

ABSTRACT

Sari, Vinencia Lefrianita Cendana. (2015). *A Study on the Use of Articles in Students' Written Projects of Critical Reading and Writing I Class*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Writing is one of the important skills in learning English. Through writing, students learn to make good sentences with correct English grammar. It is common to see grammatical errors in writing because grammar has many parts that the students must understand and master. The use of articles in English grammar seems simple but complicated because of the various kinds of nouns following the article itself. Non-native speakers of English must be consistent whether to use *a* or *an* and *the* in their writings.

Based on this issue, the researcher focused on analyzing the errors in the use of articles made by 10 students in Critical Reading and Writing I Class E academic year 2014/2015 in the English Language Education Study Program of Sanata Dharma University. There are two research problems in this research: (a) What errors in the use of articles are found in students' written projects of Critical Reading and Writing I Class? (b) What are the causes of errors in the use of articles in students' written projects of Critical Reading and Writing I Class? This research has two objectives: (a) to find out what errors in the use of articles found in students' written projects of Critical Reading and Writing I Class are, (b) to find out the causes of errors in the use of articles in students' written projects of Critical Reading and Writing I Class are.

Document analysis was the method in this research. There were three instruments: human, document, and interview. Human instrument was the primary instrument, document was the second instrument and interview was the third instrument. The errors found in students' written projects were classified into four types of error by Dulay, Burt and Krashen (1982): omission of *a* or *an* (62 times, 52.10 %) followed by the omission of *the* (26 times, 21.84 %), the addition of *the* (16 times, 13.44 %), the addition of *a* or *an* (10 times, 8.40 %), misformation of *a* or *an* (4 times, 3.36 %), misformation of *the* (1 time, 0.84 %) and misordering of *a*, *an*, and *the* (0 time, 0 %). The researcher used the theory from Brown (2000), who classified context of learning and Norrish (1983), who classified carelessness, first language interference, translation, and error as a part of creativity as the causes of errors.

The researcher gives recommendations for English teachers, students, and future researchers. For English teachers, it is better to give brief and detail explanation about the use of articles to the students. For students, it is better to deepen their understanding about the basic rules of articles and practice themselves a lot. For future researchers, it is better to classify the causes of errors deeper based on the types of errors and modify the instruments or the participants.

Keywords: writing, article errors, students' written projects.

ABSTRAK

Sari, Vinencia Lefrianita Cendana. (2015). A Study on the Use of Articles in Students' Written Projects of Critical Reading and Writing I Class. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Menulis adalah salah satu kemampuan penting dalam Bahasa Inggris. Menulis memberi kesempatan bagi penulis untuk menerapkan struktur bahasa dengan tepat. Error dalam menulis sering ditemukan karena penulis harus mempelajari dan menguasai struktur Bahasa Inggris. Penggunaan articles dalam Bahasa Inggris terlihat mudah namun rumit karena terdapat banyak bentuk kata benda yang mengikuti articles tersebut. Penutur bahasa selain Bahasa Inggris harus konsisten dalam menggunakan a atau an dan the dalam tulisan mereka.

Menanggapi hal tersebut, peneliti menganalisis error pada penggunaan articles oleh 10 mahasiswa di kelas Critical Reading and Writing I. Terdapat dua permasalahan dalam penelitian ini: (a) Apa saja error pada penggunaan articles yang ditemukan dalam tulisan mahasiswa di kelas Critical Reading and Writing I? (b) Apa penyebab error pada penggunaan articles dalam tulisan mahasiswa di kelas Critical Reading and Writing I? Penelitian ini memiliki dua tujuan: (a) Untuk mengetahui apa saja error pada penggunaan articles yang ditemukan dalam tulisan mahasiswa di kelas Critical Reading and Writing I, (b) Untuk mengetahui penyebab terjadinya error pada penggunaan articles dalam tulisan mahasiswa di kelas Critical Reading and Writing I.

Document analysis merupakan metode dalam penelitian ini. Terdapat tiga instrumen dalam metode ini: human, document, dan interview. Human sebagai instrument utama, document sebagai instrument kedua, dan interview sebagai instrument ketiga. Error yang ditemukan dalam penelitian ini dibagi menjadi empat tipe sesuai dengan teori yang dikemukakan oleh Dulay, Burt dan Krashen (1982): the omission of a or an (62 kali, 52.10 %), diikuti the omission of the (26 kali, 21.84%), the addition of the (16 kali, 13.44 %), the addition of a or an (10 kali, 8.40 %), misformation of a or an (4 kali, 3.36 %), misformation of the (1 kali, 0.84 %), dan misordering of a,an dan the (0 kali, 0 %). Untuk menjawab permasalahan kedua, peneliti menggunakan teori yang dikemukakan oleh Brown (2000) tentang context of learning dan Norrish (1983) tentang carelessness, error as a part of creativity, first language interference, dan translation sebagai faktor-faktor penyebab error.

Peneliti memberi rekomendasi bagi para guru Bahasa Inggris, para mahasiswa, dan para peneliti selanjutnya. Para guru Bahasa Inggris menjelaskan dengan rinci penggunaan articles kepada mahasiswa. Para mahasiswa lebih memahami penggunaan articles dan banyak berlatih. Para peneliti selanjutnya mengklasifikasi penyebab error sesuai dengan tipe error yang ditemukan. dan memodifikasi instrument atau subjek yang dipilih.

Kata kunci: writing, article errors, students' written projects.