

CHAPTER I INTRODUCTION

1.1 Background of the Study

Nowadays, communication in English is usually used in Indonesia. Communication can be done through spoken and written forms. People are able to communicate formally or informally, but if a person wants to communicate formally many aspects need to be noted. One of the aspects is grammar. Using a wrong grammar will have a potential to make a communication get misunderstood. If a person says with incorrect grammar he/she can use gestures to avoid misunderstanding but in the written communication he/she cannot.

Students at the English Department of Widya Mandala Catholic University Surabaya have an obligation to master written and spoken communication. There are four language skills in learning English, reading, listening, speaking, and writing. The students think that writing is the most difficult language skill to be mastered because the writer needs to be knowledgeable in grammar, vocabulary, and spelling (Richard & Renandya, 2002).

As a productive skill, writing has an important role for students to express their ideas. A good grammar is needed for students to write a sentence. Talking about grammar, the common problem experienced by the students is using English articles.

English articles are divided into definite and indefinite. Definite article is 'the', meanwhile 'a/an' is indefinite article. On the other hand, the article system of Indonesian is not classified into definite and indefinite articles.

Articles have an important role in English writing. Using a wrong article will make the readers get misunderstood or even it can change the meaning of its sentence. The purpose of articles is used to modify a noun/ nouns.

The researcher has a reason why he chooses this topic because English article system is one of the important parts of English grammar. Mostly, it is seen as a trivial aspect. Yet, it is very important to learn. “The use of articles supports an understanding between the writer and reader; enabling the reader to locate where a noun or noun phrase is as well as identify if it is already understood” (Barret & Chen, 2011). Furthermore, they also mention that “English article involves the integration of semantic, pragmatic, and grammatical functions, as no one-to-one form-function mapping exists for each article, creating a large number of rules for students to be mastered” (Barret & Chen, 2011). Furthermore, the writer selects Writing III students as the subject of his thesis because students in Writing III class had studied articles when they were in first semester and also they had already passed Structure I and II. Because of that the writer wants to see whether the students still remember how to use articles correctly or not.

In this study, the researcher is going to analyze articles errors made by the Writing III students of the English Department of Widya Mandala Catholic University Surabaya in the academic year of 2016/2017.

1.2 Statement of the Problem

This study is aimed to answer the following questions:

- What are the most common errors in the use of articles in Writing III essays of English Department Students?

- What are the possible causes of those errors in the Writing III essays of English Department students?

1.3 The Objectives

The objectives of this research are follows:

1. To find out the most common errors in the use of articles made by the Writing III class of the English Department of Widya Mandala Catholic University Surabaya.

2. To know the possible causes of errors in using articles in English text made by the Writing III class of the English Department of Widya Mandala Catholic University Surabaya.

1.4 Theoretical Framework

Here are the theoretical frameworks that the writer uses to analyze the errors in students' writing. The theoretical framework used in this study is error analysis. "Error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language" (Brown, 1980). Brown also classifies errors in to four categories: errors of addition, errors of omission, errors substitutions, and errors of misordering.

Richards (1971 as cited by Ellis, 1994) distinguishes two sources of competence errors: interference and intralingual errors. The writer is going to analyze the interference error and intralingual errors. Richards (1971) classifies

the causes of intralingual errors into four: overgeneralization, incomplete application of rules, false concepts hypothesized and ignorance of rule restriction.

1.5 Scope and Limitation of the Study

This research focuses on the students' errors of using articles in English text. The writer focuses on the errors of articles 'a', 'an', and 'the' in the Explanation text of students who are taking Writing III. The writer chooses writing III students because the students had already been taught articles when they were in first semester.

The writer is going to take the mid-term test in order to get the best writing on explanation text.

1.6 The Significance of the Study

Both the lectures and students in Writing III will get some benefits from this research. The benefits of this research are:

1. This research is expected to be a reference and motivation for students in Writing III, at least to reduce errors in using articles.
2. This research is expected to help us know more about articles and use it correctly.

1.7 Definition of Key-terms

a. **Writing.** "Writing is a complex process consisting of many constituent parts which have to be considered and the writers are able to express ideas and feelings to persuade and convince other people" (White & Arndt, 1997).

b. **Error analysis.** Error Analysis is the study of learner errors, providing the way to examine learner language, being a part of language teaching, finding out whether errors are caused by L1 interference.

“Error Analysis studies can be divided into five processes: collection of a sample of learner language, identification, description, explanation, and evaluation of errors“ (Ellis, 1994).

c. **Article.** “Article is any member of a small class of words of affixes that are linked the nouns and that typically have a grammatical function in identifying the noun as a noun rather than describing it” (Djamal, 2008).

d. **Explanation texts.** “Explanation is a piece of text that explains the processes involved in the formation or workings of natural or sociocultural phenomena” (Anderson & Anderson, 1997).

1.8 Organization of the Study

This study consists of five chapters. Chapter I deals with background of the study, statement of the problem, objectives of study, significance of the study, limitation and scope and definition of key term. Chapter II deals with theory of writing, steps of writing, types of writing, error analysis, goals of error analysis, sources of error, causes of error, classification of error, and related literature. Chapter III deals with research design, type of data and data source, the subject, instruments, the procedure of data collection, and the technique of data analysis. Chapter IV deals with the data analysis and the interpretation of the findings. Chapter V contains conclusion and suggestions.