AN ERROR ANALYSIS ON THE USE OF ENGLISH ARTICLES IN STUDENTS' WRITTEN DESCRIPTIVE TEXTS

A Case of Class X MIA 1 of SMA N 1 Binangun, Cilacap

in the Academic Year 2014/2015

a final project

submitted in partial fulfillment of the requirements

for the degree of Sarjana Pendidikan in English

by

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PERNYATAAN

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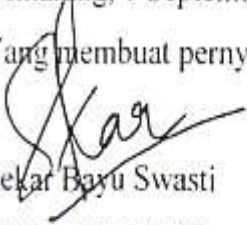Prodi/Jurusan : Pendidikan Bahasa Inggris

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Semarang, 1 September 2015

Yang membuat pernyataan

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APPROVAL

This final project entitled *An Error Analysis on the Use of English Articles in Students' Written Descriptive Texts (A Case of Class X MIA 1 of SMA N 1 Binangun, Cilacap)* has been approved by the Board of Examination and verified by the Dean of Languages and Arts Faculty on Tuesday, January 26th 2016.

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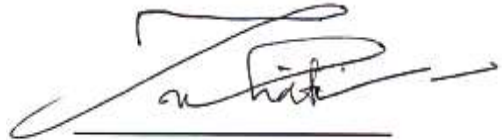   Dr. Alim Sukrisno, M.A.
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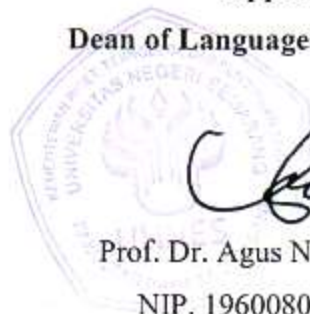
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Motto

"Never give up, for that is just the place and time that the tide will turn"

<div align="right">(Harriet Beecher Stowe).</div>

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ABSTRACT

Swasti, Sekar Bayu. 2015. *An Error Analysis on the Use of English Articles in Students' Written Descriptive Texts* (A Case Study of the Tenth Grade Students of SMA N 1 Binangun, Cilacap). A final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Dr. Abdurrachman Faridi, M.Pd.

Key Words: error analysis, English articles, descriptive text.

This study is a case study which investigates errors on the use of English articles.It is focused on the errors made by tenth grade students of SMA N 1 Binangun, Cilacap in their written descriptive texts.

The total of 32 students of class X MIA 1 became the subjects of this study and they were asked to write descriptive texts. The object of this study was errors in using English articles which occurred in their texts. The data were analyzed based on Ellis's Error Analysis Procedure and normalization formula by Pica.

The result of this study from the highest to the lowest exposed errors are: *indefinite a/an-for-zero* errors (61.51%), *zero-for-indefinite a/an* errors (22.19%), *definite the-for-indefinite a/an substitution* error (5%),*definite the-for-zero substitution* error (4.65%), *zero-for-definite the substitution* error (4.41%), and *indefinite a/an-for-definite the substitution* error (2.23%).

Based on the result gained from this study, the dominant error exposed by the students is grammatical error (indefinite a/an-for-zero). This condition shows that the students find difficulties to differentiate between countable and non-countable nouns. It is suggested that the teacher give more attention to this problem and start to improve his attitude in teaching grammar.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

As a prospective teacher of English, I have many experiences regarding English teaching. One of the experiences was the moment I did my PPL (Praktik Pengalaman Lapangan) in one of vocational schools in Ungaran, Semarang. Based on the 2013 curriculum, the students are required to master listening, speaking, reading, and writing aspects using scientific approach. Besides that, the students also have to learn grammar in order to construct a good sentence. The curriculum, which requires students to solve their own problems while teachers most likely serve as an advisor, makes the students get difficulties in learning grammar. It is because the students do not get explicit explanation about grammar. In addition, based on my observation in classes, the students also tend to get anxious when it comes to learning grammar. It is supported by Mekhlafi and Nagartman's research about students' attitude towards grammar. They said that 'within the classroom, any mention of grammar causes the student moments of discomfort and sometimes even terror' (Mekhlafi and Nagartman, 2011:69). Their being anxious is mostly caused by their teachers who teach grammar strictly and the material which are commonly about memorizing rules.

Talking about grammar, the common specific problem faced by the students is applying English articles.English articles are based on definiteness and indefiniteness evidently on the texts in the use of 'the' as definite article, 'a/an' as indefinite article, and zero or no article. On the other hand, the article system of

Indonesian does not classify into definite and indefinite articles. It is only similar with English in the function of use as determiners (Koesnosoebroto, in Kusumaningrum 2011: 1). Hence, the students easily make errors in applying English articles.

The condition in which the students easily make errors in applying English articles is limited on my experience as a PPL teacher. Therefore, I am interested in doing a research about analyzing English articles errors in different school. I would like to know whether the problem faced by my students in PPL school is also become a problem for the students from different school.

1.2 Reasons for Choosing the Topic

The reason why I choose this topic is that English article system is one of the important parts of English grammar. It is mostly seen as a trivial aspect. Yet, it is very important to learn. Barret and Chen (2011:2) conclude that 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. 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 and Chen 2011:3).

The are many proofs showing that article system of Standard English is considered to be one of the most difficult aspects of the grammar to acquire, especially by learners whose language does not have articles (Butler 2002; Geng 2010; Han, Chodorow &Leacock 2006; Huebner 1985; Ko et al. 2008; Master 1997; Parish 1987; Robertson, 2000; Robinson 2010; Thomas 1989; Whitman 1974; and

others can be found in Guillemin 2013:1). However, the allocation of its teaching is limited. In fact, in textbooks, English article system is not explained clearly. Mostly, English teachers in Indonesia more focus on teaching certain English material to prepare their students facing the final examination rather than prepare them to master English communicatively. Meanwhile, English articles are important in the matter of communication. Thus, English articles are not taught clearly by the teacher so the students may not acquire it well and make errors on its application. Moreover, I am afraid that this condition will lead them to the fossilization which is even more difficult for them to make correction.

The perspectives which see English articles as unimportant aspects to be taught make me encouraged to do this research. I expect to change teachers' attitude towards English articles. I believe by holding an error analysis on the use of English articles will open up the fact that students do not acquire English article system completely. Thus, the teachers will aware of it and make changes in their teaching techniques.

1.3 Statement of the Problem

The problems of this research are briefly stated as follows:

1. Do the students make errors on the use of English articles in their texts?

2. How is the error distribution in using English articles of students' written descriptive texts?

3. Do the errors made by the students cause problem in their learning?

1.4 Objectives of the Study

From the problems above, the objectives of the study are:

1. to identify whether the students make errors on the use of English articles in their texts or not,

2. to identify the error distribution made by the students in using English articles, and

3. to identify whether the errors made by the students cause problems in their learning.

1.5 Limitation of the Study

The study is limited to the analysis of the use of English articles which are applied in written descriptive texts. Those articles are indefinite article 'a/an', definite article 'the' and zero/no article.

This study is based on the research towards tenth grade students of class X MIA 1 of SMA N 1 Binangun, Cilacap.

1.6 Significance of the Study

The result of this study is expected to be a useful input for the following groups:

1. For students

   This study is hoped to make the students recognize their weakness in using English article system so they will be encouraged to study better.

2. For English teachers

   This study is expected to change the teachers' attitude towards teaching English article system, designing remedial tasks, and making the best

treatment to overcome the students' difficulties in learning English article system.

3. For researchers

This study is hoped to increase the inquiry of Second Language Acquisition field in Indonesia. The researchers are expected to make more researches different from this one in order to determine Indonesian students' acquisition in English.

1.7 Outline of the Report

This final project consists of five chapters. In the first chapter I present background of the study, reason for choosing the topic, statement of the problem, objective of the study, limitation of the study, and significance of the study. This chapter mainly is about introduction of the topic being studied.

The second chapter reveals about review of the related literature, related literature and framework analysis. Review of related literature explains about some previous studies related to my topic while related literature underlies the writing of this study.Furthermore, framework analysis consists of a description how my research is processed.

The third chapter discusses the subject of the research, object of the research, the instrument of the research, procedures of collecting data, procedures of analyzing data, triangulation and research design. This chapter mainly explains about how I get the data and analyze them based on the method which has been discussed on the chapter two.

The fourth chapter covers the result of the research which consists of description of the data and analysis of the data. The description of the data reveals what the data were and how they were gained. Meanwhile, the analysis of the data shows the result of the research by answering the statement of the problem from chapter one.

The last chapter presents conclusion and suggestions based on the research. Conclusion explains shortly about the result of the study while suggestions offer the best treatments suggested by me regarding the result of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter consists of three sub chapters (Previous Studies, Related Literature, and Framework Analysis). The first subchapter is Previous Studies which explains about studies related to this research.The second one is Related Literature which explains about the main idea underlies this research, i.e Error Analysis, English article system, Descriptive Text, and English Teaching.Lastly, there is Framework Analysis as the third subchapter which describes the implementation of the research.

2.1 Previous Studies

There are many studies in Second Language Acquisition (SLA) which have examined English Article Acquisition. In 2008, Bedmar and Pepp held a research which investigated the Chinese first-year university students of Portsmouth and first-year Spanish English learners of Universidad de Jaén in using English articles. The purpose of their study was to get the data about Chinese and Spanish students in using English articles in order to test their hypothesis that Chinese learners had both grammatical and pragmatic deficit whereas Spanish learners had only pragmatic deficit. As a result, they found that Chinese learners as expected had more problems than Spanish learners in the use of English articles. Chinese learners needed to establish a grammaticalised system for the expression of specific/generic reference and to take into account the hearer's knowledge state, whereas Spanish learners needed to adjust their existing system to the foreign language.

In 2011 a research about English articles errors was also conducted by Barret and Chen. They investigated thirty students of the third-year university students who attended writing class with the same lecturer. They would like to know to what

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extent the students acquired English article system. Their research revealed that even adult learners of EFL also made errors in their writing especially in using English articles. They indicated that the participants in this study had problems using the English article in terms of distinguishing between a definite and indefinite noun phrase.

In Indonesia, studies about error analysis in using English articles also become an interesting field. There was Kusumaningrum (2008) who examined forty students of Eleventh grade of SMA N 1 Kendal. The objective of her study was to find out the eleventh grade students' dominant errors on the definite and indefinite articles in written narrative text. The research concluded that the students were still weak in acquiring English articles. Based on her research, the highest error made by the students was their using 'zero article' for categorizing something in general.

Atribatra (2012) investigated the English Departement students of Gajah Mada University. Her research aimed to investigate students' errors in the use of determiners in their English writing essays. She found that article errors were highly exposed by the students with 71 cases from 98 determiner errors.

Tambunan and Atika (2012) also held a research toward English article system. They used three English books for grade XII for Science and Social study programs as the samples. These researchers would like to know to what extent the English article system was used in the textbooks and the teachers' perspective of using English article system. They found out that '*the* for clear situation' (the italicized word were purposely made by the researcher) was the most commonly used in the textbooks (49.4%) and the teachers' perspective showed that they had

difficulties in teaching English article system because of the time allocation for teaching it which was very limited.

This research is different from the previous ones because it specifically determines the English articles in term of grammatical, pragmatic, and semantic aspects made by the students of SMA N 1 Binangun, Cilacap' written descriptive texts.

2.2 Related Literature

This subchapter discusses the definition of error analysis, the differences between error and mistake, procedures of error analysis, English article system, writing descriptive text, and teaching English article system in Senior High.

2.2.1 Error Analysis

Learning a second or foreign language requires much more effort compared to learning a native language. Learning a native language is easier because learners have been exposed to it since they were born. Furthermore, the people and environment uses the native language to communicate among them. Hence, when children are able to speak, their first word will be what they imitate from their environment (native language).

On the contrary, learning a second language or foreign language begins after the children firstly mastered their native language. Therefore, it needs more effort to learn because their prior knowledge of language is planted partly in their brain and interferes their second or foreign language learning.

2.2.1.1 Definition of Error Analysis

There are many definitions of Error analysis proposed by famous linguists. Brown in his book entitled 'Principles of Language Teaching and Learning' writes that 'learners does make errors and these errors can be observed, analyzed and classified reveal something of the system operating within the learner, led to surge of study of learner's error called error analysis' (Brown 2000:218). Furthermore, Johnson & Johnson (in Kacani, 2014:324) describe error analysis as 'an approach to understanding second language acquisition which consists of compiling a corpus of L2 learner deviations from the target or second language norms the 'errors' learners make'. Besides that, according to the dictionary.com, a world-wide online dictionary, error analysis (n) is explained as 'the systematic study of deviations from target-language norms in the course of second-language acquisition, especially in terms of the learner's developing interlanguage'. In conclusion, based on the previous definitions, it can be said that error analysis is a technique in determining learners' acquisition of a target language by observing, analyzing, and classifying incorrect forms of a target language made by language learners.

As its function which enables linguists to know learners' acquisition in learning a target language, error analysis becomes an important field in teaching-learning activities. Huang (2002:21) mentions that 'error analysis is important because it gives more information not only in the insights of innate nature of the learner's system, but also provides more insights into the process of language teaching and learning'. As a result, the data gained from analyzing the errors are useful in elaborating the best teaching technique in order to improve learners' ability in mastering the target language.

2.2.1.2 Differences between Error and Mistake

In establishing an error analysis, a distinction between errors and mistakes is very important.It will give a clear boundary about which data are going to be analyzed and which are not. Ellis (1997:17) states that 'errors reflect gaps in learner's knowledge; they occur because the learner does not know what is correct, whereas mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows'. Furthermore, Brown (2000:217) also mentions that 'a mistake refers to a performance error that is either a random guess or "slip" in that it is the failure to utilize a known system correctly.... an error, a noticeable deviation from the adult grammar of a native speaker reflects the competence of the learners'. In short, it can be said that mistakes are made unconsciously by the learners who already have understand the language structure. On the other hand, errors are made because the learners have not mastered the language structure yet.

Errors and mistakes can also be distinguished by their occurrences in one's text or asking learners to correct their own deviant utterances in producing a text. It is called an error if learners keep using a wrong feature in a text and called a mistake if they only apply one wrong feature and able to make correction in the next feature in a text. It is as exemplified by Ellis in his book entitled Second Language Acquisition as follow:

> However, if they sometimes say 'contain' for 'contained,' this would indicate a lack of knowledge-an error. If they sometime say 'contain' and sometimes say 'contained,' this would suggest that they posses knowledge of the correct form and are just slipping up-a mistake (Ellis, 1997:17).

In line with Ellis, Corder has identified errors as 'deviant forms which cannot be self-corrected because the learner is not familiar with the rule, while mistakes as performance errors that can be repaired by learners themselves when incorrect forms are pointed out to them by the teacher or a more proficient language user' (cited in Pawlak 2012:122). Based on the previous explanations, it can be concluded that errors are producedbecause of the incomplete learning of learners which cannot be self-corrected, whereas mistakes are the result of learners' condition such as fatigue and anxiety which makes them unable to produce a correct sentence and can be self-corrected.

2.2.1.3 Procedures of Error Analysis

Ellis (2003:16-20) explains that there are four steps in analyzing errors. They are described as follows:

1. Identifying Errors

   In order to identify errors we have to compare sentences that learners produce with what seem to be the normal or correct sentences in the target language which correspond with them (2003:16). For example;

   A man and a little boy was watching him.

   It is not difficult to see that the correct sentence should be

   A man and a little boy were watching him.

2. Describing Errors

   After identifying errors, they are classified into types of error. Ellis (2003:18) suggests that one way errors can be classified into grammatical categories by gathering all the errors relating to one grammatical category such as 'verb',

then identify the different kinds of verb errors. Another way might be to try to identify general ways in which the learners' utterances differ from the reconstructed target-language utterances. Such ways include 'omission', 'misinformation', and 'misordering'.

3. Explaining Errors

Once errors can be identified and classified, the next task is to explain why they occur. Errors can have different sources. Some errors seem to be universal, reflecting learners' attempts to make the task of learning and using the second language simpler, some are common only for those who share the same mother tongue (2003:18).

4. Error Evaluation

Evaluating errors is able to help learners learn second language. Some errors which consider more serious need to be focused by the teacher. Some errors, known as global errors, violate the overall structure of a sentence and for this reason may make it difficult to process. Other errors, known as local errors, affect only a single constituent in the sentence and less likely to create any processing problems (2003:19-20).

The procedures of analyzing errors by Ellis are the fundamental resource in holding an Error analysis. In this case, the errors which have to be analyzed are the use of English articles.

2.2.2   English article system

English articles function as determiners in a sentence. 'They are classified as quantifiers because they serve to quantitatively delimit the number or amount of the entity mentioned' (Guillemin, 2013:8). Learners have to apply the correct article

while creating a sentence by considering the semantic, pragmatic and grammatical features of a noun phrase.

2.2.2.1 Definiteness

English articles are definite-based. According to Ionin (in Guella et al., 2008:58), there are two different settings underlying article-based languages: definiteness, where articles lexicalize a [±definite] distinction, and specificity, where articles lexicalize a [±specific] distinction. In addition, Moore as quoted in Barret and Chen (2011:3) mentions that 'English has three articles (definite, indefinite, and zero article), which have a wide range of semantic and syntactic functions in discourse.'

Many theories are proposed to give a clear definition about definiteness in English articles. Russel (in Barret and Chen, 2011:58) states that 'a definite description is an expression of the form *the x*, where x is a noun or a nominal phrase which describes a unique individual or object.' In line with Russel, Heim mentions that

> The definite serves to narrow down the range of things that can felicitously be referred to. On the other hand, we use the indefinite when there exist at least one individual which satisfies a precise condition in the context denoted by the Noun Phrase (Heim in Guella et al., 2008:49).

In short, definiteness is based on the reference from the hearer. Definite article is used when the hearer can refer to the NP being talked (+HK) about while indefinite article is used when the hearer cannot refer the NP being talked (-HK) about.

2.2.2.2 Specificity

As discussed above, English article system is a definiteness-based article not a specificity one. However, it has been observed that second language learners' article choice is in fact affected by the specificity feature (Ko et al., 2008:120). Givon as quoted by Quine in Guella et al. (2008:58) coined the word 'specificity'first on definite NPs in 1960 by analogy to the category "referentiality". Furthermore, Ionin (in Ko et al., 2008:119) mentions that specificity is a semantic feature that makes reference to the knowledge state of the speaker as described below:

> If a Determiner Phrase (DP) of the form [D NP] is [+specific], then the speaker intends to refer to a unique individual in the set denoted by the NP, and considers this individual to possess some noteworthy property concerning a uniquely salient discourse referent.

Moreover, Ko et al. (2008:119) emphasize that 'specificity crucially differs from definiteness in that specificity concerns the speaker's intent to refer regardless of the hearer's knowledge status.'

For instance, the notions of specific and non specific are explained by Fodor (in Ionin, 2003:85) as follows:

1. **A man** just proposed to me in the orangery (though I'm much too embarrassed to tell you who it was).

2. **A man** is in the women's bathroom (but I haven't dared to go there to see who it is).

According to Fodor, '*a man* in (1) has a specific interpretation, because the speaker refers to a specific individual of whom he has a mental representation. In (2), *a man* is non-specific because the speaker does not have a specific individual in mind.' In short, specificity is distinguished by the speaker's interpretation of the NP.

Bickerton, in Barret and Chen (2011:3) acknowledges his explanation about English article, known as Bickerton's Semantic Wheel. He mentions that English noun phrases (NPs) can be classified according to two semantic features: specific reference [+/-SR] and hearer knowledge [+/-HK] as explained in the table below (Bickerton in Barret and Chen 2011:3).

Noun phrase environment	Example
[−SR, +HK], (the, a, zero): Generics.	*A* cat likes mice. *The* whale is a mammal. *(zero)* Language is a great invention of human kind.
[+SR, +HK], (the): Unique, previously mentioned, or physically present referents.	- When I found a red box in front of my house, it was too late. *The* box blew up with a terrific explosion. - This book did not sell well even though *the* author was a famous writer.
[+SR, −HK], (a, zero): First-mention NPs or NPs following existential "has/have" or "there is/are."	- There is *a* new version of the I-phone. Did you see it? - I keep sending *(zero)* messages to him.
[−SR, −HK], (a, zero): Equative NPs or NPs in negation, question, or irrealis mood.	- He used to be *a* lawyer. *(zero)* Foreigners would come up with a better solution to this

	problem.

Therefore, specific reference of a NP affects the learners' choice of English articles although English article system is based on definiteness.

2.2.2.3 Noun Countability

Nouns show entities in the world. 'An entity can be an abstract concept, a solid object, an event oran individual (animal or human) and the classification of nouns varies cross-linguistically, and different criteria are used to classify them' (Guillemin, 2013:2). Applying English articles is also influenced by the noun countability which actually based on the students' grammatical knowledge.

2.2.2.3.1 Countable Nouns

Countable nouns symbolized as [C] in the dictionary shows anything that basically can be counted such as book, pen, cat, etc. It is further explained by Guillemin (2013:2) as follows:

> Typically, count nouns denote objects, or separable entities with discernible boundaries, which make it possible to count them, they can occur with the singular article to denote 'only one', with numerals to denote and exact number, and with the quantifier 'some' to denote an indefinite number.A definite article is used to denote a set of entities - in the case of the singular, we have a singleton set, and in the case of the plural, set membership is > 1.

Count nouns include both tangible and intangible entities:

- Tangible: solid objects, such as balloon, building, dog, mountain, pencil, train.

- Intangible: contest, event, explosion, marathon, race, war.

Even though intangible nouns have no physical boundaries, they have entity as countable nouns for they have beginning and end. Henceforth, like the tangible count nouns, they can combine with the singular indefinite article, andthey can be pluralized.

2.2.2.3.2Non-countable Nouns

'As the term suggests, non-count nouns cannot be counted so they cannot be combined with thesingular indefinite article or numerals, and they cannot be pluralized' (Guillemin, 2013:3). They also can be divided into tangible and intangible nouns as follows:

- Tangible: mass nouns, which comprise the following:

    - liquids - milk, oil, tea, water,

    - materials - leather plastic, rubber, wood,

    - powdery substances - flour, rice, sand, sugar, and

    - homogeneous masses - butter, cream, glue, mud.

- Intangible (abstract concepts): anger, fear, happiness, intelligence.

Non-countable nouns cannot be preceded by singular indefinite article. The most suitable use of articles in this case is no article and definite article.

2.2.3   Writing Descriptive Text

Writing is one of skillswhich have to be mastered in English learning. Compared to other skills such as listening, speaking, and reading, writing has been considered as the most difficult one. In writing, learners go through many processes to eventually accomplish a good writing. Oshima (1999:2) explained that 'writing is actually not a

spontaneous activity and demands a progressive thinking of the writer.' In addition, Boardman & Frydenberg (2001:11-30) in their book entitled *Writing to Communicate* explained that 'good writers go through six basic steps which can be repeated as many times as necessary (assessing the assignment, generating ideas, organizing ideas, writing the first draft, rewriting, writing the final draft).' According to the previous explanations about writing, it can be concluded that writing is able to give students such big advantages in terms of enhancing their language competence although it is not a one step action which can easily be done for it requires good creativity, cohesion, and coherence.

The simplest text genre in English which is known by students since their early learning is Descriptive text. Boardman & Frydenberg (2011:6) stated that 'descriptive text is used to describe what something looks like.'Furthermore, relating to the language features as stated in wikipedia.com,

> descriptive text relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs; consists of sensory description - what is heard, seen, smelt, felt, tasted, precise use of adjectives, similes, metaphors to create images/pictures in the mind, and has strong development of the experience in present, has powerful verbs and precise nouns.

Based on those explanations, it can be said that writing descriptive text requires details of how something or someone looks like and has a big correlation with the daily life.

The curriculum in Indonesia puts descriptive text writing as one of English materials which have to be mastered by the students. In this study, which focuses on the tenth grade students, I present the mastery of descriptive writing taken from national curriculum as follows:

Standard Competence	Basic Competence	Indicators
12. Elaborating the meaning in short functional text, and simple essay in the form of narrative, descriptive, and news item.	12.2 Elaborating the meaning and rhetorical steps of a simple essay accurately, systematically, and acceptable in the form of narrative, descriptive, and news item.	1. Using simple present in writing a descriptive text. 2. Using Noun Phrases correctly and acceptable based on the context in writing a descriptive text. 3. Applying the use of English articles accurately to determine the Noun Phrase in writing descriptive text.

The mastery of writing descriptive text is written in the basic competence (number 12.2) besides the mastering of narrative and news item. In the indicators column, it actually depends on the teachers' preference which is based on the students' ability. In this case, as I would like to analyze English articles error in students' written descriptive texts, English articles application is one of indicators which have to be performed by the students in their writing.

2.2.4 *Teaching English article system in Senior High School*

Indonesian learners tend to get difficulties in acquiring English article system as their native language does not have any similar system. Besides that, there is a tendency to ignore teaching English article system because of the assumption that misuse of articles usually does not cause a significant breakdown in communicationwhere mistakes with some other grammatical aspects might do, so there seems to be noimmediate need to master them. The condition of the classes in Indonesia, which

mostly are big classes, also influences the teaching attitude towards English article system. In addition, based on the interview toward English teachers done by Tambunan and Astika, there is also a preference in teaching English article system implicitly on the spot, where mistakes are found in learners' speaking or writing because there are many other materials which need to be mastered; yet the time is very limited (Tambunan and Astika 2012:178-179). This condition obviously makes the students not specifically acquire English article system.

In Senior High School, where the students are considered adult learners, different treatments in teaching English article system are needed. Teachers have to change their attitude towards English article system first and focus on explicitly teaching it to the students. As we know, the curriculum used in Indonesia requires teachers to teach English based on the Communicative Competence. It means that the students are guided to use English communicatively and learning English features in context. However, in teaching grammar it will be difficult for Indonesian students to be taught implicitly since they do not have proper intake. Meanwhile, in order to give proper intake, teachers have to teach explicitly. Rattar and Dilshad (2011:22) mention that 'intake cannot be implicit knowledge if the learner fails to manage the processing operation involved or the restructuring of the existing system.' Furthermore, Burgess and Etherington(2002:440-441) also conclude that 'teachers believe that explicit teaching of grammar is favored by their students because of expectations and feelings of insecurity.' In brief, English articles, as one of grammar features, must be taught explicitly through teachers' knowledge, books, or articles before the students use it in context.

In this research, I focus on the English articles acquisition of the tenth graders of Senior High. The tenth graders are early adult learners who need a proper intake for their learning development. However, based on my experiment, they mostly still lack in their mastery of English articles acquisition although they are already in their tenth grade. Therefore, it is important to know exactly whether they have acquired English article system or not and as soon as the result gained, there will be the best treatment towards the problem.

2.3 Theoretical Framework

The concern of this research isto analyze errors in order to know to what extent the students have mastered English article system and give the suggestions to English teachers for their teaching technique. This study is very important to give teachers the insight knowledge of their students' ability. Thus, a better teaching technique may be developed to improve the students' ability in using English article system.

Thecase study underlying this research is based on the method by Yin (2009). It is the best method because the research questions require an extensive and in-depth description of teaching-learning activities. The framework analysis of the research is described in the picture below:

```
┌─────────────────────────────────────────────────────────────┐
│  Theoretical Framework of an Error Analysis on the Use of     │
│  Articles in Students' Written Descriptive Text               │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
        ┌──────────────────────────────────────────┐
        │  Sample Students' Written Descriptive Text │
        └──────────────────────────────────────────┘
                              │
                              ▼
                ┌──────────────────────┐
                │     Error Analysis     │
                └──────────────────────┘
                    ╱              ╲
                   ▼                ▼
    ┌──────────────────────┐    ┌──────────────────────┐
    │   Error Distribution   │    │     Types of Error     │
    └──────────────────────┘    └──────────────────────┘
                   ╲                ╱
                    ▼              ▼
                ┌──────────────────────┐
                │    Conclusions and     │
                │      Suggestions       │
                └──────────────────────┘
```
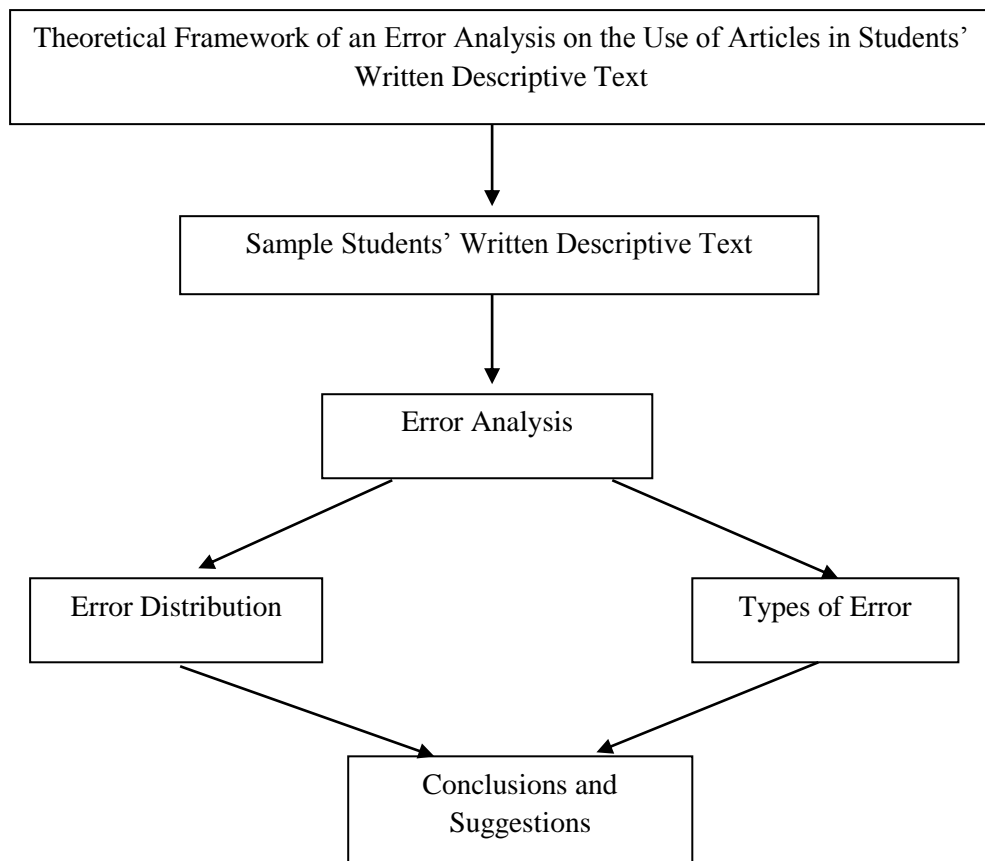
A further explanation about the subject of the study, research instruments, and research procedures will be elaborated in the next chapter.

CHAPTER III

METHODOLOGY OF THE RESEARCH

To meet the objectives of the study, I apply the following methodology which is partitioned into seven sections: (1) Subject of the Study, (2) Object of the Study, (3) Instruments for Collecting Data, (4) Procedures of Collecting Data, (5) Procedures of Analyzing Data, (6) Triangulation, and (7) Research Design. The descriptions of them can be seen as follows:

3.1 Subject of the Study

The subjects of this study are 32 students of class X MIA 1 of SMA N 1 Binangun, Cilacap. This class was chosen based on the English teacher's suggestion. He considered the students of class X MIA 1 to be the most motivated students in learning English. As this study is a case study, the result is only applicable to the students of class X MIA 1 and cannot be generalized to the other classes.

3.2 Object of the Study

This study focuses on the English articles errors. Thus, the object of this study is errors in using English articles which occurred in the students' written descriptive texts.

3.3 Instrument for Collecting the Data

The instrument of this study is a writing test. Students will work individually to write a descriptive text during the given time. In order to trigger the students' idea, I

suggested some topics. The students can choose one of the topics and start writing. The test instrument of the research can be seen in the Appendix 1 (page 45).

3.4 Procedures of Collecting the Data

In order to collect the data efficiently, I firstly did an observation at the school. Before holding the writing test, I met the students of class X MIA 1 to explain about my research and their role as the subjects of it. I also discussed the proper time to do the writing tests.

The writing test was held for 90 minutes and the students were given certain topics to ease them. They were ordered to write 15 sentences at minimum so there will be wider range to collect the data (English article error identification).

3.5 Procedures of Analyzing the Data

The data gained were analyzed to eventually determine the article distribution as has been done by Barrett and Chen in their research toward Taiwanese College Students' EFL writing. In analyzing the data, I use the procedures of Error Analysis by Ellis as follows:

1. Identifying Errors

    Counting English articles errors in each of students' composition.

2. Describing Errors

    After the total of English articles errors in each of students' composition are identified, they are classified into their types of error.

3. Explaining Errors

   In this step, the identified English articles errors are analyzed based on their source of error.

4. Evaluating Errors

   The identified English articles errors gained from previous steps are put into table to show their distribution and analyzed to know what students' difficulties based on the most exposed errors.

3.6 Triangulation

In order to ensure the validity of the result, I use triangulation for checking my data analysis. Triangulation is 'a kind of checking technique of the validity which uses something else out of the data' (Moeloeng, 2004:330). There are four kinds of triangulation:

1. Data triangulation is the use of a variety of data sources in a study.

2. Investigator triangulation is the use of several different researchers or evaluators.

3. Theory triangulation is the use of multiple perspectives to interpret a single set of data.

   Methodological triangulation is the use of multiple methods to study a single problem. (Denzin in Kusumaningrum 2008:28)

   In this research, I use the investigator triangulation for checking the error identification. Thus, there will be a second investigator to identify errors made by the students. Then, the identified English articles errors by the second investigator are compared with my identification as the first investigator.

3.7 Research Design

In order to eventually gain the data of students' error in using English articles, a case study is conducted as it enables me focusing on the case deeply. This has been emphasized by Yin (2009:56) that 'case study investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.' A case study proposing that there is a 'case' which is an object of this study and should be 'a complex functioning unit, investigated in its natural context with a multitude of methods, and contemporary' (Johansson, 2003:2). Therefore, I am conducting this error analysis study by using a case study to get an exact result of the case (errors in using English articles).

Different important aspect of case study methodology is validation. It is important that the data gained is valid by triangulation. Triangulation provides an important way of ensuring the validity of case study research. Normally, data collection methods are triangulated (many methods are combined), but in addition to this, data sources, theory, or investigators might also be triangulated (Denzin in Johansson 2003:8).A case study will be the research method of this study. The problem being investigated is errors made by the students in using English article system.

CHAPTER IV

DATA ANALYSIS

This chapter covers the analysis and the presentation of the data. They are divided into three subchapters (Description of the Data, Analysis of the Data, and Triangulation) which are elaborated as follows:

3.1 Description of the Data

The data analyzed in this study were the English article errors found in the students' descriptive texts. There were 32 texts from 32 students as the subjects of the research. After the data were identified, it was found that all of the subjects made errors in the use of English articles in their texts. The examples of their errors are as follows:

1. Ade Roswikasari (My Friend)

Sentences	Correction
My friend is *a* beautiful.	My friend is beautiful.
She is (…) student in one of SMP	She is a student in one of SMP.
She is *the* clever children.	She is a clever student.
And like annoying *the* some friends.	And like annoying some friends.

2. Ari Okti N. (Destry, My Best Friend)

Sentences	Correction
Destry is (…) good person.	Destry is a good person.
She always becomes (…) number one in the class.	She always becomes the number one in the class.
She also has (…) pet.	She also has a pet.

The pet is (…) goat.	The pet is a goat.
And she has (…) hobby, the hobby is eating.	And she has a hobby, the hobby is eating.
She likes *a* violet color.	She likes violet color.
She has (…) favorite drink that is orange juice.	She has a favorite drink that is orange juice.

3. Gilar Wildan A. (My House)

Sentences	Correction
I have (…) small house but comfortable.	I have a small house but comfortable.
My house has two bathrooms, four bedrooms, and two kitchens which one of it has (…) hanging cupboard.	My house has two bathrooms, four bedrooms, and two kitchens which one of it has a hanging cupboard.
My bathroom has (…) shower, (…) closet, and (…) bathtub.	My bathroom has a shower, a closet, and a bathtub.
The room that I very like is my bedroom and (…) garage.	The room that I very like is my bedroom and the garage.

4. Lenny Riyanti (My Idol)

Sentences	Correction
I have *a* idol, his name is Justin Drew Bieber.	I have an idol. His name is Justin Drew Bieber.
He has straight hair, white skin, and (…) tattoo in his back.	He has straight hair, white skin, and a tattoo on his back.
He is *a* idol for all people with such a beautiful voice.	He is an idol for all people with such a beautiful voice.
He has *a* idol which name is Usher	He has an idol whose name is Usher.
He was inspired to be (…) singer from Usher.	He was inspired to be a singer by Usher.
He thinks Usher is *a* best singer in the world.	He thinks Usher is the best singer in the world.
He has (…) favorite color, it is violet.	He has a favorite color, it is violet.

5. Tri R. (My Sweet Bird)

Sentences	Correction
I have (…) sweet bird.	I have a sweaty bird.
It is (…) beautiful bird.	It is a beautiful bird.
It has green fur with *the* small motif in its wings.	It has green fur with a small motif in its wings.
It has small legs with (…) ring in it legs.	It has small legs with a ring in it legs.
It lives in (…) wonderful bird cage with *the* yellow color.	It lives in a wonderful bird cage with yellow color.
Sometimes, I put *the* new food to it.	Sometimes, I put new food in it.

Note: In the sentences column, the '(…)' symbol means that the students missed one article, and the italicized article means the student made error by applying that article.

For further explanation of error identification, see Appendix 2 (page 47).

3.2 Analysis of the Data

Based on the procedure of data analysis by Ellis as described in the previous chapters, the data which had been identified then were classified into the types of error. There are seven types of error found in the subjects' composition as follows:

1. Indefinite 'a/an' for zero substitution   : 90 errors

    This error was identified when the students used zero article instead of indefinite article 'a/an' as the correct form in their sentences.

    For example: In the sentence *Destry is good person*, the student made an error by using zero article proceeding 'good person'. The correct form should have been *Destry is a good person* because Destry is a name of a person and indicates a singular noun. Therefore, in this case, the students who made this kind of error

show a lack of understanding in grammatical aspect (differentiating singular and plural or countable and non-countable nouns).

2. Zero for indefinite 'a/an' substitution　　　　: 27 errors

This error was identified when the students used indefinite 'a/an' article instead of zero article as the correct form in their sentences.

For example: In the sentence *My yard has a two big tree*, the student made an error by using indefinite article 'a' proceeding two big tree. The correct form of this sentence should have been *My yard has two big trees* because 'two big trees' is a plural noun phrase and cannot be proceeded by indefinite article 'a/an'. Therefore, the students who commited this kind of error actually have the same problem as the students showing the first type of error (problem in differentiating singular and plural or count and non-count nouns).

3. Zero for definite 'the' substitution　　　　: 7 errors

This error identified when the students used definite 'the' article instead of zero article as the correct form in their sentences.

For example: In the sentence *And like annoying the some friends*, the student made an error by using definite article 'the' before the noun phrase 'some friends'. The correct form of it should have been *And like annoying some friends*. This sentence is found in the text written by Ade Roswikasari (see Description of the Data) and classified as new information. Thus, the use of definite article 'the' is wrong and the students who made the same error have semantic issue of specificity as they overuse the definite article 'the' in the specific environment.

4. Definite 'the' for zero substitution   : 6 errors

This error was identified when students used zero article instead of definite 'the' article as the correct form in their sentences.

For example: In the sentence *The room that I very like is my bedroom and garage*, the student made an error by not using any articles proceeding 'garage'. The correct form of the sentence should have been *The room that I very like is my bedroom and the garage*. This sentence is found in the text by Gilar Wildan A. (see Description of the Data) and 'garage' is classified as a specific information according to his references about his house which he had already talked about. Thus, he had to use definite article 'the' before the word 'garage'. The students who showed the same error have problem in pragmatic aspect as they cannot identify clearly the hearer knowledge of the NP.

5. Definite 'the' for indefinite 'a/an' substitution   : 4 errors

This error was identified when students used indefinite 'a/an' article instead of definite 'the' article as the correct form in their sentences.

For example: In the sentence *He thinks Usher is a best singer in the world*, the student made error by using indefinite article 'a' before the noun phrase 'best singer' instead of definite article 'the'. The correct form of this sentence should have been *He thinks Usher is the best singer in the world*. This sentence is found in the text written by Lenny Riyanti (see Description of the Data) and NP 'best singer' is considered as specific information and should be preceded by definite article 'the'. The students showing the same error have semantic problem as they have difficulties to identify the specific reference of the NP.

6. Indefinite 'a/an' for definite 'the' substitution : 3 errors

   This error was identified when students used definite 'the' article instead of indefinite 'a/an' article as the correct form in their sentences.

   For example: In the sentence *It has green fur with the small motif in its wings*, the student made an error by using definite article 'the' to modify the NP 'small motif' instead of indefinite article 'a'. The correct form should have been *It has green fur with a small motif on its wing.* This sentence is found in the text written by Tri R. (see Description of the Data) and the NP small motif is considered as new information in form of a singular noun. Thus, she had to use indefinite article 'a'. The students who commited the same error show a pragmatic difficulty of understanding the hearer knowledge aspect in the sentence.

7. Indefinite 'a' for indefinite 'an' substitution : 3 errors

   This error was identified when students used indefinite 'an' article instead of indefinite 'a' article as the correct form in their sentences.

   For example: In the sentence *I have a idol*, the student made an error by using indefinite article 'a' instead of indefinite article 'an'. The correct form should have been *I have an idol*. This sentence is found in the text written by Lenny Riyanti (see Description of the Data) and included into the grammatical error.

Based on the types of error explained above, the result can be drawn into a diagram as follows:
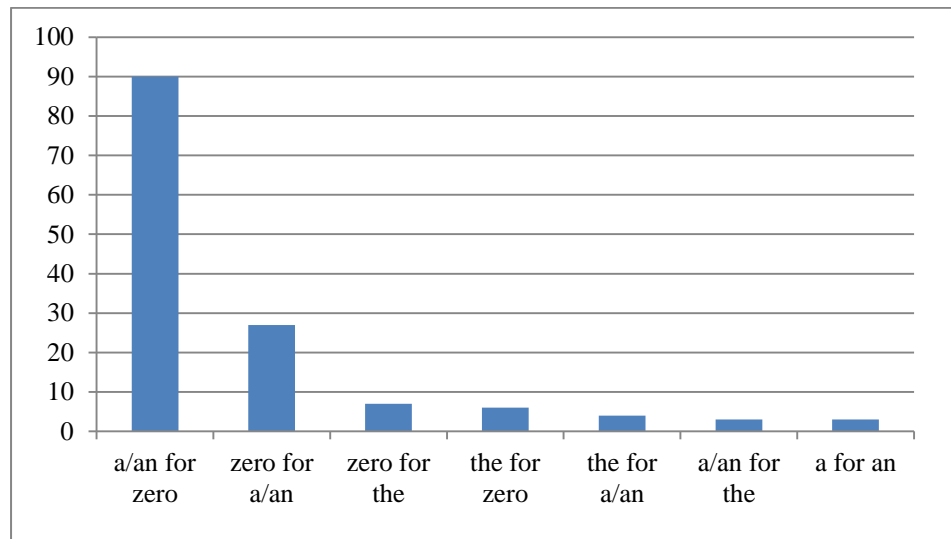
After the data were classified, I used a formula proposed by Pica in order to accurately analyze the error distribution. In order to be accurate, the data identified from the students' written descriptive texts, which obviously various in lengths, need to be normalized. According to Pica (in Barret and Chen 2011:11) 'in a longer text, there are more opportunities for errors to occur, so 'normalization' is a formula that adjusts the raw frequency counts so texts of different lengths can be compared.' Before the application of the normalization formula, the mean of the text length had to be counted first.

$$\text{Mean} = \frac{The\ total\ words\ from\ the\ total\ texts}{The\ total\ number\ of\ texts}$$

The total words of the students' descriptive texts were 3484 words from the total of 32 texts. Based on the formula previously explained, the mean can be determined as follow:

$$\text{Mean} = \frac{3484}{32}$$

Thus, the mean of the text length is 109 words per text.

Then, I analyzed the error distribution by using Pica's normalization formula as follows:

$$N= \frac{the\ raw\ frequency\ of\ certain\ type\ of\ error}{the\ number\ of\ words\ in\ the\ text} x\ mean\ of\ the\ text\ length$$

(Pica, in Barret and Chen 2011:12).

Based on the formula, the data were analyzed as follows:

No	Name	Text Length	Types of Error		Raw Freq.	Normalization
1.	Ade R.	97 words	-	Zero for indefinite a	1	$\frac{1}{97}x109 = 1.12$
			-	Indefinite a for zero	1	$\frac{1}{97}x109 = 1.12$
			-	Indefinite a for definite the	1	$\frac{1}{97}x109 = 1.12$
			-	Zero for definite the	1	$\frac{1}{97}x109 = 1.12$
2.	Ari Okti N.	118	-	Indefinite a for zero	6	$\frac{6}{118}x109 = 5.54$
			-	Definite the for zero	1	$\frac{1}{118}x109 = 0.92$
			-	Zero for indefinite a	1	$\frac{1}{118}x109 = 0.92$
3.	Gilar Wildan	141	-	Indefinite a for zero	5	$\frac{5}{141}x109 = 3.86$
			-	Definite the for zero	1	$\frac{1}{141}x109 = 0.77$
4.	Leny Riyanti	149	-	Indefinite a for an	3	$\frac{3}{149}x109 = 2,19$
			-	Zero for indefinite a	1	$\frac{1}{149}x109 = 0.73$
			-	Indefinite a for zero	3	$\frac{3}{149}x109 = 2,19$
						$\frac{1}{149}x109 = 0,73$

			- Definite the for indefinite a	1	
5.	Tri R.	122	- Indefinite a for zero	4	$\frac{4}{122}x109 = 3.57$
			- Indefinite a for definite the	1	$\frac{1}{122}x109 = 0.89$
			- Zero for definite the	2	$\frac{2}{122}x109 = 1.77$

For further description of the normalization, see Appendix 3 (page 83).

Finally, the accurate error distribution for the average of 109 words per text can be explained as follows:

Article	The		Zero		Indefinite 'a/an'	
	Freq	%	Freq	%	Freq	%
The			6.3	4.65	6.78	5
Indefinite 'a/an'	3.02	2.23	83.32	61.51		
Zero	5.97	4.41			30.07	22.19

The table above is read from left to right. The vertical axis indicates the article being substituted while the horizontal one shows the article substitution. For example, reading the table from left to right indicates 4.65% *the-for-zero substitution* errors occurred. The highest errors which were exposed by the students are *indefinite a/an-for-zero substitution* (61.51%). The number of *zero-for-the* errors and *a-for-the* errors are low at 5.97% and 2.23%, respectively, indicating that the frequency of definite article overuse is low. However, it seemed that the students underuse definite article for the result of *the-for-zero* and *the-for-a* are 4.65% and 5% showing lack of understanding in term of specificity in using English articles. The result shows 61.51% *indefinite a/an-for-zero* errors, and 22.19% *zero-for-indefinite a/an*

errors as the highest exposed error in the students' compositions. Based on the result, the students exposed more grammatical errors than pragmatic and semantic ones. Grammatical errors are due to noun countability in which the students must assign the indefinite article to singular nouns and zero article for plural or non-countable nouns.

3.3 Triangulation

The result shown in this research had already been triangulated to ensure the validity of the data analysis. In this case, I used investigator triangulation in order to check the validity of the error identification in the students' compositions. At first, I identified the English articles errors found in the students' compositions. Then, the second investigator who was the English teacher of class X MIA 1 (Sunaryo, S.Pd) also identified the English articles errors found in the texts. Lastly, I compared my errors identification result to his result.

The data which had been compared then discussed as there were some differences between mine and the second investigator. However, they cannot be shown in the appendices for they do not affect the data analysis. The exact data result shown in the data analysis and the appendices were yielded after the discussion between me and the second investigator about the differences in our findings.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The main objective of this study is to determine the students' acquisition of the use of English article system in their written descriptive text. Based on the data in Chapter IV, it is clearly defined that the students of class X MIA 1 did make errors on the use of English articles in their texts.

Based on the result, the dominant error, *indefinite a/an-for-zero substitution error*, indicates that the students are apt to make errors in using English articles grammatically because they cannot differentiate appropriately between count/non-count nouns. Besides that, the students also made errors in using definite article which could be classified as errors regarding to the acquisition of pragmatic and semantic function of English article. Although the percentages of the errors are low, it is still concerned the errors might be led to the fossilization.

The dominant error which shows the low mastery in understanding the differences between count/non-count nouns could affect the students' learning in other aspects besides English article system. As we know, count/non-count is one of basic grammar featureswhich the students have to master. Therefore, if they do not clearly understand it, they might find difficulties in learning other English features such as composing sentences referring to singular or plural nouns, unable to catch the meaning of noun with two meanings (count and uncountable), etc.

5.2 Suggestions

After conducting the research and measuring the students' capability on using English article system in written descriptive texts, I suggest they pay more attention to the teaching and learning activities especially regarding to grammar. It is also best for them to increase their study towards English article system.

For the teacher, I suggest that he should give more explicit explanation about the use of English article system. The teacher has to note that there is no rule such count/non-count in Bahasa Indonesia as the students' first language that might become their difficulty in properly using English article system based on its noun countability. Furthermore, in order to follow up the teaching, the teacher should give more exercises to the students to improve their acquisition of English article system and give extra attention to the students who get low scores in their exercises and give them remedial teaching.

The population of this study is limited to the tenth grade students of class X MIA 1 of SMA N 1 Binangun, Cilacap in the academic year 2014/2015. Thus, it is suggested that an error analysis in the use of other English features can be conducted at other instutions. In the end, we can see how the acquisition level of the students in Indonesia and give the best treatment to overcome their difficulties. Hopefully, the suggestions can help the students, the teachers, and the researchers to minimize the errors in using English articles and the teaching learning process will show a better result than before.

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http://dictionary.reference.com/browse/error+analysis (April, 15 2015)

APPENDIX 1

INSTRUMENT OF AN ERROR ANALYSIS ON THE USE OF ENGLISH ARTICLE SYSTEM IN STUDENTS' WRITTEN DESCRIPTIVE TEXT

1. Course : English
   Subject : Tenth grade students of SMA N 1 Binangun, Cilacap
   Text : Descriptive
   Skill : Writing
   Theme : My Favorite
   Time allotment : 90 minutes

2. Instruction
   1. Write your name and your class.
   2. Choose one of the topics which interest you.
   3. Write a descriptive text based on the topic you chose on your paper.
   4. Write min. 15 sentences.
   5. Your time is 60 minutes.

3. Topics of Descriptive Text
   1. My Idol
   2. My Favorite Food
   3. My Pet
   4. My Ideal House
   5. My Best friend

INSTRUMENT OF AN ERROR ANALYSIS ON THE USE OF ENGLISH ARTICLE SYSTEM IN STUDENTS' WRITTEN DESCRIPTIVE TEXT

Teacher and Students' Activities

Teacher	Students
1. The teacher greets the students.	1. The students greet the teacher.
2. The teacher calls a roll based on the sample data gained the day before.	2. The students raise their hand when they are called.
3. The teacher asks the students to prepare a piece of paper and a pen.	3. The students prepare a piece of paper and a pen.
4. The teacher explains the instructions of the writing test.	4. The students listen to the teacher.
5. The teacher asks the students whether they understand the instructions or not.	5. The students ask about the instruction.
6. The teacher answers the students' questions towards the instructions.	6. The students work individually in writing a descriptive text.
7. If there is no more questions, the teacher can start the writing test.	7. The students submit their works to the teacher when they have finished.

Table 1 (The analysis of the English articles error classification)

Sample's Name : Ade Roswikasari

Essay's Title   : My Friend

No.	Sentence	Error Category	Correction
1.	My friend is a beautiful.	Zero for indefinite a (Grammatical error)	My friend is beautiful.
2.	She is not short but tall.		
3.	She has black shoulder-length hair.		
4.	Her weight is about 39 kg.		
5.	Her eyes color is brown and her skin color is light brown.		
6.	She is called Wanda Cemong.		
7.	She is student in one of SMP	Indefinite a for zero (grammatical error)	She is a student in one of SMP.
8.	She is the clever children.	Indefinite a for definite the (pragmatic error)	She is a clever student.
9.	And like annoying the some friends.	Zero for definite the (grammatical error)	And like annoying some friends.
10.	My friend is the perfect friend in the world for me.		
11.	She is a very good friend.		
12.	She likes her house to be clean.		
13.	She always with me.		
14.	And she is always a company.		
15.	She also splits up with me.		

Sample's Name : Age Yusuf Arifin

Essay's Title   : (JRX) Jerinx is My Idol

No.	Sentence	Error Classification	Correction
1.	He is very handsome and he always has hat.		
2.	He is unusual drummer but can sing.	Indefinite an for zero (grammatical error)	He is an unusual drummer but can sing.
3.	He always wears shirt and short trousers and long shock and shoes.	Indefinite a for zero (grammatical error) (2)	He always wears a shirt and a short trousers and long shocks and shoes.
4.	He was born in Kuta, Bali.		
5.	He is drummer from the band S.I.D (Superman Is Dead).	Indefinite a for zero (grammatical error)	He is a drummer from the band S.I.D (superman Is Dead).
6.	He is very marvelous within playing drum and he has many tattoos in his body.	Definite the for zero (pragmatic error)	He is very marvelous within playing the drum and he has many tattoos in his body.

Sample's Name : Aldi Nur Hasanudin

Essay's Title   : My House My Palace

No.	Sentence	Error Classification	Correction
1.	My house is very beautiful.		
2.	It is made of bamboo with good quality.		
3.	It has five bedrooms and two bathrooms.		
4.	My address is in street Diponegoro, Widarapayung Wetan.		
5.	My house has a large yard.		
6.	My yard has a two big tree and one horse statue.	Zero for indefinite a (grammatical error)	My yard has two big trees and one horse statue.
7.	My house is surrounded by hedge and guarded by a dog.		

Sample's Name : Ani Zakiyatun

Essay's Name   : My Cat

No.	Sentence	Error Classification	Correction
1.	My cat is very cute.		
2.	I like playing with my cat.		
3.	He is called Rivo.		
4.	He has brown eyes color and white, black and orange fur color.		
5.	My cat will search food in kitchen.	Indefinite a for zero (grammatical error)	My cat will search food in a kitchen.
6.	His favorite food is fried chicken and vegetables.		
7.	He is very healthy and very fast if running.		
8.	He likes walking in every house.		
9.	My cat and I are very good.		
10.	He is very famous because he is very cute, but he is very scared to dog.	Indefinite a for zero (grammatical error)	He is very famous because he is very cute but he is very scared to a dog.
11.	I'm always with Rivo at home.		
12.	So, I will play with my cat and I am very happy everywhere.		
13.	In my house, Rivo is always with my family and make my parents and I smile.		
14.	He always usher mood in the house.		
15.	He has house in my home, so he always comes back if walking.	Indefinite a for zero (grammatical error)	He has a house in my home, so he always comes back if waliking.

Sample's Name : Ari Okti N.

Essay's Title   : Destry My Best Friend

No.	Sentence	Error Classification	Correction
1.	Destry is good person.	Indefinite a for zero (grammatical error)	Destry is a good person.
2.	She is fat and short.		
3.	She has brown skin color.		
4.	She has hard voice.		
5.	She also has black hair.		
6.	Destry and I are always together and we also sit together.		
7.	She is very smart.		
8.	She always becomes number one in the class.	Definite the for zero (pragmatic error)	She always becomes the number one in the class.
9.	She also studies with me if I cannot.		
10.	She has four brothers.		
11.	She also has pet.	Indefinite a for zero (grammatical error)	She also has a pet.
12.	The pet is goat.	Indefinite a for zero (grammatical error)	The pet is a goat.
13.	She lives in Pagubugan village.		
14.	In the school, she is friendly to all friends.		
15.	And she has hobby, the hobby is eating.	Indefinite a for zero (grammatical error)	And she has a hobby, the hobby is eating.
16.	She likes a violet color.	Zero for indefinite a (grammatical error)	She likes violet color.
17.	She has a tender personality.		
18.	She has favorite drink that is orange juice.	Indefinite a for zero (grammatical error) Indefinite an for zero (grammatical	She has a favorite drink that is an orange juice.

		error)	
19.	And her favorite food is tempe.		
20.	She always takes care of me.		
21.	I never forget her.		

Sample's Name : Baiti Sukma Melati

Essay's Title   : My House

No.	Sentence	Error Classification	Correction
1.	My house is located in Jepara Kulon Village, Babakan street.		
2.	My house is located near with street.	Definite the for zero (pragmatic error)	My house is located near the street.
3.	My house is grey.		
4.	It has two windows in front and two doors.		
5.	In my house's yard, there are much flower plants.		
6.	I always water them.		
7.	My house has nine rooms, namely like as four bedrooms, one kitchen room, one family room, one dining room, one warehouse.		
8.	I always clean my house every day.		

Sample's Name : Destri Wahyuningsih

Essay's Title   : Ari, My Friendly Friend

No.	Sentence	Error Classification	Correction
1.	Ari is one of my best friends.		
2.	She is tall and not too fat.		
3.	Ari is my classmate and we always together.		
4.	She has a curly and short hair.	Zero for indefinite a (grammatical error)	She has curly and short hair.
5.	Ari's character is friendly and she always helps me when I have difficulties.		
6.	Ari often comes late going to school and she follows in organization.	Indefinite an for zero (grammatical error)	Ari often comes late going to school and she follows in an organization.
7.	She likes a violet color.	Zero for indefinite a (grammatical error)	She likes violet color.
8.	She has a pet, the pet is cat and she very takes care of the pet.	Indefinite a for zero (grammatical error)	She has a pet, the pet is a cat.
9.	She cries when the pet is missing.		
10.	She has a high voice.		
11.	Ari and I always sit together and we always happy together.		
12.	Ari is a smart girl too, but she usually never easy to give up in the work.		
13.	She always fights until the end.		
14.	Ari is not only a friendly character but also she has a tender personality.		

Sample's Name : Elina Yuni Dwi C.

Essay's Title   : My Cat

No.	Sentence	Error Classification	Correction
1.	I have funny cat.	Indefinite a for zero (grammatical error)	I have a funny cat.
2.	It has yellow fur.		
3.	And it has four legs and brown eyes color.		
4.	It likes cat's food.		
5.	It likes playing and following me.		
6.	I named it Kitty.		
7.	It does not like to eat meat.		
8.	It has cute voice.		
9.	Its tail is very long.		

Sample's Name : Endang Septianingsih

Essay's Title   : My Small Chicken

No.	Sentence	Error Classification	Correction
1.	I have a pet.		
2.	It is chicken.	Indefinite a for zero (grammatical error)	It is a chicken.
3.	Its body is small and its fur is white.		
4.	Its fur is very clean and smooth.		
5.	Its eyes color is red and it has short legs.		
6.	It has sharp mouth to eat.	Indefinite a for zero (grammatical error)	It has a sharp mouth to eat.
7.	My chicken has cute voice.	Indefinite a for zero (grammatical error)	My chicken has a cute voice.
8.	My chicken is very funny.		
9.	I already have pet it a long time.		
10.	It always makes me happy all the time.		
11.	It is very happy to sleep when it is tired.		
12.	Because its body is very small I call it my small chicken.		

Sample's Name : Firda Yulia Saputri

Essay's Title   : My Partner

No.	Sentence	Error Classification	Correction
1.	I want to introduce my best friend in Junior High School		
2.	Her name is Khafifah Nahdiati		
3.	She's like Arabic people because she has sharp nose and sweet black.	Indefinite an for zero (grammatical error) Indefinite a for zero (grammatical error)	She's like an Arabic people because she has a sharp nose and sweet black.
4.	She studies in MAN Purwokerto 1.		
5.	And she lives in Bajing Kulon, Kroya.		
6.	She is diligent student.	Indefinite a for zero (grammatical error)	She is a diligent student.
7.	When I get difficulties in doing my works she always helps me out.		
8.	She is confident person.	Indefinite a for zero (grammatical error)	She is a confident person.
9.	Her eyes color is brown and her hair is black.		
10.	She is a very good person.		
11.	Her hobbies are reading, playing badminton, and listening music.		
12.	She is very beautiful and wise girl.	Indefinite a for zero (grammatical error)	She is a very beautiful and wise girl.
13.	Every problem she faces it patiently.		
14.	I love her because she has wise words.		
15.	She's very friendly with her friends.		
16.	She is so fun.		
17.	I feel happy beside her.		

18.	Although now we both are in different school, but we always communicate.		
19.	Now she lives in boarding school.	Indefinite a for zero (grammatical error)	Now she lives in a boarding school.
20.	I miss her very much.		

Sample's Name : Gandhes Putri D.

Essay's Title   : My Sweaty Cat

No.	Sentence	Error Classification	Correction
1.	My cat is sweet.		
2.	She is not dirty because always taken a bath by me.		
3.	She has golden yellow and white fur,		
4.	Her eyes are round-ball.		
5.	She has flat nose and her fur is very soft.	Indefinite a for zero (grammatical error)	She has a flat nose and her fur is very soft.
6.	She has ball-like body because her hobby is eating.	Indefinite a for zero (grammatical error)	She has a ball-like body because her hobby is eating.
7.	My cat likes eating rice and meat.		
8.	My cat is very cute when she sleeps.		
9.	But also no good when she is hungry.		
10.	She likes to pull clothes to show her cuteness.		
11.	My cat has voice that is very cute.		
12.	She grows long and fat.		
13.	I very like it.		

Sample's Name : Gilar Wildan A.

Essay's Title   : My House

No.	Sentence	Error Classification	Correction
1.	I have small house but comfortable.	Indefinite a for zero (grammatical error)	I have a small house but comfortable.
2.	My house is located in Jombang street, Binangun.		
3.	My house has two bathrooms, four bedrooms, and two kitchens which one of it has hanging cupboard.	Indefinite a for zero (grammatical error)	My house has two bathrooms, four bedrooms, and two kitchens which one of it has a hanging cupboard.
4.	My house have dining room, one family room, one tv, and two decorated cupboards.		
5.	My bathroom has shower, closet, and bathtub.	Indefinite a for zero (grammatical error) (3)	My bathroom has a shower, a closet, and a bathtub.
6.	The room that I very like is my bedroom and garage.	Definite the for zero (pragmatic error)	The room that I very like is my bedroom and the garage.
7.	My house is very clean and beautiful.		
8.	I like my house because my house makes fit my heart.		
9.	My family often gathers together.		
10.	I'm proud of my house.		
11.	My house is my place to protect.		
12.	My garden is beautiful, I like playing in there.		
13.	I have lived there since 11 years old.		

Sample's Name : Grey Johan Permadi

Essay's Title   : Tokiya Gensi is My Idol

No.	Sentence	Error Classification	Correction
1.	He is very handsome and cool.		
2.	He has white skin.		
3.	His hair style is very cool and colorful.		
4.	He has a six-pack body and he has a tall body.		
5.	He has worked as actor in film Cross Zero.	Indefinite a for zero (grammatical error)	He has worked as an actor in film Cross Zero.
6.	He has special walk style and very cool.	Indefinite a for zero (grammatical error)	He has a special walk style and very cool.
7.	He has sharp nose.	Indefinite a for zero (grammatical error)	He has a sharp nose.
8.	He has loud voice.	Indefinite a for zero (grammatical error)	He has a loud voice.
9.	He also has a many boyfriends.	Zero for indefinite a (grammatical error)	He also has many boyfriends.
10.	He has a sharp eyes as eagle bird	Zero for indefinite a (grammatical error) Indefinite a for zero (grammatical error)	He has sharp eyes as an eagle bird.
11.	He has a many teenage fans.	Zero for indefinite a (grammatical error)	He has many teenage fans.
12.	I like him very much.		

Sample's Name : Heru Setiyono

Essay's Title   : My Cat

No.	Sentence	Error Classification	Correction
1.	My cat is beautiful.		
2.	She is a mouse flash-eater.		
3.	My cat has black and white fur color.		
4.	She has a fat body.		
5.	She has a brown eyes color.		
6.	Her weight is about 2 kg.		
7.	She has flat nose.	Indefinite a for zero (grammatical error)	She has a flat nose.
8.	My cat has two kittens.		
9.	My cat lives at home.		
10.	She usually likes to sleep in the bed.		
11.	My cut is puff and funny.		
12.	She is lazy and sometimes she thieves fish.		
13.	My cat has a long and sharp tusk.		

Sample's Name : Hesti Kuatiningsih

Essay's Title   : Kiswi My Beautiful Friend

No.	Sentence	Error Classification	Correction
1.	Kiswi is my best friend.		
2.	She is a beautiful.	Zero for indefinite a (grammatical error)	She is beautiful.
3.	Kiswi has a light brown skin.	Zero for indefinite a (grammatical error)	Kiswi has light brown skin.
4.	She has a long black hair.		
5.	Her eyes color is brown and her weight is about 45 kg		
6.	Kiswi has a pointed nose and oval face.	Zero for indefinite an (grammatical error)	Kiswi has a pointed nose and an oval face.
7.	She has a sweet smile.		
8.	Her height is 160 cm.		
9.	Kiswi is always happy and never sad.		
10.	She always good to friends.		
11.	Her favorite color is blue.		
12.	She likes to eat a snack.		
13.	She always likes juice.		
14.	She also likes taking selfie.	Zero for indefinite a (grammatical error)	She also likes taking a selfie.
15.	Her hobby are singing, watching a TV, and sleeping.		
16.	Her passion is being stewardess.	Indefinite a for zero (grammatical error)	Her passion is being a stewardess.

Sample's Name : Khayati Rukmana D.

Essay's Title   : My Idol, My Parents

No.	Sentence	Error Classification	Correction
1.	My parents are very good to me		
2.	My mother takes care of me		
3.	I really love my mother and my father.		
4.	Her name is Sri Ayati.		
5.	She is beautiful person.	Indefinite a for zero (grammatical error)	
6.	She is not tall but not short.		
7.	She has black long hair.		
8.	Her eyes color is brown and her skin color is light brown.		
9.	Her weight is about 60 kg.		
10.	My father's name is Saoji.		
11.	He is very fun.		
12.	He is tall.		
13.	He has black white hair.		
14.	His eyes color is brown and his skin is white.		
15.	His weight is about 68 kg.		
16.	They work as entrepreneur.		
17.	My parents are very good to children.		
18.	My mother is my motivation to study.		
19.	Her favorite food is meatball.		
20.	My mother is the perfect mom in the world for me.		
21.	She is my friend and my tutor.		
22.	My mother has three children.		
23.	First child is boy, his name is Mbarep Aji Saputra, second child is me, and last child is Anisa Nur Azizah.	Zero for definite the (pragmatic error) (3)	The first child is a boy, his name is Mbarep Aji Saputra, the second child is me, and the last child

		Indefinite a for zero (grammatical error)	is Anisa Nur Azizah.
24.	Sometimes my parents are busy because of their job.		

Sample's Name   : Khusain Cahyono

Essay's Title   : Ages My Beautiful Friend

No.	Sentence	Error Classification	Correction
1.	Her full name is Ages Shenda.		
2.	She is called Ages or Jejes.		
3.	She is a beautiful person.		
4.	She is short.		
5.	Her hair is black and long.		
6.	She has flat nose.	Indefinite a for zero (grammatical error)	She has a flat nose.
7.	Her skin is white.		
8.	She lives in Binangun.		
9.	Ages is my best friend.		
10.	Her school is in SMA N 1 Binangun.		
11.	She is smart and diligent.		
12.	She always gets rank in her class.	Indefinite a for zero (grammatical error)	She always gets a rank in her class.
13.	When I get problems, she always helps me out.		
14.	She always cares to me.		
15.	She hates it if I have beard.		
16.	She dislikes milk.		
17.	If she drinks a milk she will feel loathing.	Zero for indefinite a (grammatical error)	If she drinks milk, she will feel like loathing.
18.	Everyday she always watches TV.		

Sample's Name : Kiswi Meliani Wati

Essay's Title   : Yuli is My Best Friend

No.	Sentence	Error Classification	Correction
1.	Yuli is a beautiful.	Zero for indefinite a (grammatical error)	Yuli is beautiful.
2.	She has a white skin and a long hair.	Zero for indefinite a (grammatical error) (2)	She has white skin and long hair.
3.	She is not tall but not short.		
4.	Her eyes color is black and her hair color is black.		
5.	She has oval face.	Indefinite an for zero (grammatical error)	She has an oval face.
6.	She is a very good.	Zero for indefinite a (grammatical error)	She is very good.
7.	She always smiles to many people.		
8.	She likes purple color.		
9.	Yuli is always happy and never sad.		
10.	She always good to people.		
11.	She likes to eat a snack.	Zero for indefinite a (grammatical error)	She likes to eat snack.
12.	She always likes juice.		
13.	She also likes taking selfie.	Indefinite a for zero (grammatical error)	She also likes taking a selfie.
14.	Her hobby is watching TV.		
15.	Her passion is being accountant.	Indefinite an for zero (grammatical error)	Her passion is being an accountant.

Sample's Name : Lenny Riyanti

Essay's Title   : My Idol

No.	Sentence	Error Classification	Correction
1.	I have a idol, his name is Justin Drew Bieber.	Indefinite an for indefinite a (grammatical error)	I have an idol. His name is Justin Drew Bieber.
2.	He is usually called Justin Bieber.		
3.	He was born in March 1 1994 in Canada.		
4.	He is a singer and song writer.	Zero for indefinite a (grammatical error)	He is a singer and a song writer.
5.	He can play guitar, trumpet, piano, and other instruments.		
6.	Now, he lives in New York.		
7.	He is a handsome boy.		
8.	He has straight hair, white skin, and tattoo in his back.	Indefinite a for zero (grammatical error)	He has straight hair, white skin, and a tattoo on his back.
9.	Lastly, he has a girlfriend which name is Selena Gomez.		
10.	He is a idol for all people with such a beautiful voice.	Indefinite an for indefinite a (grammatical error)	He is an idol for all people with such a beautiful voice.
11.	Now, he has many songs such as Baby, Never say Never, Never Let You Go, One Time, Somebody to Love, Eenie Meenie, etc.		
12.	He has a idol which name is Usher	Indefinite an for indefinite a (grammatical error)	He has an idol whose name is Usher.
13.	He was inspired to be singer from Usher.	Indefinite a for zero (grammatical error)	He was inspired to be a singer by Usher.
14.	He thinks Usher is a best singer in the world.	Definite the for indefinite a (pragmatic error)	He thinks Usher is the best singer in the world.
15.	He has made a song with Usher entitled Somebody to Love.		

Sample's Name : Meli Estikasari

Essay's Name   : My Best Friend

No.	Sentence	Error Classification	Correction
1.	I have a best friend.		
2.	Her name is Lenny Riyanti.		
3.	She is usually called Lenny.		
4.	She was born in Cilacap, May 6 1999.		
5.	She is not tall but not short.		
6.	She has black shoulder-length hair.		
7.	Her eyes color is brown and her skin color is light brown.		
8.	Her weight is about 40 kg, and she has slim body.	Indefinite a for zero (grammatical error)	Her weight is about 40 kg, and she has a slim body.
9.	She has a friendly and calm character.	Zero for indefinite a (grammatical error)	She has friendly and calm character.
10.	Her hobby is fishing.		
11.	Her favorite food is Sate.		
12.	She is a student in SMA N 1 Binangun.		
13.	She is a beautiful girl.		
14.	She is smart student.	Indefinite a for zero (grammatical error)	She is a smart student.
15.	She is also diligent student.	Indefinite a for zero (grammatical error)	She is also a diligent student.

Sample's Name : Nida Ui Hidayah

Essay's Title : Gilar My Good Friend

No.	Sentence	Error Classification	Correction
1.	I have a friend, her name is Gilar.		
2.	She has short and curly hair.		
3.	The color skin is dark brown.		
4.	Her height is 157 cm and weight is about 50 kg.		
5.	She is my classmate.		
6.	She is very happy friend.	Indefinite a for zero (grammatical error)	She is a very happy friend.
7.	She always helps me when I have problem.	Indefinite a for zero (grammatical error)	She always helps me when I have a problem.
8.	She is always happy.		
9.	She always goes to school with me.		
10.	She is not a surrender and always struggle to finish a problem.	Zero for indefinite a (grammatical error)	She does not surrender and always struggle to finish a problem.
11.	I feel pleasant to be friend with her.		
12.	Although sometimes she makes me feel annoyed.		
13.	She always go together with me.		
14.	I am very happy being her friend.		

Sample's Name : Pratama Aditya

Essay's Title   : Boby Cool is My Idol

No.	Sentence	Error Classification	Correction
1.	He is guitarist in a band, the band is Superman Is Dead.	Indefinite a for zero (grammatical error)	He is a guitarist in a band, the band is Superman Is Dead.
2.	He was born in Kuta, Bali, Indonesiaan and now he lives in Dewata, Bali.		
3.	I choose him be my idol because he is very handsome and smart within playing guitar.	Definite the for zero (pragmatic error)	I choose him be my idol because he is very handsome and smart within playing the guitar.
4.	He is handsome and has tall body.	Indefinite a for zero (grammatical error)	He is handsome and has a tall body.
5.	His eyes color is brown and his hair color is black and has funky hair style	Indefinite a for zero (grammatical error)	His eyes color is brown and his hair is black and has a funky hair style.
6.	His weight is about 75 kg.		
7.	His body is six-packed and has beautiful muscle and many tattoos in his body.		
8.	He is a good boy.		
9.	He is always friendly to his fans.		
10.	I hope someday I can meet him.		

Sample's Name : Ranti Purwaningsih

Essay's Title   : My Cat

No.	Sentence	Error Classification	Correction
1.	My cat is very beautiful cat.	Indefinite a for zero (grammatical error)	My cat is a very beautiful cat.
2.	My cat has a flat nose.		
3.	Her eyes color is brown and her fur color is black and white.		
4.	Her weight is about 4 kg.		
5.	My cat has a tail that is short and her tail color is black.		
6.	Her fur is very soft.		
7.	My cat likes eating fish very much.		
8.	My cat likes sleeping in my bedroom.		
9.	She also plays with her toy.		
10.	My cat likes running now.		
11.	My cat has voice that is very cute.		
12.	She grows long and I like her.		
13.	My cat often follows me.		
14.	I very love my cat because she is very beautiful cat.	Indefinite a for zero (grammatical error)	I very love my cat because she is a very beautiful cat.

Sample's Name : Rizal Awali

Essay's Title   : My Idol

No.	Sentence	Error Classification	Correction
1.	My idol is Leo Sinatra.		
2.	He is very cool and has good voice.	Indefinite a for zero (grammatical error)	He is very cool and has a good voice.
3.	His hair style is very cool and colorful.		
4.	He always wears black shirt.	Indefinite a for zero (grammatical error)	He always wears a black shirt.
5.	He is from Bali group band Suicidal Sinatra.	Indefinite a for zero (grammatical error)	He is from a Bali group band Suicidal Sinatra.
6.	He and his group band have an ideology Psicobly and he has many tattoos.		

Sample's Name : Rosma Ayu R.

Essay's Title : My Idol Alif Rizky

No.	Sentence	Error Classification	Correction
1.	He is a handsome boy.		
2.	He has a six-pack body.		
3.	He has straight hair.		
4.	He is included into familiar actor.		
5.	He is a member in boys band S4 one of Korean agency cooperation with Indonesia.	Indefinite a for zero (grammatical error)	He is a member in a boys band S4 one of Korean agency cooperation with Indonesia.
6.	He is training in Korea during one year.		
7.	He is successful boy because he has a restaurant business and succeeds in entertainment.	Indefinite a for zero (grammatical error)	He is a successful boy because he has a restaurant business and succeeds in entertainment.
8.	But he is not arrogant with his success.		
9.	He has a beautiful smile.		
10.	He was born in Tegal, November 24 1990.		
11.	He is perfect youngster.	Indefinite a for zero (grammatical error)	He is a perfect youngster.
12.	He has tender personality.		
13.	He likes taking selfie so much and posting it in social media.	Indefinite a for zero (grammatical error)	He likes taking a selfie and posting it in social media.
14.	His fans are called Alifanatiq.		

Sample's Name : Roziah Ningsih

Essay's Title   : Endang My Cute Friend

No.	Sentence	Error Classification	Correction
1.	I have best friend, her name is Endang Septianingsih.	Indefinite a or zero (grammatical error)	I have a best friend, her name is Endang Septianingsih.
2.	She studies in SMA N 1 Binagun and in grade 10.		
3.	Endang is very cute.		
4.	She has a long hair and her skin color is light brown.	Zero for indefinite a (grammatical error)	She has long hair and her skin color is light brown.
5.	Her nose is pointed.		
6.	She is very cute and she has high voice.	Indefinite a for zero (grammatical error)	She is very cute and she has a high voice.
7.	She always goes to school with me.		
8.	I feel happy with her because she always makes me happy.		
9.	When she is singing, the voice is very funny.		
10.	Endang has tender personality.	Indefinite a for zero (grammatical error)	Endang has a tender personality.
11.	Many people like her.		
12.	She is loyal.		
13.	I feel comfortable with her.		
14.	I will never forget her.		

Sample's Name : Shinta Saniyati

Essay's Title   : My Beautiful Cat

No.	Sentence	Error Classification	Correction
1.	My cat is very sweet because her behavior is very cute.		
2.	My cat has black and white fur color.		
3.	Her tail is long.		
4.	Her eyes are round.		
5.	Her body is stout.		
6.	My cat likes salty fish.		
7.	She drinks milk every day.		
8.	My cat sleeps in noon.		
9.	My cat likes running around.		
10.	My cat often follows me to watch TV.		
11.	I very happy to have cat.	Indefinite a for zero (grammatical error)	I very happy to have a cat.
12.	She is my friend to play.		
13.	My cat is very beautiful.		

Sample's Name : Tri R.

Essay's Title : My Sweaty Bird

No.	Sentence	Error Classification	Correction
1.	I have sweaty bird.	Indefinite a for zero (grammatical error)	I have a sweaty bird.
2.	It is beautiful bird.	Indefinite a for zero (grammatical error)	It is a beautiful bird.
3.	It has green fur with the small motif in its wings.	Indefinite a for definite the (pragmatic error)	It has green fur with a small motif in its wings.
4.	It has small legs with ring in it legs.	Indefinite a for zero (grammatical error)	It has small legs with a ring in it legs.
5.	Its eyes are so black and I like it.		
6.	Its weight is 2 grams with its height is 6 cm.		
7.	It lives in wonderful bird cage with the yellow color.	Indefinite a for zero (grammatical error) Zero for definite the (pragmatic error)	It lives in a wonderful bird cage with yellow color.
8.	It likes to eat banana and larva.		
9.	It usually takes a bath with its drink water.		
10.	It's so funny.		
11.	Every morning, my father put it onto garden.		
12.	It likes to sing every morning with its sweet voice.		
13.	Sometimes, I put the new food to it.	Zero for definite the (pragmatic error)	Sometimes, I put new food in it.
14.	I like to clean its bird cage in the weekend.		
15.	It is very cute bird.		

Sample's Name : Welas Fia Arumsasi

Essay's Title   : Lee Min Hoo

No.	Sentence	Error Classification	Correction
1.	Lee Min Hoo is a handsome man.		
2.	He has sharp nose.	Indefinite a for zero (grammatical error)	He has a sharp nose.
3.	He is tall		
4.	He has black shoulder-length hair.		
5.	His weight is about 87 kg.		
6.	He works as an actor in Korean movies.		
7.	He always can act perfectly.		
8.	The movies he plays such as Boys Before Flower, Personal Taste, City Hunter, The Great Doctor, and The Heirs.		
9.	He always becomes center player.	Indefinite a for zero (grammatical error)	He always becomes a center player.
10.	Because he acted well as Goo Jun Pyo in Boys Before Flower makes his name famous.		
11.	Except acting he also can become good singer.	Indefinite a for zero (grammatical error)	Except acting he can become a good singer.
12.	Becoming actor is not his dream.		
13.	He was born in June 22 1987 in Seoul, South Korea.		
14.	He has one brother.		
15.	He has big and sweet smile.	Indefinite a for zero (grammatical error)	He has a big and sweet smile.
16.	He is a perfect boy.		
17.	Now, he has new girlfriend.	Indefinite a for zero (grammatical error)	Now, he has a new girlfriend.
18.	She is Suzy, one of Miss A.		

Sample's Name : Wiwin Maryanti

Essay's Title   : My Idol

No.	Sentence	Error Classification	Correction
1.	My idol is Aliando Syarief.		
2.	He is handsome man.	Indefinite a for zero (grammatical error)	He is a handsome man.
3.	He is good person.	Indefinite a for zero (grammatical error)	He is a good person.
4.	Aliando Syarief is multitalented person.	Indefinite a for zero (grammatical error)	Aliando Syarief is a multitalented person.
5.	He has black hair.		
6.	Aliando Syarief was born in Bekasi, Jakarta October 26 1996.		
7.	He is second son.	Indefinite a for zero (grammatical error)	He is a second son.
8.	His mother name is Tengku Resi Rosando.		
9.	Aliando Syarief is actor in 'Ganteng-ganteng Serigala' and plays as Digo.	Indefinite a for zero (grammatical error)	Aliando Syarief is an actor in 'Ganteng-ganteng Serigala' and plays as Digo.
10.	Aliando Syraief has fans named Alicious.		
11.	He very loves the fans.		
12.	He has best friend that is Prilly Latuconsina.		
13.	She is beautiful girl and plays as Sisi in 'Ganteng-ganteng Serigala'.	Indefinite a for zero (grammatical error)	She is a beautiful girl and plays in 'Ganteng-ganteng Serigala' as Sisi.
14.	He is very handsome and friendly.		
15.	I love Aliando because he always makes me happy.		
16.	Aliando likes playing guitar, drum, and piano.		
17.	His favorite colors are red and black.		
18.	He has group band.	Indefinite a for zero (grammatical error)	He has a group band.
19.	The name is Aliandonesia.		

20.	He is band vocalist.	Definite the for zero (pragmatic error)	He is the band vocalist.
21.	He has good voice.	Indefinite a for zero (grammatical error)	He has a good voice.
22.	I really want to meet Aliando Syarief.		

Sample's Name : Yuli Mega Kurnia

Essay's Title   : Hesti My Best Friend

No.	Sentence	Error Classification	Correction
1.	Hesti is a beautiful.	Zero for indefinite a (grammatical error)	Hesti is beautiful.
2.	She has a light brown skin and a short hair.	Zero for indefinite a (grammatical error) (2)	She has light brown skin and short hair.
3.	Her weight is about 53 kg.		
4.	Hesti has a pointed nose.		
5.	She has oval face and she has a height 166 cm.	Indefinite a for zero (grammatical error) Zero for indefinite a (grammatical error)	She has an oval face and she has height 166 cm.
6.	She is a very good.	Zero for indefinite a (grammatical error)	She is very good.
7.	Hesti is always happy and never sad.		
8.	She always good to people.		
9.	She likes light blue color.		
10.	She likes eating snack.		
11.	Hesti always likes juice.		
12.	She also likes taking selfie.	Indefinite a for zero (grammatical error)	She also likes taking a selfie.
13.	Her hobby is singing.		
14.	Her passion is being teacher.	Indefinite a for zero (grammatical error)	Her passion is being a teacher.

Sample's Name : Yuni S.

Essay's Title   : My Funny Cat

No.	Sentence	Error Classification	Correction
1.	I have funny cat.	Indefinite a for zero (grammatical error)	I have a funny cat.
2.	Its face is very cute.		
3.	Its fur color is black.		
4.	It is so sweaty.		
5.	It has four legs with smooth fur.		
6.	Its eyes are yellow in the dark.		
7.	Its eyes can be bright.		
8.	It has white mustache.		
9.	It has cute voice.	Indefinite a for zero (grammatical error)	It has a cute voice.
10.	Its tail is very long.		
11.	It likes to eat fish and rice.		
12.	It really likes to take a bath different than the other cat.	Zero for definite the (pragmatic error)	It really likes to take a bath different than other cats.
13.	I like it very much.		
14.	It is very friendly.		
15.	It sleeps in the sofa.	Indefinite a for definite the (pragmatic error)	It sleeps in a sofa.
16.	It likes playing around.		
17.	It likes sleeping under the table.		

APPENDIX 2

Table 2 (Normalization Data)

No.	Name	Text Length	Error Category	Raw Frequency	Normalization
1.	Ade R.	97	- Zero for indefinite a	1	$\frac{1}{97}x109 = 1,12$
			- Indefinite a for zero	1	$\frac{1}{97}x109 = 1,12$
			- Indefinite a for definite the	1	$\frac{1}{97}x109 = 1,12$
			- Zero for definite the	1	$\frac{1}{97}x109 = 1,12$
					$\frac{1}{97}x109 = 1,12$
2.	Age Yusuf A.	69	- Indefinite a for zero	4	$\frac{3}{69}x109 = 6.31$
			- Definite the for zero	1	$\frac{1}{69}x109 = 1,56$
3.	Aldi Nur H.	56	Zero for indefinite a	1	$\frac{1}{56}x109 = 1,94$
4.	Ani Zakiyatun	133	- Indefinite a for zero	3	$\frac{3}{133}x109 = 2,46$
5.	Ari Okti N.	118	- Indefinite a for zero	6	$\frac{6}{118}x109 = 5,54$
			- Definite the for zero	1	

			- Zero for indefinite a	1	$\frac{1}{118}x109 =0,92$
					$\frac{1}{118}x109 =0,92$
6.	Baiti Sukma M.	82	Definite the for zero	1	$\frac{1}{82}x109 =1,33$
7.	Destri W.	143	- Zero for indefinite a	2	$\frac{2}{143}x109 =1,52$
			- Indefinite a for zero	2	$\frac{2}{143}x109 =1,52$
8.	Elina Yuni D.C.	82	Indefinite a for zero	1	$\frac{1}{82}x109 = 1,33$
9.	Endang S.	101	Indefinite a for zero	3	$\frac{3}{101}x109 =3,24$
10.	Firda Yulia S.	167	Indefinite a for zero	6	$\frac{6}{167}x109 =3,92$
11.	Gandhes Putri D.	109	Indefinite a for zero	2	$\frac{2}{109}x109 =2$
12.	Gilar Wildan A.	141	- Indefinite a for zero	5	$\frac{5}{141}x109 =3,86$
			- Definite the for zero	1	$\frac{1}{141}x109 =0,77$
13.	Grey Johan P.	91	- Indefinite a for zero	5	$\frac{5}{91}x109 =5,99$

			- Zero for indefinite a	3	$\frac{3}{91}x109 = 3,59$
14.	Heru Setiyono	103	Indefinite a for zero	1	$\frac{1}{103}x109 = 1,05$
15.	Hesti K.	98	- Zero for indefinite a	4	$\frac{4}{98}x109 = 4,45$
			- Indefinite a for zero	3	$\frac{3}{98}x109 = 3,34$
16.	Khayati Rukmana D.	158	- Zero for definite the	3	$\frac{3}{158}x109 = 2,07$
17.	Khusain Cahyono	99	- Indefinite a for zero	2	$\frac{2}{99}x109 = 2,20$
			- Zero for indefinite a	1	$\frac{1}{99}x109 = 1,10$
18.	Kiswi Meliani W.	87	- Zero for indefinite a	5	$\frac{5}{87}x109 = 6,26$
			- Indefinite a for zero	3	$\frac{3}{87}x109 = 3,76$
19.	Leny Riyanti	149	- Indefinite a for an	3	$\frac{3}{149}x109 = 2,19$
			- Zero for indefinite a	1	$\frac{1}{149}x109 = 0,73$

			- Indefinite a for zero	3	$\frac{3}{149}x109 = 2,19$
			- Definite the for indefinite a	1	$\frac{1}{149}x109 = 0,73$
20.	Meli Estikasari	102	- Indefinite a for zero	3	$\frac{3}{102}x109 = 3,20$
			- Zero for indefinite a	1	$\frac{1}{102}x109 = 1,07$
21.	Nida Ui Hidayah	110	- Indefinite a for zero	5	$\frac{5}{110}x109 = 4,95$
			- Zero for indefinite a	1	$\frac{1}{110}x109 = 0,99$
22.	Pratama Aditya	109	- Definite the for zero	1	$\frac{1}{109}x109 = 1$
23.	Ranti P.	115	Indefinite a for zero	2	$\frac{2}{115}x109 = 1,89$
24.	Rizal Awali	54	Definite the for indefinite a	3	$\frac{3}{54}x109 = 6,05$
25.	Rosma Ayu R.	107	Indefinite a for zero	5	$\frac{5}{107}x109 = 5,09$
26.	Roziah Ningsih	100	- Indefinite a for zero	3	$\frac{3}{100}x109 = 3,27$
			- Zero for indefinite a	1	$\frac{1}{100}x109 = 1,09$

27.	Shinta Saniyati	82	Indefinite a for zero	1	$\frac{1}{82}x109 = 1,33$
28.	Tri R.	122	- Indefinite a for zero	4	$\frac{4}{122}x109 = 3,57$
			- Indefinite a for definite the	1	$\frac{1}{122}x109 = 0,89$
			- Zero for definite the	2	$\frac{2}{122}x109 = 1,77$
29.	Welas Fia A.	138	Indefinite a for zero	5	$\frac{5}{138}x109 = 3,95$
30.	Wiwin Maryanti	151	- Indefinite a for zero	8	$\frac{8}{151}x109 = 5,77$
			- Definite the for zero	1	$\frac{1}{151}x109 = 0,72$
31.	Yuli Mega K.	103	- Zero for indefinite a	5	$\frac{5}{103}x109 = 5,29$
			- Indefinite a for zero	3	$\frac{3}{103}x109 = 3,17$
32.	Yuni S.	108	- Indefinite a for zero	2	$\frac{2}{108}x109 = 2,02$
			- Zero for definite the	1	$\frac{1}{108}x109 = 1,01$
			- Indefinite a for definite the	1	$\frac{1}{108}x109 = 1,01$

Total of Error per Error Category from 32 Essays

Indefinite a for zero   : 90 errors

Zero for indefinite a   : 27 errors

Definite the for indefinite a   : 4 errors

Indefinite a for definite the   : 3 errors

Definite the for zero   : 6 errors

Zero for definite the   : 7 errors

Total of Error   : 137

Total of the Normalization Frequency of Error Category per 109 words

Indefinite a for zero   : 83,32

Zero for indefinite a   : 30,07

Definite the for indefinite a   : 6,78

Indefinite a for definite the   : 3,02

Definite the for zero   : 6,3

Zero for definite the   : 5,97

Total Frequency of Error   : 135,46