

**AN ERROR ANALYSIS OF DEFINITE AND
INDEFINITE ARTICLES IN STUDENTS WRITING :A
Study Of Ninth Grade Students Of SMP Negeri 2 Lingsar
In Academic Year 2017/2018**



**Submitted as a Partial Fulfillment for Sarjana Degree
in English Department Faculty of Teacher Training and Education
University of Mataram**

A JOURNAL

By :

**HAPINA WITHAKURNIA
E1D 113064**

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ART DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MATARAM**

2017



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS MATARAM
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Majapahit No. 62 Telp. (0370) 623873 Mataram 83125

RATIFICATION

The journal entitled: "An An Error Analysis Of Definite And Indefinite Articles In Students Writing : A Study Of Ninth Grade Students Of SMP Negeri 2 Lingsar In Academic Year 2017/2018" by Hapina Withakurnia (E1D113064) has been accepted by the board examiners as the requirement to achieve Sarjana Pendidikan s.pd degree in English education program of mataram university on september 2017.

Approved by:

(Boniesta Zulandha Melani, MA)
NIP. 19810922 200502 2 002

A Study Of Ninth Grade Students Of SMP Negeri 2 Lingsar In Academic Year 2017/2018

Hapinawithakurnia
E1D 113064

pinawitha.kurnia@gmail.com

Abstract

This study is conducted to know the categories and sources of errors that the ninth grade students of SMPN 2 Lingsar make in using the definite and indefinite articles in writing descriptive text. The categories of errors proposed by Corder (1973) and the sources of errors classification proposed by Brown (2007) were used in this research. Meanwhile, this research is a descriptive research that uses qualitative approach. The data used in this study was taken from students writing test, and four stages of error analysis proposed by Corder (1974) were adapted by the writer. As the result, the writer found that there were three categories of errors made by ninth grade students of SMPN 2 Lingsar those were omission of some required elements, addition of some unnecessary or incorrect elements and the selection of an incorrect element. And, there were two sources of students errors in using the article, those were Interlingual Transfer and Intralingual Transfer.

Key Words: ***Error, Error Analysis, Article, definite article, Indefinite article, Descriptive text, The 9th grade students.***

**PENELITIAN PADA SISWA SISWA KELAS SEMBILAN SMP NEGERI 2
LINGSAR TAHUN AKADEMIK 2017/2018**

Hapina Withakurnia
E1D 113064

Withakurnia.pina@gmail.com

Abstrak

Penelitian ini bertujuan untuk mengetahui kategoridansumber error siswa SMPN 2 Lingsar dalam menggunakan definite and indefinite artikel dalam menulis descriptive text. Kategori error yang diusulkan oleh Corder (1973) dan klasifikasi sumber error yang diusulkan oleh Brown (2007) digunakan dalam penelitian ini. Penelitian ini merupakan penelitian deskriptif menggunakan pendekatan kualitatif. Data yang digunakan dalam penelitian ini diambil dari tes tulis siswa, dan nantinya akan dianalisis error yang diusulkan oleh Corder (1974) diadaptasi oleh penulis. Sebagai hasilnya, penulis menemukan bahwa ada tiga kategori error yang dibuat oleh siswa kelas 9 SMPN 2 Lingsar yaitu omission, addition and selection. Dan, ada dua sumber error siswa dalam menggunakan artikel, yaitu Interlingual Transfer dan Intralingual transfer.

Kata kunci: *Error, Analysis Error, Article, definite article, Indefinite article, Descriptive text, Siswa kelas 9 SMP Negeri 2 Lingsar.*

I. INTRODUCTION

English leads as the main language used in the world. Almost all people learn English in order to communicate with other people from different countries. So, English is used as a means of global communication. Lobachev (2008) says that books, newspapers and magazines, scholarly journals, films and videos, and web pages mostly use English.

English becomes an essential language subject of education issues in Indonesia. Realizing the importance of English as spoken and written international communication, the Ministry Education of Indonesia includes English as a compulsory subject to learn in Junior High School up to Senior High School. It makes English commonly used in teaching and learning activities.

In learning English, there are certain skills that students need to learn, those are listening, speaking, reading and writing. Listening and reading skills that involve receiving messages are regarded as receptive skills. As productive skill, writing is not like speaking skill nor other receptive skills.

Writing is a hard work which needs plenty of time for someone to work on It. There is a set of rules that must be obeyed, that is grammar rules. One of the items learned in grammar is article. Article consists of definite article, indefinite articles and zero article or no article (\emptyset). Definite article consists of 'the' and indefinite article consists of 'a' and 'an'. Therefore, most students have difficulties in using the articles. We use indefinite article to refer to a particular person or thing in general when the reader does not know which one is being described.

Based on the writer's experience while doing teaching practice (PPL) in junior high school 2 Lingsar some students made errors in using the definite and indefinite articles. Therefore, in this research the writer decided to analyze the categories and the sources of students errors in using the articles. The writer decided to choose the ninth grade students of SMP Negeri 2 Lingsar as the subject of this research because they have learnt how to write descriptive text. Since they have to produce their own written text, it is important to know the categories and the sources of their errors in using the articles.

1.1. Research Questions

- a. What are the categories of errors made by ninth grade students of SMPN 2 Lingsar in using definite and indefinite articles in writing descriptive text?
- b. What are the sources of errors made by ninth grade students of SMPN 2 Lingsar in using definite and indefinite articles in writing descriptive text?

1.2. Purpose of The Study

This study is conducted to know the categories and sources of errors that the ninth grade students of SMPN 2 Lingsar make in using the definite and indefinite articles in writing descriptive text.

II. LITERATURE REVIEW

Richards, J.C. et al (1992) cited in VacideErdogan (2005) say that learners usually makes mistakes in the skill of writing or speaking due to the lack

of their attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected when their mind is concentrated on the subject. Whereas, an error occurs because the learner does not know what is correct, and thus cannot be self-corrected.

Ellis (1997) cited in VacideErdogan (2005) stated that in distinguishing between an error and a mistake, it can be divided into two ways. The first one is to check the consistency of learner's performance. If the learner sometimes uses the sentences in the correct form and sometimes in the wrong one, it is a mistake. For example, "I had a apple " then learner immediately corrected " I had an apple". However, if the learner always uses the sentences incorrectly, because of ignorance, then it is said as an error. For example, " Air is cold today". When a learner always uses sentence like this, it is an error. The second way is to ask the learner to try to correct his own deviant utterance. If the learner is unable to correct, the deviations are errors, if the learner is successful, the deviations are mistakes.

III. RESEARCH METHOD

3.1. Research Design

This research is a descriptive research that uses qualitative approach. Descriptive reseach that uses qualitative approach is used to find out the categories and the sources of students' errors in using definite and indefinite article at SMPN 2 Lingsar academic year 2017/2018.

3.2 Population and Sample

3.2.1 Population

The population of this research were the ninth grade students of SMP Negeri 2 Lingsar in academic year 2017/2018. There were 9 classes that consisted of 331 students.

3.2.2. Sample

As suggested by Arikunto (1998) that if the subject or population is less than a hundred, it is better to take them all, then, if the subject or population is in a massive number, researcher might take them for 10-15% or 20-25% or more, for a random sampling. Following Arikunto, the writer took 11 % or 36 students out of 331 as sample in this research.

In this research the writer used lottery technique in order to decide the sample. Each student's name was symbolized by letter and numbers based on their classes and attendance list. Therefore, 36 students were selected randomly by the writer before collecting the data.

3.3 Method of Data Collection

In this research the writer used the data which were collected from students writing test.

Instruments Used in Collecting Data

- Test

The writer asked students to work individually to write a descriptive text twice based on some topics and instructions in 90 minutes. The students chose one of 2 topics below:

First session topics :

1) My father

2) My mother

Second session topics :

1) My pet

2) My idol

The following instructions were given to the students before they started to write:

First session :

- a. Choose one of two topics below! and start to write your own descriptive text!
- b. Write a descriptive text that consists of maximum 15 sentences!

3.4 Method of Data Analysis

All of the data in this research were taken from the test. In determining and analyzing students' errors, the writer adapted four steps proposed by Corder (1974): Collection of sample of learner language→Identification of errors→Description of errors→Explanation of errors.

IV. RESULT

From the data obtained, the writer found some errors of omission, addition and selection made by the ninth grade students of SMP Negeri 2 Lingsar in using the definite and indefinite articles in writing descriptive text.

4.1.The Error of Omission

The error of omission means the absence of an item which must be present in a well-formed utterance (Corder,1973). Based on the test result, it was found that students tended to omit the indefinite article 'a' and 'an' and the definite article 'the'.

Table 4.1. The errors of Omission in Students' Writing

No	The Error of Omission 'a'	The Error of Omission 'an'	The Error of Omission 'the'
1	<p>-My mother is (...) beautiful woman. she is (...) good mother and diligent.</p> <p>-My mother is (...) person who very attention to me and my father.</p> <p>-My mother is (...) person which patient, hard worker.</p>		<p>-My mother has a light brown skin colour, she take care (...) skin everyday by using lotion. (...) skin is like common woman in indonesia.</p> <p>-She has recorded three children's albums, and now she recorded her best album, song in (...) album is very good.</p>
2	<p>-My father is (...) gentle person. He has (...) tall and big body.</p> <p>-My idol is Ranti Maria. She is (...) beautiful acress, she is gentle and familiar.</p>	<p>-he is (...) active man</p> <p>- mochi is (...) active cat</p>	<p>-I have a rabbit. It is two years old, my rabbit has a short tail and long hair, (...) tail is cute and (...) hair is soft and beautiful.</p>

4.2. The Error of Addition

The Error of Addition means the presence of an item which should not be there (Corder, 1973). In this research the writer found this category of errors in students descriptive text.

Table 4.2. The Errors of Addition in Students' Writing

No	The error of addition in using the article 'a'	The error of addition in using the article 'an'	The error of addition in using the article 'the'
1	-She has recorded (a) three children's albums, -My mother is also good with others, she is happy to help (a) friends and (a) neighbours who are in trouble.		-He work at the office. he love to drink (the) coffe, he drinks coffe every day. -lili has a white fur and (the) long claw
			-she have (the) round face and beautiful eyes. - My pet is (the) bird. Bird is a tame animal. -It is (the) black green and yellow.

4.3.The Error of Selection

The error of selection made by learner if the learner chooses the wrong item in the right place (Corder,1973). Different from omission where the items are not supplied at all, in error of selection, the learner supplies something even though that is incorrect.

Table 4.3.The errors of Selection in Students' Writing

No	The error of selection in using the article 'a'	The error of selection in using the article 'an'	The error of selection in using the article 'the'
	-Because ciko is (a) active cat, sometimes my cat		-She is (the) beautiful woman, she is strong because she take care of

	usually scratches my arm when I play with him.		me and my young sister. -She has (the) white skin, and black hair. she has (the) pointed nose
	-I have (a) idol. -Raisa is a singer. she have (a) attractive voice.		

4.4.Explanation of Errors

In this step the writer identified why students made an error in writing. The errors that had been classified were divided based on the sources of errors proposed by Brown (1980), who classified the sources of errors into interlingual transfer, intralingual transfer, context of learning and communication strategies. In this research the writer found that students made the errors because of Interlingual transfer and intralingual transfer.

4.4.1. Interlingual Transfer

Interlingual transfer or interference is the source of errors which is usually made by beginners (Brown,1980) . This source of errors is the negative influence of first language before the second language system is familiar for the learner.

Table 4.4.Interlingual Transfer Errors

The Interlingual transfer errors
<ul style="list-style-type: none"> - My mother is (...) beautiful woman. she is (...) good mother and diligent. - My mother is (...) person who very attention to me and my father. - My mother is (...) person which patient, hard worker.

- | |
|---|
| <ul style="list-style-type: none"> - he is (...) active man - mochi is (...) active cat |
|---|

The writer found that the errors made by the students were caused by interlingual transfer because Indonesian language has different grammatical rules from English. In Indonesian language there is no specific rules in using the articles in the same utterances such as the sentences above. This kind of errors happened as the result of the negative influence of students' mother tongue before the English language system is familiar for the students. Students tended to translate the sentences from their first language into the target language.

4.4.2. Intralingual Transfer

Intralingual transfer is a negative transfer within the target language (Brown,1980). In other words, this is the incorrect generalization of rules within the target language.

Table 4.5. Intralingual Transfer Errors

The intralingual transfer errors
<ul style="list-style-type: none"> - My pet is duck. My duck food is (the) snail and drink (the) water. - It has (the) round eyes.
<ul style="list-style-type: none"> - she have (the) round face and beautiful eyes. - My pet is (the) bird. Bird is a tame animal. - It is (the) black green and yellow.

The writer found that the errors made by the students were caused by intralingual transfer. From the previous explanation the writer explained that intralingual transfer is a negative transfer within the target language. It means that

the students applied some of rules of English language in a wrong way, such as in the sentences above.

V. CONCLUSION AND SUGGESTION

5.1.Conclusion

1. There were three categories of errors made by ninth grade students of SMPN 2 Lingsar. those were omission of some required elements, addition of some unnecessary or incorrect elements and the selection of an incorrect element.
2. There were two sources of students errors in using the article; those were Interlingual Transfer and Intralingual Transfer

5.2.Suggestion

For the English Teacher

- a. English teachers should give their students more exercises about how to use definite and indefinite article in order to write the students familiar with the rules in using the definite and definite articles.
 - b. The teacher should explain more about the differences between the definite and indefinite articles to the students in order to make the students gather more knowledge about the articles.
1. For the Students
 - a. The students should practice more about descriptive text in order to gather more knowledge about how to make a descriptive text.
 - b. The students should learn more about how to use the definite and indefinite articles.
 - c. The students have to be aware about the differences between definite and indefinite articles.

REFERENCES

- Alhaysoni, M. (2012). *An Analysis of Article Errors among Saudi Female EFL Students: A Case Study*. Canadian Center of Science and Education.
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*, Ed Revisi VI. Jakarta: Penerbit PT Rineka Cipta.
- Azar, B.S. (1993). *Fundamentals of English Grammar*. Jakarta: Binarupa Aksara.
- Brown, H. Douglas. (2007). *Principles of Language Learning and Teaching*, Fifth Edition. New York: Pearson Education.
- James, C. (1998). *Errors in Language Learning and Use*. New York: Wesley Longman.
- Corder S, P. (1981). *Error Analysis and Interlanguage*. London: Oxford University Press.
- Cholipah (2014). *An Analysis of Students' Error in Writing Recount Text (A Case Study in the Second Grade Students of SMP Trimulia Jakarta Selatan)*. UIN Syaif Hidayatullah Jakarta.
- Dulay, Heidi et al. (2005). *Language Two*. New York: Oxford University Press.
- Erdogan, Vacide (2005). *Contribution of Error Analysis to Foreign Language Teaching*. Mersin University Jurnal of the Faculty of Education.
- Hasyim, S (2002). *Error Analysis in the teaching of English*. Retrieved March 2, 2017, from <http://puslit2.petra.ac.id/ejournal/index.php/ing/article/view/15485>
- Muzi V. Nzama (2010). *Error Analysis: Study of Errors Committed by Isizulu Speaking Learners of English in Selected Schools*. University of Zululand.
- Richards, J.C., & Willy A.R. *Methodology in Language Teaching Anthology of Current Practice*. (Cambridge: Cambridge University Press, 2002)
- Robert C. B., & Sari K.B. (2007). *Qualitative Research for Education an Introduction to Theories and Methods* (p. 5). Boston: Pearson.
- Rod, E & Gary, B. (2008). *Analysing Learner Language* (p.51). Oxford: Oxford University Press.

Susan M,G., & Larry S.(2008). *Second Language Acquisition An Introductory Course Third Edition* (p. 102). New York: Lawrence Erlbaum Associates.

Swasti,B.S, (2016). *An Error Analysis on the use of English Article in Students' Writer Descriptive texts (A Case of Class X MIA 1 of SMAN 1 Binangun, Cilacap in the academic year 2014/201)*: Gunungpati, Semarang.