AN ERROR ANALYSIS ON THE USE OF ENGLISH ARTICLE IN DESCRIPTIVE TEXTS WRITTEN BY THE EIGHTH GRADE STUDENTS OF SMP NURUL IMAN PALEMBANG

UNDERGRADUATE THESIS

This thesis was accepted as one of the requirement to get the tittle of Sarjana Pendidikan (S.Pd.)

by

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Setelah kami periksa dan diadakan perbaikan seperlunya, maka skripsi berjudul **"AN ERROR ANALYSIS ON THE USE OF ENGLISH ARTICLE IN DESCRIPTIVE TEXTS WRITTEN BY THE EIGHTH GRADE STUDENTS OF SMP NURUL IMAN PALEMBANG"**, ditulis oleh saudari **Sholihatun** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

        Demikianlah terima kasih.

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This Thesis Dedicated To:

My beloved parents,

My beloved brothers and sister

Who have always supported, loved and motivated me in my life.

Motto

"Success does not consist in never making mistakes but in never making the same on a second time."

~George Bernard Shaw~

STATEMENT PAGE

I hereby,

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state that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.

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ABSTRACT

English article system is a complex aspect of English grammar. It is one of the most difficult areas of acquisition for even the most advanced learners who have perfectly learned all other features of the language. They do not have good comprehension in articles, especially to distinguish the use of definite and indefinite. Definite article consists of *the* and indefinite article consists of *a* and *an*. The aims of this study were to know the types of errors and to know the dominant type of error on the use of English article in descriptive text. The participants of this research were the eighth grade students of SMP Nurul Iman Palembang. The source of the data consists of forty students' descriptive writing texts. The errors collected identified and classified based on the Surface Structure Taxonomy (SST) that specifies three types of errors namely omission, addition and substitution. Furthermore, the findings showed that there are three types of English article errors that occurred in student's descriptive writing: 1) omission (49, 52%), (2) addition (30, 47%) and the last (3) substitution (20%). From the precentage, it indicated that omission was the most frequency error made by the students. It is probably caused by the first language (L1) inference. These findings can be associated with the differences in rule Indonesia and English structures. From the finding above, the writer suggests that the students study more about articles from English books to improve their ability in using articles and discuss their difficulties with the teacher to get clearer explanation.

Key words: Error analysis, English article, descriptive writing text.

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study

1.1. Background

Today, English is very important to be mastered because most people in the world use it to communicate and to absorb knowledge, culture and technology. According to Brumfit (1994, p. 3), English is a world language because its speakers are widely distributed throughout the world. On the other hand, Subasini and Kokilavani (2013, p. 56) mention that English is overtly most common language all over the world; it is the language of higher administration, superior judiciary, advanced education and diplomacy. Futher, Education Law no 20/2003 in Hamied (2010) states that each province/district is required to establish a school in each stratum, i.e. primary, junior high and senior high with an international standard, indicated among others by the use of English as a medium of instruction for a number of selected subject matters. Meanwhile, based on Indonesia Goverment Regulation number 32/ 2013 Chapter 70, English is one of the tested subjects in National Examination for Junior High School, Senior High School and Vocational High School. In this case, English is studied as a foreign language. Thus, it is clear that English is the first foreign language taught in Indonesia and become an important

subject that must be taught in their classes, it can be seen in national examination that English has important proportion in deciding students' graduation.

The importance of writing in education as Harmer (2004, p. 3) states that it is also worth remembering that most exams whether they are testing foreign language abilities or other skills often rely on the students' writing proficiency in order to measure their knowledge. Furthermore, Islamic has explained about the importance of writing that should be taught for people in this world. This can be found in surah Al- Jumu'ah 62: 2.

$$ هُوَ ٱلَّذِى بَعَثَ فِى ٱلْأُمِّيِّـۧنَ رَسُولًا مِّنْهُمْ يَتْـلُواْ عَلَيْهِمْ ءَايَـٰتِهِۦ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ ٱلْكِتَـٰبَ وَٱلْحِكْمَةَ وَإِن كَانُواْ مِن قَبْلُ لَفِى ضَلَـٰلٍ مُّبِينٍ ۝ $$

"It is He who has sent among the unlettered a Messenger from themselves, reciting to them His verses and purifying them and teaching them the Book and wisdom- although they were before in clean error" (Q.S. Al- jumu'ah 62: 2).

Based on surah above, Allah SWT delegate prophet Muhammad SAW to teach Arabic people who are still illiterate who doesn't know how to read and write all the time. Prophet Muhammad SAW was governed by Allah SWT as follows:

a. To guide and give instructions to read and write surah Al Qur'an to get knowledge in world and hereafter.

b. To clean their mislead aqidah, sin of polytheistic, bad or jahiliyah character to be the correct aqidah of islam and making good character based on aqidah of islamiic.

Thus, it is clear that Allah SWT also command us to master writing in order to get knowledge.

Moreover, Brown (2004, p. 218) adds that writing is primarily a convention for recording speech and for reinforcing grammatical and lexical features of language. On the other hand, Peha (2010, p. 58), points out that writing is the communication of content for a purpose to an audience. Furthermore, Afrin (2016, p. 104) states that writing is considered a productive skill and useful tool for learning process. It is the most used skill in evaluating students' performance in almost all levels of education. Meanwhile, Morley (2007, p. 8) said that writing is an extreme act of attention and memory; it pleads with your brain cells to make new connections. Thus, writing is an important skill to be mastered in learning English as a foreign language.

The position of grammar in English, grammar gains prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL), without having a good knowledge of grammar, learners' language development will be severely constrained. Long and Richards (1987) add that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks. Furthermore, Cook (2008, p. 18) said that grammar is the most unique aspect of language. It has features that do not occur in other mental processes and that are not apparently found in animal languages. According to linguists (though psychologists often disagree), grammar is learnt in different ways from anything else that people learn. Whereas, Kane (2000, p. 13) mentions that grammar means the rules which structure our language. Harmer (2001, p. 12) also said that grammar is

the description of the ways in which words can change their forms and can be combined into sentences in that language. Further, Gerot and Wignell (1994, p. 2) state that grammar is a theory of a language, of how language is put together and how it works. Thus, grammar is very important to be mastered by the students in their English skill.

However, the structural differences between Indonesian and English could cause students to make some grammatical errors. According to Chomsky (1982, p. 7), the grammar of a language can be regarded as a particular set of values for these parameters, while the overall system of rules, principles, and parameters is Universal Grammar (UG). In L1 transfer, the unmarked settings of "parameters" (highly abstract properties of grammar that vary in certain restricted ways from one language to another) will be transferred before marked settings, and items are not easily transferred when L1 has a marked setting. Novita (2014, p. 2) also said that interlingual factor is related to English grammar which is far different from Indonesian grammar. The complexity of English becomes the restrain for them to master English grammar. An example can be seen from tense in English which refers to the aspect of time, whereas in Indonesian, there is no tense. Moreover, the interference of Indonesian also affects the students in processing the linguistic input. The students tend to transfer Indonesian's structure, pattern, and rule when they use English. In other words, the Indonesian students may find difficulties in using the correct structure in English. Nevertheless, the students usually face a difficulty in English grammar, particularly in arranging words into correct utterances or sentences.

Because there are many parts of grammar that cannot be ignored. They are articles, parts of speech, modal auxiliaries, tenses,etc. Saadiyah (2009, p. 486) said that the learners usually face difficulties in learning the grammatical aspects of the Target Language (TL), such as in subject-verb agreement, the use of preposition, articles and the use of correct tenses. Thus, one of the parts of grammar that is difficult to learn for the students, namely, article. It is supported by Master (1990, p. 461), he said that the English articles system is one of the most difficult parts of English grammar for the EFL/ESL learners.

On the other hand, English articles (*a, an* and *the*) are considered to be the most frequent words in English (Fry, Kress & Fountoukidis, 1993). Moreover, Master (2002, p. 2) said that the article *the* is shown to be the most frequent word in English and *a* to be the fifth most frequent word. In addition, Berry (1993) states that nearly eight and half percent of the English text contains *the* and *a*. Depending on these statistics, it is obvious that the English articles are a significant part of English language. Kim and Lakshmana (2007, p. 103) also said that the English article system is generally known to pose learnability difficulties for adult learners of English as a Second Language (L2). Further, Dulay, Burth and Krashen (1982, p. 165) state that L1 language learners, who do not have any other language to transfer from, have been found to commit many errors in articles. Meanwhile, in real life, there are many students still confused to use some parts of grammar like using articles. They often make some errors when they are using articles in sentences such articles "*a*, *an*, or *the*". Based on researcher's preliminary study at SMP Nurul Iman Palembang

October, 25th 2016, the eighth grade students were asked to answer 20 questions of article and they were given about 45 minutes to answer all the questions. The result is from 61 students, only two students who get score above to 60. Both of them get score 65. Therefore, one student get score 60, 3 students get score 55 and the last 55 students get less than it. The errors are most in substitution where the students put the wrong article in the sentence. For example, I have a old car, instead of I have an old car. This case also leads curiosity to the researcher to find out the real problem about the students' error.

With regard to the types of text taught in junior high school, descriptive text is taught to the 7th and 8th graders. Meanwhile, students still find difficulties in descriptive text especially in using articles. This fact proven by the result of interview from the teacher of SMP Nurul Iman Palembang. The students always do the errors in descriptive text especially in using articles. Because, there are some objects that will be described. The students need to use article in describing the object. In addition, Berry (1993) proposes seven principles in designing materials for teaching the articles, which can be summed up into three main points: (1) use a principled descriptive account; (2) make exercises / activities varied in terms of production, comprehension and perception, and (3) apply some principles of presentation methodology (e.g. simplicity, appropriateness). Therefore, descriptive text is the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory

and selected to describe what the writer sees, hears, smells, touches, and tastes. Furthermore, in School-Based Curriculum (KTSP) of junior high school, the standard competence of learning English especially for writing is that students are required to be able to comprehend many types of text, such as: descriptive text, recount text, procedure text and exposition, which are useful for communication purpose, related to their environment. One of writing text with genre that is familiar and taught to the eighth grade at SMP Nurul Iman Palembang is writing on descriptive text. Since students are always faced with writing through genre, they must know types of text, and automatically they are able to comprehend descriptive text and also other types of text.

On the other hand, some previous related studies from another researchers show various result. Some researchers have done the similar research in the past. A study by Swasti in 2016 entitled " An Error Analysis on the Use of Articles in Students' Written DescriptiveTtext", which is done at the tenth grade students of SMA N 1 Binangun, Cilacap. The result of this study from the highest to the lowest exposed errors are: indefinite *a/an*-for-zero errors (61.51%), zero-for-indefinite *a/an* errors (22.19%), definite *the*-for-indefinite *a/an* substitution error (5%), definite *the*-for-zero substitution error (4.65%), zero-for-definite *the* substitution error (4.41%), and indefinite *a/an*-for-definite *the* substitution error (2.23%).

Other research was conducted by Putri in 2007 entitled "An Error Analysis on Article Usage among First Semester Students of English Department Gunadarma University". The aims of the study are to find out the ability of the students in using

and understanding the article. The result of the study shows that the highest percentage is 60% in category article *the*.

Alhaysony research was conducted in 2012 entitled "An Analysis of Article Errors among Saudi Female EFL Students: A Case Study" shows that 57 % of the errors are interlingual ones, indicating the influence of the native language. Thus, interlingual errors are the most commonly occurring types. On the other hand, intralingual errors represented 42,56% of article errors.

Based on the background above, through descriptive text, the researcher was interested in investigating the students' learning problems, to know the students' errors in article. Therefore, the researcher entitled the research "An Error Analysis on the Use of English Article in Descriptive Texts Written by the Eighth Grade Students of SMP Nurul Iman Palembang".

1.2. Problems of the Study

Based on the background above, the researcher formulates the problems in this research as follow:

1. What types of errors on the use of English article written by the eighth grade students of SMP Nurul Iman Palembang in descriptive text?

2. What is the dominant type of error on the use of English article written by the eighth grade students of SMP Nurul Iman Palembang in descriptive text?

1.3. Objectives of the Study

Based on the problems of study above, the objectives or the aims of the study are:

1. To know the types of errors on the use of English article written by eighth grade students of SMP Nurul Iman Palembang in descriptive text.

2. To know the dominant type of error on the use of English article written by eighth grade students of SMP Nurul Iman Palembang in descriptive text.

1.4. Significance of the Study

The significance of the study is expected that the results of this study will give some beneficial inputs for the students, for the English teacher, and other researcher. First, for the students. This research is very helpful for the students to know which part of English article that they have most weakness. Furthermore, after knowing their weakness they can learn better for English article in the correct utterance and also writing especially in descriptive text. Second, for the teachers of English. The result of this research is expected will be useful for the English teacher especially in developing and improving the students' writing skill in using article system. Third, for other researchers, this research is expected will be useful for the other researcher in doing the research. This research also expected to be a source of material in conducting similar studies for further studies. Therefore, through this research, it is expected that this study contributes a reference for other researchers to enrich their resources.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of error, (2) concept of error analysis, (3) concept of errors and mistakes, (4) concept of writing, (5) concept of descriptive text, (6) concept of article in English, and (7) previous related study.

2.1. Concepts of Error

2.1.1. Definition of Error

The term error has been defined by various linguists and researchers. According to Corder (1981, p. 36), errors are described by the application of linguistic theory to the data of erroneous utterances produced by a learner or a group of learners. Moreover, Brown (2007, p. 258) considers an error to be "a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner." In addition, Richards and Schmidt (2002, p. 184) state that an error is "the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning." Furthermore, Funder (1987, p. 76) mentions that an error is a judgment of a laboratory stimulus that deviates from a model of how that judgment should be made.

In conclusion, an error is a deviation made by the learner because he/ she doesn't know about the rule and will make it repetitively.

2.1.2. Types of Error

Errors are classified by some researchers in the literature. Corder (1981. p. 36) categorizes the different construction among sentence. Corder describes the classification of error differently into four categories: Omission, Addition, Selection, and Ordering (Omission of some required element; Addition of some unnecessary or incorrect element; Selection of an incorrect element and ordering of elements).

On the other hand, Dulay et al (1982, p. 154) classify errors into four categories based on Surface structure Taxonomy. Which are omission, addition, misformation or substitution, and misordering.

1) Omission error is characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words.

For example:

Error Sentences	Correct Sentences
This place is most important in the world	*This place is **the** most important in the world*
I have cat in my house	*I have **a** cat in my house*
She buys apple in the market with me	*She buys **an** apple in the market with me*

In here, the definite article and indefinite articles are omitted in many contexts where they must appear according to the rules of the target language.

2) Additions. It is the opposite of Omission. They are characterized by presence of an item, which must not appear in a well-formed utterance.

For example:

Error Sentences	Correct Sentences
*She live in **the** Depok City*	*She lives in Depok City*
*I feel **a** happy*	*I feel happy*
*… but not **a** big*	*… but not big*

In here, Addition errors are made by learners in that they present definite and indefinite articles in places where they must not appear.

3) Misformation or Substitution is characterized by the use of wrong placement of an article.

For example:

Error Sentences	Correct Sentences
*This is **a** important thing in my life*	*This is **an** important thing in my life*
*It is **a** exciting time*	*It is **an** exciting time*
*It has **a** important location*	*It has **an** important location*

In here, one of the cases is the indefinite article "*a*" was used instead of the indefinite article "*an*".

4) Misordering, this error is where some elements presented are correct but wrongly sequenced e.g. *She yesterday came late to the party*, ("yesterday" is not in exact position, the position should be in the last as adverb of time, and it should be *she came late to the party yesterday*).

Meanwhile, Politzer and Ramirez (1973, p. 3) mention that the errors are categorized as an aid in presenting data rather to create a basis for extensive speculation concerning the sources than of the errors. For this reason they are categorized along fairly traditional lines into errors in morphology, syntax and vocabulary.

Furthermore, Hemchua and Schmitt (2006, p. 9) classify errors into two categories, which are formal errors and semantic errors. Formal errors classifies into three types: (1) formal misselection, (1) misformations and (3) distortions. While, semantic errors in lexis divided into two main types. Their sub-types are as follows: (1) confusion of sense relations and (2) collocation errors.

To find out what types of error in this research, the researcher uses types of error from Dulay, Burth and Krashen (1982), they suggest three types of error, omission of some requirement element, addition of some unnecessary element, and misformation or substitution of wrong placement element.

Table 1
A Sample Linguistic Category Taxonomy

Linguistic category and Error Type	Example of Learner Error
A. Morphology	
2. Indefinite article incorrect	
a) *a* used for *an* before vowels	*a ant*
b) *an* used for *a*	*an little ant*
3. Possessive case incorrect	
Omission of -*s*	*the man feet*
4. Third person singular verb incorrect	
a) Failure to attach -*s*	
b) Wrong attachment of –*s*	*The bird help man.*
4. simple past tense incorrect	*The apple fall downs.*
a) Regular past tense	
1) Ommission of -*ed*	
2) Adding -*ed* to past already formed.	*The bird he save him*
b) Irregular past tense	*He calleted*
1) Regularization by adding -*ed*	*He putted the cookie there.*
2) Substitution of past simple non-past	*He fall in the water.*
3) Substitution of past participle	*I been near to him.*
5. Past participle incorrect	
Omission of -*ed*	*He was call.*
6. Comparative adjective/ adverb incorrect	
Use of *more + er*	*He got up more higher.*
B. Syntax	
1. Noun Phrase	
a) Determiners	
1) Omission of the article	
2) Substitution of definite article for possessive pronoun	
3) Use of possessive with the article	*He no go in hole.*
4) Use of wrong possessive	*He fall down on the head.*

b) Nominalization
   1) Simple verb used instead of *-ing*
   2) Preposition by omitted
	He put it in the his room.
	
	The little boy hurt its leg.
	
	by to cook it

c) Number
   1) Substitution of singulars for plurals
   2) Substitution of plurals for singulars
	The dove helped him putting leaf on the water.
	
	He got some leaf.

d) Use of pronouns
   1) Omission of the subject pronoun
   2) Omission of the "*dumm*y" pronoun *it*
   3) Omission of object pronouns
   4) Subject pronoun used as a redundant element
   5) Alternating use of pronouns by number as well as gender
   6) Use of *me* as subject
	He stab him in the feet.
	
	(He) pinch the man.
	
	Is nice to help people.
	
	I don't know (it) in English.
	
	My brother he go to Mexico.
	
	So he can eat it (referring to apples).
	
	Me forget it.

e) Use of prepositions
   1) Omission of preposition
   2) Miss use of prepositions
	He came (to) the water.
	He fell down from (for on, into?) the water

2. Verb Phrase
a) Omission of verb
   1) Omission of *main verb*
   2) Omission of *to be*
b) Use of progressive tense
   1) Omission of *be*
   2) Replacement of *-ing* by the simple verb form
   3) Substitution of the progressive for the simple past
	He (fell?) in the water.
	He in the water.
	
	He going.
	The bird was shake his head.

c. Agreement of subject and verb person
   1) Disagreement of subject and verb person
   2) Disagreement of subject and	

number 3) Disagreement of subject and tense	*Then the man shooting (shot?) with a gun.*

3. Verb-and-Verb Constraction
   a) Embedding of a noun-and-verb construction in another noun-and-verb construction
   b) Omission of *to* in identical subject construction
   c) Omission *to* in the verb-and-verb construction
   d) Attachment of the past marker to the dependent verb
	You be friends.
	
	The apples was coming down.
	
	I didin't know what it is.

4. Word Order
   a) Repetition of the object
   b) Adjectival modifiers placed after noun
	I go to play. (I go and I play)

5. Some Transformation
   a) Negative transformation
     1) Formation of *no* or *not* without the auxiliary *do*
     2) Multiple negation
	I go play.
	
	I see a bird got the leaf.
	
	He was going to fell.
	
	The bird (object) He was gonna shoot it.
	He put it inside his house a little round.
	
	He not play anymore.
	
	They won't have no fun.

(Source: Politzer & Ramirez in Dulay 1982, p. 148).

2.1.3. Causes of Error

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

1) The first source of error is interlingual transfer. It is the beginning stage of learning second language. It is the negative influence of the mother tongue of learner. In this stage, students are not familiar yet with the use of target language, so they use a previous experience when they learn it.

2) The second source of error is intralingual transfer. It is the negative transfer of items within the target language. In this stage, students just learn 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 students 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 sources of error.

Moreover, Richards (1971, p. 10) classifies sources of errors into six types that are Interferences, Overgeneralization, Performance error, Markers of transitional competence, Strategy of communication and assimilitation. 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/or 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 thing 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 results 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 language without having completely acquired the grammatical form necessary to do so.

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

Based on the explanation above, it can be concluded that there are some factors that is caused an error, which are interlingual, intralingual, context of learning, communication strategies, interferences, overgeneralization, performance error, markers of transitional competence, strategy of communication and assimilitation.

2.2. Concepts of Error Analysis

2.2.1 Definition of Error Analysis

In the course of learning and using foreign language, one of the most inhibiting factors in appears of making mistakes and errors. The making of errors is a sign that the students have not mastered the rules of the language being learned. Language learning as any other human learning involves making mistakes and errors. Brown (2000, p. 216) states that the mistakes, misjudgment, miscalculation and erroneous assumption from an important aspect of learning of skill and acquiring information. Anyone attempts to acquire something by making mistakes and errors. The child who learns his native language makes countless mistakes with his linguistic knowledge. However, he gradually manages to produce acceptable spec hand justify it after a series of errors.

Since language is process that involves the making of mistakes and errors, errors are considered as the product of learning. It is important for the English teacher to realize that errors made by learner need to be analyzed correctly in order to arrange learning strategy effectively. In addition, it is important to discuss error analysis to underscore the relevance of such analysis for teaching

English as a foreign language. Such an analysis becomes the key for foreign language acquisition.

According to Corder (1981, p. 45), error analysis is branch of applied linguistic activity. Whereas, Brown (2007, p. 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. On the other hand, James (1998, p. 1) argues that error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.

In short, error analysis can be a very useful device of a foreign language teaching program. Errors provides feedback, they tell the teacher something about the effectiveness of their teaching materials and their teaching techniques.

2.2.2. The Procedure of Error Analysis

Procedure of error analysis is very necessary and important. Without Procedures, error analysis will not be correct and clear. Therefore, a learner needs to know about the procedure of error analysis. So that they know how to write correctly. There are some procedures of error analysis which come from some linguistics expert; one of them is Ellis (1997, p. 15), in his book, "*Second Language Acquisition*", mentions the procedure of error analysis into four steps such as *identifying* the errors, *describing* errors, *explaining* or *interpreting*, and *evaluating* error. Where the four step procedures those are very important and

needed in the error analysis. The four steps of procedures will be discussed briefly below:

The first step in analyzing learners' the errors is *identifying* the errors; which the researcher should compare the sentence that learner produces with what would be the correct sentence in the target language. If the sentence is assumed wrong in the target language or inappropriate for a particular context, it shows the error.

The next step is *describing* errors; the identified errors are described and classified into the table description of errors in order to know the frequency of error types. Classifying errors in such ways can help the teacher analyze learners' problems in their target language development.

The third step is *explaining* or *interpreting*. It discusses the error types described in the table description and it is going to be more difficult when identifying the causes of error since the errors have a varied causes such as mother tongue interference, overgeneralization, error encouraged by teaching materials or methods.

The last step is evaluating error, which is also necessary. The teacher can determine what should be more emphasized or treated and what should not to their students.

Based on the explanation above, this research uses Ellis's theory of error analysis viewing the error analysis as an activity to *identify, describe*, *explain* or *interpret*, and *evaluate* the errors.

2.3. Concepts of Errors and Mistakes

An error is different from mistake, so it is crucial to differentiate both of them. According to Ellis (1997, p. 17), errors reflects gaps in a learners' knowledge; they occur because the learner does not know what is correct. Corder (1973, p. 257) adds that errors are breaking the role, due to lack of competence such as 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. Furthermore, Brown (2007, p. 258) states that errors are a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.

According to Ellis (1997, p. 17), mistakes 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, p. 257) states 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 is 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.

2.4. Concepts of Writing

2.4.1. Definition of Writing

Writing means letters, words, or numbers, or their equivalent, set down by handwriting, typewriting, printing, photostating, photographing, magnetic impulse, mechanical or electronic recording, or other form of data compilation.

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

According to Harmer (2004, p. 33), writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. Brown (2004, p. 218) adds that writing is primarily a convention for recording speech and for reinforcing grammatical and lexical features of language. On the other hand, Barber et al (2006, p. 2) mention that writing is a vital skill in modern society and in the workplace. Jozsef (2001, P. 5) also said that writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. Meanwhile, Johari (2004) argues that writing is one of the four modes of the system of human communication that we call language. Further, Hawkins (2005, p. 2) shows that writing is about putting information and thoughts into words on paper. There are many reasons why you might need to write something down. Which are (1) to give information, (2) to get information, (3) to keep in touch (4) to keep a record of something important, and (5) to help you remember. Meanwhile, Swenson & Brett (as cited in Raheem 2011, p. 42) writing is a process of communicating information or ideas. It is essentially a simple business which includes selecting words from statements in our heads, then putting words and statements in our heads, then putting words and statements down on paper. Patel and Jain (2008, p. 125) said that writing is essential features of learning a language because it

provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage.

On the other hand, Kirby and Crovitz (2013, p. 6) also add that writing is an act of creation, which makes writing instruction uniquely different from many other kinds of teaching. Furthermore, Islamic has explained about the importance of writing that should be taught for people in this world. This can be found in surah Al- Jumu'ah 62: 2. The surah will be discussed briefly below:

هُوَ ٱلَّذِى بَعَثَ فِى ٱلۡأُمِّيِّـۧنَ رَسُولًا مِّنۡهُمۡ يَتۡلُواْ عَلَيۡهِمۡ ءَايَٰتِهِۦ وَيُزَكِّيهِمۡ وَيُعَلِّمُهُمُ ٱلۡكِتَٰبَ وَٱلۡحِكۡمَةَ وَإِن كَانُواْ مِن قَبۡلُ لَفِى ضَلَٰلٖ مُّبِينٖ ﴿٢﴾

"It is He who has sent among the unlettered a Messenger from themselves, reciting to them His verses and purifying them and teaching them the Book and wisdom- although they were before in clean error" (Q.S. Al- jumu'ah 62: 2).

Based on surah above, Allah SWT delegate prophet Muhammad SAW to teach Arabic people who are still illiterate who doesn't know how to read and write all the time. Prophet Muhammad SAW was governed by Allah SWT as follows:

a. To guide and give instructions to read and write surah Al Qur'an to get knowledge in world and hereafter.

b. To clean their mislead aqidah, sin of polytheistic, bad or jahiliyah character to be the correct aqidah of islam and making good character based on aqidah of islamiic.

Thus, it is clear that Allah SWT also command us to master writing in order to get knowledge.

Moreover, Gelb (1963, p. 6) defines that writing is expressed not by objects themselves but by markings on objects or on any other material. Written symbols are normally executed by means of motor action of the hands in drawing, painting, scratching, or incising. Further, Morley (2007, p. 8) said that writing is an extreme act of attention and memory; it pleads with your brain cells to make new connections. Peha (2003, p. 10) also adds that writing is really two activities wrapped up into one. The first activity involves coming up with the ideas you plan to write about. The second involves writing those ideas down in ways that are interesting and understandable to your readers.

In short, writing is very important as one media of communication that can help people to have a good socialization, express people idea, feeling, and opinion so that the people can have a good interaction with people society. Writing is considered the most difficult skill in language teaching and learning process.

2.4.2. The Process of Writing

According to Oshima and Hogue (2007, p. 15), there are four steps process of writing as the consideration to establish a good text. The steps of writing help the writer arrange a clear and understandable text.

1) Prewriting

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

2) Organizing

The next step in the 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.

3) 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 errors later.

4) Polishing, Revising and Editing.

In this step, you 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 organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

2.4.3.Types of Text in Writing

Hammond (1992) in Paltridge (1996, p. 239) categorize text into 9 types that follows: recount, narrative, report, review, procedure, anecdote, explanation, arguments, and problem-solution. On other hand, Nelley et al (2010, p. 3) mention that more recently, eight key text types have been identified as recount, description, information report, explanation, exposition, discussion, procedure

and narrative. Meanwhile, English K-6 Syllabus (1998, p. 3) states that the text types are: narrative, recount, description, response, information, procedure, explanation, exposition, and discussion. In short, descriptive text is one of the types of text in writing.

2.5. Concepts of Descriptive Text

2.5.1. Definition of Descriptive Text

This research will analyze the students' problems in using the article in their descriptive writing. Descriptive writing is the clear description of people, places and objects. 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, or others, for instance: our pets or a person we know well. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes.

Description is writing about characteristic features of a particular thing. According to Oshima et al (n.d. p.48) description is writing about how something (or someone) looks and uses space order. Hogue (2008, p. 94) said that descriptions 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, p. 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 the sounds of words. Oshima and Hogues (2007, p . 61) mention that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind. According to the statements above, it can be concluded that a descriptive writing should be concrete and detail, so the readers know and understand what the writer is telling about.

Moreover, the generic structure of a descriptive text are as follows: (1) identification: an introduction to the subject of the description; (2) description of features: describe the characteristic features of the subject.

Beside that, the language features of a descriptive text are follows: (1) use of particular nouns; (2) use of detailed noun groups to provide information about the subject; (3) use of a variety of types of adjectives; (4) use of relating verbs to provide information about the subject; (5) use of thinking and feeling verbs to express the writer's personal view about the subject or to give an insight into the subject's thoughts and feelings; (6) use of action verbs to describe the subject's behavior; (7) use of adverbials to provide more information about this behavior; (8) use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

From the explanation above, this research analyze the use of article in descriptive text. This is because, in descriptive text there are some objects that

will be described. Students need to use article in describing the object have chosen by them.

2.5.2. Purposes of Descriptive Text

The purpose of descriptive text is to create a vivid impression of a person, place, object or event. The researcher use description to persuade others to think or act in particular ways. As the example in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.

Table 2
Purpose for Description

Purpose	Description
To entertain	An amusing description of a teenager's bedroom
To express feeling	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this sample fruit
To persuade (to convince the reader that some music videos degrade woman)	A description of a degrading music video

(Source: Clouse 2006, p. 154)

2.5.3. Kinds of Descriptive Text

Descriptive text is a text to describe something, such as persons, places, or thing.

1) Description of person

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

a) Identification

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

b) 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 effective in capturing an individual's striking or distinctive trait.

c) Character Sketch

More complete description of people are usually called character sketch they may be 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:

1. Description of person

Mr Kartolo, the Farmer

Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr Kartolo is ready to harvest his crops.

Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr Kartolo's duties before breakfast. He does most of the hard outdoor work by himself. (Source: Wardiman, 2008)

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2. 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 elders. 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 even 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. (Source: Fiderer, 2002)

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2) Description of a place

There is no pattern for arranging sentence in descriptive paragraph in describing place. It is not necessary to begin with one area and then proceeds to another one. The description must be organized so that the reader can imagine the scene described.

1. Description of place

England

England is one of countries located in Europe that has four seasons. They are winter, spring, summer and autumn.

In winter, we can find snow everywhere. It is always very cool. The temperature can be lower than 0° C. you should wear jacket if you want to go out. We usually have winter from December to February.

After winter, we have spring from March to May. The snow melts down. It is the time when trees and plants start to grow their leaves. The temperature is warmer than before, we also have a lot of rain.

Then, it is summer! We have summer from June to August. The sun shine very bright and it is a holiday time. We finish out school and we can play all day or travel to another place. We usually visit our relatives in difference city. It is sometime very hot and people go to the beach or swimming pool.

Autumn comes after summer. We have autumn from September to November. The live on the trees go brown then they fall of. We like playing with falling leaves in our garden. It is very beautiful. We are sure that people like to visit England in autumn.

(Source: http://digilib.unila.ac.id/11651/11/lesson%20plan.pdf)

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2. Description of place

Nusa Tenggara

Nusa Tenggara is the name for the chain of islands which lies to the east of Bali. Including the islands of Komodo, Lombok, Flores and Timor, Nusa Tenggara spans a variety of landscapes, from tropical forests, high volcanic lakes and dry savannahs. The largest islands are Lombok and Sumbawa, with hundreds of smaller islands between. East Nusa Tenggara has 566 islands. The long northern arch of the island chain is the result of volcanic activity, whilst the southern islands are 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.

(Wardiman et al, 2008)

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3. Description of place

Sydney Opera House

The Sydney Opera House is a large performing art place. It becomes an Australian icon. It was established in 1973. It is located in Sydney, New South Wales, Austarlia.

The Sydney Opera House covers 1, 8 hectares of land. It is 183 m long and about 120 m wide. The building can load 25, 000 people.

The Opera House is a place of large theatrical productions. It is the home of Opera Australia, the Sydney Theater Company and the Sydney symphonyan.

There are four theaters in Sydney Opera House. There are also five rehearsal studios, two main halls, four restaurants, six bars, and many souvenir shops. The design of the Opera House is very unique. The roof looks like giant shells.

Besides theatrical productions, the Opera House is also used for other functions. It is used for weddings, parties, and conferences. (Priyana et al, 2008)

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3) Description of a thing

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

a) 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, places, and things that familiar with the readers and they can recognize easily; for example Arizona, University of Tennessee.

b) Using effective verb

We know how important verbs are to narration, but effective verbs can also add much to piece of description. Writers use to make description more specific, accurate, and interesting.

Example:

1. Description of thing

My Rock Collection

I have an egg carton filled with rocks. One is a piece of sulfur. It is yellow and smells funny. I like the tiger's eye. It has brown stripes and it is very smooth and shiny. My amethyst has sharp purple crystals that sparkle. It is very pretty. But my favorite rock is my pink quartz because it looks like a diamond!

(Source: https://www.rainbowresource.com)

---

2. Description of thing

> **My lovely Puppies**
>
> My dog, Besty, gave birth four puppies five months ago. The first is Robin. 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 him Oscar. He has 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. Rubi has a red 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.
>
> (Priyana et al, 2008)

3. Description of thing

> **The Sea Eagle**
>
> There is an eagle nesting on the tree top near my grand-parent's house in Pangandaran. It was a sea eagle.
> The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.
> Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognize because it has a strong a streamlined, sharp beak and a stream-line body.
> Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs.
>
> (Wardiman et al, 2008)

2.5.4. The Structure of Descriptive Text

Every text has its own structure. One to another text has its own rules, and it is different. Wardiman et al (2008, p. 122) explain the descriptive text structure.

1) The generic structure of a descriptive text structure:

   a) Identification

   This stage contains identification that identifies the phenomenon to be described.

   b) Description of features

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

2) The generic features of description are:

   a) Verb in present tense

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

   b) Adjectives

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

   c) Topic sentence

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

3) The factual description scaffold

a) 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.

b) 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.

c) A concluding paragraph (optional)

The concluding paragraph signals the end of the text. Sometimes the writer use it, and sometimes not.

2.5.5. The Strategies of Descriptive Text

Strategies in writing descriptive text are very necessary and important. Without strategies in writing descriptive text, writing itself will not be correct and clear. Therefore, a learner needs to know about the strategies of writing descriptive text.

Clouse (2003) in Sasmiasih (2014, p. 33) mention the explanation about descriptive text strategies:

1) Topic selection

A topic in a sentence is very important. Because of the topic, a sentence would look weird and unusual. Selection of topic here is to choose a topic

object with caution before writing descriptive text. Where students have to concentrate to find a topic that and memorable, in order to produce descriptive text that is good and interesting. The obvious choice of topics to help students achieve specific goal in writing descriptive text.

2) Dominant impression

In writing descriptive text, students must choose a dominant impression. The impression or selection that is interesting and surprising to be written in descriptive text. Thus, produce descriptive text that best.

3) Drafting

Drafting in writing descriptive text is also very important and necessary. Because of the presence of this drafting, will good determine whether or not the results of the descriptive text.

4) Revising

Revising in the descriptive text is very important and necessary. The purposes for writing clearer and correctly. Without revising, a sentence in descriptive text would too be long. So revising here is very important that the text produced clearer.

In conclusion, strategy in writing descriptive text is very important and necessary to produce the right writing of descriptive text and clear. Because of the absence of a strategy in writing descriptive text, which may occur of course there will be more errors made by students in their writing.

2.6. Concepts of Article in English

2.6.1. Definition of Article

Article is part of grammar. According to Leacock et al (2010, p. 48), articles are ideal targets for automatic error detection because they are among the most frequent of English learner errors. Research typically focuses on the use of the indefinite and definite article as well as the zero-article. In English there are three articles *a, an* and *the*. Moreover, Azar (1999, p. 112) adds that the article system *a / an* is used with a singular generic count noun. However, *the* is sometimes used with a singular generic count noun (not a plural generic count noun, not a generic non-count noun).

On the other hand, Fry et al (1993) mentions that English articles (*a, an* and *the*) are considered to be the most frequent words in English. Moreover, Master (2002, p. 2) said that the article *the* is shown to be the most frequent word in English and *a* to be the fifth most frequent word. In addition Berry (1993) states that nearly eight and half percent of the English text contains *the* and *a*. Depending on these statistics, it is obvious that the English articles are a significant part of English language. Kim and Lakshmana (2007) also said that ESL/EFL learners need more time to acquire the article system than any other grammatical forms.

2.6.2. Use of Article *a* or *an*

Harmer (2001, p. 45) said that we use definite article (*the*) when we think that the reader or listener knows which particular thing or person we are talking

about or when there can only be one . We don't use the definite article when we are talking about people and things in general using plural or uncountable nouns. However, just to confuse things, we do sometimes make general statements with the definite article and a singular noun. Indefinite article (*a* or *an*) is used refer to a particular person or thing when the listener / reader doesn't know which one is being described. We can also use *a* or *an* to refer to a member of a group of a group in order to refer to the whole groups.

According to Eastwood (2002, p. 199) mentioned that article *a* or *an* is used when an unidentified specimen. The form *a* is used before a word beginning with a consonant, or a vowel with a consonant sound. The form *an* is used before words beginning with a vowel (*a, e, i, o, u*) or words beginning with a mute h or individual letters spoken with a vowel sound likes an MP and an SOS. Moreover, Eastwood also said that *a* or *an* is used:

a) Before a singular noun which is countable (i.e. of which there is more than one) when it is mentioned for the first time and represents no particular person or thing

Examples:

1) A shelf was put up.

2) I need *a* visa.

3) They live in *a* flat.

4) He bought *an* ice-cream.

b) Before singular countable noun which is used as an example of a class of thing.

Example: *A* car must be insured (all cars must be insured).

c) With a noun complement. This includes names of profession.

Example:

1) It was *an* earthquake.

2) She will be *a* dancer.

d) In certain expression of quantity.

Example: *A* couple of bird.

e) With certain number.

Example: *A* hundred kilometer.

f) In expression of price, speed, ratio etc.

Example: sixty kilometers *an* hour.

g) In exclamation before singular, countable nouns.

Example: What *a* pretty girl!

2.6.3. Omission of *a/an*

1) Before plural nouns.

2) Before uncountable nouns.

3) Before names of meals, except when these are preceded by an adjective.

Example: We have breakfast at eight. He gave us a good breakfast.

2.6.4. Use of article *the*

Refers to Alexander (1998, p. 48), *the* is used when the noun which follows names an identified specimen, that is when it is believed that the hearer knows which person, place or thing the noun.

As Eastwood explained that the article also placed;

1) When the object or group of objects is unique or considered to be unique.

    Example:

    a) *The* earth

    b) *The* stars

    c) *The* sky

2) Before a noun made definite by the addition of a phrase or clause.

    Example: *The* place where I met him.

3) Before a noun which by reason of locality can represent only one particular thing.

    Example: Ann is in the garden (the garden of this house).

4) Before superlatives and only.

    Example:

    a) This is *the* only thing here.

    b) That is *the* most beautiful place.

    c) Do not use *the* before:

1) Names of most countries/territories: Italy, Mexico, Bolivia; however, *the* Netherlands, *the* Dominican Republic, *the* Philippines, *the* United States.

2) Names of cities, towns, or states: Seoul, Manitoba, Miami.

3) Names of streets: Washington Blvd., Main St.

4) Names of lakes and bays: Lake Titicaca, Lake Erie except with a group of lakes like *the* Great Lakes.

5) Names of mountains: Mount Everest, Mount Fuji except with ranges ofmountains like *the* Andes or the Rockies or unusual names like *the* Matterhorn.

6) Names of continents (Asia, Europe)

7) Names of islands (Easter Island, Maui, Key West) except with island chains like *the* Aleutians, *the* Hebrides, or *the* Canary Islands.

2.7. Previous Related Studies

Some researchers have done the similar research in the past. for example a study by Swasti in 2016 Entitled " An Error Analysis on the use of articles in students' written descriptive text, A Case of Class X MIA 1 of SMA N 1 Binangun, Cilacap in the Academic Year 2014/ 2015", which is done at the tenth grade students of SMA N 1 Binangun. The result of this study from the highest to the lowest exposed errors are: indefinite *a/an*-for-zero errors (61.51%), zero-for-indefinite *a/an* errors (22.19%), definite the-for-indefinite *a/an* substitution error (5%), definite *the-*

for-zero substitution error (4.65%), zero-for-definite *the* substitution error (4.41%), and indefinite *a/an-*for-definite *the* substitution error (2.23%).

Other research was conducted by Putri in 2007 entitled "An Error Analysis on Article Usage among First Semester Students of English Department Gunadarma University". The aims of the study are to find out the ability of the students in using and understanding the article. And then the result of the study shows that the highest percentage is 60% in category article *the*.

Alhaysony was conducted research in 2012 entitled "An Analysis of Article Errors among Saudi Female EFL Students: A Case Study" shows that 57 % of the errors are interlingual ones, indicating the influence of the native language. Thus, interlingual errors are the most commonly occurring types. On the other hand, intralingual errors represented 42,56% of article errors.

There is a similarity and difference between the three previous studies. The similarities between three previous studies above are (1) all of them did the descriptive qualitative research (2) all of them studied the same variable in article system. The differences are (1) all of them using different techniques for analyze (2) result (3) and also the population and sample.

CHAPTER III

METHOD AND PROCEDURE

This chapter discusses (1) research design, (2) operational definitions, (3) participants, (4) technique for collecting data, and (5) techniques for analyzing data.

3.1. Research Design

According to Creswell (2014, p. 41), research designs were types of inquiry within qualitative, quantitative, and mixed methods approaches that provided specific direction for procedures in a research design. On other hand Kumar (2011, p. 95) mentioned that research design was a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems.

Meanwhile, this study was used qualitative research; with descriptive approach. This was called as a descriptive qualitative research because of the characteristics that mentioned by Densin and Lincoln (as cited in Creswell 2007, p. 36)

> "Qualitative research is a 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 researchers study things in their natural setting, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them"

Furthermore, According to Creswell (2014, p. 32)

> "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation"

In conclusion, this research was designed in the form of qualitative research, especially in descriptive method. The method was intended to describe exactly a phenomenon or problem that researcher had seen. It meant that the researcher would investigate the use of article system and to identify the grammatical errors in using article system in students' descriptive text writing based on surface structure taxonomy. In this way the researcher collected the data from the students' descriptive text writing and investigated them whether the student used correct article system or error, and identified the errors based on surface structure taxonomy in order to conclude the result.

3.2. Operational Definitions

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

Article is a word used as an adjunct to noun to modify or limit its meaning. The English *the* of its equivalent in other language is called the definite article, where *a* or *an* or their equivalent in other language are called the non definite or indefinite article.

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, or others, for instance: our pets or a person we know well. An effective description is contain sufficient and varied elaboration of details to communicate a sense of the subject being described.

3.3. Subject of Study

3.3.1. Population

According Creswell (2012, p. 381), population is the group of individuals having one characteristic that distinguished them from other groups. The population of this research was the eigth grade students of SMP Nurul Iman Palembang. There were 4 classes. The total numbers of the eighth grade students were 152 students.

In conducting the research, the writer took the eight grade students of SMP Nurul Iman Palembang as the population. Population of this research were the whole students of the eight grade students of SMP Nurul Iman Palembang.

Table 3

The Total Population of the Study

No	Class	Male Students	Female Students	Total
1	VIII. 1	25	11	36
2	VIII. 2	20	16	36
3	VIII. 3	22	18	40
4	VIII. 4	14	26	40
TOTAL		81	71	152

(Source: Staff Administration of SMP Nurul Iman Palembang 2016 /2017)

3.3.2. Sample

A sample is a group of elements, or a single element, from which data are obtained (Mcmillan, 1996 p. 86). The sample consisted of the students from the population who are chosen to participate in the study. The population of the eight grade students at SMP Nurul Iman Palembang was large enough to be all taken as sample of the research. Moreover Ritchie and Lewis (2003, p. 84) said that qualitative sample often 'lie under 50'. They add that if they become much larger than 50 they start to become difficult to manage in terms of the quality of data collection and analysis that can be achieved. Therefore, based on the limitation of the research, the researcher took only 40 students as sample. This sample of the research would taken by using convenience sampling method.

According to Creswell (2012, p. 145), in convenience sampling the researcher selects participants because they are willing and available to be

studied. The writer got one class that was chosen by teacher of English in that school, that was VIII. 4. The sample of the study was shown in Table 4.

Table 4

The Sample of the Study

No	Class	Male Students	Female Students	Total
1	VIII. 4	14	26	40
TOTAL SAMPLE				40

3.4. Data Collection

In order to get data, written test was used. Test was a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004).

In this research, the participants were asked to write a descriptive text about 100 - 250 words or around three paragraphs with at least five sentences in each paragraphs, with consulting their dictionaries, within forty five minutes. The researcher provides five topics, they are: 1) My house, 2) My pet, 3) My friends, 4) My Idol, and 5) My favorite place. The participants were suggested to choose one of the topics which had been provided.

3.5. Data Analysis

In conducting this research, researcher followed the procedures in Error Analysis. According to Ellis (1997), the procedures for error analysis as follow (1) collection of samples of learner language, (2) identification of errors, (3) classification of errors, and (4) evaluation of errors.

3.5.1. Procedures of Error Analysis

The researcher focused on error analysis on the use of article that was applied in descriptive writing test. Therefore, in analyzing the data, the researcher used error analysis method. According To Ellis (1997), the following steps to conduct an error analysis research:

1. Collection of samples of learner language

It refers to deciding what samples of learner language to use for the analysis and how to collect these samples.

2. Identification of errors

In this step, the researcher studied the acquired data and tried to find out errors on the use of article in students' descriptive text writing by underlining the errors.

3. Classification of errors

Grouping the errors that had been found and stating the classes of the errors. The Modification of surface structure taxonomy (Dulay, Burt, and Krashen (1982)) was used to classify the errors. It included three types of errors that were Omission Error, Addition Error and Substitution. In this step, the researcher tried to explain how and why an article called to be erroneous.

Table 5
Error Classifications of Surface Structure Taxonomy

No	Identified Sentences or Phrases	Types of errors
1		Omission
2		Addition
3		Substitution

4. Evaluation of errors

Here, the researcher used the evaluation of errors as a step that involved drawing conclusion. In this step, the researcher determines the most frequent up to the least frequent error type as the result of the errors in using article in students' descriptive text writing by using percentage, calculating the data taken and making the percentage in each category.

3.5.2. Accounting the Error

In calculating the data, researcher applies following steps:

1. Counting the total of each type of article errors from the identification table.

2. Counting the total number of all types article errors

3. Making percentage each type of article errors, in order to know the most frequent type article errors, it is done by dividing the total number of each type by the total number of all types article errors and then multiplying with one hundred.

Percentage =

$$\frac{\text{Total of a type article errors}}{\text{Total number of all type article errors}} \times 100$$

Table 6
Frequency of errors according to SST

Error Type	*the*	*a*	*an*	Total
Omission				
Addition				
Substitution				
Total				

CHAPTER IV

FINDINGS AND INTERPRETATIONS

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

4.1 Findings

The findings of the study were (1) identifications and classifications of errors of English article (*a, an* and *the*) in descriptive texts written by the eighth grade students of SMP Nurul Iman Palembang, (2) the percentage of each number of errors of English article (*a, an* and *the*) in descriptive texts written by the eighth grade students of SMP Nurul Iman Palembang.

4.1.1   Identification and Classification of Error of English Article

This study aimed at finding the errors on the use of English article in descriptive texts written by the eighth grade students of SMP Nurul Iman Palembang. After collecting and analyzing the data, the researcher found a lot of errors.

There were 105 items of errors found in student's descriptive writing. The researcher provided all of those sentences in the Table 7 below completed with the error types of each article. The errors were classified based on the surface structure taxonomy that includes three types of errors. They were; omission, addition and substitution.

Table 7
Identification and Classification of Errors

No	Identified Sentences and Phrase	Classification of Errors
1	He liked to read *the* encyclopedia	Substitution

2	He *the* ranked….	Addition
3	Puchi often *the* chase to people in my house	Addition
4	There are many tourist *a* Batam	Addition
5	…… have *an* favorite food	Substitution
6	……..*an* many others	Addition
7	Beside that *a* Batam have…	Addition
8	Batam have *the* beach…..	Substitution
9	In *the* Batam, I can….	Addition
10	There are many tourist *a* Yogyakarta	Addition
11	……*an* favorite food	Substitution
12	…..*an* many others	Addition
13	Beside that *a* Yogyakarta……	Addition
14	Yogyakarta have *the* beach…..	Substitution
15	In *the* Yogyakarta, I can….	Addition
16	I have best friends in *the* School	Addition
17	She too go to * School …….	Omission
18	….. and * canteen	Omission
19	She *person good……	Omission
20	She live in *the* Depok City	Addition
21	…….. in *the* Bogor	Addition
22	Nabila is * women	Omission
23	Nabila have * sharp nose	Omission
24	She also have * white body	Omission
25	She have *an* sharp nose	Substitution
26	She have *an* sharp nose	Substitution
27	Her pet is * cat	Omission
28	She very discipline in *the* time	Addition
29	She does not in *the* clever……	Addition
30	There *the* public to visit	Substitution
31	…… on *the* tree	Substitution
32	But *the* sea eagle…..	Substitution
33	The eagle like eat *an* mouse	Substitution
34	Miki has * fat body	Omission
35	She also wear *the* veil…….	Substitution
36	She was *a* very dilligent	Addition

37	….. have * cat…….	Omission
38	…, * dog	Omission
39	…., * watermelon	Omission
40	…., * pumkin	Omission
41	…. , * papaya	Omission
42	…. , * starwberry	Omission
43	…. , * grape	Omission
44	…. , * pinneapple	Omission
45	…. , * apple	Omission
46	…. on *the* tree	Substitution
47	But *the* sea eagle…..	Substitution
48	She have * beautiful face	Omission
49	She have * plate nose	Omission
50	She have * good character	Omission
51	She also have * body…..	Omission
52	She have * beautiful face	Omission
53	She have * good character	Omission
54	She like eat * apple	Omission
55	She also have * white body	Omission
56	She is *a* have beautiful face	Addition
57	…. have * beautiful face	Omission
58	She also have * body	Omission
59	She have * cute face	Omission
60	He have * good career	Omission
61	……. have *a* skin white	Addition
62	……… in *a* films	Addition
63	He is * comedyan famous…….	Omission
64	He make *a* film as…..	Substitution
65	She *a* have friend….	Addition
66	…. have * friend	Omission
67	They *a* have character	Addition
68	….. have * character	Omission
69	She is *a the* sailent …….	Addition
70	*a* Bogor have…….	Addition
71	……. have *an* favorite food	Substitution
72	…… *an* many others	Addition

73	Beside that *a* Bogor have ……	Addition
74	……… have *the* park that…..	Substitution
75	In *the* Bogor………….	Addition
76	Bogor is * important place in Java	Omission
77	I have *a* animal……	Substitution
78	…… is * cat…..	Omission
79	He like *a* milk ……	Addition
80	I give food * cat	Omission
81	Brother Prilly is * someone actor good	Omission
82	She has * beautiful face	Omission
83	She is * kind person	Omission
84	She have * beautiful eye	Omission
85	He has * tall body	Omission
86	…. and *the* Singapura	Addition
87	He is * actor……	Omission
88	He have * big house	Omission
89	……. that is * cat	Omission
90	…. In *the* House	Substitution
91	…..in *the* shop	Substitution
92	It eat at * morning and night	Omission
93	Her is *a* long	Addition
94	Person not *an* too…..	Addition
95	I am not to have * important friend….	Omission
96	I have * best friend….	Omission
97	She is * beauty girl	Omission
98	I always buy chiken in * Canteen	Omission
99	After that we go to * Library	Omission
100	We reading *a* books	Addition
101	She is * motivation for me	Omission
102	……. as * doctor…..	Omission
103	He is * actor	Omission
104	He is *a the* sailent….	Addition
105	She is *an* strong women	Substitution

Note: * (omission error)

There were 52 errors found in omission, 32 errors found in addition and 21 errors found in substitution.

4.1.2. Percentage of Each Number of Errors of English Article

From table 7, it could be seen that there were 105 errors in English articles found in students' descriptive writing. Those 105 errors contributed in each classification of errors and the percentages could be seen in the following explanation.

4.1.2.1 Errors in Omission

There were 52 errors found in omission. From all 52 errors, 40 errors were found in the use of indefinite article *a*. These errors showed that students were not able to put indefinite article *a* before a singular noun modified by an adjective. It should be noticed and reflected that most of the students wrote the errors in the sentence *" she person good"* instead of *"she is a good person",* then *"Nabila have sharp nose "* instead of *"Nabila has a sharp nose",* on the other sentence *"She also have white body"* instead of *"She also has a white body",* the sentence *"He have good character"* instead of *"He has a good character"* and last *"She have beautiful face"* instead of *"She has a beautiful face".*

Furthermore, the students also did not put indefinite article *a* before a singular noun which is countable noun. It could be seen in the sentence *"Nabila is women"* instead of *"Nabila is a woman",* other sentence such as *"Her pet is cat"* instead of *"Her pet is a cat",* Then *"I have best friend…."* instead of *"I have a best friend….."*.

Then, 6 omission errors were found in the use of indefinite article *an*. The students did the errors in writing indefinite article *an*. They did not put indefinite article *an* before words beginning with a vowel (a, i, u, e, o) such as in the sentence *"He is actor"* instead of *"He is **an** actor"*. These errors showed that the students did not understand about the use of indefinite article *an*.

After that, other 6 omission errors were found in the use of definite article *the*. The students did not put definite article *the* before something that already knows about, like in the sentence *"She too go to School ...."* instead of *"She too go to **the** School ...."* or in other sentence *"..... and canteen"* instead of *"..... and **the** canteen",* and also in the sentence *"after that we go to Library",* instead of *"after that we go to **the** Library"* and so on that could be seen in the Table 8.

Table 8
Omission Errors

Type of Error	Identified Sentences	*a*	*an*	*the*
	1. She too go to School …….			✔
	2. ….. and canteen			✔
	3. She person good………….	✔		
	4. Nabila is women	✔		
	5. Nabila have sharp nose	✔		
	6. She also have white body	✔		
	7. Her pet is cat	✔		
	8. Miki has fat body	✔		
	9. ….. have cat…….	✔		
	10. ……, dog	✔		
	11. ……, watermelon	✔		
	12. ……, pumkin	✔		
	13. ……, papaya	✔		
		✔		

Omission					
	14.	….., strawberry	✔		
	15.	….., grape	✔		
	16.	….., pineapple			
	17.	….. apple		✔	
	18.	She have beautiful face	✔		
	19.	She have plate nose	✔		
	20.	She have good character	✔		
	21.	She also have body	✔		
	22.	She have beautiful face	✔		
	23.	She have good character	✔		
	24.	She also have white body	✔		
	25.	…… have beautiful face	✔		
	26.	She like eat apple		✔	
	27.	She also have body	✔		
	28.	She have cute face	✔		
	29.	He have good career	✔		
	30.	He is comedyan famous…….	✔		
	31.	…… have friend	✔		
	32.	……. have character…..	✔		
	33.	…… is cat…..			✔
	34.	I give food cat	✔		
	35.	Brother Prilly is someone actor good	✔		
	36.	She has beautiful face	✔		
	37.	She is kind person	✔		
	38.	He has tall body			
	39.	He is actor……	✔	✔	
	40.	He have big house	✔		
	41.	…… that is cat			✔
	42.	It eat at morning and night			
	43.	I have best firiend	✔		
	44.	She is beauty girl	✔		✔
	45.	I always buy chiken in Canteen			✔
	46.	After that we go to Library	✔		
	47.	She is motivation for me	✔		
	48.	……. as doctor…..			
	49.	He is actor		✔	
	50.	Bogor is important place in Java		✔	

	51. She have beautiful eye 52. I am not to have important …..		✔	✔
Total	**52**	**40**	**6**	**6**

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

$$P = \frac{n1}{\Sigma N} \ 100\%$$

$$P = \frac{52}{105} \ 100\% = 49,52\%$$

It could be seen that the overall percentage of omission errors were 49,52%. After that, to see the percentage in three errors in the use of indefinite article *a, an* and also errors in definite article *the*, the same formula was used. The percentage of amount identified omission errors could be illustrated in chart below:

Chart 1
The Percentage of Each Errors (*a, an* and *the*) in Omission

76, 92%

11, 53%

11, 5 3%

Article a

Article an

Article the

The Perc ent ag…

■ Article a   ■ Article an   ■ Article the
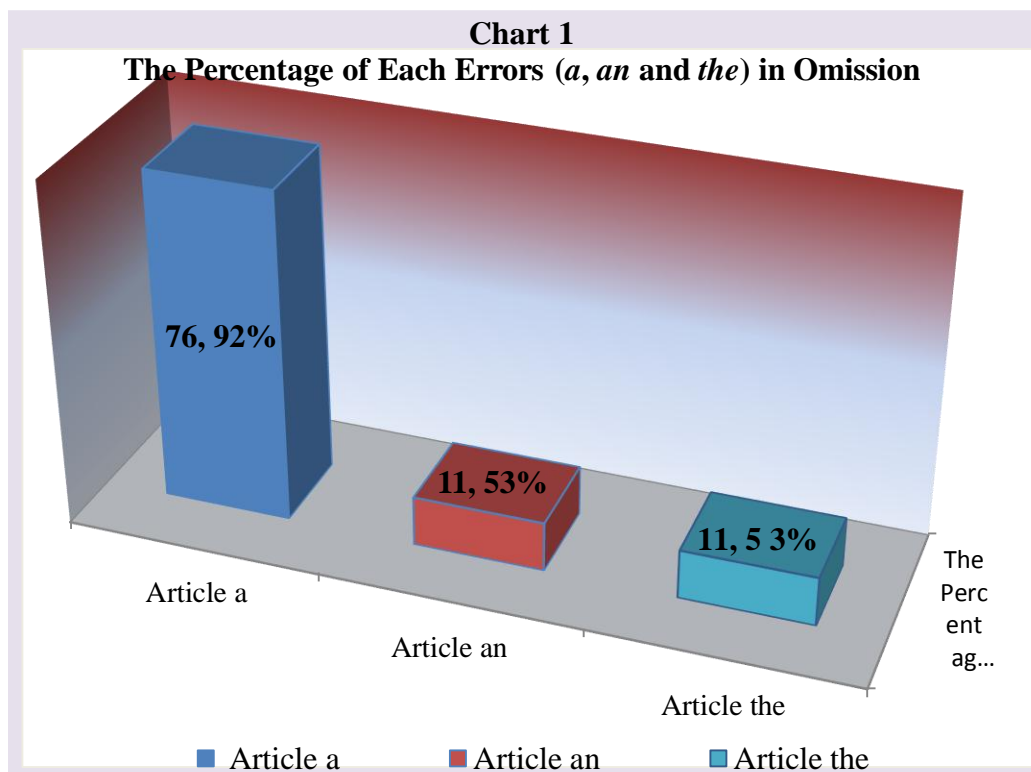
In indicated in chart 1, the results were 76, 92 % errors were found into errors in the use of indefinite article *a,* 11, 53 % were errors in indefinite article *an* and 11, 53 % were errors in definite article *the*.

4.1.2.2 Errors in Addition

There were 32 errors found in addition. From all of those errors, 15 errors were in indefinite article *a*. The students used indefinite article *a* before word *"have".* For example, *"She is a have beautiful face"* instead of *"She has a beautiful face",* then they wrote *"She a have friend…."* instead of *"She has a friend……",* next in other sentence *"They a have character….."*, instead of *"They have a character",* and so on. It could be seen that the students don't know about the use of indefinite article *a*. They should be use indefinite article *a* after word *"have"* and also followed by countable noun.

Other error, the students used indefinite article *a* before the name of city that is not appropriate with the sentence. It should be not add by indefinite article *a*. It could be seen in a sentence like *"There are many tourists a Batam"* instead of *"There are many tourists in Batam".* Then they wrote *"Beside that a Batam have…."* instead of *"Beside that, Batam have……",* next in other sentence *"a Bogor have….."* instead of *"Bogor have……",* and so on.

Furthermore, the students used indefinite article *a* before uncountable nouns. For example, they wrote *".....have a skin white"* instead of *"……have white skin",* and also in the sentence *"He like a milk….."* instead of *"He likes milk…."*. Moreover, the students also used indefinite article *a* before plural nouns such as in the sentence

"…..in a films" instead of *"..…in films"*, in other sentence *"We reading a books"* instead of *"We read some books"*.

Then, 4 errors were in indefinite article ***an***. The students used an article before words beginning with a vowel (a, i, u, e, o). They wrote *"….. **an** many others"* instead of *" …….. and many others"*, and the other sentence *" Person not **an** too….."* instead of *"Person not too……"*, *"she is **an** strong women"* instead of *" she is **a** strong women*, an soon.

And the last, 13 errors were in definite article ***the***. The students used definite article ***the*** before the names of cities such as in the sentence *"She live in **the** Depok City"* instead of *"She lives in Depok"*, and also in the sentence *"….. in the Bogor"*, instead of *"…. in Bogor"*. On the other hand, the students also used the article before verb like in the sentence *"He **the** ranked…."* Instead of *"He ranked….."*, and so on. All the addition errors could be seen in the following table:

Table 9
Addition Errors

Types of Error	Identified Sentences	*a*	*an*	*the*
Addition	1. He the ranked….			✔
	2. Puchi often the chase to people in my house			✔
	3. There are many tourist a Batam	✔		
	4. ….. an many others		✔	
	5. Beside that a Batam have…	✔		
	6. In the Batam, I can….			✔
	7. There are many tourist a Yogyakarta	✔		
	8. ….. an many others		✔	

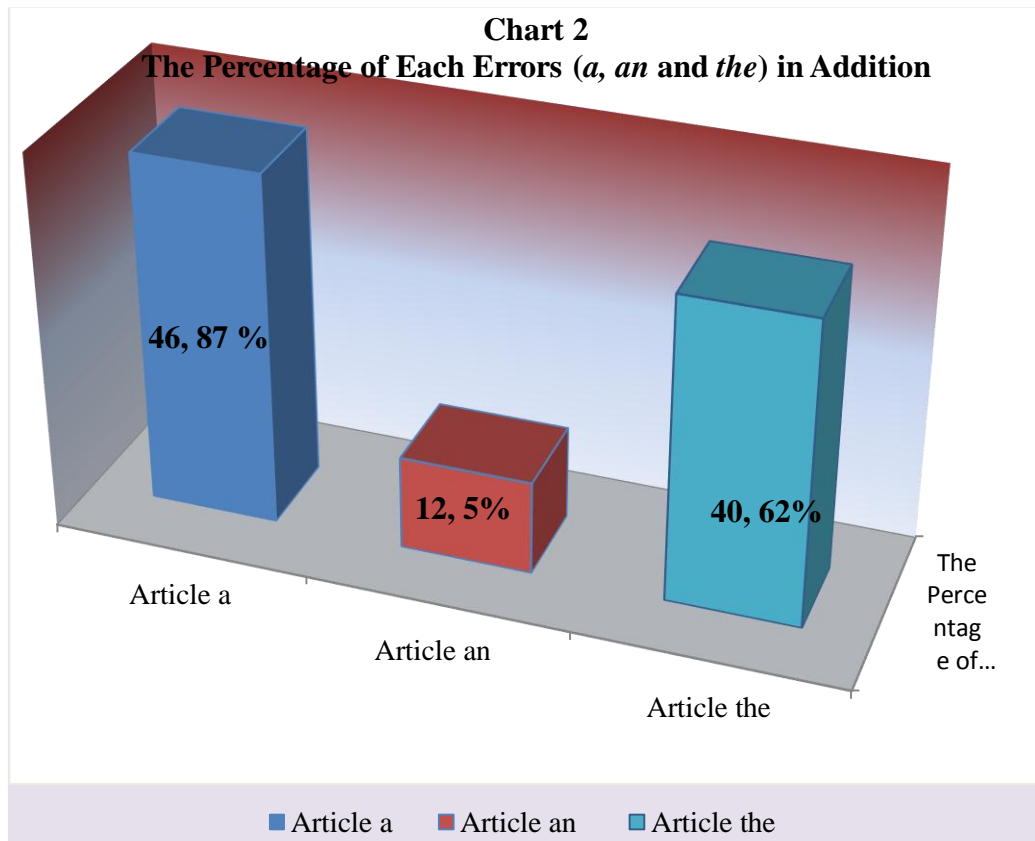|				
	9. Beside that a Yogyakarta……	✓		
	10. In the Yogyakarta, I can….			✓
	11. I have best friends in the School			✓
	12. She live in the Depok City			✓
	13. …….. in the Bogor			✓
	14. She very discipline in the time			✓
	15. She does not in the clever……			✓
	16. She was a very dilligent	✓		
	17. She is a have beautiful face	✓		
	18. ……. have a skin white	✓		
	19. …….. in a films	✓		
	20. She a have friend….	✓		
	21. They a have character	✓		
	22. She is a the sailent …….			✓
	23. a Bogor have…….	✓		
	24. …… an many others		✓	
	25. Beside that a Bogor have ……	✓		
	26. In the Bogor………….			✓
	27. He like a milk….	✓		
	28. ……. and the Singapura			✓
	29. Her is a long			
	30. Person not an too……	✓	✓	
	31. We reading a books	✓		
	32. He is a the sailent…..			✓
Total	32	15	4	13

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

$$P = \frac{n1}{\Sigma N} \; 100\%$$

$$P = \frac{32}{105} \; 100\% = 30, 47\%$$

Based on Surface Structure Taxonomy, addition errors were divided into addition of indefinite article *a* , indefinite article *an* and definite article *the*. The percentage of number identified addition errors could be illustrated in the chart 2:

Chart 2
The Percentage of Each Errors (*a, an* and *the*) in Addition

46, 87 %

12, 5%

40, 62%

Article a

Article an

Article the

The Perce ntag e of...

■ Article a   ■ Article an   ■ Article the

In this research, it was found that the percentage of indefinite article *a* was 46, 87%, errors in indefinite article *an* was 12, 5% and there was 40, 62% error in definite article *the* found in students' descriptive writing.

4.1.2.3 Errors in Substitution

The substitution errors were found in 21 sentences. From all of those sentences, 2 errors were in indefinite article *a* errors, 5 in indefinite article *an* errors and other 12 were in definite article *the* errors.

2 errors were in indefinite article *a*. The students were confused in differentiating which the article should be used in the sentence. The students have already known about what did they say, but they put indefinite article *a* in wrong placement. For example, they wrote *"He make a film as....."* instead of *"He make the film as......."* and also the students used indefinite article *a* before word beginning with a vowel (a) like in the sentence *"I have a animal"* instead of *"I have an animal"*.

Then, 7 errors were in indefinite article *an*. The students used indefinite article *an* before a word beginning with a consonant. For example, they wrote *"She have an sharp nose"* instead of *"She has a sharp nose"*, then in other sentence *"...... have an favorite food"* instead of *"....... have a favorite food"*.

Other 12 errors were in definite article *the*. The students used the article before a word beginning with a vowel (e) such as in the sentence *"He liked to read the encyclopedia"* instead of *"He likes to read an encyclopedia"*. Moreover, the students mentioned article *the* for the second time, but actually it should be used for the first time. For example, in sentence *"Yogyakarta have the beach"* instead of *"Yogyakarta have a beach"*, in other sentence *"........ have the park that...."* Instead of *"........ have a park that...."* and so on. These errors also explained that the student did not understand the use of English article. This was very crucial problem,

because the difference between English article (*a, an,* and *the*) was in the sentence. When the students did not use the right English article in the sentence, it means that they did not understand about the use of English article. Substitution errors could be seen completely in the following table:
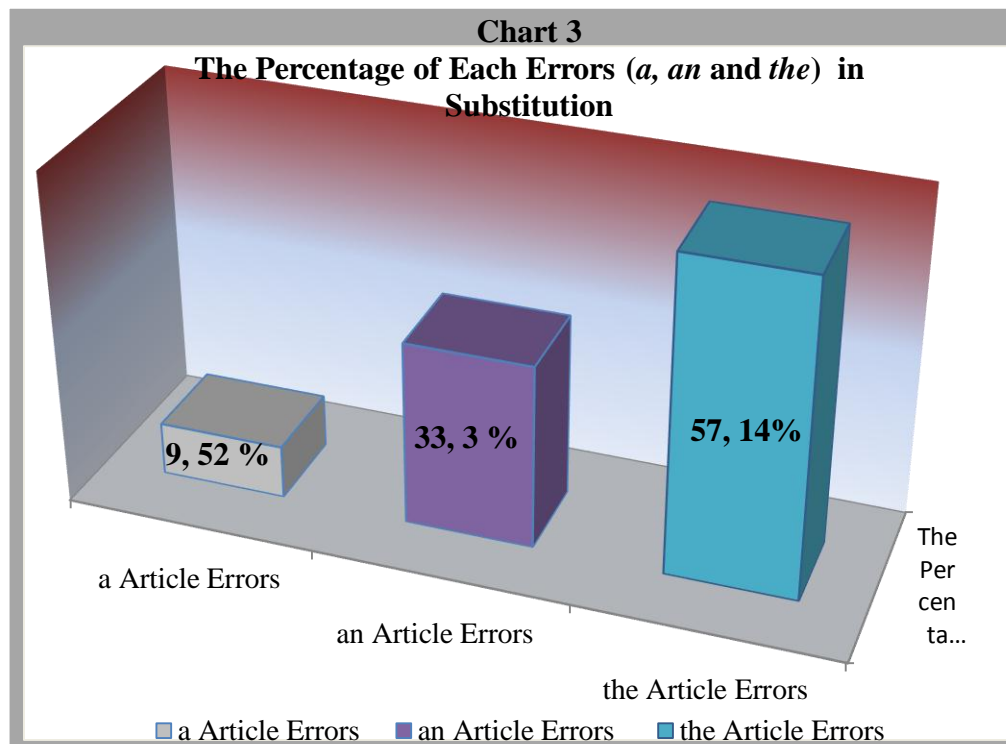
Table 10
Substitution Errors

Type of Error	Identified sentences	*a*	*an*	*the*
Substitution	1. He liked to read the encyclopedia			✔
	2. Batam have the beach			✔
	3. Yogyakarta have the beach			✔
	4. She have an sharp nose		✔	
	5. She have an sharp nose		✔	
	6. There the puiblic to visit			✔
	7.….. have an favorite food		✔	
	8.…… on the tree			✔
	9. But the sea eagle…			✔
	10. The eagle like eat an mouse		✔	
	11. She also wear the veil…..			✔
	12. ….. on the tree			✔
	13. But the sea eagle….			✔
	14. He make a film as….	✔		
	15. …… have an favorite food		✔	
	16. …….. have the park that….			✔
	17. …. have an favorite food		✔	
	18. I have a animal	✔		
	19. ….. in the house			✔
	20. ….. in the shop			✔
	21. She is an strong		✔	
Total	21	2	7	12

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

$$P = \frac{n1}{\Sigma N} \, 100\%$$

$$P = \frac{21}{105} \, 100\% = 20\%$$

There were three kinds of substitution errors based on surface strategy taxonomy. They were *a errors*, *an errors* and *the errors*. The number of the percentage could be seen in the following chart:

Chart 3
The Percentage of Each Errors (*a, an* and *the*) in Substitution

9, 52 %   33, 3 %   57, 14%

a Article Errors   an Article Errors   the Article Errors

The Percenta…

☐ a Article Errors   ■ an Article Errors   ■ the Article Errors

From all of those errors, errors on the use of indefinite article *a* was 9, 52%, errors on the use of indefinite article *an* was 33, 3% and there was 57, 14% definite article *the* found in students' descriptive writing.

Based on the finding of the study, it could be said that the English article errors that occurred in students' writing were: 1) omission (49, 52%), (2) addition (30, 47%) and the last (3) substitution (20%). On other hand, the omission errors were occurred in 40 errors were found in the use of article *a* (76, 92%), then 6 omission errors were found in the use of indefinite article *an* (11, 53%) and other 6 omission errors were found in the use of definite article *the* (11, 53%). In addition errors, 15 errors were in indefinite article *a* (46, 87%), 4 errors were in indefinite article *an* (12, 5%) and 13 error were in definite article *the* (40, 62%). The last, substitution errors were found in 21 places. From all of those errors, 2 errors were in indefinite article *a* (9, 52%), then 5 errors were in definite article an (33, 3%) and other 12 errors were in definite article *the* (57, 14%). It could be seen in the table below:

Table 11
Frequency of Errors (*a, an* and *the*) according to SST

Error Type	*a*	*an*	*the*	Total
Omission	40 (76, 92%)	6 (11, 53%)	6 (11, 53%)	**52 (49, 52%)**
Addition	15 (46, 87%)	4 (12, 5%)	13 (40, 62%)	**32 (30, 47%)**
Substitution	2 (9, 52%)	7 (33, 3%)	12 (57, 14%)	**21 (20%)**
Total	**57 (54, 28%)**	**17 (16, 19%)**	**31 (29, 52%)**	**105 (100%)**

Furthermore, this research revealed that the most frequent category of using English article errors contributed by the students were omission with the frequency 49, 52%. In omission, the most frequent errors occurred the use of indefinite article *a* (76, 92%), this result showed that the students faced some difficulties in using indefinite article *a* and it also implied that the students did not understand yet about the use of indefinite article *a.* The students did not put indefinite article *a* for some sentences such as before a singular noun which is countable noun and before a singular noun modified by an adjective. On other hand, students also faced some difficulties in the use of definite article *the* . They did not put definite article *the* before something that already know, something that is in specific term. These errors implied that they did not master the English article yet because they did not know the basic of English article.

4.2 Interpretations

Based on the findings of the study, it could be concluded that: the students produced errors in the three types of errors, there were: 1) omission 52 (49, 52%), 2) addition 32 (30, 47%), and 3) substitution 21 (20%).

It could be seen based on the findings that omission was the most frequent type of errors which was made by the Eighth grade students of SMP Nurul Iman Palembang. Omission is marked by the absence of an item that must appear in a well-formed utterance (Dulay, Burt, and Krashen, 1982, p. 158). The frequency of omission was 52 (49, 52%) which divided into three categories, they are: indefinite

article *a*, indefinite article *an* and definite article *the*. The frequency of indefinite article *a* was 40 (76, 92%), indefinite article *an* was 6(11, 53%) and definite article *the* 6 (11, 53%).

This finding in line with Alhaysony (2012), who observed of 100 first-year female EFL students at the Department of English in the University of Ha'il and found that the highest percentage in omission errors were 54, 7 % in indefinite article *a*. Therefore, this error was the result of Arabic interference (an interlingual error). This result also indicates that L1 interference strongly influences the process of second language acquisition of the articles, having a negative effect on the learning process. The reason behind this might be that Arabic does not have a written indefinite article, so that Saudi females tend to omit the English indefinite article. Meanwhile, in this research, the students always translate from the first language to the second language. Some of students are still confuse. Students still have problem and difficulty. They don't know about the use of English article in correct utterances or sentences. However, the structural differences between Indonesian and English could cause students to make English article errors. For example, when the students translate "*Saya memiliki hidung besa*r", the students will write *"I have big nose*" instead of "*I have a big nose*". In here the students omit the English indefinite article *a*. In this case also emphasize that the students always translate from Indonesia to English structure. Meanwhile, Indonesian and English structure was far different. It is similar with Novita's statement in her research (2014, p. 2), she said that interlingual factor is related to English grammar which is far different from Indonesian grammar.

On the other hand, this case also shows that Indonesian does not have a written indefinite article, so that in this research the students still have problems and difficult to use the English article in correct sentences. It was supported by Master (1987) in Crosthwaite (2016, p. 2) mentioned that given the central importance of article functions at the interface of Syntax, Semantics and Pragmatics, the English article system is widely recognized as one of the most problematic aspects of the language for L2 learners of English to master. There were some experts also support that statement. They were Chuang & Nesi, 2006; Ekiert, 2004; Ionin, Baek, Kim, Ko & Wexler, 2012; Xia & Yan-xia, 2015, Gaibani; 2015, Hourani; 2008.

On the other hand, this research was different with Jie (2012) in Romos (2016) who did an error analysis of 90 compositions written by Chinese learners from the A 1 to B 2 CEFR levels. She supported that 18, 69 % of uses of articles were incorrect, the most common error being the omission of definite article. Meanwhile, Lin (2005) also performed an error analysis of 80 compositions written by Taiwanese learners at four proficiency levels (20 per level). Her results revealed that the most common error was due to missing articles (36.84% of errors), especially definite articles. Moreover, These findings also was generally different with Putri as stated in previous related study who observed the Students of English Department Gunadarma University and found that the highest percentage is 60% in category article *the*.

Some causes of errors might be a source of students' errors in English articles. This agrees with Richards (1971, p. 10) who classifies sources of errors into six types that were interferences, overgeneralization, performance error, markers of transitional

competence, strategy of communication and assimilitation. In fact, some of students did the error of using English articles, whether in indefinite article *a/an* or definite article *the*. Furthermore, the students are also confused in using English article (Saheha, Sofyan and Utami, 2012). It was appropriate with performance error that is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion (Richard, 1971). Furthermore, Bataineh (2005, P. 2) identifies different types of errors in the use of the indefinite article use while analyzing the written composition of a number of Jordanian English language students. She states that among all types of errors identified only the deletion of the indefinite article could be attributed to the mother tongue interference. Meanwhile the result of this study shows that the dominant type of error was omission error (49, 52 %), where indefinite article *a* was the highest frequency of English article errors with (76, 92 %). This result also showed that the students didn't master about English article especially in indefinite article *a*. It was because in Indonesia there was no the indefinite article *a*. on the other hand, Dulay, Burth and Krashen (1982, p. 154), mentioned that any morpheme or word in a sentence is a potential candidate for omission; some types of morphemes are omitted more than others. In here, article system was one of the grammatical morphemes. Thus, it was clear that some of students face a difficulty in English article. Furthermore, Master (1990) also supported this statement that the English article is one of the most difficult parts of English grammar for the EFL/ ESL learners.

Moreover, omission errors which were made by the students were probably caused by the first language (L1) inference. It was supported by Dulay, Burt, and Krashen (1982, p. 97). They defined that interference as the automatic transfer due to habit of surface structure of the first language onto the surface of the target language. According to Richards (1970), interference is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language. Furthermore, Dulay, Burt and Krashen (1982) said that the term "interlingual" was chosen instead of the equally common labels "interference" or "transfer" because "interlingual" seemed to be the least explanatory in connotation. While, brown (2007) said that interlingual is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw.

From the findings above, it was known that the highest percentage was 76,92%) in category indefinite article *a*. Furthermore, these findings can be related to the differences in rules of Indonesian students and English structures. Thus, teacher should focus on these differences and pay more attention to these differences, in order to reduce the number of errors cause by learners' first languages. Moreover, it was highly important to teach the indefinite article first, as it was the most unmark and the most frequent, giving more attention to the definite articles, and presenting the central meaning of each article.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter of this research presents: (1) conclusions and (2) suggestions

1. Conclusions

The analysis of the data presented in the previous chapter gives an illustrations of some conclusions concerning with the errors on the use of English article in descriptive texts written by the eighth grade students of SMP Nurul Iman Palembang.

First, the result of the study shows that there are three types of English article errors that occurred in student's descriptive writing: 1) omission (49, 52%), (2) addition (30, 47%) and the last (3) substitution (20%).

Second, the result of the percentage, it was found that the most frequent of English article error in student's descriptive writing was omission with the frequent 49, 52 %. It was found that 76, 92 % error in the use of indefinite article *a* in omission.

2. Suggestions

Based on the result of the study, some suggestions are addressed to students, teachers of English and future researcher.

1. For Students

There are several suggestions for the students that related to the study. First, the students should improve their understanding on English grammar especially in

English article in order to reduce the errors in their written products. Second, the students are expected to take responsibility for their own learning and become aware of their own strategies. The third, the students should increase their awareness of the importance of English grammar, so they have motivation to master English grammar. Finally, the students are needed to improve their writing ability by 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 of English to pay attention of students in the use of English article and plan some interesting activities to improve their ability in order to reduce the students' error English article. Since the findings of this study indicate that the dominant error on the use of indefinite article *a*. it is very essential for the teacher to teach indefinite article *a* and give an explanation how to use it. In addition, there should be flexible and effective techniques of error correction. For instance, teachers of English correct the students' paper assignments directly in class and give explanation to them one by one dealing with their errors. Finally, teachers should pay more attention to students' writing by giving more practical writing tasks to improve their writing ability.

3. For Future Researcher

The present study, like all studies, has its limitations. For instance, the subjects of the study were the eighth grade students only selected from one school. Therefore, the findings of this research are hard to generalize to other group of

Indonesia EFL learners. Moreover, there are many errors, which is made by students in using English article. It may be influenced by differences between English and Indonesia. The writer suggest to the other researcher to search about: first, interlanguage interference. It is used to know the crucial factors that caused the students errors of using English article. The second, it is suggested to find out other factors that caused an error on the use of English article. The third, future research could focus on an error analysis on the use of English article in descriptive writing texts. Then, it is suggested to investigate a lower academic level such as intermediate school students whether in junior school grade or senior high school grade since this might yield different results. Furthermore, it is very important to compare the results of intermediate school students with senior high school and university students. On the other hand, this study is the first of its kind to look as SMP Nurul Iman students' use of articles.

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