The Students Ability in Using Countable and Uncountable Nouns: at Second Year Students of SMPN 1 Aikmel in East Lombok

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INFO ARTIKEL	ABSTRAK
	Abstrak: Penelitian ini bertujuan untuk mengetahuai kemampuan siswa dalam menggunakan Countable dan Uncountable nouns kelas 2 di SMPN 1 Aikmel. Jumlah populasi dari penelitian ini adalah 280 siswa, sample 28 siswa atau 10% dari populasi yang ada. Instrument yang di gunakan pada penelitian ini multiple-choice atau pilihan ganda untuk mengetahui kemampuan siswa dalam menggunakan countable dan completions atau melengkapi yang di gunakan untuk mengetahui kemampuan siswa dalam grammar . adapun langkah- langkah yang di gunakan guru dalam pembelajaran countable dan uncountable nouns adalah latihan . berdasarkan hasil data yang di dapat dalam pilihan ganda adalah 1 orang mendapat 100 (3,6%) dan 2 orang mendapat 50 (10,8).itu artinya siswa SMPN 1 Aikmel dikatakan berhasil dalam menggunakan countable and uncountable noun in teaching grammar especially in learning english. Adapun siswa yang menggunakan melengkapi test adalah 2 orang siswa mendapat 100(3,6%) dan 1 orang mendapat 40 (7,2%). **Abstract:** *This study is intended to find out The students' ability in using countable and uncountable nouns at second year students of SMPN 1 Aikmel academic year 2010/2011. This is aimed at finding out The students' ability in using countable and uncountable nouns. The population of this study was all of the second grade students of SMPN 1 Aikmel which consist of 280 students. And the sample of this study is 28 or 10 % from population. The instrument consists of sentences namely building with countable and uncountable noun and practice in sentence. The test is divided into two parts namely multiple- Choice test and completion in grammar test in given after the students have the treatment of teaching from current English teacher to measure the students' ability in using countable and uncountable noun. From the result of previous discussion, it is clear enough to conclude that the result for multiple- choice test, there are 1 achieve 100 (3,6 %), 1 students achieve 90 (3,6 %), 6 students achieve 80 (21,6 %), 10 students achieve 70 (36 %), 3 students achieve 60 (25,5 %), 3 students achieve 50 (10,8 %); that means, mostly students have good enough knowledge about countable and uncountable nouns. In completion test there are 2 students achieve 100 (7,2 %), 3 students achieve 90 (10,8 %), 3 students achieve 80 (10,8 %), 7 students achieve 70 (25,2 %), 5 students achieve 60 (18%), 6 students achieve 50 (21,6 %) and the last 2 students achieve 40 (7,2 %). This also means that researcher found the students ' mastery about countable and uncountable noun good enough.*

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A. INTRODUCTION

English is the most widely used language in the world. It plays very significant roles in any aspects of international affairs as a means of international communication. The use of English as a mean of international conference has made most country to put English as one of compulsory subject in school and higher education level. The importance of being able to speak English has required us to learn and to teach the young-generation as early as possible. Considering a lot of resources and international program are being

offered in this language, the students, nowadays, should be able to improve their English skill, orally and written. In orally skill we must get much vocabulary if we want to be good al speaking. In written skill we must learning much kinds of sentences and understood the grammar.

Learning a language is not a matter of accusing a set of rule and building up a large vocabulary. The teacher efforts should not be directed to inform her students about language, but enable them to use it. The students must be trained to use the four basic language skills: listening, speaking, reading, and writing skill. Those skills generally divided into two; passive (reading and listening) and active (speaking and writing) activities. It is not certainly easy to present the English four-major skills to Indonesian students as the linguistic different system between both languages.

Dawson (1963: 27) in Hendry Guntur Tarigan (1987: 3) restates that each of language skills is closely related to the other three with their own variations. To acquire any language skill, one usually passes each skill one by one accordingly. First of all, ones acquiring to listen the language uttered by her adults, from her Mother, Father, Brother and so, then she learn to speak. At this particular phase, ones then tries to produce the simplest sound that she has ever heard by imitating her adults, for example; Mama (*ma-ma*), Papa (*pa-pa*), Abang (*bang*), etc.

In learning a language we must know four major skill and that so important. Intending that condition, the teacher should consider the use of other facilities, look forward the students' knowledge and background, and the teaching method that is applied. To understand the use of English in the correct and appropriate structure rules, students must have a good comprehension on this language vocabulary even though learning language does not mean merely learning words. Vocabulary proficiently, however, will enable students to acquire the major skills as they may understand the general message is transmitted by the speaker.

The first problem refers to the difficulties in conducting the test in term of time availability, size of the class and practically. The writer experience when practice teaching at SMPN 1 Aikmel, the writer found some problems that is

faced by second year students concerning with the use countable and uncountable nouns and how to practice it in the writing skill. Based on the writer experienced, the writer is so much interested in investigating the ability of second year of SMPN 1 Aikmel in using countable and uncountable nouns..

English teachers apply many methods of teaching in order to reach the qualified level of language mastery for their students. Starting with the oldest method, Grammar Translation Method (GTM) to the use of Immersion, teachers try to develop and enable their students in using high proficiency of English. Examination is the tool for the teacher to measure the effectiveness of their teaching method. There are many ways of evaluation that may be applied, either through oral or written evaluation.

The writer formulated the following research question to be solved in this particular present study:(1).What is the students' ability in using countable and uncountable nouns at the second year students of SMPN 1 Aikmel.(2).What is the students' difficulty in using countable and uncountable nouns at the second year students of SMPN 1 Aikmel.

And the purpose of the study to find out the ability of students in using material countable and uncountable nouns and students' difficulties in using countable and uncountable at second year students of SMPN 1 Aikmel . the result of this study is intended to give information to the teacher weather to use kinds of strategy to give knowledge to the student about countable and uncountable nouns. So the teacher can modify the strategy to reach the purpose of the material optimally.to avoid the readers, in understanding in defining these writing terms, it is important to explain a few terms which concern whit this writing.

The terms which are important to be explained are: (1).According to (Hornby, 1995) ability is the capacities power to do something physical or mental. Ability is seemed as a skill because the skill is ability to do something expertly and well. In this term refers to the students' ability in using countable and uncountable nouns.(2).Countable noun is the noun which can be counted such as book, pen

toys etc. They can be used on article, numeral and plural form (Quirk, 1978: 251).(3).Uncountable noun is the noun that can not be counted such as sugar, water, sand and so on (Quirk, 1978: 251).

In order the specific field of discussion as well as focusing on the problem of this study. The writer needs to draw a certain scope of this investigation. This study intended to find out the knowledge the students in countable and uncountable nouns.

The teory of teacheng and learning proses especially in teaching english is the goals for the writing in language skill. This charged the Writing Program with the "responsibility for planning and implementing a comprehensive Writing Program for the university community (Byrne, 1998: 74). The goal of the program is to integrate writing with reading and critical thinking throughout the curriculum and to encourage continuing development of these abilities" in cooperation with other units. Here is how that program goal was specified as follows (1) To produce students with writing skills for professional use, including some field-specific expertise but more important, the abilities and methods to develop new skills and adapt what they know to new contexts.(2). To improve students' learning in content areas through use of writing as a tool for reading, studying, active learning, critical thinking in subject matters, and reflective practice in professional domains involving applied knowledge.(3).To act as a catalyst for students' general intellectual development and control over their own learning.(4).To make writing an object of reflective thought within the community, through talk, informal inquiry, and formal collaborative research, in order to make this community self-aware of the paradox whereby writing both links and divides it. As link, writing is the symbolic tool shared by learners, teachers, and researchers in analogous enterprises of meaning-making and communication; as divider, writing constantly diverges within conflicting sub communities as its forms reflect and enforce different ways of thinking and doing.

Process writing is an approach to incorporating writing skills from the beginning of the English learning process. It was developed by Gail Meald-Taylor in her book "*Whole Language Strategies for ESL Students*" (in Byrne, 1998: 77). Process writing focuses on allowing students especially young learners - to write with plenty of room left for error. Standard correction begins slowly, and children are encouraged to communicate through writing regardless of their knowledge of English grammar and structure.

Process writing can also be used in an adult ESL/EFL, setting to encourage learners to start working on their writing skills from a beginning level. If you are teaching adults, the first thing learners need to understand is that their writing skills will be well below their native language writing skills. This seems rather obvious, but adults are often hesitant to produce written - or spoken - work that is not up to the same level as their native language skills. By casing your students' fears about producing sub-par written work, you can help encourage them to improve their writing abilities.

Only mistakes made in grammar and vocabulary that has been covered up to the current point in time should be corrected. Process writing is all about the process of writing. Students are striving to come to terms with writing in English by writing in English. Allowing for mistakes and refining based on materials covered in class - instead of "perfect English" - will help students incorporate skills at a natural pace, and improve their understanding of materials discussed in class in a natural progression.

In education and teaching, writing test is defined as the tools, procedure or some related activities to measure the attitude or pattern of an individual that performs description about the ability in certain teaching material. Through the writing test teacher can get the information about how deeply students learn and master the teaching material, the information about the ability on the knowledge.

Through language ability, teacher may express mind and heart to the other students. Even teacher with no experience about the theory or intimate the deep structure of any language may communicate to everybody. Language testing mainly focuses on the ability of using language instead of the theory of language. In language discussion, the ability of language divided into

language competency that focused on the abstract like the potential of learning any language and language that skillfulness are focused on the real use like how to use the language in communication.

In general, language competency and skill test are termed as language testing. According to Djiwandono (1996: 2), conventionally there are four skills in language ability as follows: Listening, understanding the oral information of certain language. Reading, understanding the writing text of certain language. Speaking, to perform language in oral form of certain language. Writing, to express something through written form of certain language. In scholastic field, test is very necessary and cannot be separated from the teaching term. In the theory of teaching plan, according to Djiwandono (1996: 3), there are three components of teaching which cannot separate between others; the teaching purpose, the teaching activity, and the evaluation of teaching result or the out put.

In language, there are few components involving as follows: tone, vocabulary, and structure. Those components are part of language ability (Djiwandono, 1996: 3-4). We can conclude that there are two general purposes of language testing, (1) language ability (listening, speaking, reading and writing) and (2) language components (tone, vocabulary and structure).

B. RESEARCH METHOD

To achieve the expected result of this research, the writer applied qualitative descriptive method which is dealing within simple statistical calculations that relevant with the research purpose. This research was gain numerical data and presented in descriptive research design.

Arikunto (2006: 30) stated that if the researcher wants to know, what, how many, and how long of things, the research is known as descriptive research.

In line with Arikunto statement, this study is categorized descriptive research, because to study the students' ability in using countable and uncountable nouns at the second year student of SMPN 1 Aikmel in the school years 2010/2011. In conducting the research, the writer give the grammar test through multiple choices type and completion to the student in order to find out the extent of their ability and difficulties in using countable and uncountable nouns.

Arikunto (2006:108) stated that whole subjects of research are called population research. It is line with Encyclopedia of educational evaluation. He also stated that a population is a set of all elements possessing one or more attributes of interest. In this case, the population of this research is the second year student of SMPN 1 Aikmel in the school years 20010/2011 that is divided into seven classes, VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, and VIII G. So, the total number of population is 280 students.

Arikunto (2006:112) stated that sample is some or part of investigated population, he also states that if the population is less than one hundred, it is better to take all of the population as the sample of subject of research, but if the number of the population is more than one hundred, it is suggested to take 10-15%, 20-25%.

Furthermore in other to make the researcher more representatives, the research took 10-15% of the population as sample of the study; it means that 10 % of 280 populations, 28 students as research subject (sample).

Collecting data is an important step of scientific method. To obtain data needed for this research, the researcher collects data from the students as the data resources due to their ability in answering the prepared test.

To collect the data, the researcher will use grammar test taken from various sources of Junior High School text book. And the data is resulted from a quiz set up by the researcher. Therefore, the researcher is not necessary to do class observation. Than the researcher performed it in multiple-choice and fill the blanks types consist 20 items all together to investigate the ability of second semester students of SMPN 1 Aikmel in using countable and uncountable nouns in academic year 2010/2011.

From the previous stage, the researcher collected the data about students' performance in facing the test of countable and uncountable noun. It is quite simply work to see the mistakes made by the students and how they succeeded in answering the test and composing a short writing

passage using the countable and uncountable noun.

Writing is a complex process that allows writers to explore thought and ideas, and make then visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, re arranged, and changed (Ghaith: 2001: 86). Nevertheless, in this research, we will not fully concern about the writing, but only seeing the use of countable and uncountable noun in sentences.

C. RESEARCH RISULT

In this research, the writer used multiple–choice test consist of 10 questions, and 10 questions of completion test to measure the ability of the students in using proper countable and uncountable noun forms. Test can also provide information about the common mistakes made by the students in facing the test.

The data will be description about the students' performance in using countable and uncountable noun. In multiple - choice test, there are 1 students achieve 100 (3,6%) , 1 students achieve 90 (3,6%), 6 students achieve 80 (21,6%), 10 students achieve 70 (36%) 3 students achieve 60 (25,5%), 3 students achieve 50 (10,8%); that means, mostly students have good enough knowledge about countable and uncountable nouns. Most of them made mistakes in using countable nouns. for example in plural uncountable nouns, the put "s" in waters , and they put "a" in a bread.

In completion test, the are 2 students achieve 100 (7,2%) , 3 students achieve 90 (10,8%) , 3 students achieve 80 (10,8%), 7 students achieve 70 (25,2%) , 5 students achieve 60 (18%), 6 students achieve 50 (21,6%) and the last 2 students achieve 40 (7,2%). This also means that researcher found the students ' mastery about countable and uncountable noun were not good. In order words, it is only average students or samples are able to use countable and uncountable noun properly. however, comparing with the result in multiple - choice test items, 17 students or 31,5% of sample achieve 40, which means they failed in answering completion test.

Some mistakes occurred in the test also give information about the weakness that students face in answering the test. From the result, most of the students made mistakes in making a proper use of uncountable noun, for example the use of 's' in waters, in order to make it plural. Other problem that also faced by the students are selecting the proper article like "a,an,the" in sentences, and lot of them made mistakes in using "some" in uncountable noun, most of them says" some breads", they put plural in uncountable noun.

In analyzing the data , the writer found most of students' have not good knowledge in countable and uncountable noun. By knowing this fact, the teaching of this material is not relatiply in right way, as many students could not understand and answered the test given. Most of students have not mastery about countable and uncountable noun. Referring to the multiple - choice and completion test result, it suggested to the teacher to be focused and using picture to ease in teaching countable and uncountable noun mastery in the second years Students of SMP N 1Aikmel.

Explanations

The data on the table 2 above gives a description about the students' performance in using countable and uncountable noun. In multiple - choice test, there are 1 students achieve 100 (3.6%), 1 students achieve 90 (3.6%), 6 students achieve 80 (21.6%), 10 students achieve 70 (36%) 3 students achieve 60 (25.5%), 3 students achieve 50 (10.8%); that means, mostly students have good enough knowledge about countable and uncountable nouns. Most of them made mistakes in using countable nouns, for example in plural uncountable nouns, the put "s" in waters, and they put "a" in a bread.

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From the multiple - choice test, the number of students achieve 100 are 1 students (10), 90 are 1 students (5), 80 are 6 students (1, 8, 9, 16, 23 and 26), 70 are 10 students (2, 3, 4, 6, 7, 12, 18, 19, 20 and 21), 60 are 7 students (11, 13, 17, 22, 24, 25 and 27), and the number of students achieve 50 are 3 students (14, 15 and 28).

From the completion test, the number of students achieve 100 are 2 students (5 and 8) 90 are 3 students (6, 7 and 9), 80 are 3 students (10, 21 and 27), 70 are 7 students (13, 14, 15, 16, 17, 25 and 28), 60 are 5 students (11, 12, 22, 24 and 26), 50 are 5 students (1, 2, 3, 4, 19 and 20) and 40 are 2 students (18 and 23)

Based on the performance shown by the students, researcher found some difficulties encountered by the students and become concerns of this research, i.e.:

(a).Students have not yet totally grasped the concepts and rules of countable and uncountable noun, partially or joined in contextual use. (b).It is quite hard for students to understand and solve some other types of test arranged to measure the competency in using countable and uncountable noun categories and types. (c).Less variety of practice made students not able to use countable and uncountable noun contextually. (d).Limited recourses for teacher unable them to develop the way of teaching grammatical concept of countable and uncountable noun and in use the sentence. (e)Only a few of the students achieve quite good score. Mostly got middle down 50 in multiple - choice test item, and 40 for the completion test.

From the data analysis, the writer concludes some points: there are 7 students achieve Excellent, there are 10 students achieve Good, there are 7 students achieve Fairly good especially in Multiple – Choice test.

Than there are 8 students achieve Excellet, there are 7 students achieve Good, there are 5 students achieve Fairly good, there are 8 students achieve Poor in Completions test.

From explanations above, So this research, especially, in the second year students of SMPN 1 Aikmel East Lombok both Countable and Uncountable noun be achieve succesfully.

D. CONCLUSSION

From 28 students , there are eleventh people has not good knowledge about countable and uncountable nouns. This means that, the students must be careful in understanding the material of countable and uncountable nouns. In other words, it can be said that the more the students got mistakes in uncountable nouns, they should have understanding of countable and uncountable nouns and how to distinguish between countable and uncountable noun if it is used in sentences . From the data , the writer found out the students problems in using countable and uncountable noun . In Average all of students misunderstood of uncountable noun concept, for example in using "a" in"a sand, a salt". Most of students misunderstood of "leaves" and "stone" they are countable noun, and they made mistakes in using " some " in sentences, for example" We did not take <u>some</u> photographs" . That also, they made mistake of " stars, trees, leaves", they say that those are countable noun.

Because their reason that " the stars, trees, leaves" are using plural "s" put under word.

From the data analysis presented previously, the writer concludes some points as follows:(1). Most of the second students of SMPN 1 Aikmel in Academic year 2010/2011 still made errors in use of constable and uncountable noun.(2). From 28 students, there are 10,8 % students can't answer multiple – choice , 90% can answer multiple – choice and 28,8% can't answer with completions 72% can answer with completions.(3). From the result of previous discussion , it is clear enough to conclude that the result of multiple - choice test is 10,8 % (there are 3 students) and in completion test many of them achieve less score (Who achieve score 50 there are 6 students , who achieve score 40 there are 2). It means most of students made errors in using countable and uncountable noun, especially in uncountable noun. For example like "waters, leaves and stones", they assumed those words plural.

Suggestion

To improve a better knowledge about countable and uncountable in the classrooms, the following suggestion are worth to be considered:(1)The teachers continue and develop the way of teaching countable and uncountable noun mastery in the second year.(2).Teacher should explain how to use countable and uncountable noun in sentences to the students before giving the real reading materials.(3). Homework for both countable and uncountable noun in sentences should be given regularly. The teachers suggest the students to practice countable and uncountable nouns in sentences as often as possible.(4).The teacher must use much media to improve the students knowledge in using countable and uncountable noun by giving much exercise completion and multiple - choice the sentences.(1).The teacher should give extra duties for the students to memorize countable and uncountable nouns vocabulary.(2). It also suggested to further research that relevant to this matter, in order to investigate it such as in a wider scope, viewing it from the current best applied method, strategy, approach on technique.

My suggestion to the English teacher , they should practice themselves by doing grammar, completion, multiple - choice, sentences, vocabulary, and much to variety of used the media to improve their ability in using countable and uncountable nouns.Those suggestions can be used in other school, especially, in second year students' of SMPN 1 Aikmel both countable and uncountable noun can be achieved successfully.

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