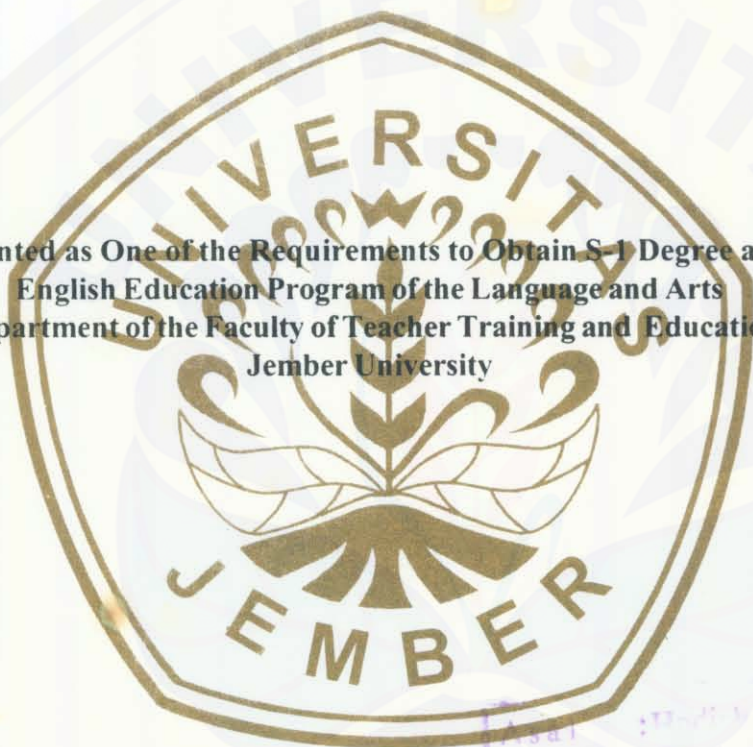


**ERROR ANALYSIS OF THE USE OF ENGLISH ARTICLES IN
WRITING COMPOSITIONS MADE BY THE FIRST YEAR
STUDENTS OF SMU BAKTI PONOROGO
IN THE 2000/2001 ACADEMIC YEAR**

THESIS

Presented as One of the Requirements to Obtain S-1 Degree at the
English Education Program of the Language and Arts
Department of the Faculty of Teacher Training and Education
Jember University



By:

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**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2001**

MOTTO

IF THERE IS A WILL THERE IS A WAY

(Samekto.G.C)



DEDICATION

This thesis is dedicated to:

- ❖ My beloved father and mother, ayahanda Moch. Badrudin & ibunda Umi Kalsum, I could never repay you for all you have done for my future, your love, your prayer and your support are priceless. I do love you.
- ❖ My sister and brothers, mbak Uut, mas Untung, Iwan, Farid and my little nephew Lucky. I love you so much and I'm very lucky to have you.
- ❖ Mas Heri, you are my great inspiration for two years.
- ❖ All my friends in GATRA 157 and 155, Emi, Luluk, Ratih, Supi', Ine', Uung, Nana, Nirma, Mbak Lilies, Yulis, Aning, Ifa, Ita, Yeni, Ida. Thanks for all the laughs and all your support. You are still true friends.
- ❖ All my friends in the '96 level, Ifa, Ima, Hani, Tyas, Dyah, Iin, Mia, Lukas, Iskandar, Wiwin, Efi, Arin, etc. You have helped me so much. Thanks for everything.
- ❖ My almamater

APPROVAL OF EXAMINER TEAM

This thesis was defended in front of the examiners team and received by the Faculty of Teacher Training and Education, Jember University

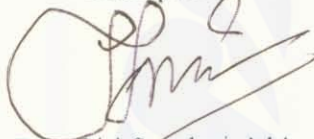
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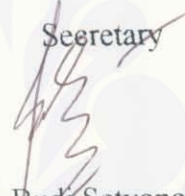
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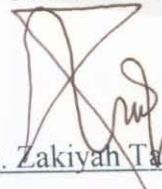
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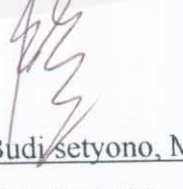
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ACKNOWLEDGEMENTS

I would like to thank Alloh, the Almighty who gives strength to accomplish this thesis in the last stage of my study. I also want to express my gratitudes to:

1. The Dean of the faculty of Teacher Training and Education of Jember University;
2. The Head of the Language and Arts Department of the Faculty of Teacher Training and Education of Jember University;
3. The Head of the English Program of the Language and Arts Department of the Faculty of Teacher Training and Education of Jember University;
4. The Consultants who give me valuable input in writing this thesis;
5. The Principal, the first year of English teacher, and the administrative staff of SMU Bakti Ponorogo who helped me gather the data, and
6. All of my fellows for the help and warm relationship during my study in this faculty.

Hopefully this thesis would be an invaluable finding in developing English teaching learning process. So the teaching English as foreign language in Indonesia will be more perfect in the future.

Jember, June 2001

The writer

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ABSTRACT

Etik Enderwati, 2001. Error Analysis of the Use of English Articles in Writing Composition Made by the First Year Students of SMU Bakti Ponorogo in the 2000/2001 Academic year.

Thesis, English Education Program, Language and Arts Department,
Faculty of Teacher Training and Education, Jember University.

The Consultants: (1). Dra. Hj.Zakiyah Tasnim, MA
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English has been learned starting from elementary school up to university. However, most of senior high school students often make errors in their writing. The errors are generally caused by the interference of the first language and the learners' competence in acquiring language. The general objective of the research was to describe the errors of the use of English articles in writing composition made by the first year students of SMU Bakti Ponorogo. The specific objectives were to describe the errors in the use of indefinite article, definite article and no article in writing composition made by the first year students of SMU Bakti Ponorogo in the 2000/2001 academic year. The sample of this research was taken by proportional random sampling by lottery. The methods of collecting data were test to get the main data, interview and documentation to get supporting data. The data were analyzed descriptively quantitatively. The results of the data analysis showed that the students' errors of the use of English Article were low (44,42%). Meanwhile, students' errors of each component were (1) indefinite article errors as low (34,80%) (2) definite article errors as low (29,80%) (3) no article errors as high (68,65%). Based on the results, English teachers are suggested to give more examples and exercises about the sentences without article

Key words: Error, English articles, Writing composition.

I. INTRODUCTION

1.1 Background of the Study

English has a very important role in the world because it is an international language. In many aspects relating to other countries we need English as a means of communication. It is also useful for studying science and technology written in English.

Considering the important role of English, our government puts English as one of the compulsory subjects in the curriculum of Junior and Senior High Schools, and universities. Even it is as a local content subject at elementary schools at the moment.

The fact shows that English has been learned starting from elementary school up to university level. However, most of senior high school students still find some difficulties in learning English. It may be caused by English as a foreign language which has different system from Indonesian.

In learning English, the students often make errors either in spoken or written language. Dulay et al. (1982:138) state that teachers and mothers should realize that making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors. Meanwhile Hendrickson (1979:3) says that a foreign language teacher should accept these errors as a natural integral phenomenon to the process of the second language learning.

It is obvious that language learners cannot avoid making errors. Errors often appear in language learning process. Therefore, an English teacher should realize the errors, including the one which happens in writing composition.

In writing, there are some aspects that have to be required. Fairbairn et al. (1996: 80) state that there are three technical aspects of writing. They are grammar, punctuation and spelling. In addition, a

good writing can be obtained if there are no errors of spellings, punctuation and grammar (Hughes, 1994:88). Relating to the statements above, it is clear enough that one of the important aspects in the writing skill is grammar.

Hughey et al. (1983:33) say that writing is difficult, often it is the most difficult of all language skills. Meanwhile, Ihsan (1999:224) states that in the process of acquiring writing skills, the learners normally commit errors which are inevitable. For example, they make errors in spelling, punctuation, diction (the choice of lexical items) and grammatical aspect.

Furthermore, Dulay et al. (1982:146) state that the linguistic category taxonomies classify errors according to the language component. They are phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

Ihsan (1999:226) also classifies some errors dealing with the use of parts of speech such as the misuse of adverbs, verbs, nouns, prepositions and articles. In addition, Guntermann (in Hendrickson, 1979:8) finds that among the highest frequency errors produced by American students of Spanish, native speakers showed a significant preference for article omission over article agreement errors.

Realizing the fact, it is still possible that many students make errors in using article in English writing, including the first year students of SMU Bakti Ponorogo in the 2000/2001 academic year. Therefore, it is interesting to describe the errors of using articles in writing made by the students.

1.2 Problem Formulation

Following the background of the study, this research has one general problem and three specific problems.

1.2.1 General Problem

How far are the errors of the use of English article in writing composition made by the first year students of SMU Bakti Ponorogo in the 2000/2001 academic year.

1.2.2 Specific Problems

1. How far are the errors of the use of indefinite article in writing composition made by the first year students of SMU Bakti Ponorogo in the 2000/2001 academic year?
2. How far are the errors of the use of definite article in writing composition made by the first year students of SMU Bakti Ponorogo in the 2000/2001 academic year?
3. How far are the errors of the use of no article in writing composition made by the first year students of SMU Bakti Ponorogo in the 2000/2001 academic year?

1.3 Operational Definition of Terms

To avoid misinterpretation between the writer and the readers about the meaning of the term used in the title, it is necessary to define them operatically. The terms that is necessary to be defined operationally are as follows.

1.3.1 Errors of the use of English Articles

Errors of the use of English articles mean any deviation concerning with the English articles usage in writing composition made by the students. They cover deviation in using indefinite article, definite article and no article. The deviations occur when the students misuse two kinds of articles and no article.

1.3.2 Writing Composition

Writing compositions in this research is guided composition written by the first year students. Guided composition in this research

means controlled writing exercises in the form of articles gap-filling composition (completion).

1.4 Objectives of the Study

Based on the research background and the problems of this study, the objectives of this study can be formulated as follows:

1.4.1 General Objective

The general objective of this research is to describe the errors of the use of English articles in writing composition made by the first year students of SMU Bakti Ponorogo in the 2000/2001 academic year.

1.4.2 Specific Objectives

1. to describe the errors of the use of indefinite articles in writing composition made by the first year students of SMU Bakti Ponorogo in the 2000/2001 academic year.
2. to describe the errors of the use of the definite article in writing composition made by the first year students of SMU Bakti Ponorogo in the 2000/2001 academic year.
3. to describe the errors of the use of no article in writing composition made by the first year students of SMU Bakti Ponorogo in the 2000/2001 academic year.

1.5 Significances of the Study.

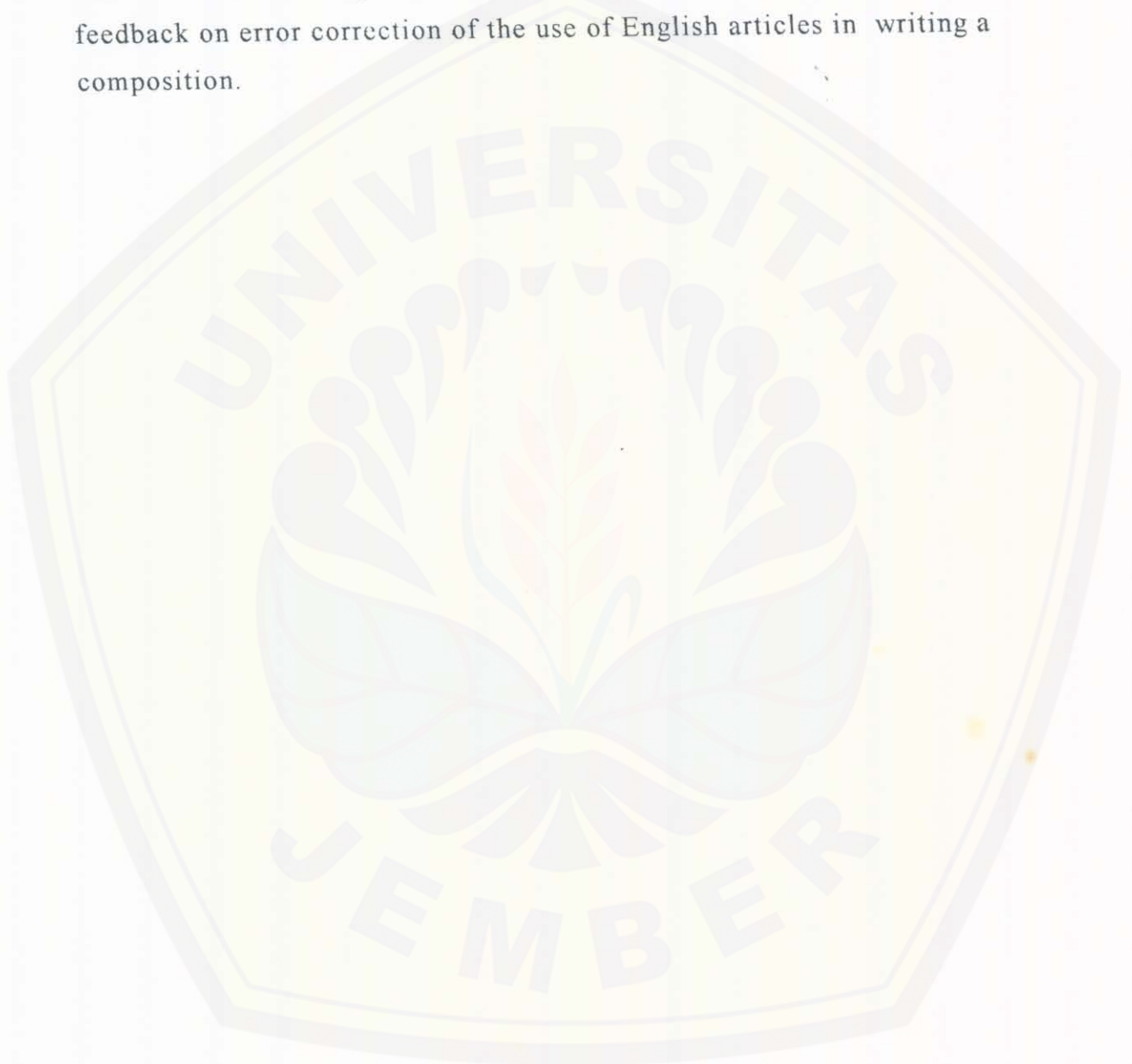
The results of the research are significant for the following people:

1.5.1 English Teachers

By knowing the students' errors of the use of English articles in writing composition, the teacher can decide which articles must be given more attention so that the students' errors in using the articles can be minimized.

15.2 Other Researchers

The results of this research are useful for other researchers as information to conduct a further research dealing with English articles but in a different design, such as an experimental research about giving feedback on error correction of the use of English articles in writing a composition.



II REVIEW OF RELATED LITERATURE

2.1 Meaning of Errors

Errors in foreign language learning and in the first or second language acquisition are inevitable. Therefore, they should not be regarded as a sin that cannot be forgiven. They should be faced and accepted positively as they are evidence of learning process (Ihsan, 1999: 222). Further, Corder (1981:5) says that errors will always appear in spite of in the best effort. Errors cannot be avoided. Therefore it is clear that errors commonly happen in a process of language acquisition and it is inevitable part in language learning.

Webster (1974:138) states that error means deviation from accuracy or correctness, an inaccuracy in speaking or writing. Meanwhile, Dulay et al. (1982:97) state that errors are parts of conversation or composition that deviate from some selected norm of language performance. It means that errors refer to a deviation from the language pattern either spoken or written.

2.2 Error and Mistake

The distinction between error and mistake is extremely important but it is often difficult to determine the nature of a deviation without having a careful analysis (Dulay et al., 1982:138). Meanwhile Corder (1981:10) says that the problem of determining what a learner's mistake and error is a difficult matter and involves a much more sophisticated study. Therefore, it is necessary to make a distinction between error and mistake in order to be able to analyze learners' errors in proper perspective.

Tarigan and Tarigan (1988:75) explain the distinction between error and mistake. They say that error is caused by competence factors. It means that the learners make errors because of lack of knowledge of the

language system. In other words, the learners have not mastered the knowledge about the language yet. Error may happen in long time if the teacher does not help them improve it. The teacher can give remedial teaching and correcting the error as feed back.

On the other hand, mistake is commonly caused by performance factor. In this case, the learners have mastered the linguistic system, however they have limitation of memory or forgetfulness, or tiredness so that they may make some mistakes in pronunciation, vocabulary, sequence of words, etc.

Table 1: The Comparison between Error and Mistake

No	Point of view	Error	Mistake
1.	Resources	Competence	Performance
2.	Character	Systematic	Non systematic
3.	Duration	Longer	Temporary
4.	Linguistic system	Has not been mastered yet	Has been mastered
5.	Result	Deviation	Deviation
6.	Improvement	Assisted by the teacher: Remedial teaching	Student self correction

2.3 Sources of Errors

According to Richards (1973:173) sources of errors are divided into two categories as follows.

1. Interlanguage Errors

Interlanguage errors are caused by the interference of the learner's mother tongue (Richards, 1973:173). Meanwhile Dulay et al. (1982:171) state that the interlanguage errors refer to second language errors that reflect native language structure. It is clear that this kind of errors arise from the interference of the learner's native language that they have mastered before.

2. Intralanguage and Developmental Errors

Richards (1973:174) states that intralanguage and developmental errors reflect the learner's competence at a particular stage and illustrate some of general characteristics of language acquisition. Further intralanguage errors reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply. Meanwhile, developmental errors illustrate the learner attempting to build up hypothesis about the English language from limited experience of it in the classroom or textbook.

From the explanations above it can be concluded that errors can be caused by the learner's competence in acquiring a language.

2.4 Significances of Error Analysis

Studying the learner's errors serves two major purposes: (1) it provides data from which inferences about the fact of the language learning process can be made and (2) it shows teachers and curriculum developers which part of the target language may have most difficulty for the students and which types of errors detract the learner's ability in communicating effectively (Dulay, 1982:139). In addition, Corder (1981:10-11) states that the learner's errors are significant in three different ways. First, to the teachers, they will know how far the goal of English teaching learning process has been achieved and which material must be given more attention. Second, they provide to the researchers input of how language is learned and acquired. Third, it is useful for the learners, because the learners will know errors they have made so that they can improve in other time.

Based on those ideas, it can be concluded that studying the learner's errors could be useful for teachers, researchers and learners themselves. It is expected that the learners' errors can help (1) teachers select an appropriate method and materials in language teaching (2) researchers as

input how language learned and acquired (3) students themselves get feedback and improve their mastery in English.

2.5 English Articles

Allsop (1990:34) states that there are two kinds of article. They are indefinite article and a definite article. The indefinite article is *a* or *an* and the definite article is *the*.

Furthermore, Frank (1972:125) states that there are two main functions of articles. The first is structural function of articles, it is used as determiners that preceded nouns. However, they are different from other determiners in one important aspect – they do not have the additional power of serving alone as pronouns. The second is semantic function, it is used to mark nouns as definite or indefinite.

On the other hand, Widarso et al. (1995:11) say that there are two kinds of articles, they are an indefinite article (*a* or *an*) and a definite article (*the*). However, if we discuss articles, it is necessary to discuss no article. Considering the explanation above, this research focuses on the use of the indefinite article (*a* or *an*), definite article (*the*) and no article.

2.5.1 Indefinite Article

The indefinite article is *a* or *an*. *A* is used before words with the beginning of a consonant sound (*a* mouse, *a* dog, *a* university) ; *an* before words with the beginning of a vowel sound (*an* elephant, *an* umbrella, *an* hour) (Allsop, 1990:34)

Furthermore, Frank (1972:125) says that the indefinite article is generally used with a singular countable noun. He divides the use of indefinite article into the following points.

- a. The indefinite article has meaning the numeral *one*

The basic meaning as singularity manifests itself in three distinctive senses of indefinite article.

- (1) The actual numeral *one*

The indefinite article is used to express number *one* or *each*.

For examples: *I waited an hour.*

His rent is \$200 a month.

- (2) One undifferentiated specimen in a class.

The indefinite article is used to express an unidentified member of a class.

For examples: *He ate an apple*

A man is here to see you

- (3) One specimen representing a class

The indefinite article is used as a general statement to classify a noun. In this use, the indefinite article points to any representative of a class.

For example: *John is a student*

A lion is an animal

- b. Special uses of the indefinite article

- (1) The indefinite article is used after *such*, *what*

It is required after *such* or *what* used with a singular countable noun.

For example: *Such a pretty face*

What a pretty face

- (2) The indefinite article is used after adverbs or adjective – *not a*, *many*

a, *quite a*, *rather a*

For example: *There was quite a large crowd in the street*

Rather a large crowd gather to hear the speaker

- (3) The indefinite article is used before noun quantifiers – *a few*, *a lot*

of, *a little*

For example: *A lot of chairs*

A few chairs

- (4) The indefinite article is used after *so*, or *too* + adjective + a singular noun.

For example: *She is too sensible a girl to do a thing like that*

She is so sensible a girl that she could not do a thing like that

- (5) The indefinite article is used in *half an hour* or *a half hour*

For example: *She waited for half an hour (or a half hour)*

(Frank, 1972:135-138)

2.5.2 Definite Article

Frank (1972:128) says that a definite article (*the*) is developed historically from a word meaning *this* and still retains some of the basic meanings of the pointing demonstrative. He also defines some uses of the definite article as follows.

- a. The definite article is used when the object is specified. (To specify is to say which particular one you mean out of a group of objects).

For example: *This is the way to do it.*

- b. The definite article is used to indicate known object in the manmade environment of the home and the community, and in the natural environment of geographic terrain and the universe.

For example: *He walked into the house and hung his coat in the closet*

They were sailing along the river watching the clouds in the sky

- c. The definite article is used to indicate certain occupation, as well as their places of business

For example: *the doctor, the plumber, the president*

the doctor's, the hairdresser's, the barber's

- d. The definite article is used to indicate person or things introduced previously

For example: *A strange dog came on the porch. The dog very friendly*

e. The definite article is used with a ranking adjective

(1) *the* plus the superlative of adjective

For example: *She is the best cook. I know*

He works the hardest

(2) *the* plus ordinals.

For example: *the fifth row*

the ninth dog

(3) *the* plus adjective in a time or space sequence *the next, the following, the last*

For example: *A student in the last row was sleep*

He arrived in town on Wednesday

On the next (or the following) he gives his lecture

(3) *the* plus other adjective that rank nouns *chief, principle, main, only*

For example: *The chief reason for his resignation was bad health*

He is the only person who can do this job

f. The definite article is required with adjective that used as nouns

For example: *A philanthropist tries to help the poor and the unfortunate*

The British fought the French in the French and Indian war

g. The definite article is used in of-phrases after words of quantity

For example: *Most of the students (in the class) passed the examination*

All of the students (in the class) passed the examination

h. The definite article is used in some expressions

For example: *The sooner, the better*

The prettier the girl (is) the more foolishly she behaves

i. The definite article is used to indicate place names

(a) Geographic names

(1) names composed entirely or partially of common nouns (the last noun usually refers to a political unions or association)

For example: *the Soviet Union, the United Kingdom, the British Commonwealth*

- (2) names composed of common nouns plus proper names contained within of - phrases

For example: *the Dominion of Canada, the City of New York, the Province of Quebec*

- (3) plural names:

- continents (and other geographic group of nations) – *the Americas, the Balkans*
- countries – *the Netherlands (Holland), the United States*
- mountain ranges – *the Rocky Mountains, the Himalaya Mountains*
- group of islands – *the Philippines, the West Indies*
- group of lakes – *the Great Lakes, the Finger Lakes*

- (4) all bodies of water except lakes and bays

For example: *the Mississippi River, the Pacific Ocean*

- (5) desert, forest, peninsulas, and archipelagos

For example: *the Sahara Desert, the Black Forest, the Malay Archipelago*

- (6) point of the compass used as names for geographic areas

For example: *the South, the Middle West, the Near East*

- (7) Points on the globe

For example: *the North Pole, the South Pole, the Equator*

- (b) Other names

1. Universities, and colleges

The is used with university or college when the proper noun follows in an of - phrases – *the University of Notre Dame, the University of Michigan*

2. Building – *the Empire State Building, the Civic Auditorium*

3. Hotels – *the Statler Hotel, the Carlyle Hotel*

4. Libraries, museum – *the Forty-second Street Library, the Metropolitan Museum*
5. Bridges, tunnels, tower – *the Brooklyn Bridge, the Golden Gate Bridge, the Hudson Tunnel, the Eiffel Tower*
- j. The definite article is used with points of time
For example: *the beginning, the present, in the morning, during the year*
- k. The definite article is used with physical positions
For example: *the top, the bottom, the middle*
- l. The definite article is used to indicate historical periods or events, government and organization
For examples: *The First World War*
The legislative
The Ford Foundation
- m. The definite article is used with names of parts of the body
For example: *He wounded in the leg*
A cape is worn over the shoulders
- n. The definite article is used with names of musical instruments especially after “*play*”
For examples: *Play the piano*
Play the violin
- o. The definite article is used with names of planets
For example: *the planet Mercury, the planet Venus*
- p. The definite article is used with the plural of family names to refer to two or more members of a family
For example: *the Johnsons, the Smiths*
- q. The definite article is used with names of newspaper
For example: *the New York Time, the Washington Post*

(Frank, 1972:128-134)

Besides, Murphy (1987:144) adds the following categories.

- a. The definite article is used with some nationality adjective when you mean “the people of the country”.

For example: *The French are famous for their food*

Why do the English think they are so wonderful

- b. The definite article is used with the nouns: cinema, theatre. When we say the cinema/ the theatre we do not necessarily mean one particular cinema or theatre. Besides, we usually use the definite article with a noun: radio.

For example: *We went to the cinema last night*

We often listen to the radio

- c. The definite article is used when there is only one of something.

For example: *The earth goes round the sun*

Paris is the capital of France

2.5.2 No article

Frank (1972:138-139) states that articles are not used in some nouns as follows.

- a. Article is not used before uncountable and plural nouns in general statement

For example: *Milk is good for children*

Children should eat eggs

- b. With many place names – continents, countries, cities, lakes, street, park

For example: - *Europe*

- *Lake Geneva*

- *Japan*

- *Fifth Avenue*

- *Paris*

- *Central Park*

- c. No article with names of holy days

For example: *Thanks Giving*

Christmas

- d. No article with name of magazine
For example: *Life, Vogue, Punch, Holy day*
- e. No article with nouns denoting certain places in the environment
For example: *He is going to church*
He is going to school
- f. No article with names for most physical ailment or disorders
For example: *He has pneumonia*
He has polio
- g. No article with certain nouns used coordinately in set phrases
For example: *hearth and soul, body and mind, mother and children*
- h. No article in headlines, notices, and telegrams, lists and outlines
For example: *man found dead in car*
Please wire answer immediately

Then, Murphy (1987:144-148) adds the following categories.

- a. We do not use article before a noun when we mean something in general.
For example: *I love flowers*
I like working with people
- b. We usually say *television, sea* without article. We say *go to sea / be at sea* without article when the meaning is *go/ be on a voyage*.
For example: *We often watch television*
Ken is a seaman. He spends most of his life at sea.

2.6 Problems of Learning Articles in English

Lado (in Celce et al., 1985:61) states that the differences between the native language and the foreign language will be the main cause of errors. Meanwhile according to Celce et al. (1985: 61) certain kinds of differences between the language seem to cause greater difficulty than others.

Furthermore, Berry (1993:252) says that the English articles can cause problems for learners from any first language background, but they are especially difficult when the mother tongue has no equivalent. He also states that many English learners are lack of knowledge about articles. In addition, many learners claim that articles in English are redundant, and they have no effect on communication.

From the idea above, it can be said that errors of using articles are caused by the differences of language rules between the first language and English, for example Indonesian and English. Besides, many learners have not mastered the usage of English articles yet.

2.7 Writing Composition

Writing is an essential form of communication (Evans, in Hughey et al., 1983:33). For that reason, the activity of writing needs at least two participants, a writer and a reader, because the writer cannot communicate without the existence of the reader. According to Fairbairn et al. (1996:32) writing is about conveying meaning by selecting words and putting them together in a written or printed form. Meanwhile, Heaton (1978:127) says that writing a composition is a task which involves the student in manipulating words in grammatically correct sentences and in linking those sentences to form a piece of continuous writing with successfully communicate the writer's thoughts and ideas on a certain topic. It is clear that the ability in writing a composition may deal with the linguistic ability in which structure or grammar is involved. This research deals with the linguistic writing ability of the students especially in writing the correct articles in a guided composition.

Further, there are two types of composition, they are guided composition and free composition (Heaton, 1978:127). In addition, Fadloeli (1986:31) states that in a free composition the students write everything they thought. In a guided composition the teacher gives the situation on some key

words and structural model. Meanwhile Paulston et al. (1976:205) say that in a free composition, the students write whatever comes into his head. Further, in a guided composition the student is helped to produce a correct composition by certain controls similar to those in pattern drills.

Heaton (1978:128) explains that teachers have too often anticipated examination requirements by beginning free composition work for too early in the course. They have progressed from a controlled composition to a free composition too early before the basic writing skill has been acquired. Besides, Byrne (in Hughey, 1983:39) says that it is important for the beginners to learn a composition in the form of guided writing in order to lead them gradually toward a free writing. It is clear enough that the teacher cannot just give the students a composition writing task as a tool of testing their ability in writing, but he/she must also adjust with their competence in English. Of course, in the early stage, the task given must be a guided composition before they have more complex one.

Furthermore, Paulston et al. (1976:205) suggest that at the beginning level, a guided writing focuses on the correct form of sentences. In addition, Hughey et al. (1983:40) say that guided composition shows beginning English second language writers what concerned are form and structure.

Fadloeli (1986:31) mentions some types of guided writing. They are completion, rearrangement and conversion. Concerning with this research, a guided writing test in the form of completion is applied.

2.8 English Article and Writing Composition at the First year of SMU

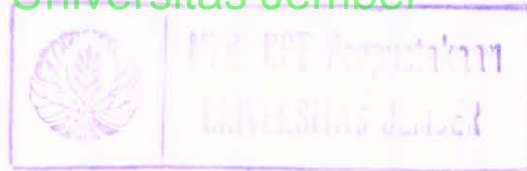
The basic course outline of the 1994 English curriculum states that the teaching of English covers reading, listening, speaking, and writing skills which should be taught integratedly. Language components such as structure, pronunciation, and vocabulary are taught to support the mastery of the four language skills (Depdikbud, 1994:1). Based on this idea, the teaching of articles to the first year students of SMU Bakti Ponorogo is integrated with the four language skills: reading, writing, listening and, speaking. For example, in writing, the students must care in using indefinite, definite and no articles. It is impossible for the students to get a good

composition if they do not understand the structure, especially the use of articles.

So far, the teaching of writing in guided compositions is integrated with other skills. The objectives of teaching writing for the first year students of SMU according to the English curriculum are:

1. arranging jumbled sentences into a paragraph in narration and description;
2. completing a short dialogue or paragraph;
3. writing a short paragraph in narration and description about a simple topic;
4. giving written answers for comprehension questions;
5. writing a personal message;
6. composing a simple letter; and
7. answering a simple letter .

Therefore, in this research a guided composition as the focus of the research concentrate on the objective of completing a short dialogue or paragraph. It because completing a paragraph can focuses one thing at a time.



III RESEARCH METHODS

3.1 Research Design

This research was a descriptive quantitative research. This research was intended to analyze the students' errors in using English article in guided compositions.

The procedures used in this research were as follows :

1. Determining the respondents of this research, that are the first year students of SMU Bakti Ponorogo in the 2000/2001 academic year..
2. Giving guided writing test to the respondents to get the main data
3. Analyzing the results of the test quantitatively
4. Classifying the results of the data analysis qualitatively
5. Collecting the supporting data through interview and documentation
6. Concluding the results to answer the research problem
7. Writing the research report

3.2 Area Determination Method

This research was conducted at SMU Bakti Ponorogo. The area which is used in this research was determined purposively. This school is chosen to conduct the research because permission to conduct the research there was gained from both the principal and the English teacher. Besides, the data needed can be gained as well because at this school, the teacher also taught writing and article as stated in the course outline.

3.3 Respondent Determination Method

The population of this research were the first year students of SMU Bakti Ponorogo in the 2000/2001 academic year. Sampling research was used since the number of the population of the first year students of SMU Bakti was 524 students dividing into 10 classes. As stated by Arikunto (1996:120) if the number of population is less than 100 people, it is better to take all. On the other hand, if the

number of population is larger than 100 people, it is better to take 10% - 15% or 20% - 25% or more of the population.

In this research, the respondents were taken 10% of the population by using proportional random sampling. This technique was used because every member of the population had an equal chance to become a research sample (Hadi, 1977:228). The steps of the proportional random sampling are :

1. calculating the number of population
2. deciding the number of samples
3. calculating the number of each sub-population of each class
4. taking the number of proportional sample of each class using this formula.

$$P_s = \frac{n}{N} \times E$$

Notes :

P_s = Proportional member

n = The number of each sub population

N = The number population

E = The number of required samples

5. taking the number of samples of each class using lottery

(Adapted from Arikunto, 1990:130)

Thus, the number of samples taken was 52 students. The following table shows the number of respondents from each class.

Table 2: The Number of Respondents from Each Class

Class	Number of students of each class	Number of respondent of each calss
1.1	50	5
1.2	52	5
1.3	51	5
1.4	54	6
1.5	53	5
1.6	53	5
1.7	54	6
1.8	53	5
1.9	52	5
1.10	52	5
Total	524	52

3.4 Data Collection Methods

There were two kinds of data in this research : primary data and supporting data. The primary data were collected by using guided wriitng test and supporting data were be collected by using interview and documentation.

3.4.1 Test

In this research, written test was used to know the students' errors in the use of English articles in guided compositions. Errors were demonstrated by how mnay numbers of the test items which the students could not do correctly. The writing test is in the form of guided compositions. The type of guided writing test used was completion. Concerning with test as the instrument collecting data, Arikunto (1996:225) devides test into teacher -made test and standadized test. In this research, a teacher --made test was used. It was constructed based on the material of English stated in curriculum 1994 and cunsulted to the English teacher.

The number of test item is 30 items with equal distribytion of each indicator. The test items covered the following components: definite article(10

items, indefinite article(10 items) and no article(10 items). The time given for doing the test is 60 minutes.

A good test must be valid and reliable (Arikunto, 1990:158). A test is said to be valid if can measure what is intended to measure. According to Hughes (1994:22), the validity of the test an be clasified into content validity, criterion-related validity, construct validity and face validity. In this research, uses content validity if it contains proper sample of articles that will be measured (Hughes, 1994:22).

Hughes(1994:42)states that a valid test must be reliable, however a reliable test may not be valid at all. Based on the statement, the test reliability was not established since the test had valid based on the content validity.

3.4.2 Interview

Arikunto (1993:126) defines interview as a dialogue conducted by interviewer to obtain the data from interviewee. There are three kinds of interview: unguided interview, guided interview, and free guided interview.

In this research, guided interview was conducted with the English teacher based on the interview guide in order to make the interview more guided . This interview was used to get the supporting data about the scope of materials used in teaching writing and structure, methods and exercises used in teaching writing, and the problems usually faced by the students in learning structure and writing.

3.4.3 Documentation

Documentation is used to find uot the data about the fact or variable in the form of notes, trancripts, book, magazine, newspaper, diaries, etc (Arikunto,1993:1310).

In this research, documentation was used to get the supporting data about the , the number of the first year students, the list of respondents and the school facilities.

3.5 Data Analysis Method

Tarigan (1990:67) states that the procedures of error analysis as follows:

- a. Collecting errors ;
- b. Identifying errors ;
- c. Explaining errors;
- d. Classifying errors ;
- e. Evaluating errors;

Each step is further discussed below :

a. Collecting errors

In this research, the writer asked the students to complete a guided composition by using indefinite article, definite article and no article.

b. Identifying errors

In this research, errors were defined as any deviation from language pattern regardless of their characteristic and cause. The students' errors of articles were identified by checking the use of article in their test. It is considered as error if the students misused indefinite article(a or an), definite article(the) and no article.

c. Classifying and explaining errors

Classifying and explaining errors data done by describing the errors that the students made. There were three components of errors data. They were indefinite article, definite article and no article.

The explanation of errors data was carried out by showing the examples of errors produced by the students according to their components.

d. Evaluating errors

This study used a quantitative statistical method to evaluate the frequency of the percentage of the articles errors. The students' errors were grouped into three components. By grouping these errors, it can be known the total of each component of articles. They were indefinite article, definite article and no article.

After knowing the total errors of each component, errors were calculated by using a formula as stated by Mohammad Ali. The formula was:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E : the percentage of errors of each component;

n : the number of errors of each component;

N : the number of the whole errors of each component

(Ali, 1993:186)

The step of analyzing were as follows:

1. Find out the frequency of the students' errors of each component
2. Find out the whole errors of each component
3. Find out the percentage of the students' errors from each component

The next step after analyzing the data was classifying the errors based on the following classification.

Table 3: The Classification of the Students' Errors

Grade of Errors(%)	Interpretation
0% --25%	Very low
26%--50%	Low
51%--75%	High
76%--100%	Very high

(Adapted from Mardiaty,1989:50)

IV RESULTS AND DISCUSSION

4.1 Supporting Data

4.1.1 Results of Interview

The interview was conducted with the English teacher to get supporting data about method and materials used in teaching writing. In addition, writing exercises used and problems faced by the students also asked in this interview. Further, the interview was conducted to get data about structure materials taught and problems faced by the students in learning structure.

The results of interview showed that writing was not taught in isolated way. It was integratdly taught with other skills, reading, listening, or speaking. Moreover, writing was often taught together with the reading skill. The materials of teaching writing and structure were based on the 1994 English curriculum.

In writing, the students were given some exercises, first, to complete a composition with the words provided. Beside, the teacher asked the students to the correct words in the brackets. After doing this task, they were expected to understand the structure and vocabulary used in the composition so that they could apply them to write a composition. However, most of the students had difficulties in learning structure especially about agreement. Meanwhile, the students found difficulties to write correct sentences .

4.1.2 Results of Documentation

SMU Bakti Ponorogo has some facilities as follows: They have 25 classrooms, a library, two laboratories for language and science, a special room for doing English tasks if the students do not speak English in English day, a computer room, a training room, a mosque, a room for headmaster, a room for the teachers, a room for the administration staff, and a parking area.

The total number of the first year students at the school is 524 Students, which are divided into 10 classes (each class has around 51-54 students). The detailed information of the respondents is presented on Appendix 6.

4.2 Primary Data

4.2.1 Results of Test

The primary data of this research were collected by using guided composition test conducted on 27th March 2001. The test was used to know the students' errors in using English Article. The results of the test were presented in the following table 4.

Table 4: The Results of the Students' Errors in the Use of Articles

Number	The Number of Errors of Each Component		
	Indefinite Article	Definite Article	No Article
1	3	1	8
2	2	3	7
3	4	5	6
4	1	3	4
5	2	1	3
6	2	4	10
7	3	4	6
8	2	3	5
9	3	5	9
10	2	3	4
11	1	1	6
12	3	5	3
13	6	5	10
14	7	9	8
15	2	5	5
16	2	4	8
17	4	4	8
18	4	4	6
19	9	3	7
20	4	2	9
21	1	4	9
22	5	2	10
23	6	4	10
24	8	2	8
25	6	1	8
26	6	3	7
27	3	2	8
28	3	2	5
29	3	1	5
30	4	1	4
31	3	4	8
32	4	4	10
33	8	3	9

34	3	2	7
35	9	4	8
36	3	2	5
37	1	2	6
38	5	2	8
39	3	1	5
40	3	2	4
41	6	4	9
42	3	2	8
43	1	2	5
44	3	3	7
45	1	2	4
46	2	3	10
47	1	2	4
48	1	3	8
49	5	4	10
50	1	2	3
51	3	3	9
52	1	3	4
Total	181	155	357

To make it clearer, the number of article errors of each component made by the students is summarized in the following tables:

Table 5. The Number of Article Errors of Each Component Made by the Students

No	Components	Number of Errors
1.	Indefinite Article	181
2.	Definite Article	155
3.	No Article	357
The total number of article errors		693

4.3 Data Analysis

Having acquired the main data that dealt with the students' article errors, the data were analyzed in two sections:

a. General Problem Analysis

From the previous table, it showed that the number of errors of all components made by the students was 693, meanwhile the number of the whole

article errors were 1560. It was obtained from the number of errors of all students for all items ($30 \times 52 = 1560$). Then, the students' article errors were analyzed quantitatively by applying the following formula.

$$E = \frac{n}{N} \times 100\%$$

Notes: E: the percentage of all article errors

n: the number of errors of all components made by the students

N: the number of the whole article errors

The calculation of the percentage of the students' article errors was described as follows.

$$\begin{aligned} E &= \frac{693}{1560} \times 100\% \\ &= 44,42\% \end{aligned}$$

Based on the result above, the percentage of the students' errors in the use of English articles was 44,42%. After consulting to the classification table of the students' errors on page 26, the students' errors in the use of English articles were low because it was the range of 26%-50%.

b. Specific Problem Analysis

It has been stated in chapter III that the number of items of each component was 10 items. If all students made errors for 10 items, the number of the whole errors were $10 \times 52 = 520$. Then, the article errors of each component were analyzed by applying the following formula.

$$E = \frac{n}{N} \times 100\%$$

Notes: E: the percentage of errors of each component

n: the number of errors of each component

N: the number of the whole errors of each component

The calculation of the percentage of each component was as follows.

a. Indefinite Article

$$E = \frac{181}{520} \times 100 \% \\ = 34,80 \%$$

b. Definite Article

$$E = \frac{155}{520} \times 100 \% \\ = 29,80 \%$$

c. No Article

$$E = \frac{357}{520} \times 100 \% \\ = 68,65 \%$$

The results of the calculation of the students' article errors could be seen in the following table 6.

Table 6. The Percentage of Article Errors of Each Indicator Made by the Students

No	Component	Percentage
1.	Indefinite Article	34,80%
2.	Definite Article	29,80%
3.	No Article	68,65%

The highest percentage of article errors was the percentage of no article errors (68,65%), while the lowest percentage of article errors was the percentage of definite article errors (29,80%).

Based on the results of the data analysis, it could be interpreted as follows. Firstly, the percentage of the students' errors in the use of the indefinite article was 34,80%. After consulting to the classification table of the students' errors on page 26, the students' errors in the use of indefinite article were low since it were in the range of 26%-50%. Secondly, the percentage of the students' errors in the use of definite article was 29,80% or in the low category because it was also in the

range of 26%-50%. Thirdly, the percentage of the students' error in the use of no article was 68,65%. After consulting to the classification table of the students' errors on page 26, the students' errors in the use of no article were high because it were in the range of 51%-75%. The following table shows the classification of the students' errors of each component.

Table 7. The Classification of the Students' Errors of Each Component

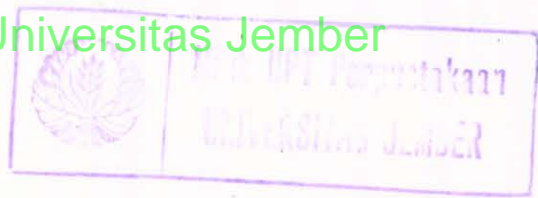
No	Component	Percentage	Grade of Error	Category
1.	Indefinite Article	34,80%	26%-50%	low
2.	Definite Article	29,80%	26% -50%	low
3.	No article	68,65%	51%-75%	high

4.4 Discussion

Based on the results of the data analysis, it shows that the students' errors in the use English article were low (44,42%). Meanwhile the students' errors of each component were as follows. (1) Indefinite article errors were low (34,80%), (2) Definite article errors were also low (29,80%) and (3) No article errors were high (68, 65%). It was known that the highest percentage of article errors was the misuse of no article (68,65%). These errors might be because the students had some difficulties to determine which noun must use article or without article, for example: (1) *Marconi, the Italian inventor who gave us the radio probably didn't realize what effects his great invention would have on the world in the years to come.* and (2) *Radio has, perhaps, had as much influnce on the world as any other communications device.* It was known that both of the two sentences use the noun "radio". The first sentence uses a definite article before the noun "radio" because it is specified and the second one does not use an article before the noun "radio" because it general meaning. It clear that the errors happened might be caused by the students' lack of knowledge about the rule of the use of articles. This is in line with Berry's idea (1993:252) that many English learners are lack of knowledge about the use of articles.

Relating to those results above, the English teachers need to give more attention on the teaching of articles, especially on no article, because no article errors made by the students were 68,65%.





V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the results of data analysis presented in chapter IV, some main points can be concluded as follows.

a. General Conclusion

English article errors made by the first year students of SMU Bakti Ponorogo in the 2000/2001 academic year were (44,42%). It means that the students articles errors were low

b. Specific Conclusion

1. Indefinite article errors made by the first year students of SMU bakti Ponorogo in the 2000/2001 academic year were (34,80%). It means that the indefinite article errors made by the students were low.
2. Definite article errors made by the first year students of SMU bakti Ponorogo in the 2000/2001 academic year were (29,80%). It means that the definite article errors made by the students were low.
3. No article errors made by the first year students of SMU bakti Ponorogo in the 2000/2001 academic year were (68,65%). It means that no article errors made by the students were high.

From the result above, it showed that the ability of the first year students of SMU bakti Ponorogo in using English articles was fair.

5.2 Suggestion

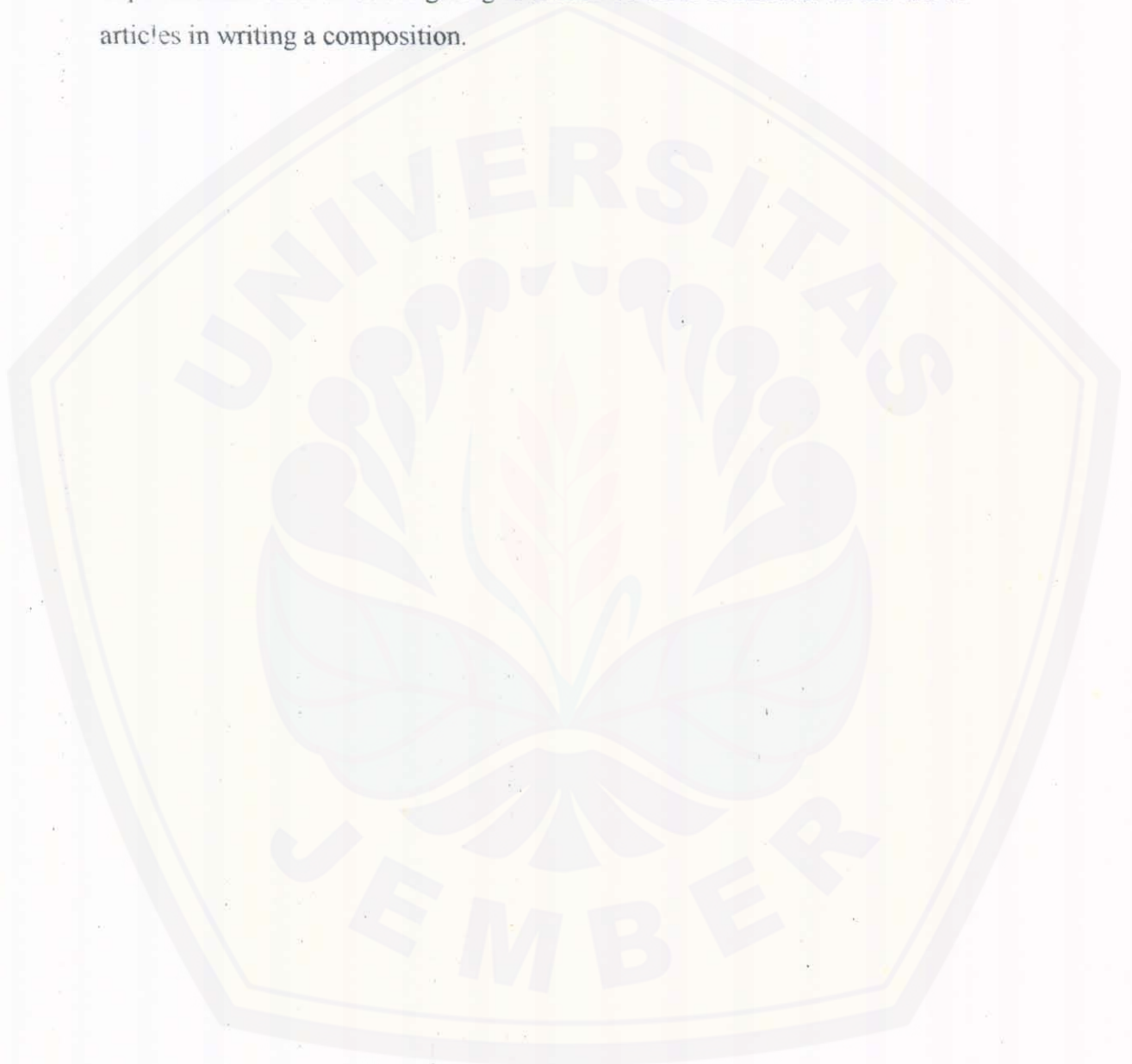
Considering the results of the research, some suggestions are given to the following people:

1. English Teachers

They are suggested to improve the students writing skill, especially in the use of articles. They are also suggested to give more examples and exercises about articles and no article.

2. Other Researchers

The results of this research can be used as information to conduct further research dealing with English articles but in a different design, such as an experimental research about giving feedback on error correction of the use of articles in writing a composition.



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RESEARCH MATRIX

Title	Problem	Variable	Sub variable	Indicators	Data Resources	Research Methods
<p>Error Analysis of the Use of English Articles in Writing Composition Made by the First Year Students of SMU Bakti Ponorogo in the 2000/2001 Academic Year.</p>	<p><i>General problem:</i> How far are the errors of the use of English article in writing composition made by the first year students of SMU Bakti Ponorogo in the 2000/2001 academic year? <i>Specific problems:</i> a. How far are the errors of the use of indefinite article in writing composition? b. How far are the errors of the use of definite article in writing composition? c. How far are the errors of the use of no article in writing composition?</p>	<p>English article error in writing composition</p>	<p>1. Indefinite article 2. Definite article 3. No article</p>	<p>- a or an - the - zero</p>	<p>1. Respondents: The first year students of SMU Bakti Ponorogo in the 2000/2001 academic year 2. Informant: The English teacher 3. Documents</p>	<p>1. Area determination: Purposive 2. Respondent determination: Proportional random sampling 3. Data Collection: - test - interview - documentation 4. Data analysis: Quantitative statistics. The formula: $E = \frac{n}{N} \times 100\%$ Notes: E : the percentage of errors of each component n : the number of errors of each component N: the number of The whole errors of each component (Mohammad Ali, 1987)</p>

The Guideline of Instrument**A. The Interview Guide**

No	The Questions	Data Resources
1.	What methods do you apply in teaching writing?	The English teacher
2.	What are the scope of materials in teaching structure and writing?	
3.	What kinds of writing exercise do you usually give to your students?	
4.	What are the problems usually faced by the students in learning writing?	
5.	What are the problems usually faced by the students in learning structure?	

B. Documentation Guide

No	The Supporting Data Taken	Data Resources
1.	The school facilities	Documentations
2.	The total number of the first year students	
3.	The names of respondents	

Appendix 3

Writing Test

Subject : English
 Level/Cawu : I/III
 Year : 2000/2001
 Time : 60'

Fill *a, an* or *the* in the blank spaces if necessary.

Radio and Television

There are few homes in (1) _____ United States today that do not have either (2) _____ radio or television set. Both of them have become (3) _____ essential part of our daily life, keeping us informed of (4) _____ news of (5) _____ day, instructing us in many fields of interest, and entertaining us with singing, dancing, and acting.

Marconi, (6) _____ Italian inventor who gave us (7) _____ radio, probably didn't realize what effects his great invention would have on (8) _____ world in (9) _____ years to come. (10) _____ Radio has, perhaps, had as much influence on the world as any other communications device. Events of universal interest can be reported to the entire globe (11) _____ few seconds after they happen. (12) _____ Explorers in remote areas, (13) _____ ships at (14) _____ sea, even (15) _____ astronauts circling (16) _____ earth are able to keep in touch with civilization by means of radio.

(17) _____ Television is another major instruments of communication, permitting us to see as well as to hear (18) _____ performer. Since its appearance, TV has had (19) _____ tremendous effect on the daily life of (20) _____ people everywhere.

Improvements of all kinds are constantly being made in television so that reception will be as close to perfect as possible. Many programs are now televised in color.

Perhaps, (21) _____ most recent advancement of significance has been "Telstar". This specially-equipped space capsule, orbiting the globe, makes it

possible for the entire world to be closer than ever before. Now (22) _____ family in (23) _____ Chicago can watch on TV (24) _____ auto race in Italy, (25) _____ ski tournament in Norway or (26) _____ parade in Japan as these events are actually happening!

(Adapted from English 900)

Magazine

(27) _____ Magazine is (28) _____ collection of articles or stories –or both–published at regular intervals. Most magazines are sometimes also called journals.

Magazines provide (29) _____ wide variety of information, opinion, and entertainment. For example, they may cover current events and fashions, discuss foreign affairs, or describe how to repair appliances or prepare food. Subjects addressed in magazines include (30) _____ business, culture, current affairs, hobbies, medicine, politics, religion, science, and sports.

(Adapted from English for SMU)

Appendix 4

Answer Key

1. the	11. a	21. the
2. a	12. --	22. a
3. an	13. --	23. --
4. the	14. --	24. an
5. the	15. --	25. a
6. the	16. the	26. a
7. the	17. --	27. --
8. the	18. the	28. a
9. the	19. a	29. a
10.--	20. --	30. -

Test Mapping

Component	Number of items
Indefinite article	2, 3, 11, 19, 22, 24, 25, 26, 28, 29
Definite article	1, 4, 5, 6, 7, 8, 9, 16, 18, 21
No article	10, 12, 13, 14, 15, 17, 20, 23, 27, 30

**THE DATA OF THE ENGLISH ARTICLE ERRORS MADE BY THE
RESPONDENTS IN WRITING COMPOSITION**

A. The Students' Errors in the Use of the Indefinite Article "a or an"

(in the bracket is the correct sentence)

1. There are few homes in the United States today that do not have either *the radio or television set*.
There are few homes in the United States today that do not have either *radio or television set*.
(There are few homes in the United States today that do not have either *a radio or television set*.)
2. Both of them have become *essential part* of our daily life
Both of them have become *the essential part* of our daily life.
(Both of them have become *an essential part* of our daily life.)
3. Events of universal interest can be reported to the entire globe *few seconds* after they happen.
Events of universal interest can be reported to the entire globe *the few seconds* after they happen.
(Events of universal interest can be reported to the entire globe *a few seconds* after they happen.)
4. Since its appearance, TV has had *the tremendous effect* on the daily life of people everywhere.
Since its appearance, TV has had *tremendous effect* on the daily life of people everywhere.
(Since its appearance, TV has had *a tremendous effect* on the daily life of people everywhere.)
5. Now *family* in Chicago can watch on TV *auto race* in Italy.
Now *the family* in Chicago can watch on TV *the auto race* in Italy.
(Now *a family* in Chicago can watch on TV *an auto race* in Italy.)

6. Now a family in Chicago can watch on TV an auto race in Italy, *the ski tournament* in Norway or *the parade* in Japan as these events are actually happening!

Now a family in Chicago can watch on TV an auto race in Italy, *ski tournament* in Norway or *parade* in Japan as these events are actually happening!

(Now a family in Chicago can watch on TV an auto race in Italy, *a ski tournament* in Norway or *a parade* in Japan as these events are actually happening!)

7. Magazine is *the collection* of articles or stories or both –published at regular intervals.

Magazine is *collection* of articles or stories or both –published at regular intervals.

(Magazine is *a collection* of articles or stories or both –published at regular intervals.)

B. The Students' Errors in the Use of the Definite Article "the"

(in the bracket is the correct sentence)

1. There are few homes in *United States* today that do not have either a radio or television set.

There are few homes in *a United States* today that do not have either a radio or television set.

(There are few homes in *the United States* today that do not have either a radio or television set.)

2. Both of them have become an essential part of daily life, keeping us informed of *a news of a day*.

(Both of them have become an essential part of daily life, keeping us informed of *the news of the day*.)

3. Marconi, *an Italian inventor* who gave us *a radio*, probably didn't realize what effects his great invention would have on *a world* in *a years* to come.

Marconi, *Italian inventor* who gave us *radio*, probably didn't realize what effects his great invention would have on *world* in *years* to come.

(Marconi, *the Italian inventor* who gave us *the radio*, probably didn't realize what effects his great invention would have on *the world in the years* to come.)

- 4. Astronauts circling *earth* are able to keep in touch with civilization by means of radio.

Astronauts circling an *earth* are able to keep in touch with civilization by means of radio

(Astronauts circling *the earth* are able to keep in touch with civilization by means of radio.)

- 5. Television is another major instrument of communication, permitting us to see as well as to hear *a/an performer*.

Television is another major instrument of communication, permitting us to see as well as to hear *performer*.

(Television is another major instrument of communication, permitting us to see as well as to hear *the performer*.)

- 6. Perhaps, *a most* recent advancement of significance has been "Telstar"

Perhaps, *most* recent advancement of significance has been "Telstar"

(Perhaps, *the most* recent advancement of significance has been "Telstar".)

C. The Students' Errors in the Use of No Article.

(in the bracket is the correct sentence)

- 1. *The radio* has, perhaps, had as much influence on the world as any other communications device.

A radio has, perhaps, had as much influence on the world as any other communications device.

(*Radio* has, perhaps, had as much influence on the world as any other communications device.)

- 2. *An explorers* in remote areas, *a/an ships* at a sea, even *an astronauts* circling the earth.

The explorers in remote areas, *the ships* at the sea, even *the astronauts* circling the earth

(*Explorers* in remote areas, *ships* at sea, even *astronauts* circling the earth.)

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3. *The television* is another major instrument of communication.
A television is another major instrument of communication
(Television is another major instrument of communication.)
4. Since its appearance, TV has had a tremendous effect on the daily life of *the people* everywhere.
(Since its appearance, TV has had a tremendous effect on the daily life of people everywhere.)
5. Now a family in *the Chicago* can watch on TV an auto race in Italy.
 Now a family in *an Chicago* can watch on TV an auto race in Italy
(Now a family in Chicago can watch on TV an auto race in Italy.)
6. *The magazine* is a collection of articles or stories or both published at regular intervals.
(Magazine is a collection of articles or stories or both published at regular intervals.)
7. Subjects addressed in magazine include *the business*, culture, current affairs, hobbies, medicine, politics, religion, science, and sports.
 Subjects addressed in magazine include *a/an business*, culture, current affairs, hobbies, medicine, politics, religion, science, and sports.
(Subjects addressed in magazine include business, culture, current affairs, hobbies, medicine, politics, religion, science, and sports.)

Note: Some students made the same errors, the writer does not write them twice.

**THE NAMES OF RESPONDENTS OF THE
FIRST YEAR STUDENTS OF SMU BAKTI PONOROGO**

1. Wahyu Aningsih
2. Jenny Anitasari
3. Edwi Wiyono
4. Didin Hartoyo
5. Widoto
6. Afifah. J.W
7. Indah Arimurti
8. Hendras P.S
9. Adhi Kurniawanto
10. Puspita Dwi R
11. Syaiful
12. Desi Genta M
13. Lia Damayanti
14. Robby K
15. Evericson
16. Deni Murdiawati
17. Yeni Ekowati
18. Aris A
19. Alif Sekti Ari
20. Nining Farida
21. Hari Triyadi
22. M. Eko Nuramto
23. Agung Prasetyo
24. Ari Wijayanto
25. Dwi Lestari
26. Herlin Nurdiana

To be continued...

Continued

27. Fatimatus Fiska F
28. Wijayanto
29. Ibnu A.S
30. Marizha Pakolaria S.S.P
31. Adayatnaan P
32. Moh. Nur Hasim
33. Sundari
34. Siti Fatonah
35. Komari
36. Ahmad Efendi
37. Jarwanti
38. Wiyano
39. Agnur Marta Andi
40. Heri Nuryanto
41. Budi Setiyar
42. Dedy Chandra
43. Hendria E
44. Widya Ayu K
45. Evie Yulias F
46. Eko Hari W
47. Fira Puspitasari
48. Widya Hastutik
49. Adiek Wijaya
50. Iin Fitriani
51. Rully Tri W
52. Ana Widyawati

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Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp. (0331) 334988

Nomor : 484 /J25.1.5/PP.7/2000

Lampiran : 1 (satu) bendel

Perihal : SEMINAR PROPOSAL SKRIPSI

28 FEB 2001

Kepada : Yth.
Dosen FKIP. Universitas Jember
di-
J E M B E R

Bersama ini kami mengharap dengan hormat kehadiran Bapak/Tbu besok pada :

Hari / Tanggal : SELASA, 6 MARET 2001

J a m : 10.00 WIB

Acara : Ujian Seminar Proposal Skripsi
An. ~~ETIK ENDAWATI~~
NIM. 960210401140

Jurusan/Prog. : P.B.S. / B. INGGRIS

Judul : ERROR ANALYSIS OF THE USE OF ENGLISH ARTICLE
IN WRITING COMPOSITION MADE BY THE FIRST
YEAR STUDENTS OF SMU BAKTI PONOROGO IN THE
2000/2001 ACADEMIC YEAR

Tempat : GEDUNG III

Demikian atas perhatian dan kehadirannya disampaikan terima kasih.



An. DEKAN-
Bantuan Dekan I
Kabag Tata Usaha,

Drs. SUBAHAB IMAM FADILLAH
NIP. 130 261 669.

Tembusan Kepada Yth. :

1. Ketua Jurusan FKIP UNEJ
2. Ketua Program FKIP UNEJ
3. Dosen Pembimbing I dan II
4. Mahasiswa yang bersangkutan
5. Arsip.-



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Nomor : 522/J25.1.5/PL5/2001

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr.

di -

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : HESTI MUDARHATI

Nim : 06020001140

Program/Jurusan : P. Tad. Inggris / PBT

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan judul :

ERROR ANALYSIS OF THE USE OF ENGLISH
ARTICLE IN WRITING COMPOSITION MADE BY THE FIRST YEAR
STUDENTS OF SMU BAKTI PONOROGO IN THE 2000/2001
ACADEMIC YEAR

Pada lembaga yang saudara pimpin.

Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan
Bantu Dekan I,



JOKO SUHUD

Telp. 130 355 407



YAYASAN PENDIDIKAN BAKTI PONOROGO
SEKOLAH MENENGAH UMUM
SMU BAKTI
STATUS DISAMAKAN
JALAN BATORO KATONG No. 24 TELEPON 481374 PONOROGO 63411

SURAT KETERANGAN

NO : 17 / I.0419.1/TU/III/2001

Yang bertanda tangan di bawah ini :

Nama : MARDIJONO, B.A.
Jabatan : Kepala
Alamat : Jl. Batoro Katong 24 Ponorogo

menerangkan bahwa :

Nama : ETIK ENDARWATI
NIM : 960210401140

telah mengadakan penelitian di SMU Bakti Ponorogo dengan judul **Error Analysis of the Use of English Article in Writing Composition Made by the First Year Students of SMU Bakti Ponorogo in the 2000/2001 Academic year.**

Demikian agar surat ini dapat di pakai sepenuhnya.



**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : ETIK ENDARWATI.....
 NIM/Angkatan : 960210401140.....
 Jurusan/Program Studi : PBS/P. Bhs. INGGRIS.....
 Judul Skripsi : ERROR ANALYSIS OF THE USE OF ENGLISH ARTICLE IN WRITING
 COMPOSITION MADE BY THE FIRST YEAR STUDENTS OF SMU
 BAKTI PONOROGO IN THE 2000/2001 ACADEMIC YEAR.....
 Pembimbing I : Dra. ZAKIYAH TASNIM, MA.....
 Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	SENIN, 17 JULI 2000	JUDUL dan MATRIX	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
2.	RABU, 26 JULI 2000	CHAPTER I	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
3.	RABU, 2 AGUSTUS 2000	REVISI CHAPTER I	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
4.	SELASA, 19-9-2000	CHAPTER II	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
5.	KAMIS, 5-10-2000	REVISI CHAPTER II	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
6.	SABTU, 23-12-2000	CHAPTER III	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
7.	KAMIS, 4-1-2001	REVISI CHAPTER III	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
8.	SELASA, 6-3-2001	SEMINAR THESIS PROPOSAL	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
9.	SENIN, 2-4-2001	CHAPTER IV	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
10.	JUM'AT, 4-5-2001	REVISI CHAPTER IV	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
11.	SELASA, 8-5-2001	CHAPTER V	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
12.	JUM'AT, 18-5-2001	REVISI CHAPTER V	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN



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Nama : ETIK ENDARWATI
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 Jurusan/Program Studi : PBS/P. BHS. INGGRIS
 Judul Skripsi : ERROR ANALYSIS OF THE USE OF ENGLISH ARTICLE IN WRITING
 COMPOSITION MADE BY THE FIRST YEAR STUDENTS OF SMU BAKTI
 PONOROGO IN THE 2000/2001 ACADEMIC YEAR
 Pembimbing I :
 Pembimbing II : Drs. BUDI SETYONO, MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	RABU, 20-7-2000	JUDUL DAN MATRIX	
2.	JUM'AT, 4-8-2000	CHAPTER I	
3.	SABTU, 19-8-2000	REVISI CHAPTER I	
4.	SENIN, 9-10-2000	CHAPTER II	
5.	KAMIS, 26-10-2000	REVISI CHAPTER II	
6.	RABU, 24-1-2001	CHAPTER III	
7.	KAMIS, 22-2-2001	REVISI CHAPTER III	
8.	SELASA, 6-3-2001	SEMINAR THESIS PROPOSAL	
9.	SELASA, 8-5-2001	CHAPTER IV	
10.	SENIN, 14-5-2001	REVISI CHAPTER IV	
11.	SABTU, 19-5-2001	CHAPTER V	
12.	JUM'AT, 25-5-2001	REVISI CHAPTER V	
13.			
14.			
15.			

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