the percentage of addition errors, the following formula was used to count the number of errors in addition:

\[ P = \frac{E}{N} \times 100\% \]

\[ P = \frac{1}{4} \times 100\% = 25\% \]

It can be concluded that the overall percentage of Addition is 25%. The use of countable and uncountable nouns can be seen in the graph below using the same formula.
Percentage Error of Countable Noun

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{0}{1} \times 100\% = 0\% \]

Percentage Error of Uncountable Noun

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{1}{1} \times 100\% = 100\% \]

Table 4.2 The Percentage of Each Error (Countable Noun and Uncountable Noun) in Addition

From the diagram above it can be seen that 100% uncountable noun. This shows that students are confusing in using the Plural in the use of uncountable nouns.

c. Errors in Misformation
There were 1 errors found in misformation. Were found in using countable noun. The students also made errors in forming countable noun. There were 1 errors found in using of plural form of countable noun. It could be seen in the sentence “This fruit contain many vitamin and benefit” instead of “This fruit contain many vitamins and benefit” because many is quantifier for countable noun it should be added –s after plural form of countable noun.

<table>
<thead>
<tr>
<th>Types of Error</th>
<th>Identified Sentence</th>
<th>Countable</th>
<th>Uncountable</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misformation</td>
<td>This fruit contains many vitamin and benefit</td>
<td>✓</td>
<td></td>
<td>This fruit (strawberry)</td>
</tr>
</tbody>
</table>

Total 1 1 0

After the errors were classified, then, in order to know the Percentage of Misformation errors, the following formula was used:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{1}{4} \times 100\% = 25\% \]

It can be concluded that the overall percentage of misformation is 25%. The use of countable and uncountable nouns can be seen in the graph below using the same formula.
Percentage Error of Countable Noun

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{1}{1} \times 100\% = 100\% \]

Percentage Error of Uncountable Noun

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{0}{1} \times 100\% = 0\% \]

Table 4.3 The Percentage of Each Error (Countable Noun and Uncountable Noun) in Misformation
From the chart above, it could be seen that the errors misformation of countable noun were 100% and misformation errors of uncountable noun were 0%.

2. Causes of Students Errors

Besides discussed types of errors made by students in using countable and uncountable nouns, the researcher also discussed cause of error which might cause the students error in using countable and uncountable nouns. Here are the explanations of error causes as follow:

a. This is the highest errors that considered as overgeneralization, much “he doesn’t have much time to do the exam” when the students acquire one pattern into new pattern which different with the previous pattern, so it causes errors such the example. The students just knew that quantifier which indicates large amount use for plural and they can add suffixes and because / much use for large amount so they generalized the noun with adding s “times”.

Refering to the interview result, most of students tended to add the suffix s / or / es / into the noun without paying attention either it is countable or uncountable noun, because they tough that there is a quantifier that indicates large amount so they can add suffix / s/ or / es /, and they generalized it into all nouns, even they didn’t know the meaning.

b. Mother tongue Interference

The researcher found some error considered as mother tongue interference such as “there are many bus in the bus station” many bus translated into Indonesian language, it might be like “banyak bus”. Those error occur because they used mother tongue rule to change into English also, because the mother tongue is different from English, and in Indonesian language has no rule for quantifier, so that countable and
Uncountable noun in Indonesian language uses the same quantifiers.

Based on the interview result, most of students translated words from their mother tongue into English. Moreover, the researcher asked students who were committed errors caused mother tongue interference.

**B. Interpretation**

Based on the finding of the study, it could be said that the errors of forming countable and uncountable nouns that occurred in students’ writing were:

1. Omission (50%)
2. Addition (25%)
3. Misformation (25%)

On the other hand, the omission error were occurred 2 errors were found in uncountable noun (100%). In addition errors, 1 error found in uncountable noun (100%). The last, misformation errors were found in countable noun (100%) and errors in uncountable noun (0%). It could be seen in the table below.

**Table 4.4**

Frequency of Errors (Countable and Uncountable Noun) according to SST

<table>
<thead>
<tr>
<th>Error types</th>
<th>Countable</th>
<th>Uncountable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission</td>
<td>0 (0%)</td>
<td>2 (67%)</td>
<td>2 (50%)</td>
</tr>
<tr>
<td>Addition</td>
<td>0 (0%)</td>
<td>1 (100%)</td>
<td>1 (25%)</td>
</tr>
<tr>
<td>Misformation</td>
<td>1 (100%)</td>
<td>0 (0%)</td>
<td>1 (25%)</td>
</tr>
<tr>
<td>Total</td>
<td>1 (25%)</td>
<td>3 (75%)</td>
<td>4 (100%)</td>
</tr>
</tbody>
</table>
From the percentage above data it can be concluded that the use of countable is greater than uncountable noun errors. The most common errors encountered in student writing were omission (50%), addition 25% and misformation 25%. From the percentage above it can be seen that the most frequent mistakes made by students in countable and uncountable nouns are (50%) omission. The main cause of mistakes made by students of SMK Saraswati Salatiga is that they are still confused in distinguishing which ones are countable nouns and uncountable nouns.

CHAPTER V

CLOSURE

This chapter deals with conclusion and suggestion from the researcher based on the research result at SMK Saraswati Salatiga.

A. Conclusion

Based on the data described in the previous chapter, the writer would like to conclude that the tenth grade students of SMK Saraswati Salatiga are still confused in using countable and uncountable nouns, particularly in the plural form of uncountable noun. The data analysis showed that errors made by the students in descriptive writing: 1) omission (50%), (2) addition (25%), and the last (3) misformation (25%). The percentage of error from both noun are: Countable noun (25%) and Uncountable noun (75%). From the percentage above it was found the most frequent of countable and uncountable nouns error in students’ writing was omission with the frequent (50%).
Second, the major causes of errors that made by students of SMK Saraswati Salatiga are: 1) they are still confuse in distinguishing which are included in countable noun and uncountable noun 2) they did not master the rules of countable and uncountable nouns.

B. Based on the result of the study above, some suggestion are addressed to students and teachers of English

1. For Students

There are several suggestions for students related to the result of the study. First, the students should improve their understanding on English grammar especially in forming countable and uncountable nouns. Second, there are little bit complicated rules in forming countable and uncountable nouns and both of them has the different rules, so the students should understand the differences between both of them. Third, students should increase their writing ability by understanding the material of writing that given by the teacher in the class and also practicing writing regularly either in class or at home that is useful for them to recognize the errors they made.

2. For Teachers of English

It is suggested for the teachers to analyse the errors made by students in English grammar is useful for teachers to understand the students difficulties, furthermore teachers can assist their students better. The teachers also better to choose the most effective way or method in teaching English grammar. They can choose the attractive way such as games or pictures to motivate the students to learn better.
REFERENCES


APPENDICES

Write a description text based on this picture, about 50 - 100 words or around two paragraphs with at least five sentence in each paragraph, with consulting your dictionaries.
Interview Transciption

Transcription of Interview

1. Apakah anda tahu dan paham tentang countable dan uncountable nouns?
   Student 1 : iya bu saya tahu, tapi saya kurang paham tentang countable dan uncountable nouns
   Student 2 : saya tidak tahu bu
   Student 3 : saya tahu bu, tetapi kadang bingung membedakannya
   Student 4 : saya tahu bu, tetapi tidak terlalu paham
   Student 5 : saya tidak tahu dan tidak paham bu

2. Apakah kalian tahu aturan-aturan yang ada pada countable dan uncountable nouns?
   Student 1 : tidak bu
   Student 2 : tidak
   Student 3 : tidak
   Student 4 : tidak
   Student 5 : tidak

3. Apakah menurut anda semua bentuk kata benda jamak bisa ditambahkan -s/es? Mengapa ?
   Student 1 : bisa, karena setahu saya kata benda bentuk jamak itu yang ada s/es
   Student 2 : bisa, karena rumus yang pernah diberikan seperti itu
   Student 3 : bisa, karena bentuk jamak menggunakan imbuhan s
   Student 4 : bisa, karena ciri ciri bentuk jamak itu ditambahkan s/es
   Student 5 : bisa, karena biasanya bentuk jamak itu ada s/es

4. Menurut anda apakah semua countable dan uncountable noun bisa ditambahkan s/es?
   Student 1 : tidak
   Student 2 : tidak
   Student 3 : tidak
   Student 4 : tidak
5. Apakah anda tahu arti dari masing-masing quantifier (many, much, a lot of, dan little) dalam Bahasa Indonesia dan apakah anda tahu fungsinya?
   Student 1 : saya tahu artinya, tetapi bingung membedakan fungsinya
   Student 2 : tahu, tetapi tidak tahu fungsinya
   Student 3 : yang saya tahu artinya hanya many, dan fungsinya tidak tahu
   Student 4 : saya tidak tahu artinya dan tidak tahu fungsinya
   Student 5 : saya tahu artinya, tetapi bingung menggunakan

6. Coba anda translate kalimat ini dalam Bahasa Inggris “saya punya banyak uang” dan “saya punya 3 buku”
   Student 1 : I have many money and I have three books
   Student 2 : I have much money and I have three book
   Student 3 : I have many money and I have three book
   Student 4 : I have many money and I have three books
   Student 5 : I have much money and I have three books
Nomor: B-018/II/a/In.21/D1.1/PP.07.3/05/2018  
Lamp: Proposal Skripsi  
Hal: Pembimbing Skripsi

Salatiga, 28 November 2019

Kepada
Yth. Norwanto, M.Pd., Ph.D
Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:

Nama: SINDIARI PUSPIKA
NIM: 23030150029
Program Studi: Tadris Bahasa Inggris
Fakultas: Tarbiyah dan Ilmu Keguruan

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

Suwardi, M.Pd.
NIP 196701211999031002

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik
SURAT KETERANGAN
Nomor : 421.4/036/2020

Yang bertanda tangan di bawah:
Nama : Drs. Edy Triyanto Basuki, M.Pd
NIP : 
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa:
Nama : Sindiari Puspika
NIM : 23030150029
Pekerjaan : Mahasiswa
Nama Sekolah : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas/Prodi : Tarbiyah dan Ilmu Keguruan
Prodi : TBI (Tadris Bahas Inggris)
Peranggunganwab : Norwanto, M.Hum
Maksud dan tujuan : Melakukan penelitian dalam rangka penyusunan Skripsi, dengan judul Skripsi:
Analysis of the student error of using countable and uncountable nouns in writing descriptive text of the tenth grade students of SMK Saraswati in the academic year 2019/2020

Telah menyelesaikan:
Penelitian di : SMK Saraswati Salatiga
Sasaran Penelitian : Siswa - siswi Kelas X. TPMLB
Pelaksanaan : 10 April s.d. 20 April 2020

Demikian keterangan ini kami berikan kepada yang bersangkutan agar dapat dipergunakan sebagaimana mestinya

Drs. Edy Triyanto Basuki, M.Pd
Kepala Sekolah

20 April 2020
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Sindiari Puspika  
NIM : 23030150029  
Dosen Pembimbing : Norwanto, M.Hum., Ph.D.

Judul Skripsi pada surat penunjukan pembimbing skripsi : 
ANALYSIS OF THE STUDENT ERROR OF USING COUNTABLE AND UNCOUNTABLE NOUNS IN WRITING DESCRIPTIVE TEXT OF THE TENTH GRADE STUDENTS OF SMK SARASWATI SALATIGA IN THE ACADEMIC YEAR 2019/2020

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<td>- Jangan pakai populaion, gunakan data source</td>
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Dosen Pembimbing,

Norwanto, M.Hum., Ph.D.  
NIP. 197510162002031006
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Sindiari Puspika
NIM : 23030150029
Dosen Pembimbing : Norwanto, M.Hum., Ph.D.

Judul Skripsi pada surat penunjukan pembimbing skripsi:
ANALYSIS OF THE STUDENT ERROR OF USING COUNTABLE AND UNCOUNTABLE NOUNS IN WRITING DESCRIPTIVE TEXT OF THE TENTH GRADE STUDENTS OF SMK SARASWATI SALATIGA IN THE ACADEMIC YEAR 2019/2020

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<td>- Tambahkan tabel discussion pengelompokan posan kata countable/uncountable noun</td>
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<td>- Lengkapi referensi</td>
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Dosen Pembimbing,

Norwanto, M.Hum., Ph.D
NIP. 197510152002031006
## SATUAN KREDIT KEGIATAN

Nama : Sindiria Persikfa  
Jurusan : Tadris Bahasa Inggris  
NIM : 23030150029  
Dosen P.A : Hanung Triyoko, M.Hum.,M.Ed

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<td>13 Agustus 2015</td>
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<td>10</td>
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<td>23 July 2017</td>
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<td>23</td>
<td>Kajian Online Penuh Inspirasi (KOPI) dengan tema “Merah IPK Tertinggi tanpa Ketinggalan Ngaji” yang diselenggarakan oleh Divisi Kerohanian Forum Mahasiswa Mojokerto UNESA</td>
<td>24 November 2018</td>
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<tr>
<td>24</td>
<td>Participant in Student Life “Wenzao Ursuline University Scholarship”</td>
<td>19-28 November 2018</td>
<td>Peserta</td>
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<td>25</td>
<td>Kajian Online Departemen Kerohanian LBM (Lingkar Bidikmisi) Universitas Pendidikan Indonesia dengan tema “Ramadhan kan Pergi, Ku Harap Bisa Berjumpa Lagi”</td>
<td>17 Juni 2017</td>
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<tr>
<td>26</td>
<td>Has Participated in Online Seminar and Interactive Dialog (WEBINAR#1) Studying Overseas Kuliah di Inggris</td>
<td>1 Desember 2018</td>
<td>Peserta</td>
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<tr>
<td>27</td>
<td>Seminar Entitled “Set Our Realistic Plans to Save Your Time” Organized by Pemburu Beasiswa S2 (PBS2)</td>
<td>11 Agustus 2018</td>
<td>Peserta</td>
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<tr>
<td>28</td>
<td>Seminar Online with theme “Tips Menjadi Dokter Perempuan Indonesia Termuda 25 Tahun 11 Bulan”</td>
<td>10 November 2018</td>
<td>Peserta</td>
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<tr>
<td>29</td>
<td>Seminar Online with theme “Merah Beasiswa Fulbright”</td>
<td>10 Februari 2019</td>
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<td>30</td>
<td>Participant of Seminar “Membangun Peradaban Melalui Tulisan”</td>
<td>5 Januari 2019</td>
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<td>31</td>
<td>Participant of Seminar “Inpiring by Writing”</td>
<td>15 Januari 2019</td>
<td>Peserta</td>
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<td>32</td>
<td>Participant of Seminar “Change the world”</td>
<td>22 Januari 2019</td>
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<td>33</td>
<td>Seminar Online with theme “Tips apply Universitas dan Beasiswa”</td>
<td>28 Oktober 2018</td>
<td>Peserta</td>
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<tr>
<td>34</td>
<td>Participan of Seminar “Berbagi Perjuangan Menjadi Seorang Penulis”</td>
<td>15 November 2018</td>
<td>Peserta</td>
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<tr>
<td>35</td>
<td>Seminar Online “Pentingnya Memahami Karakter Diriz”</td>
<td>21 Desember 2018</td>
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<td>36</td>
<td>Participating in Online Seminar with theme “The Best Scholarship with Women Hunter Awardee from National Chiyi University”</td>
<td>12 Januari 2019</td>
<td>Peserta</td>
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<td>37</td>
<td>Diskusi Online dengan tema “Bumi atau Plastik”</td>
<td>6 Februari 2019</td>
<td>Peserta</td>
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<tr>
<td>38</td>
<td>Seminar Online “How to Create Viral Content I” oleh Menusa Community</td>
<td>1 Desember 2017</td>
<td>Peserta</td>
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<td>39</td>
<td>Kominfo Class Online with theme “Awaliyah dengan Tulisan Hingga Tulisan Itu Mampu Menerbangkanku Keluar Negeri”</td>
<td>26 Mei 2018</td>
<td>Peserta</td>
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<td>40</td>
<td>Acara Komunitas Ilmiah KOPMA UNS “Diskusi Online Essay”</td>
<td>13 Agustus 2017</td>
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<tr>
<td>41</td>
<td>Online Seminar with theme “All About Sun Moon University Scholarship”</td>
<td>9 Desember 2018</td>
<td>Peserta</td>
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<tr>
<td>42</td>
<td>Seminar Online Film Era Milenial untuk Mengembangkan Generasi dalam Menghadapi Tantangan Global</td>
<td>20 November 2017</td>
<td>Peserta</td>
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<tr>
<td>43</td>
<td>Seminar “My First Solo Traveling di Negeri Piramida”</td>
<td>15 September 2018</td>
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<td>44</td>
<td>Seminar Online “Bekal Menjadi Orang Tua dalam Membangun Karakter Anak di Era Digital”</td>
<td>26 Januari 2019</td>
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<td>45</td>
<td>Seminar Online with theme “Visi, Karir dan Beasiswa”</td>
<td>6 Januari 2019</td>
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<td>46</td>
<td>Online Seminar “Kiat Mendapatkan Beasiswa LPDP”</td>
<td>30 Juli 2017</td>
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<td>47</td>
<td>Online Discussion About “Mengabdi di Era Milenial untuk Indonesia Merdeka”</td>
<td>25 Agustus 2018</td>
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<td>48</td>
<td>Seminar Online Kependidikan dengan tema “Menjadi Mahasiswa di Atas Rata-Rata”</td>
<td>1 Oktober 2018</td>
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<td>49</td>
<td>Seminar Kependidikan “Explore Your Passion to Inspire A World Nation”</td>
<td>27 November 2018</td>
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<td>Kajian Online dengan tema “Apakah Dunia Akan Lebih Baik Tanpa Literasi”</td>
<td>6 Januari 2019</td>
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<td>51</td>
<td>Seminar Entitled “How to Get a Research Scholarship Study in South Korea”</td>
<td>9 Oktober 2018</td>
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<td>52</td>
<td>Seminar Online with theme “Student Exchange in Philippines”</td>
<td>1 Desember 2018</td>
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<td>53</td>
<td>Seminar Online with theme “Tips Kuliah di Pakistan”</td>
<td>2 Desember 2018</td>
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<td>54</td>
<td>Seminar Online with theme “Tips Kuliah di Turki”</td>
<td>9 Desember 2018</td>
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<td>55</td>
<td>Seminar Online with theme “Tips Kuliah di Vietnam”</td>
<td>10 Desember 2018</td>
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<td>56</td>
<td>Seminar Online with theme “Kuliah di Hongkong”</td>
<td>10 November 2018</td>
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<td>57</td>
<td>Seminar Online with theme “Student Exchange in Thailand”</td>
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<td>58</td>
<td>Seminar Online with theme “Tips Kuliah di Belanda”</td>
<td>16 Desember 2018</td>
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<td>59</td>
<td>Seminar Online with theme “Student Exchange In Vietnam”</td>
<td>22 Desember 2018</td>
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<td>60</td>
<td>Seminar Online with theme “Tips Kuliah di Belgia”</td>
<td>23 Desember 2018</td>
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<td>61</td>
<td>Seminar Online with theme “Tips Kuliah di Azerbaycan”</td>
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<td>62</td>
<td>Seminar Online with theme “Kuliah di Cina”</td>
<td>4 November 2018</td>
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<td>63</td>
<td>Seminar Online with theme “Perjalanan Kontribusi Kecilku Jepang, Prancis, Italia”</td>
<td>14 Oktober 2018</td>
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<td>64</td>
<td>Seminar Online with theme “Student Exchange in Ukrama”</td>
<td>29 September 2018</td>
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<td>65</td>
<td>Sharing Session #02 Palbis Amatory bersama Imdad Azizy</td>
<td>20 Desember 2018</td>
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<tr>
<td>66</td>
<td>Participant of Seminar “Kuliah di Negeri Tekur Emas”</td>
<td>18 Agustus 2018</td>
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<td>67</td>
<td>Seminar Nasional Online batch 7 “Menelaan dan Mensyukuri Rantai Kesuksesan”</td>
<td>2 April 2019</td>
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<td>68</td>
<td>Online Seminar with theme “Mengenal Lebih Dekat Pendidikan di El-Fath”</td>
<td>8 Desember 2018</td>
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**JUMLAH** 209

Salatiga, 26 April 2019
Menggetahui,
Wakil Dekan Bidang

[Signature]

Dr. Abadi Khairul Amim, M.Ag
Description of Mangosteen

This fruit named mangosteen has a tree with a height of 6-20 m. Mangosteen leaves are oval shaped, elongated, tapered short. The skin is dark purple, the walls are thick, fleshy purple with yellow sap. Seeds 1-3 covered by a thick, runny, white, edible membrane. Mangosteen skin can be made as a health and beauty ingredient. Mangosteen seeds are not only sweet and refreshing but can also reduce heat/fever. Mangosteen fruit is also managed for juice drinks and food sold in stalls.
Strawberry

This fruit is called a strawberry. Strawberry fruit is red, heart-shaped. The taste of strawberries is between sour and sweet.

This plant has a short stem and has three leaves that form a crown close to the ground. Strawberries usually grow in cold regions. This fruit contains vitamin C. Widely used for cosmetic ingredients and also flavoring food or drinks.
This fruit is called durian. He has a skin that resembles a very sharp thorn. If it's ripe, this fruit will turn yellow. In durian there are quite large seeds. This durian is liked a lot because it is tasted good. This fruit is also preferred because of its many benefits and good for the health of our bodies. But there are also those who do not like this fruit because of its distinctive smell.
this picture is a bowl of meatballs. savory and slightly spicy if given chili sauce. One bowl bowl contains six meatballs. there are a few green vegetables sprinkled with fried onions before serving. it is usually eaten while still hot. it is given sauce and soy before eating.
Meatballs is a food from Indonesia. Meatballs made by minced beef and flour. In one hour, there are 7 meatballs. 3 pieces of tofu and 1 piece vegetable, I love to eat it with noodles. In bowl there are dried noodle.

If we eat it with a 2 spoon of Chili and 1 pinch of fried shallots to the meatball, 1 cube of onion in the meatballs, Meatballs is one of my favorite food.
CURRICULUM VITAE

Name : Sindiari Puspika

Place of Birth : Kebumen

Date of Birth : 24 Desember 1996

Sex : Female

Religion : Islam

Address : Kemangunan, RT01/09, Tamanwinangun, Kebumen

E-mail : sindiaripuspika@gmail.com

Education Background

1. 2003 – 2009 : SDN 4 Tamanwinangun, Kebumen
2. 2009 – 2012 : SMP Muhammadiyah 2 Kebumen
4. 2015 – 2020 : English Education Department of IAIN Salatiga

Salatiga, 5th June 2020

The Writer

Sindiari Puspika

23030150029