

**AN ERROR ANALYSIS OF ARTICLES IN
PARAGRAPH WRITING OF ENGLISH DEPARTMENT
STUDENTS OF UIN PROF. K.H. SAIFUDDIN ZUHRI
PURWOKERTO**



AN UNDERGRADUATE THESIS PROPOSAL

**Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as the Requirement for
Writing an Undergraduate Thesis**

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2022**

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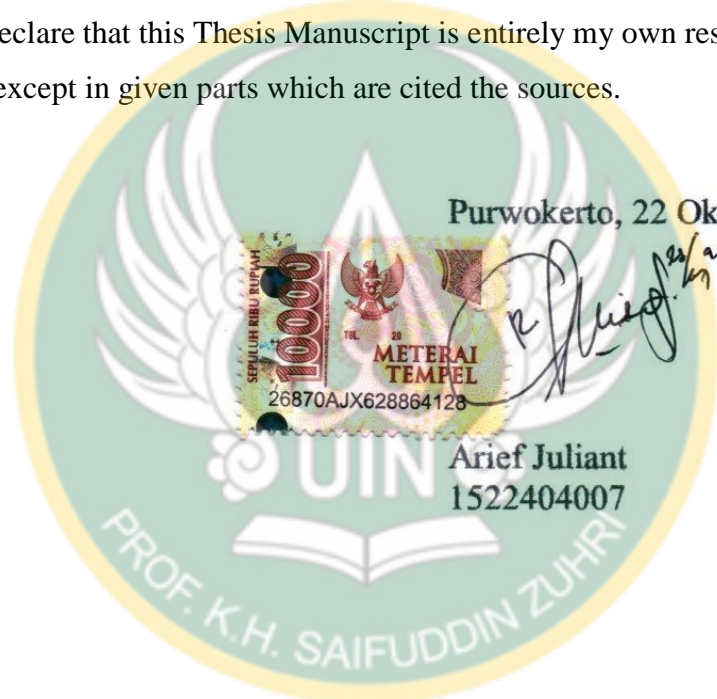
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Faculty Study : English Education

Declare that this Thesis Manuscript is entirely my own research outcome or work, except in given parts which are cited the sources.



APPROVAL SHEET

This thesis untitled

AN ERROR ANALYSIS OF ARTICLES IN PARAGRAPH WRITING

ENGLISH DEPARTMENT STUDENTS OF UIN

PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO

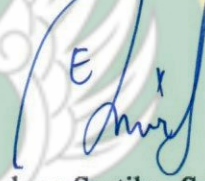
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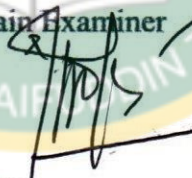
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OFFICIAL MEMORANDUM OF CONSULTANT

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Asslamu'alaikum Wr. Wb.

Having guided, analyzed, directed and corrected thesis by Arief Juliant,
student number 1522404007, entitled:

**AN ERROR ANALYSIS OF ARTICLES IN PARAGRAPH WRITING OF
ENGLISH DEPARTMENT STUDENTS OF UIN PROF. K.H. SAIFUDDIN
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I recommended that the thesis can be submitted to Dean of Faculty
Tarbiya and Teacher Training. Prof. K.H. Saifuddin Zuhri State Islamic
University of Purwokerto and examined in order to get undergraduate Degree in
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Wassalamu'alaikum Wr. Wb.

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ABSTRACT

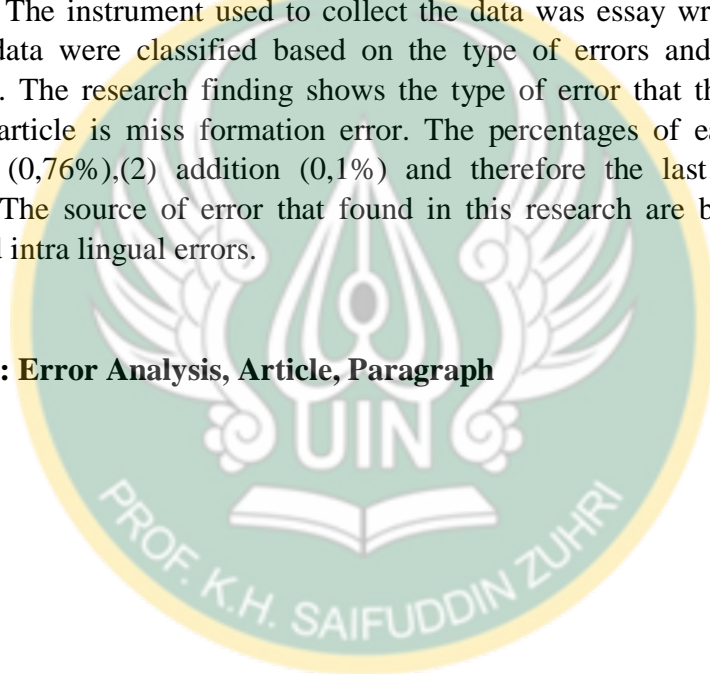
An Error Analysis of Articles In Paragraph Writing Of English Department Students Of UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Arief Juliant

(1522404007)

This thesis is written to achieve some objectives as follows: (1) to find out the types of errors in article made by third semester of English Department Students, (2) to find out the most common errors in using article. The method used in this study is descriptive method. The research was carried out at UIN Prof. K.H. Saifuddin Zuhri Purwokerto, on 30 November 2021. It is 10 students from third semester. The instrument used to collect the data was essay writing. The whole primary data were classified based on the type of errors and then they were explained. The research finding shows the type of error that the students often made in article is miss formation error. The percentages of each error are, 1) omission (0,76%), (2) addition (0,1%) and therefore the last (3) substitution (0,13%). The source of error that found in this research are both inter lingual errors and intra lingual errors.

Keyword: Error Analysis, Article, Paragraph



ABSTRAK

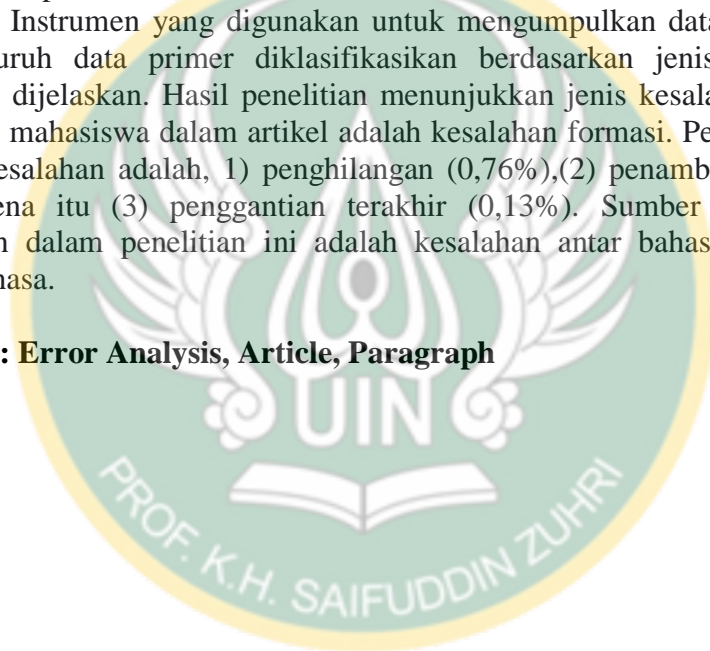
Analisis Kesalahan Artikel Dalam Penulisan Paragraf Mahasiswa Jurusan Bahasa Inggris UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

Arief Juliant

(1522404007)

Skripsi ini ditulis untuk mencapai beberapa tujuan sebagai berikut: (1) untuk mengetahui jenis-jenis kesalahan dalam artikel yang dibuat oleh Mahasiswa Jurusan Bahasa Inggris semester tiga, (2) untuk mengetahui kesalahan yang paling umum dalam penggunaan artikel. Metode yang digunakan dalam penelitian ini adalah metode deskriptif. Penelitian dilakukan di UIN Prof. KH. Saifuddin Zuhri Purwokerto, pada 30 November 2021. Jumlah mahasiswa semester III sebanyak 10 orang. Instrumen yang digunakan untuk mengumpulkan data adalah menulis esai. Seluruh data primer diklasifikasikan berdasarkan jenis kesalahan dan kemudian dijelaskan. Hasil penelitian menunjukkan jenis kesalahan yang sering dilakukan mahasiswa dalam artikel adalah kesalahan formasi. Persentase masing-masing kesalahan adalah, 1) penghilangan (0,76%), (2) penambahan (0,1%) dan oleh karena itu (3) penggantian terakhir (0,13%). Sumber kesalahan yang ditemukan dalam penelitian ini adalah kesalahan antar bahasa dan kesalahan dalam bahasa.

Keyword: Error Analysis, Article, Paragraph



“MOTTO”

**JADILAH PEMBELAJAR YANG TAK KENAL SIANG DAN
MALAM.**



DEDICATION

My beloved parents Ahmad Suripno and Kusniyah who always support, motivate
and pray
for me to finish the study. I deeply apologize and I love you more.

All of my family, friends, advisors, and motivators whose names are not written
in
this thesis but you have been living in my deep memory, I just want to say thank
you so much.

Thanks for all the loves, motivations, and supports



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Bismillahirrahmanirahim

In the name of Allah, the beneficent and the merciful

All praise be to Allah the lord of the worlds for the blessing, the strength and guidance to the researcher in completing this research. Peace and blessing from Allah SWT be upon to the prophet Muhammad SAW, his families, his companions and his followers.

It is a precious thing that the researcher finally accomplishes my thesis entitled *“An Error Analysis Of Articles In Paragraph Writing Of English Department Students Of UIN Prof. K.H. Saifuddin Zuhri Purwokerto”*. It is presented to the faculty of Tarbiya and Teacher Training, in a partial fulfillment of the requirements for the degree of S.Pd. (S-1) in English Education.

In this opportunity, the researcher would like to remark the almost thanks from the deep of my heart to my beloved parent Ahmad Suripno and Kusniyah who always support, motivate and pray for me to finish the study. Additionally, the researcher would like to give the appreciation and gratitude to the advisor Desi Wijayanti Ma'rufah, M. Pd. who have given the precious help, advice and patience during the accomplishment process of this study. The researcher's gratitude and appreciation is also given to:

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2. Dr. H. Suparjo, M.A., as the I Deputy Dean Faculty Tarbiyah and Teacher Training, Saifudin Zuhri State Islamic University Purwokerto.
3. Dr. Subur, M. Ag., as the II Deputy Dean Faculty Tarbiyah and Teacher Training, Saifudin Zuhri State Islamic University Purwokerto.
4. Dr. Sumiarti, M. Ag., as the III Deputy Dean Faculty Tarbiyah and Teacher Training, Saifudin Zuhri State Islamic University Purwokerto.
5. Dr. Maria Ulpah, M.Si., as the Head of Education Department in Faculty Tarbiyah and Teacher Training of Saifuddin Zuhri State Islamic University

Purwokerto

6. Muflihah, S.S., M.Pd, as the Head of English Education in Faculty Tarbiyah and Teacher Training of Saifudin Zuhri State Islamic University Purwokerto.
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Purwokerto, 27 Oktober 2022

The Researcher,



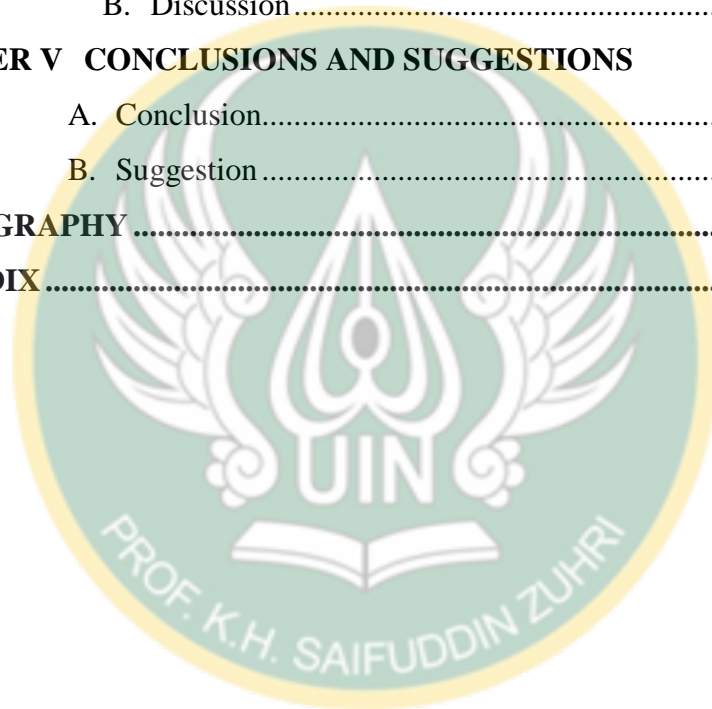
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the international languages that Indonesia use to communicate with each other. English as an international language is important for use as a means of communication fields such as business, science, business and technology. People need English to achieve what modern countries have achieved in fields like information technology and science. Recognizing the importance of English in today's world, the Indonesian government is enforcing English as a compulsory subject from primary school through university. In Indonesia, English is taught as the first foreign language. It is taught in both formal and informal settings. This encourages people learn English and parents want their children to start learning English at an early age, such as in kindergarten.

There are four skills that students must learn when learning English. They are as follows: listening, speaking, reading, and writing. It is further divided into two parts: productive skills (speaking and writing) and receptive skills (listening and reading).^{1 2} Writing is the most difficult skill to master because it requires not only a lot of vocabulary when composing paragraphs, but it must also be grammatically correct to be understandable, in addition to other writing rules. Besides mastering vocabulary and grammar, students also need to master other language components such as organization, content, punctuation, language use, and mechanics.²

As English teacher candidates, we must master all four of these skills. However, as English teacher candidates, students should be aware that writing is the most important skill that requires special attention as it is

¹ Ni Made Kusuma Dewi, et al. "Improving Writing Skill af the Tenth Grade Students Through Brainstorming", *e-Journal of English Language Teaching Society (ELTS)*. 2016, Vol. 4, No. 1

² Ni Made Kusuma Dewi, et al. "Improving Writing Skill af the Tenth Grade Students Through Brainstorming", *e-Journal of English Language Teaching Society (ELTS)*. 2016, Vol. 4, No. 1

considered difficult by many students. As we know, most teacher final exams, regardless of course, rely on students' writing skills to help them express their ideas by answering essays and completing teacher assignments. Listening and reading, on the other hand, are related to writing. Writing can be used to assess students' understanding of what they have heard and read during the reading process. In other words, writing can arise as a result of developing other skills. As a result, the ability to write in any form brings many benefits to students' lives, such as academic success.

Students will also explore the use of grammar, especially articles, as they write the paragraph. It is difficult for Indonesian to use the correct structure in English³. This is due to the difference between English structure and Indonesian structure while students are influenced by their mother tongue. The position of grammar in English, grammar gains prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL), without having a good knowledge of grammar, learners' language development will be severely hampered.

In almost every sentence we make in English, we need to use an article. Articles are small but important words that precede nouns, and by using them correctly you will distinguish yourself as a good English speaker. Here's a complete guide to definite and indefinite articles with help on when to use which and when to use neither. Articles, according to Evelyn & Vago give us information about a noun; they indicate whether or not the noun is a specific one known to both the speaker and listener.⁴

When learning a foreign language, students may make a mistake due to different rules and students just translate them without knowing the rules. However, like English education students, particularly as an English teacher's candidate, these errors ought to be avoided. It's vital to research as a result of language errors interfere with the action of instruction goals. Therefore,

³ Roach P. *English phonetics and phonology*. Cambridge University Press. New York. 2009.

⁴ Evelyn & Vago. *English Grammar Understanding The Basics* (Cambride). United States of America by Cambridge University Press, New York. 2010.

language errors in students should be straightaway reduced or maybe eliminated. This will be accomplished if the explanation for the language errors is known. Brown said the stated that the fact that learners make errors and that these errors can be observed, analyzed, and classified to reveal something about the system operating within the learners has increased the number of learners' errors, a phenomenon is known as error analysis.

There are many kinds of texts in writing that are learned in every college: narrative, descriptive, explanation, recount, exposition, and argumentative. According to Oshima and Hogue, the argumentative essay is primarily concerned with whether you, as students and writers, agree or disagree with a particular issue, focusing on reasons to support your position.⁵ The goal is to persuade the readers that your point of view is correct. Another reason why students should write argumentative essays is that it forces them to think for themselves. Students must take a stand on an issue, and their position with solid reasoning, and support their reasoning with solid evidence.

Because every college student is required to produce a thesis in the final semester, the researcher chose the argumentative essay as the indicator of the research. To conduct good research and write a good thesis, students must select interesting problems in their field. Students will need strong evidence to back up their claims in their research. It means that practicing writing an argumentative essay will aid students in developing their thesis in the final semester because argumentative essays are written to persuade the reader.

Based on the facts above about the importance of foreign languages and understanding articles, especially as an English teacher candidate, the researcher conducted an interview with one of the lecturers and confirmed that there were errors found in the students' writing results. This research will aim to find out the types of errors in constructing articles in argumentative

⁵ Oshima, A & Hogue, A. *writing Academic English* (Forth Edi). New York: Pearson Education, Inc, 2006

essays performed of English Department Student of UIN Prof. KH. Saifuddin Zuhri Purwokerto and to find the most common errors are done by the students and last, the researcher intended to find the factors that affect the errors.

According to Ellis, error analysis is a procedure involving collecting a sample of the learner's language, identifying the errors in the sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness.⁶ The data of errors were classified based on surface strategy taxonomy by Brown who stated "Errors as errors of addition, errors of omission, errors of substitution or miss formation, and errors of ordering or miss ordering". And to analyze the source of the error, the researcher divided it into three aspects, namely inter lingual, intra lingual, and context learning sources of error.

Based on the above reasons, the researcher-conducted research entitles "An Error Analysis Of The Use Of Articles In A Writing At English Department Class Of Uin Prof. Kh. Saifuddin Zuhri Purwokerto", which focus on the surface strategy taxonomy by Brown who stated, "Errors as errors of addition, errors of omission, errors of substitution or miss formation, and errors of ordering or miss ordering".

B. Research Questions

Based on the background above, the research questions are:

1. What kinds of errors in articles are done by the students?
2. What are the most common errors in using articles are done by the students?

C. Objectives of the Research

The objectives of the research are:

1. To analyze the types of errors in articles made by the third semester of English Department students.

⁶ Pipit Sri, "An Error Analysis on Phrasal Expressions Influenced by Bahasa Indonesia Pattern", Thesis. Purwokerto: Universitas Muhammadiyah Purwokerto, 2012, p. 24

2. To find out the most common errors in using articles.

D. Significances of the research

1. Theoretical Significances:

The findings of this analysis are expected to grasp the categories of errors that students build and establish factors which will influence the second-language learning process. In order that we are able to decipher what following step is to unravel the errors.

2. Practical Significances:

- a. For English Teachers

Analyzing student errors can be beneficial for language teachers. This is because the errors reflect the students' ability to master English. As a result of the error analysis, teachers can identify problems and restructure the teaching and learning process. While it can be used as a reference for students to assess skills and then refine what needs to be mastered.

- b. For researcher

As a result of this research, the researcher can understand the types of errors in article analysis and the causes of these errors in writing.

E. Structure Of Research

To make a logical and systematic discussion, it is necessary to frame a structure of this research. The structure of the research will explain, as follow:

Chapter I, explain introduction which are contain of background of the problem, conceptual definition, problem statement, adjectives of the research, and significances of the research.

Chapter II, explain about theoretical basis that consist of four points, these are: first point is about error analysis; the definition of error analysis, the different between mistake and error, the type of error, and source of error. Second point is about articles; the definition of articles, type of articles, function of articles. Third point is about writing; the definition of writing and the purpose of writing. The forth is argumentative essay.

Chapter III, explain about research method that include type of the research, source of the data, technique of collecting data, technique of analysis data.

Chapter IV, contains of the result of the research report which is consisting two sub-chapter.

Chapter V is closing that consist of conclusion, suggestion, and closing remark.

CHAPTER II

THEORETICAL REVIEW

A. Error analysis

1. The Definition of Error Analysis

Many students made errors while learning a foreign language, which is not only unavoidable but also a necessary part of the language learning process because learning a foreign language is different from the mother tongue. According to Norrish, some pedagogical reasons for errors made by foreign language learners have been suggested, but the most important reason is that the error itself may be a necessary part of learning the language.⁷ It could happen might because of the different rules, and the students simply translate it without noticing the rules. Foreign language teachers must recognize that student errors must be analyzed.

There are a few different definitions of error analysis. Brown states that the fact that learners make errors and that these errors can be observed, analyzed, and classified to reveal something about the system operating within the learners has increased the number of learners' errors, a phenomenon is known as error analysis. Furthermore, according to Ellis, error analysis is a procedure that entails collecting a sample of the learners' language, identifying the errors in the sample, describing these errors, classifying them based on their hypothesized causes, and assessing their seriousness.

From the definition above, it can be concluded that error analysis can be defined as a study of collecting students' work, identifying, describing, classifying, and evaluating errors.

⁷ Andrian. "An Error Analysis of EFL Students' English Writing", *English Education Journal (EEJ)*. 2015, Vol. 6, No. 4.

Tarigan argues that errors of the language are a side that has defects in the student's speech or writing. The error is a composition deviating from the standard norms or selected norms from the supposed performance of the language.

Dulay et.al state that analyzing the error of the students has two main purposes:

- a) To obtain data that can be used to make or draw conclusions about the nature of the language learning process.
- b) To give indications or directions to teachers about the target language section that is most difficult to produce by students.

While Tarigan also states that knowing students' faults can give advantages⁸, those are:

- a) To know the causes of the error and to understand the background of the error
 - b) To correct the error made by students
 - c) To prevent the same error in the future
2. The Differences Between Error and Mistake

Some people often experience confusion and misunderstanding when distinguishing *Error* and *Mistake*. We recognize the words *Error* and *Mistake* as two words that have almost the same meaning. According to Tarigan *Error* and *Mistake* can be distinguished from deviations in language use. Mistakes are generally caused by the student's inadequacy or limitations in remembering something that causes mistakes in pronouncing language sounds, words, word order, and so on. In this case, the students know the linguistic system and this mistake is temporary.⁹

Otherwise, errors are caused by competency factors. That is

⁸ Tarigan, H.G and Tarigan, D. 1995. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa

⁹ Tarigan, H.G and Tarigan, D. 1995. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa

students do not understand the linguistic system of the language they are learning. These errors are usually consistent.

3. Type of Error

Errors are classified by some researchers in the literature. Corder categorizes the different construction among sentence. Corder describes the classification of error differently into four categories: Omission, Addition, Selection, and Ordering (Omission of some required element; Addition of some unnecessary or incorrect element; Selection of an incorrect element and ordering of elements). On the other hand, Dulay et al (1982, p. 154) classify errors into four categories based on Surface structure Taxonomy. Which are omission, addition, miss formation or substitution, and miss ordering.¹⁰

- 1) Omission error is characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words.

For example:

Error Sentences	Correct Sentences
<i>This place is most important in the world</i>	<i>This place is the most important in the world</i>
<i>I have cat in my house</i>	<i>I have a cat in my house</i>
<i>She buys apple in the market with me</i>	<i>She buys an apple in the market with me</i>

here, the definite article and indefinite articles are omitted in many contexts where they must appear according to the rules of the target language.

¹⁰ Sholihatun, "An Error Analysis On The Use Of English Article In Descriptive Texts Written By The Eighth Grade Students Of Smp Nurul Iman". Thesis. Palembang: Universitas Raden Fatah Palembang. 2017, p,25

- 1) Additions. It is the opposite of Omission. They are characterized by presence of an item, which must not appear in a well-formed utterance.

For example:

Error Sentences	Correct Sentences
<i>She live in the Depok City</i>	<i>She lives in Depok City</i>
<i>I feel a happy</i>	<i>I feel happy</i>
<i>... but not a big</i>	<i>... but not big</i>

here, Addition errors are made by learners in that they present definite and indefinite articles in places where they must not appear.

- 2) Miss formation or Substitution is characterized by the use of wrong placement of an article.

For example:

Error Sentences	Correct Sentences
<i>This is a important thing in my life</i>	<i>This is an important thing in my life</i>
<i>It is a exciting time</i>	<i>It is an exciting time</i>
<i>It has a important location</i>	<i>It has an important location</i>

here, one of the cases is the indefinite article “a” was used instead of the indefinite article “an”.

- 3) Misordering, this error is where some elements presented are correct but wrongly sequenced e.g. She yesterday came late to the party, (“yesterday” is not in exact position, the position

should be in the last as adverb of time, and it should be she came late to the party yesterday). Meanwhile, Politzer and Ramirez (1973, p. 3) mention that the errors are categorized as an aid in presenting data rather to create a basis for extensive speculation concerning the sources than of the errors. For this reason they are categorized along fairly traditional lines into errors in morphology, syntax and vocabulary.¹¹

4. The Cause of Error

John Norris exposes three causes of errors:

a. Careless

It is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if they lose interest; perhaps the materials and/or presentation style do not suit them.

b. First language interference

It was a matter of habit information to learn a language (mother tongue or foreign language). It was thought that the learners' utterances were gradually „shaped“ toward those of the language they were learning.

c. Translation

Translation is most likely where students make error. This occurs when a student translates a sentence of idiomatic expression from their first language into the target language.

¹¹ Sholihatun, "An Error Analysis On The Use Of English Article In Descriptive Texts Written By The Eighth Grade Students Of Smp Nurul Iman". Thesis. Palembang: Universitas Raden Fatah Palembang. 2017, p,26

B. Articles

1. Definition of Article

Article is part of grammar. According to Leacock et al, articles are ideal targets for automatic error detection because they are among the most frequent of English learner errors. Research typically focuses on the use of the indefinite and definite article as well as the zero-article. In English there are three articles a, an and the.¹² Moreover, Azar adds that the article system a / an is used with a singular generic count noun. However, the is sometimes used with a singular generic count noun (not a plural generic count noun, not a generic non-count noun).¹³

On the other hand, Fry et al mentions that English articles (a, an and the) are considered to be the most frequent words in English. Moreover, Master said that the article the is shown to be the most frequent word in English and a to be the fifth most frequent word.¹⁴ In addition Berry states that nearly eight and half percent of the English text contains the and a. Depending on these statistics, it is obvious that the English articles are a significant part of English language. Kim and Lakshmana also said that ESL/EFL learners need more time to acquire the article system than any other grammatical forms.

2. Use of Article a or an

Evelyn and Vago said *the* is commonly called the definite article; *a* and *an* are called indefinite articles. The definite article may be used with both singular and plural nouns, but indefinite

¹² Leacock, Chodorow, Gamon, and Tetreault. 2010. Automated Grammatical Error Detection for Language Learners, Second Edition. Switzerland. Springer Cham.

¹³ Sholihatun, "An Error Analysis On The Use Of English Article In Descriptive Texts Written By The Eighth Grade Students Of Smp Nurul Iman". Thesis. Palembang: Universitas Raden Fatah Palembang. 2017, p,53

¹⁴ Sholihatun, "An Error Analysis On The Use Of English Article In Descriptive Texts Written By The Eighth Grade Students Of Smp Nurul Iman". Thesis. Palembang: Universitas Raden Fatah Palembang. 2017, p,54

articles only with singular nouns.¹⁵ Harmer also said that we use definite article (the) when we think that the reader or listener knows which particular thing or person we are talking about or when there can only be one. We don't use the definite article when we are talking about people and things in general using plural or uncountable nouns. However, just to confuse things, we do sometimes make general statements with the definite article and a singular noun. Indefinite article (a or an) is used refer to a particular person or thing when the listener / reader doesn't know which one is being described. We can also use a or an to refer to a member of a group of a group in order to refer to the whole groups.

According to Eastwood mentioned that article a or an is used when an unidentified specimen. The form a is used before a word beginning with a consonant, or a vowel with a consonant sound.¹⁶ The form an is used before words beginning with a vowel (a, e, i, o, u) or words beginning with a mute h or individual letters spoken with a vowel sound likes an MP and an SOS. Moreover, Eastwood also said that a or an is used:

- a) Before a singular noun which is countable (i.e. of which there is more than one) when it is mentioned for the first time and represents no particular person or thing

Examples:

- 1) A shelf was put up.
- 2) I need a visa.
- 3) They live in a flat.
- 4) He bought an ice-cream.

¹⁵ Evelyn & Vago. English Grammar Understanding The Basics (Cambride). United States of America by Cambridge University Press, New York. 2010.

¹⁶ Sholihatun, " An Error Analysis On The Use Of English Article In Descriptive Texts Written By The Eighth Grade Students Of Smp Nurul Iman". Thesis. Palembang: Universitas Raden Fatah Palembang. 2017, p,54

b) Before singular countable noun which is used as an example of a class of thing.

Example: A car must be insured (all cars must be insured).

c) With a noun complement. This includes names of profession.

Example:

1. It was an earthquake.

2. She will be a dancer.

3.

d) In certain expression of quantity.

Example: A couple of bird.

e) With certain number.

Example: A hundred kilometer.

f) In expression of price, speed, ratio etc.

Example: sixty kilometers an hour.

g) In exclamation before singular, countable nouns.

Example: What a pretty girl!

3. Omission of a/an

Articles are omitted or not use before a noun in the following cases.

1) Before abstract nouns in a general sense.

Example: experience is valuable

2) Before plural countable nouns in a general sense.

Example: fruits are good for health.

3) Before names of meals, except when these are preceded by an adjective.

Example: We have breakfast at eight. He gave us a good breakfast¹⁷

¹⁷ https://youtu.be/uFYF_2TzAw8

4. Use of article the

Refers to Alexander the is used when the noun which follows names an identified specimen, that is when it is believed that the hearer knows which person, place or thing the noun¹⁸. As Eastwood explained that the article also placed;

- 1) When the object or group of objects is unique or considered to be unique.

Example:

- a) *The* earth
- b) *The* stars
- c) *The* sky

- 2) Before a noun made definite by the addition of a phrase or clause.

Example: *The* place where I met him.

- 3) Before a noun which by reason of locality can represent only one particular thing.

Example: Ann is in *the* garden (the garden of this house).

- 4) Before superlatives and only.

Example:

- a) This is *the* only thing here.
- b) That is *the* most beautiful place.

- 5) Do not use *The* before;

- a) Names of most countries/territories: Italy, Mexico, Bolivia; however, the Netherlands, the Dominican Republic, the Philippines, the United States.
- b) Names of cities, towns, or states: Seoul, Manitoba, Miami.
- c) Names of streets: Washington Blvd., Main St.

¹⁸ Sholihatun, "An Error Analysis On The Use Of English Article In Descriptive Texts Written By The Eighth Grade Students Of Smp Nurul Iman". Thesis. Palembang: Universitas Raden Fatah Palembang. 2017, p,56

- d) Names of lakes and bays: Lake Titicaca, Lake Erie except with a group of lakes like the Great Lakes.
- e) Names of mountains: Mount Everest, Mount Fuji except with ranges of mountains like the Andes or the Rockies or unusual names like the Matterhorn.
- f) Names of continents (Asia, Europe)
- g) Names of islands (Easter Island, Maui, Key West) except with island chains like the Aleutians, the Hebrides, or the Canary Islands.

C. Paragraph

1. Definition of paragraph

Ramlan reveals that a paragraph is part of an essay or utterance consisting of a number of sentences that express a unit of information with the main idea as its controller. Wiyanto says that a paragraph is a group of interconnected sentences and together explains one unit of the fruit of the mind to support the greater fruit of the mind, that is, the fruit of the mind expressed in the whole writing.¹⁹ Tarigan says that paragraphs are a set of sentences that are closely related to each other. The sentences are arranged according to certain rules so that the meaning they contain can be limited, developed and clarified.²⁰

In addition to the opinions put forward by the three experts, there are also other opinions about the paragraph. Chaer posits that a paragraph is a unit of language constructed by two or more sentences that are semantically and syntactically a whole. Semantically means that in that paragraph there is one idea, one main or main idea that is complemented by additional information about the main idea or ideas. Syntactically, it means that in that paragraph there is a main sentence

¹⁹ Wijayanti et. al. *Bahasa Indonesia : penulisan dan penyajian karya ilmiah*. Depok. Rajawali Pers. 2017

²⁰ Tarigan, H.G and Tarigan, D. 1995. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa, p. 10-11

containing the main or main idea; coupled with a number of other sentences containing additional information about the main idea in that sentence.

Rahardi posits that a paragraph is a unit of written language consisting of several sentences. The sentences in the paragraph are arranged in a sequence and systematically so that it can be explained the relationship between one sentence and the other sentence in that paragraph. One more thing that should be noted in a paragraph, which is that it must be a unified and completed.

According to the researchers, the opinions of the five experts above basically show that a paragraph is a group of sentences. Rahardi and Chaer show that paragraphs are units of language. Chaer only shows that a paragraph is a language unit without explaining the language unit in question. Contrary to Chaer (2011), Rahardi made it clear that paragraphs are units of written language. Researchers prefer the view expressed by Rahardi because it clearly shows that the language unit in question is a written language unit, not a spoken language.²¹

2. Elements of Paragraph

Wijayanti, et al. revealed that the paragraph-forming elements consist of four, namely the main idea (main), topic sentences, supporting / explanatory / developer sentences, and conclusion sentences.²²

a. Main idea

According to Wijayanti, et al. (2013: 101), the main idea is the soul of the paragraph that contains the basis of the problem to be discussed. The main idea contains a general statement about the content of the whole paragraph. The main idea is usually contained in the topic sentence or lead sentence. However, the main idea is

²¹

²²Wijayanti et. al. *Bijak Berbahasa Indonesia*. Depok. Pt Kanisius. 2013

not always in the lead sentence. If the paragraph consists only of explanatory sentences, then the main idea is implied in all the sentences in that paragraph. If the reader wants to know the main idea of the paragraph, then the reader must read the entire paragraph.

b. Sentence Topic

Topic sentences are sentences that contain the main idea in a paragraph (Wijayanti, et al., 2013: 101). The presence of topic sentences is important for both the author and the reader. For the author, the topic sentence serves as the controller of the author's mind in conveying his ideas in the paragraph.

For the reader, the topic sentence helps to understand the content of that paragraph easily. Topic sentences contain common statements that require explanatory sentences. Topic sentences can be at the beginning, at the end, in the middle, at the beginning and end, and throughout the paragraph. However, topic sentences that are in the entire paragraph are usually found in fictional stories.

c. Explanatory sentences

According to Wijayanti, et al, an explanatory or supporting sentence is a sentence that clarifies or describes a topic sentence. Explanatory sentences are necessary to clarify or develop topic sentences.²³

d. Concluding sentences

Concluding sentences are not always present in every paragraph. This concluding sentence is actually an affirmative sentence. This sentence is in charge of reaffirming the statement contained in the topic sentence. Therefore, in the concluding sentence there should be no new topics put forward.

²³ Wijayanti et. al. *Bijak Berbahasa Indonesia*. Depok.Pt Kanisius. 2013

3. Kinds of paragraph

According to, paragraphs can be classified into several types. That classification can be done using a specific basis. There are at least four basics for creating paragraph classifications, namely based on the location of the main sentence, nature, development, and function. The type of paragraph studied by the researcher, that is, based on the location of the main sentence. Wiyanto revealed that based on the location of the main sentence, paragraphs can be classified into five, namely deductive paragraphs, inductive paragraphs, deductive-inductive paragraphs, narrative paragraphs, and paragraphs without lead sentences.²⁴

According to Wijayanti, et al. paragraphs can be classified based on the position of the topic sentence in the paragraph, the order in which the paragraph appears in the essay, and the purpose of writing it in the paragraph or essay. Because the type of paragraph studied by the researcher is only the type of paragraph based on the position of the main sentence or topic sentence, the researcher only explains the type of paragraph based on the position of the topic sentence. Wijayanti, et al. reveal that paragraphs can be divided into four, namely deductive paragraphs, inductive paragraphs, deductive-inductive paragraphs, and paragraphs with topic sentences throughout the paragraph.²⁵

From the opinions expressed by the two experts, it can be seen the similarities and differences. Of the several types of paragraphs stated by the two experts above, there are three types of paragraphs that have the same position, namely deductive paragraphs, inductive paragraphs, and deductive-inductive paragraphs. In addition to these three types of paragraphs, there is one more type of paragraph that has the same position, namely a paragraph without a lead sentence and a paragraph with a topic sentence throughout the paragraph . The two

²⁴ Wiyanto. *Terampil menulis paragraf*. Jakarta. Gramedia. 2004.

²⁵ Wijayanti et. al. *Bijak Berbahasa Indonesia*. Depok.Pt Kanisius. 2013

terms of the type of paragraph used actually have a common meaning, that is, the point of thought in that paragraph is contained in the entire sentence.

Wiyanto revealed that based on the location of the main sentence, paragraphs can be classified as follows. However, Wiyanto's classification of paragraph types is more complete because Wiyanto stated that there are five types of paragraphs when viewed from the location of the main sentence. According to the researcher, the opinion expressed by Wiyanto is more in line with the research conducted by the researcher. Therefore, the theory used by the researcher as a reference for analysis in this study is the theory proposed by Wiyanto. Wiyanto reveals that based on the location of the main sentence, paragraphs can be classified as follows.

a. Deductive paragraph

A deductive paragraph is a paragraph whose main sentence is located at the beginning of the paragraph.²⁶ However, the main sentence does not have to be in the first sentence. Many paragraphs have the first sentence being a transitional sentence. Paragraphs containing transition sentences, the main sentence of which is in the position of the second sentence. However, this paragraph is still called the paragraph deductive because its first sentence was merely a transition not an explanatory one.

b. Inductive paragraph

An inductive paragraph is a paragraph whose main sentence is at the end of a paragraph. Usually the lead sentence of an inductive paragraph uses an intercalary conjunction, such as so, then, thus, finally, and therefore. However, this habit is not something absolute. Because, there are also many main sentences that do not need to be preceded by the conjunction

²⁶ Wiyanto. *Terampil MENULIS PARAGRAF*. Jakarta. Gramedia. 2004. P 59

c. Deductive-inductive paragraph

According to Wiyanto, a deductive-inductive paragraph is a paragraph whose main sentence is at the beginning and at the same time at the end of the paragraph. The lead sentence at the end of the paragraph is a repetition or affirmation of the lead sentence at the beginning of the paragraph. As a repetition or affirmation, the form of the lead sentence at the end of the paragraph is not always the same as the lead sentence that is at the beginning of the paragraph. However, the two sentences still show the same point of mind even though the form varies.

According to researchers, the deductive-inductive paragraph can be said to be a deductive paragraph. Researchers say so because in deductive-inductive paragraphs the main sentence is only at the beginning of the paragraph, while the sentence at the end of the paragraph is only an affirmative sentence. What distinguishes this type of deductive paragraph is that its deductive paragraph has an affirmative sentence. However, because at the end of the paragraph which is an affirmation it still expresses the point of thought contained in the main sentence, the paragraph is still called a deductive-inductive paragraph.

d. Narrative paragraph

A narrative paragraph is a paragraph whose main sentence is in the middle of a paragraph.²⁷ The sentences that are at the beginning of the paragraph seem to be an introduction to the point to the top. What is considered the pinnacle here is the main sentence. After reaching the top, the author still adds more explanatory sentences. That's the uniqueness of the narrative paragraph. Because of its uniqueness, narrative paragraphs are rare.

²⁷ Wiyanto. *Terampil MENULIS PARAGRAF*. Jakarta. Gramedia. 2004. P 62

e. Paragraph without lead sentence

Not all paragraphs have a lead sentence. However, that does not mean that this paragraph has no point of mind. The author puts the point of thought in the whole sentence. To find the main idea, the reader must draw conclusions from the entire existing sentence. This paragraph without a lead sentence is usually used in stories (narratives) or paintings (descriptions).

From the statement put forward by Wiyanto, the researcher concluded that a paragraph without a lead sentence does not mean that the paragraph does not have a main idea. This type of paragraph is called a paragraph without a lead sentence because the lead sentence is not in that paragraph. However, the absence of a lead sentence does not mean that the paragraph does not have a main idea. The main idea is implied in the sentences on the paragraphs. Therefore, in this study, researchers still use terms without lead sentences because what is studied is a type of paragraph based on the location of the main sentence.

D. Relevant Studies

The first research was conducted by Solihatun from Islamic State University Raden Fatah Palembang. This research aims to describe and to identify the causes of an error analysis on the use articles to descriptive text, whereas this researcher to analysis use articles on paragraph writing. The similarity between my research and her is on the method and the technique. The difference is she focused on all on descriptive text type while in this research we will focus on articles.

The finding of Swasti's research, this study was based on events that occurred at the school. The goals of this study were to determine the students' error in using articles as well as the source of the students' error. the similarities of this research is discuss about error

analysis on the use of English article. the difference this research is written descriptive texts and paragraph writing.

Thesis entitled, an analysis of students' error in writing recount text case study in the second grade students of SMP TRIMULIA JAKARTA SELATAN". The similarities of this research is discuss about error analysis. the difference with researcher do not use articles.



CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

The research conducted at English Department Class of UIN Prof. KH. Saifuddin Zuhri. It was done at April 2022.

B. Subject and Object Research

1. Population

The populations of this research were 43 students of the A-class of third semester of English Department Students UIN Prof. KH. Saifuddin Zuhri Purwokerto in academic year 2021/2022. This class was chosen based on the lecturer's prescription.

2. Sample

A sample is a group of elements, or a single element, from which data are obtained. The sample consisted of the students from the population who are chosen to participate in the study. The population students of the A-class of third semester of English Department Students at UIN Prof. KH. Saifuddin Zuhri Purwokerto was large enough to be all taken as sample of the research. Moreover Ritchie and Lewis said that qualitative sample often 'lie under 50'. They add that if they become much larger than 50 they start to become difficult to manage in terms of the quality of data collection and analysis that can be achieved. Therefore, based on the limitation of the research, the researcher took only 30 students as sample. This sample of the research would taken by using convenience sampling method.

According to Creswell, in convenience sampling the researcher selects participants because they are willing and available to be studied.

3. Sampling Technique

The technique for taking the sample was purposive sampling. Purposive sampling, according to Sugiyono, is a technique for analyzing

data based on specific criteria. From the 30 selected samples, the researcher took 5 students from high level, 5 from average, 5 from low level based on ability which was taken from the list of grades given by the lecturer.

The object of this research was errors that occur in the articles contained in the students' writing result.

C. The Method of the Study

The researcher focused on error analysis on the use of article that was applied in essay writing test. Therefore, in analyzing the data, the researcher used content analysis method. According To Ellis, the following steps to conduct an error analysis research:

1. Collection of samples of learner language

It refers to deciding what samples of learner language to use for the analysis and how to collect these samples.

2. Identification of errors

In this step, the researcher studied the acquired data and tried to find out errors on the use of article in students' descriptive text writing by underlining the errors.

3. Classification of errors

Grouping the errors that had been found and stating the classes of the errors. The Modification of surface structure taxonomy was used to classify the errors. It included three types of errors that were Omission Error, Addition Error and Substitution. In this step, the researcher tried to explain how and why an article called to be erroneous.

Error classifications of surface structure taxonomy

Table 3.1

No	Identified Sentences or Phrases	Types of errors
1		Omission
2		Addition
3		Substitution

4. Evaluation of errors

Here, the researcher used the evaluation of errors as a step that involved drawing conclusion. In this step, the researcher determines the most frequent up to the least frequent error type as the result of the errors in using article in students' descriptive text writing by using percentage, calculating the data taken and making the percentage in each category.

D. Technique of Collecting Data

In order to get data, written test was used. Test was a method of measuring a person's ability, knowledge, or performance in a given domain.

In this research, the participants were asked to write a descriptive text about 100 - 250 words or around three paragraphs with at least five sentences in each paragraphs, with consulting their dictionaries, within forty five minutes. The researcher provides five topics, they are: 1) reading printed book vs reading e-book, 2) what is meant by e-dictionary?, 3) global warming , 4) learning foreign language, 5) living in purwokerto vs living in village, 6) air population, and 7) living in Islamic boarding school vs living at home. The participants were suggested to choose one of the topics which had been provided.

E. Technique of Analyzing Data

Conducting research requires a process or several steps. The researcher performs several procedures to carry out her research as a process. The procedures are:

1. Counting the total of each type of article errors from the identification table.
2. Counting the total number of all types article errors
3. Making percentage each type of article errors, in order to know the most frequent type article errors, it is done by dividing the total number of each type by the total number of all types article errors and then multiplying with one hundred.

Percentage=

$$\frac{\text{Total of a type articles errors}}{\text{Total number of all type articles errors}} \times 100$$

Frequency of errors according to SST

Table 3.2

Error Type	<i>a</i>	<i>An</i>	<i>the</i>	Total
Omission				
Addition				
Substitution				
Total				

CHAPTER IV

RESEARCH FINDINGS & DISCUSSION

The researcher obtained the data needed to analyze in this chapter based on research conducted on December 2021 at UIN Prof. KH. Saifuddin Zuhri Purwokerto. According to the data analysis technique in chapter III, the procedure used by the researcher after collecting data is to identify errors, classify errors, describe errors, and calculate the percentage of each type of error.

A. Finding

The findings of the study were (1) identifications and classifications of errors of English article (a, an and the) in paragraph writing by the students of the A-class of second semester of English Department Students UIN Prof. KH. Saifuddin Zuhri Purwokerto, (2) the percentage of each number of errors of English article (a, an and the) in paragraph writing by students of the A-class of third semester of English Department Students UIN Prof. KH. Saifuddin Zuhri Purwokerto.

1. Identification and classification of error of English articles

This study aimed at finding the errors on the use of English article in paragraph writing by the third grade students of UIN Prof. KH. Saifuddin Zuhri Purwokerto . After collecting and analyzing the data, the researcher found a lot of errors. There were 30 items of errors found in student's paragraph writing. The researcher provided all of those sentences in the Table 7 below completed with the error types of each article. The errors were classified based on the surface structure taxonomy that includes three types of errors. They were; omission, addition and substitution.

Table 4.1
Identification and classification error

No	Identified Sentences And Phrases	Classification of Errors
1.	Needed as a exact solution	Substitution
2.	.....Antre in * few	Omission
3.	I at <i>the</i> home	Addition
4.	....With * other person	Omission
5.	* Air population is also	Omission
6.	.....Living in * Islamic	Omission
7.	* Different between	Omission
8.	Is it * same?	Omission
9.	....Need to prepare * living cost	Omission
10.	....In * big city	Omission
11.	Learning * foreign language	Omission
12.	Electronic money is <i>an</i> means	Substitution
13.	Learning * foreign language is...	Omission
14.	...And in <i>the</i> Purwokerto	Addition
15.	In spite of * price...	Omission
16.	....Is not <i>a</i> something...	Addition
17.	* Arabic language	Omission
18.	....I am * student...	Omission
19.	I like * food in this city	Omission
20.	English lesson is * obligatory...	Omission
21.	...Use laptop for * long time	Omission
22.	...Reading * lot more and a storage	Omission
23.	Reading book is <i>a</i> activity the book	Substitution
24.	...Most using <i>a</i> e-dictionary	Substitution
25.	... To find * warming of covid 19	Omission

26	Taken twice * bath	Omission
27	Change technology in * new era.	Omission
28	Reading is * activity to know	Omission
29	Global warming have* several	Omission
30	You must use * large bag	Omission

Note : * (omission error)

There were 23 errors found in omission, 3 errors found in addition and 4 errors found in substitution.

a) Percentage of each number of errors of English articles

From table, it could be seen that there have been 30 errors in English articles found in students' descriptive writing. Those 30 errors contributed in each classification of errors and also the percentages might be seen in the following explanation.

1. Errors omission

There were 23 errors found in omission. From all 23 errors, 11 errors have been found in the use of indefinite article *a*. These errors showed that students were not able to put indefinite article *a* before a singular noun modified by an adjective. It should be noticed and reflected that most of the students wrote the errors in the sentence “*antre in few*” instead of “*antre in a few*”, then “*I am student*” instead of “*I am a student*”, on the other sentence “*laptop for long time*” instead of “*laptop for a long time*”, the sentence “*reading lot more*” instead of “*reading a lot more*”, and last “*taken twice bath*” instead of “*taken twice a bath*”. Furthermore, the students also did not put indefinite article *a* before a singular noun which is countable noun. It could be seen in the sentence “*learning foreign language*” instead of “*learning a foreign language*”, other sentence such as “*...technology in new era*” instead of “*...technology in a new era*”, “*...must use large bag*” instead of “*...must use large bag*”.

Table 4.3

Omission error

Type of error	Identified sentences	a	an	the
Omission	.....Antre in few	✓		
	....With other person		✓	
	Air population is also		✓	
	.....Living in Islamic		✓	
	Different between			✓
	Is it same?			✓
	....Need to prepare living cost	✓		
	....In big city	✓		
	Learning foreign language	✓		
	Learning foreign language is...	✓		
	In spite of price...			✓
	Arabic language		✓	
	....I am student...	✓		
	I like food in this city			✓
	English lesson is obligatory...		✓	
	...Use laptop for long time	✓		
	...Reading lot more and a storage	✓		
	... To find warming of covid 19			✓
	Taken twice bath	✓		
	Change technology in new era.	✓		
Reading is activity to know		✓		

	Global warming have several			✓
	You must use large bag	✓		
total	23	11	6	6

Then, 5 omission errors were found in the use of indefinite article *an*. The students did the errors in writing indefinite article *an*. They did not put indefinite article *an* before words beginning with a vowel (a, i, u, e, o) such as in the sentence “*reading book is activity*” instead of “*reading book is an activity*”. These errors showed that the students did not understand about the use of indefinite article *an*.

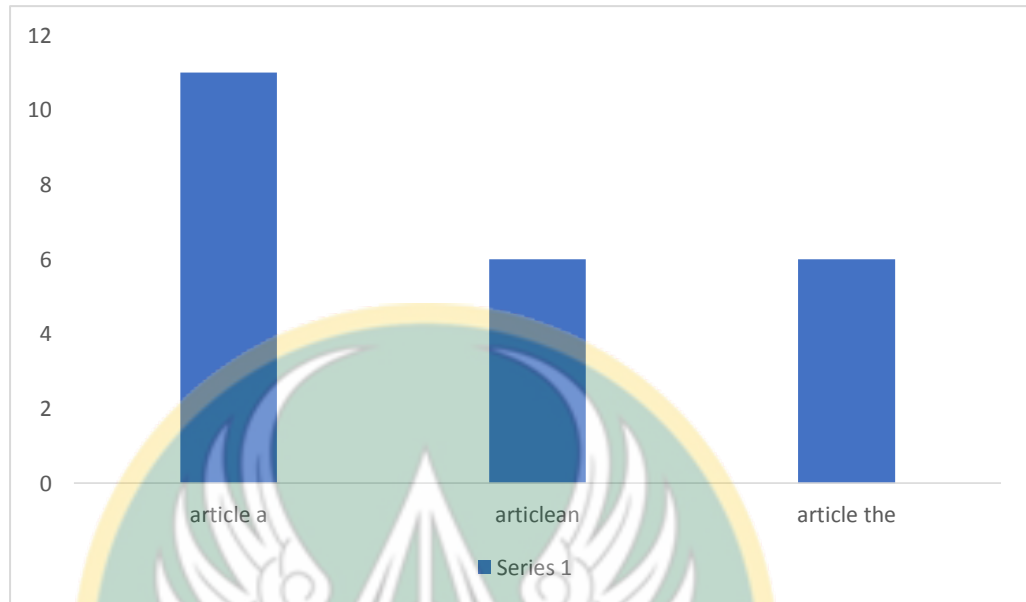
After the errors were classified, then, in order to know the percentage of Omission errors, the following formula were used:

$$P = \frac{n^1}{\Sigma N} 100\%$$

$$P = \frac{23}{30} \times 100 \% = 0,76\%$$

It could be seen that the overall percentage of omission errors were 0,76%. After that, to see the percentage in three errors in the use of indefinite article *a*, *an* and also errors in definite article *the*, the same formula was used. The percentage of amount identified omission errors could be illustrated in chart below:

Table 4.4
Diagram omission errors



2. Errors in addition

There were 3 errors found in addition. From all those errors, 1 errors were in indefinite article a. The students used indefinite article a before countable noun. For example, “*Is not a something*” instead of “*Is not something*”.

And the last, 2 errors were in definite article the. The students used definite article the before the names of city such as in the sentence “*..And in the purwokerto*” instead of “*..and in Purwokerto*”, the the students used article the in the sentence “*I at the home*” instead of “*I at home*”.

Table 4.5
Addition errors

Type of error	Identified sentences	a	an	the
Addition	Is not a something	✓		
	I at the home			✓
	..And in the purwokerto			✓
Total	3	1	0	2

After that, in order to know the percentage of omission errors, the following formula was used to count the number of errors in addition:

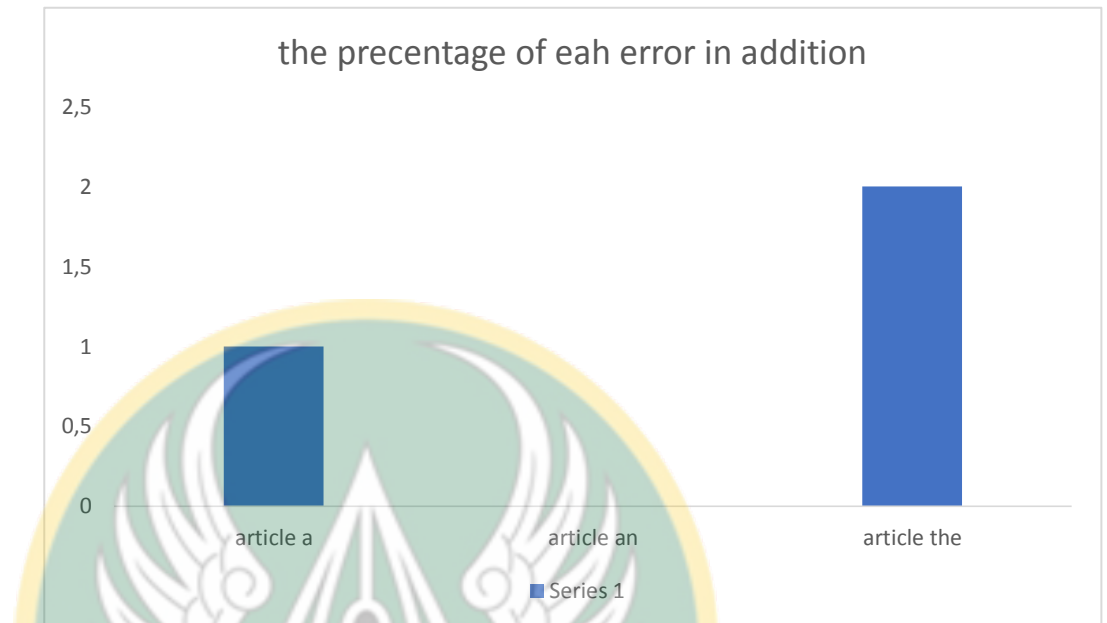
$$P = \frac{n^1}{\Sigma N} \cdot 100\%$$

$$P = \frac{3}{30} \times 100 = 0,1 \%$$

Based on Surface Structure Taxonomy, addition errors were divided into addition of indefinite article *a* , indefinite article *an* and definite article *the*. The percentage of number identified addition errors could be illustrated in the chart.

Table 4.6

Diagram addition error



3. Errors in substitution

There were 4 errors found in substitution. From all those errors, 4 errors were in indefinite article a. 4 errors were in indefinite article a. The students were confused in differentiating which the article should be used in the sentence. The students have already known about what did they say. They did not put indefinite article **an** before words beginning with a vowel (a, i, u, e, o) such as in the sentence “*Needed as a exact solution*” instead of “*Needed as an exact solution*”, then sentence “*Electronic money is an means...*” instead of “*Electronic money is a means...*”, another sentence “*Reading book is a activity...*” instead of “*reading book is an activity*”.

Table 4.7
Substitution errors

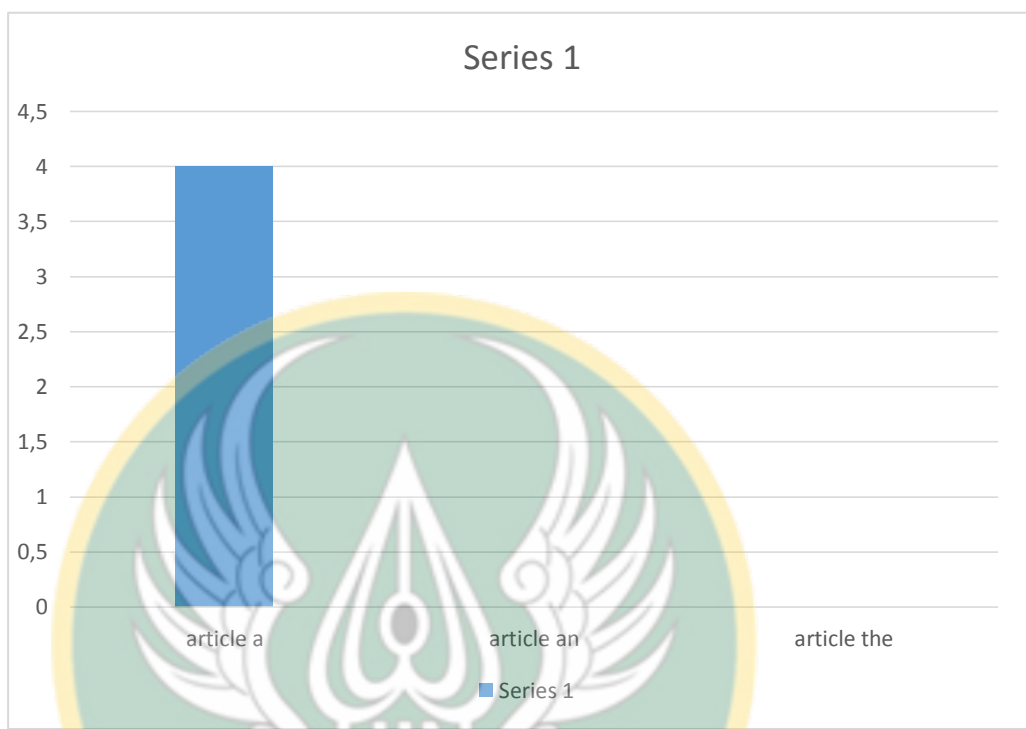
Type of error	Identified	a	an	the
	sentences			
Substitution	Needed as a exact solution	✓		
	Electronic money is an means	✓		
	Reading book is a activity	✓		
	Most using a e-dictionary	✓		
Total	4	4	0	0

After that, in order to know the percentage of substitution errors, the following formula was used to count the amount of errors:

$$P = \frac{4}{30} \times 100\% = 0,13\%$$

There were three kinds of substitution errors based on surface strategy taxonomy. They were *a errors*, *an errors* and *the errors*. The number of the percentage could be seen in the following chart:

Table 4.8
Chart substitution errors



From all of those errors, errors on the use of indefinite article *a* was 0,13%. In this errors the least. In this errors substitution, there was nothing but article indefinite *a* in paragraph writing.

Based of the finding of the study, it could be said that the English article errors that occurred in students' writing were: 1) omission (0,76%), (2) addition (0,1%) and the last (3) substitution (0,13%). On other hand, the omission errors were occurred in 11 errors were found in the use of article *a* (0,47%), then 6 omission errors were found in the use of indefinite article *an* (0,26%) and other 6 omission errors were found in the use of definite article *the* (0,26%). In addition errors, 3 errors were in indefinite article *a* (0,33%), 0 errors were in indefinite article *an* (0%) and 2 error were

in definite article *the* (0,66%). The last, substitution errors were found in 4 places. From all of those errors, 4 errors were in indefinite article *a* (1%), then 0 errors were in definite article *an* (0%) and other 0 errors were in definite article *the* (0%). It could be seen in the table below:

Table 4.9
Frequency of errors (a, an, the) according to SST

Error type	A	an	The	Total
Omission	11 (0,47%)	6 (0,26%)	6 (0,26%)	23 (0,76%)
Addition	1 (0,33%)	0 (0 %)	2 (0,66%)	3 (0,1%)
subtitution	4 (1%)	0 (0%)	0 (0%)	4 (0,13%)
Total	16 (0,53%)	6 (0,2%)	8 (0,26%)	30 (100%)

Furthermore, this studies found out that the maximum common class of the usage of English article mistakes contributed via way of means of the scholars have been omission with the frequency 50%. In omission, the maximum common mistakes passed off using indefinite article *a* (88%), this end result confirmed that the scholars confronted a few problems in the usage of indefinite article *a* and it additionally implied that the scholars did now longer apprehend but approximately using indefinite article. The college students did now longer placed indefinite article *a* for a few sentences which include earlier than a novel noun changed via way of means of an adjective. On different hand, college students

additionally confronted a few problems with inside the use of precise article the. They did not no longer placed precise article the earlier than something that already recognize, something this is in particular term. These mistakes implied that they did now no longer grasp the English article but due to the fact they did now no longer recognize the simple of English article.

B. Discussion

Based at the findings of the study, it can be concluded that: the scholars produced mistakes within side the 3 forms of mistakes, there were: 1) omission 23 (0,76%), 2) addition 3 (0,1%), and 3) substitution 4 (0,13%). It may want to be visible primarily based totally at the findings that omission turned into the maximum common form of mistakes which turned into made via way of means of the class of second semester of English Department Students UIN PROF. K.H. SAIFUDDIN ZUHRI. Omission is marked via way of means of the absence of an object that must appear in a well- shaped utterance.

The frequency of omission turned into 23(0,76%) which divided into 3 categories, they are: indefinite article **a**, indefinite article **an** and exact article **the**. the frequency of indefinite article **a** turned into 11 (0,47%), indefinite article **an** turned into 6 (0,26%) and exact article **the** 6(0,26%).

This result is consistent with Alhaysony, which of 100 EFL first year students in English faculty observed in the University of Ha'il and found that the highest percentage in Omission errors were 54.7% in undefined articles **a**. Therefore, this error was the result of Arabic interference (an inter linguistic error). This result also indicates that L1 interference strongly affects the second language acquisition process of articles, negatively affect the learning process. The reason for this could be that Arabic does not have a written indefinite article, which in Saudis is more like the Case is the indefinite article in English omit. Meanwhile, in

this research, students always translate from first language into the second language. Some of the students are still confused. Students still have problems and difficulties. You don't know how to use the English article in expressions or correct sentences. However, the structural differences between Indonesian and English can lead to students making mistakes in the English articles. For example, if students translate "belajar Bahasa asing", students would write "learning a foreign language". Here, students omit the indefinite article in English a. In this case, also emphasize that the students always translate from Indonesian to the English structure. Meanwhile, the Indonesian and English structures were very different. This is similar to the statement made by Novita in their research, she said that the inter linguistic factor is related to English grammar, which is quite different from the Indonesian grammar.

On the opposite hand, this case conjointly shows that Indonesian doesn't have a written indefinite article, so during this analysis the scholars still have issues and tough to use English people article in correct sentences. It had been supported by Master in Crosthwaite mentioned that given the central importance of article functions at the interface of Syntax, linguistics and Pragmatics, the English article system is widely known mutually of the foremost problematic aspects of the language for L2 learners of English to master.

On the opposite hand, this analysis was totally different with Jie in Romos who did an error analysis of 90 compositions written by Chinese learners from the A one to B a pair of CEFR levels. She supported that 18, sixty nine p.c of uses of articles were incorrect, the most common error being the omission of definite article. Meanwhile, architect (2005) also performed a slip-up analysis of eighty compositions written by Taiwanese learners at four proficiency levels (20 per level). Her results discovered that the most common error was because of missing articles (36.84% of errors), particularly definite articles. Moreover, these findings additionally was typically totally different with Putri as expressed in previous

connected study who discovered the scholars of department of English Gunadarma University and located that the best share is 60% in category article **the**.

Some causes of errors can be a supply of students' errors in English articles. This agrees with I. A. Richards who classifies sources of errors into six varieties that were interferences, overgeneralization, performance error, markers of transmutation competence, strategy of communication and assimilation. In fact, a number of students did the error of mistreatment English articles, whether or not in article a/an or definite article **the**. Furthermore, the scholars are confused in mistreatment English article²⁸. It absolutely was applicable with performance error that's disorganized error that happens because the results of such factor as memory lapses, fatigue, confusion, or sturdy feeling. Furthermore, Bataineh identifies differing kinds of errors within the use of the article use whereas analyzing the written composition of variety of Jordanian English language students. She states that among all sorts of errors known solely the deletion of the indefinite article may be attributed to the first language interference. meantime the result of this study shows that the dominant variety of error was omission error (49, 52%), wherever article a was the best frequency of English article errors with (76, ninety two %).

This result additionally showed that the scholars didn't master regarding English article particularly in indefinite article a. It absolutely was as a result of in Indonesia there was no the indefinite article a. On the opposite hand, Dulay, Burth and Krashen, mentioned that any language unit or word in a sentence is a potential candidate for omission; some varieties of morphemes are omitted over others. In here, article system was one in all the grammatical morphemes. Thus, it was clear that some of students face a tough in English article. Furthermore, Master also supported this statement that English people article is one of the most

²⁸ English Article, Saheha, Sofyan dan Utami 2012

difficult elements of English descriptive linguistics for the EFL/ ESL learners.

Moreover, omission errors that were created by the scholars were in all probability caused by the primary language (L1) inference. They outlined that interference because the automatic transfer because of habit of surface structure of the first language onto the surface of the target language. According to Richards (1970), interference is an error ensuing from the transfer of grammatical and/or rhetorical parts from the language to the target language. Furthermore, Dulay, Burt and Krashen aforesaid that the term “inter lingual” was chosen rather than the equally common labels “interference” or “transfer” as a result of “inter lingual” appeared to be the least explanatory in connotation. While, brown said that inter lingual is a vital supply of error for all learners. The start stages of learning a second language are particularly vulnerable to inter lingual transfer from the language, or interference. In these early stages, before the system of the second language is familiar, the native language is the solely previous linguistic system upon that the learner can draw.

From the findings above, it absolutely was far-famed that the best share was 76,92%) in class article a. Furthermore, these findings is regarding the variations in rules of Indonesian students and English structures. Thus, teacher ought to concentrate on these variations and pay a lot of attention to those differences, so as to cut back the quantity of errors cause by learners' 1st languages. Moreover, it absolutely was extremely necessary to show the article first, because it was the foremost unmark and also the most frequent, giving more attention to the definite articles, and presenting the central that means of every article.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter of this research presents: (1) conclusions and (2) suggestions

A. Conclusion

The associate degree analysis of the information bestowed within the previous chapter provides an illustration of some conclusions regarding with the errors on the employment of English article in paragraph writing by the class of third semester of English Department Students UIN PROF. K.H. SAIFUDDIN ZUHRIPURWOKERTO.

First, the result of the study shows that there are 3 varieties of English article errors that occurred in student's descriptive writing: 1) omission (0,76%), (2) addition (0,1%) and therefore the last (3) substitution (0,13%). Second, the results of the percentage, it had been found that the foremost frequent of English article error in student's paragraph writing was omission with the frequent 0,76 percent. it had been found that 0,47%, zero point fourty seventh % error within the use of article a in omission.

B. Suggestion

Based on the results of the study, some suggestions are addressed to students, academics of English and future researcher.

1. For Students

There are many suggestions for the scholars that involving the study. First, the students ought to improve their understanding on English synchronic linguistics particularly in English article so as to cut back the errors in their written products. Second, the students are expected to require responsibility for his or her own learning and become tuned in to their own strategies. The third, the students should increase their awareness of the importance of English grammar, in order that they have motivation to master English grammar. Finally, the scholars are required

to enhance their writing ability by active writing often either at school or reception that's helpful for them to acknowledge the errors they made.

2. For lecturers of English

It is suggested for the teachers of English to pay attention of scholars in the use of English article and set up some fascinating activities to improve their ability in order to scale back the students' error English article. Since the findings of this study indicate that the dominant error on the employment of article a. it is very essential for the teacher to teach indefinite article a and give a proof the way to use it. In addition, there ought to be flexible and effective techniques of error correction. For instance, teachers of English correct the students' paper assignments directly in class and provides clarification to them one by one addressing their errors. Finally, lecturers ought to pay additional attention to students' writing by giving more sensible writing tasks to enhance their writing ability.

3. For Future Researcher

The gift study, like all studies, has its limitations. For instance, the topics of the study were the eighth grade students solely selected from one school. Therefore, the findings of this analysis are arduous to generalize to alternative cluster of Indonesia EFL learners. Moreover, there are several errors, that is made by students in using English article. It may be influenced by variations between English and Indonesia. the author counsel to the opposite research worker to go looking about: first, language interference. It is used to know the crucial factors that caused the scholars errors of victimization English article. The second, it is suggested to find out other factors that caused a blunder on the employment of English article. The third, future research may target an error analysis on the use of English article in descriptive writing texts. Then, it is suggested to research a lower tutorial level adore intermediate school students whether or not in junior school grade or lycee school grade since this may yield different results. Furthermore, it is very

important to match the results of intermediate college students with senior high school and university students. On the opposite hand, this study is the first of its kind to appear as the class of third semester of English Department Students use of articles.



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APPENDIX

Appendix 1 Students' Writing 3rd Semester

Subjek 1

1. Topic : Living in Islamic boarding school vs living at home

Type of paragraph : Comparison Paragraph

2. Topic sentence : Actually, I ~~pre~~ more prefer to living at home instead of living in Islamic boarding school.

3. Paragraph ~~Living in~~ Islamic Boarding School vs Home

Actually, I more prefer to living at home instead of living in Islamic boarding school. There are several reasons why I more prefer to life at home. The first is, living in boarding school is hard for me because you need to wake up early at least at 04.30 a.m. Furthermore, if you living in boarding school you need to prepare living cost. Then living in Islamic boarding school have so much ruler that you must obey. However, if you living at home, you can wake up anytime you want, and no one will bother you. Moreover, if you living at home you don't need living cost because everything is free. Then living at home doesn't have so much ruler that you must to ~~do~~ obey and you will feeling free. That's why I more prefer to stay at home instead of living in Islamic boarding school.

Subjek 2

1. Topic : Air Pollution 10
Type of paragraph : Descriptive Paragraph

2. Topic sentence : Air pollution is one of the problems that happened in many countries include Indonesia. 10
Air pollution is one of the big problems that happened in many countries especially in Indonesia.

3. Paragraph : 20

Air Pollution

Air pollution is one of the big problems that happened in many countries, especially in Indonesia. Air pollution usually happen in big cities like Jakarta, Bekasi, several cities in Kalimantan province, and many more. Air pollution happens usually in cities that have many factories. Air pollution also happened in cities that have many residents. Air pollution happens because there is a lot of factories that produce carbon~~s~~ that can essences that can cause pollution, for example, carbon di oxide. Air pollution also caused by many people with their vehicles. ~~People~~ Almost all of people ~~already~~ ^{have} and always using their motorbikes, cars, and other vehicles to go work, every day. That things can make the air dirtier. Air pollution causes many diseases that can happen in humans body, especially in their lungs. Air pollution also can make the cities change to be a terrible place because air pollution makes the cities look bad. Air pollution should be have solutions because air pollution will affect to many important things.

Subjek 3

1. Topic : Air Pollution 10
Type of paragraph : Definition Paragraph

2. Topic sentence : 10
Air pollution is a dirty air and ~~not healthy~~. the air is not healthy.

3. Paragraph : 20

Air Pollution is not Healthy.

Air pollution is a dirty air and the air is not healthy. Air Pollution occasioned by transportations smoke. Not only that Air Pollution also make a health problem, such as a cough, have a cold, skin cancer and etc. In the Air pollution be contained ~~substances~~ dangerous substance. If not handled the air pollution make damage cricles, and global warming. With the result that be needed ~~pres~~ as a ~~solution~~ exact solution, such a less employing transportations ~~be~~ make a pollution with a continue as a replacement with walk or bike.

Subjek 4

1. Topic : Air pollution 20
Type of paragraph : Problems.
2. Topic sentence : Air pollution is the biggest problems 20
which difficult in the city.

3. Paragraph

Air pollution in the city

Air pollution is the biggest problems which difficult in the city. Air pollution it's not about caused from Air vehicle but there a lot of factors. Air pollution is also gives many problems like health. People in the big city usually have problem health in lung caused bad Air quality and out of breath. we should can decrease Air pollution for better environment and health.

Subject 5

1. Topic : Living in Islamic boarding school vs living at home 20
Type of paragraph : Comparison paragraph
2. Topic sentence : There are three differences when we living in Islamic 15
boarding school and at home.

3. Paragraph

Differences Living in Islamic Boarding School and at Home

There are three differences when we living in Islamic boarding school and at home. Differ place, also different in rules. If we live in Islamic boarding school, we not back more than 9 ~~am~~ p.m. Whereas if we live at home, we can back to home at night. Culture of antre is indeed so already in Islamic boarding school. We must antre in few situations. For example in time breakfast, lunch, dinner, and take a bath. If we at home, we must not antre. At home if we will eat, we must not cook by self. However in Islamic boarding school, we must cook at the every time of eat. Living in Islamic boarding school can make we be autonomous.

Subject 6

1. Topic : What is meant by e-book? 20
Type of paragraph : Definition paragraph.
2. Topic sentence : What is meant by e-book? e-book is source for learning in online media. 20

3. Paragraph

e-book.

What is meant by e-book? e-book is source for learning in online media. in pandemic era e-book very important for student, because it's have many learning material. e-book is the alternative learning material in pandemic era. that's because e-book is convenient to use and we only need device such as laptop or smartphone. that's why e-book is important for student in pandemic era. 50

Subject 7

1. Topic : Living in Islamic boarding school vs Living at home 10
Type of paragraph : block style
2. Topic sentence : Living in Islamic school and living at home different between living in Islamic school and living at home. 20

3. Paragraph

Different between living in Islamic school and living at home. Is it same? As you know living in Islamic boarding school and at home so different. in the Islamic boarding school we are getting education about religion of Islamic. And then we get material about book of Jurumiah, Ushul Fiqih, and other else. People living around in Islamic boarding school call it "SANTRI" santri is a Islamic students. in Islamic boarding school we are get lesson about how to prayer, how to doing wudu, how to pronounce hijayan word and education of arabic. How about at home. Is it same? Of course not. at home we have spend time to do anything, sometimes we spend money or play game, and then we just sleep in the middle night until afternoon. at home sometimes we help our parent like shopping, cooking, clean the garden something like that.

Subject 8

1. Topic : Living in Islamic boarding school vs living at home
 Type of paragraph : comparasion / contrast paragraph 20

2. Topic sentence : I have been decide for study an Islamic boarding school when I final from elementary school until now. for me, when I tve in Islamic boarding school is ^{very} different than live at home. 20

3. Paragraph
In Islamic boarding school, I have a much friendr, from other city, beside that I must to share with other person. Whereas at home I am living not much people, so if I am at home for all my mine its for my self. When at Islamic boarding school I usually for something do together with friends, especially eat together, Ro'an, sleep together in same room with, and other activitler. But, in living at home, I do for something with ~~my self~~ alone, ~~and it makes me drossy~~. I like to am very like if I living at boarding school, I can study independent without parents, if I am at home, I will be a laazr child, and still depend for parents. In ~~ret~~ Islamic boarding school I to be able a religion lesson every day, not just it I am also study attitude. When at home, I am not accept its lesson everyday, and maybe when I not study at Islamic boarding school I will be a bad person because I will not controller. For me, I btm already ^{take} decide a good, because when I living in Islamic boarding school better than living at home. 35

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Subject 9

1. Topic : Living in Islamic boardingschool vs living at home
 Type of paragraph : Block style paragraph 10

2. Topic sentence : Living in Islamic boarding school more happiness than living at home 20

3. Paragraph
Living in two places it's very fun
living in Islamic boarding school or living at home is when I asked, to choose both of them I am very difficult to choose because if I living in Islamic boading school, I have many friend. if I living seldom friend but I like because I am very happy gather with my beloved family father, mother and my two siblings brother. however if I living Islamic boading school, I have much experiences as living at home as little experiecces. when I living in Islamic boading school I teach by teacher and ustad, we learn knowledge and religion education to improve our iman, than if I at home too practice lesson learned in Islamic boarding school and help parents, and I teach by My parents : father and mother. for rules both of them, same discipline and when living in Islamic boarding school I have much money than I at home less. Although, stil I much surplus and lack both of them. 25

Subject 10

1. Topic : Living in Islamic boarding school vs living at home. 20
 Type of paragraph : Comparing Paragraph

2. Topic sentence : Different life in Islamic boarding school with life at home. 15

3. Paragraph
Living in Islamic boarding school vs living at home

Different life in Islamic boarding school with life at home. I have been spend my time with study in boarding school. I feel that so many different between life in boarding school and life at home. In boarding school I have so many friends to talking and playing but when I at home I always feel lonely because I not have many friends. I always prayer on time in boarding school because my friends an I are pray together. Meanwhile when I at the home sometimes I do it by a few minutes ago. I feel when I in boarding school I always eat three times a day but when I at home I only eat once a day or when I feel really hungry. I think I have more a productive day when I life in boarding school than I life at home. That's the different of me when I live in Islamic boarding School and live at home.

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Subject 11

1. Topic : Learning Foreign Language 20
 Type of paragraph : Opinion Paragraph

2. Topic sentence : Learning Foreign language is international language the many learning in cicle Many people . 5

3. Paragraph
Learning foreign language

Learning foreign language is international language the many learning in cicle Many people . Many People the delight in because the also learning foreign language can easy for to work . Learnin Foreign language is very good . And also we are can understand the skill . ~~And~~ And than we are can learning with spirit . thank you .

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Subject 12

1. Topic : Learning Foreign Language W
Type of paragraph : Definition Paragraph

2. Topic sentence : Learning foreign language is very important to can communication with foreign person 10
15

3. Paragraph Learning Arabic language

Learning Arabic language as the same Al-Qur'an language. Arabic language consist of two, Modern arabic and Kuno Arabic. Modern arabic is language to use communication. Kuno arabic is language at the Al-Qur'an. Learn Arabic language can from where. In Arabic language we learn nahwu and shorof. Shorof is cange word in Arabic language. cange of fi'il madhi to fi'il mudhore'. In Arabic language we learn fi'il, fa'il and maf'ul bih. 35

Subject 13

1. Topic : Living in Purwokerto vs living in my village 20
Type of paragraph : Contrast

2. Topic sentence : In this paragraph I will to explain difference of living in purwokerto vs living in my village. 20

3. Paragraph In this paragraph I will to explain difference of living in Purwokerto vs living in my village. The difference is in my village the people is very friendly and to aid and in the purwokerto the people inclined busy to her self. In my village the price of the things trade is so cheap and in the purwokerto the price is so expensive. In my village the view is beautiful and many garden, wet rice field and in the purwokerto, what can I see just the tower is so high, and so many transportation in the road. How can I feel living in purwokerto or in my village is so many difference. And I to be better living in my village 4

Subject 14

NIM : 21911040410

1. Topic : Learning foreign language 20
 Type of paragraph : Problem

2. Topic sentence : Learning foreign language is the most grief. 10

3. Paragraph

Learning Foreign Language

Learning foreign language is the most grief. My opinion, not all people easy in learning foreign language, ds me. I not like learning foreign language but my parents to tell I learning foreign language. Say my parents, learning foreign language will useful in future. ~~My opinion, jawa language more easy~~ I'm not like learning foreign language because I ~~not~~ lazy learning grammar. My opinion, I tongue is tongue ~~people~~ Jawa people. 30
 So that I'm trouble in to speak foreign language. When I will learning foreign language, I afraid bully with my friends. So, I lazy to speeting foreign language.

Subject 15

NIM : 21911040410

1. Topic : What is meant by e-money? 20
 Type of paragraph : Definition Paragraph

2. Topic sentence : Electronic money is a means of payment in 20
 electronic form where the value of the money is stored in certain electronic media, usually transactions require an internet network because its use uses devices such as Smartphone or computer.

3. Paragraph

What is meant by e-money? ~~adly defined~~

Electronic money is an means of payment in electronic form where the value of the money is stored in certain electronic media, usually transactions require an internet network because its use uses devices such as Smart Phone or computer. Electronic money (e-money) is broadly defined as an electronic store of monetary value on a technical device that may be widely used for making payments to entitres other that the e-money issuer. The device acts as a prepaid bearer instrument which does not necessarily involve bank accounts in transactions.

Subject 16

1. Topic : Learning foreign Language 20
Type of paragraph : opinion

2. Topic sentence : Learning foreign Language is most important for our future 20

3. Paragraph

~~Learning foreign language is most important~~
Learning foreign language

Learning foreign language is most important for our future, especially English language. So many people learn English language for her life requirements, for example: job. So many enterprise that accept her employe who can speak English well. I think so, why learning foreign language is most important for our future, especially English language. We can see in our around circle example: scholarship. The scholarship have term one of write the essay use English language. We can see also in the university require a English lesson is obligatory lesson. That's why we must study English language because so many benefit for our benefit. Actually learning foreign language is easy, if we do be enjoy. 40

Subject 17

1. Topic : Living in Purwokerto vs living in my village 15
Type of paragraph : Comparison and Contrast Paragraph

2. Topic sentence : I have some differences between living in Purwokerto and living in my village. 20

3. Paragraph

Since 2021, I have been living in Purwokerto

because I have to study at my university, namely UIN SAIDU Purwokerto. In this city, I don't really understand with the language of Java. I always used Indonesian language to talk with everyone in Purwokerto. Every morning, I should to buy a good for breakfast. Sometimes, I also cooked good for breakfast. I like good in this city because the taste and the price is really good and cheap. In addition, this city is so aesthetic with the main of city, cafe, and the lamps of road that are piled so neat. Once a month, I always going to healing with my friends. So many tourist nature in this city. However, in my village namely Banjar, I always used Sundanese language for talking with everyone there. Every morning, I help my mother to cook a breakfast. The taste and price of good in my village are not really good and not really cheap. In addition, my village is not really aesthetic because the main of city is so bad, so rarely cafe here. In my village, I rarely going to vacation, because so rarely tourist place here. If we want to going to vacation or healing, we usually going to outside of my town, for example Pangandaran, Bandung, and Ciamis. 50

Subject 18

1. Topic : Living in Purwokerto vs living in my village 20
Type of paragraph : ~~contrast~~ Contrast Paragraph

2. Topic sentence : Living in Purwokerto so many different with my village. The different is that charm, food, and life style 20

3. Paragraph

When I came in Purwokerto I feel so different with my village. I am living in Purwokerto because I am student in UIN SAIZU. First time, the charm in Purwokerto it's so cool meanwhile in my village it's so warm and ~~my~~ place in Purwokerto it's so modern. But in my village still in Traditional for example place in Purwokerto modern: Rika Mall, Park, and Teratai tower.

In Purwokerto many delicious food for example mendoan, Gemprek, and many drink boba tea all variant. And then life style people in Purwokerto ~~is~~ most modern, ~~is~~ last night in Purwokerto many people came to Mall or park with friends or family and in street to protect people meanwhile in my village the people stay at home and in street lonely people. So this is the difference living in Purwokerto and my village. 40

Subject 19

1. Topic : Learning foreign language 20
Type of paragraph : Opinion Paragraph

2. Topic sentence : Learn English language is not a something interest for have lot of people whereas that important because that is a international language. 20

3. Paragraph

Learn English language.

Learn foreign language is not a something interest for have lot of people. Because they are think learn foreign language is difficult. The example learn English language, I think that is not difficult thing if want to study hard. Learn English language aside from school can too get in prival learn, technology as search in internet or try alone.

English language is In my opinion learn English language is important because that is a international language. If can speak English so ~~more easy~~ easier to speak with all people (foreign). Job opportunity to English language is so wide. Many fortune if know English language.

Subject 20

1. Topic : Living in Purwokerto vs living in my village 10
Type of paragraph : Opinion Paragraph

2. Topic sentence : _____
Living in Purwokerto included the city if versus in my village have a comparison. 15

3. Paragraph Living in Purwokerto vs living in my village

Purwokerto included the city if versus in my village have a comparison as price food and fashion, life style and the situation. If see from the price food, food in Purwokerto expensive enough, if versus in my village. In spite of price food in Purwokerto cheap enough if versus other city. Life style in Purwokerto too expensive and then people live in city usually to follow live ~~style~~ style in city. Situation in Purwokerto versus in my village more than too calm in my village. At the moment morning, in my village not yet hear noise the motorcycle. In spite of in Purwokerto still morning have hear the noise the motorcycle 'cause too much people go to work in the morning. 20

Subject 21

1. Topic : Global warming 5
Type of paragraph : Narrative paragraph

2. Topic sentence : It's such a highest temperature day I ~~had~~ feel in my whole life. 5

3. Paragraph It's such a highest temperature day

I feel in my whole life. The temperature have been increasing since ~~start~~ last night, till I took off my cloths when I was sleeping. I have taken twice bath this morning, after sleeping and before going to ~~the~~ ^{my} school. In the school, teacher said that today's increasing temperature is happened because of global warming. The rubbish burning. He said, is one of big reason of global warming. My mother always asks me to burn our home rubbish. I ask me my self, how if this hot day is occurred because of me? In the home after school, my mother asks me to burn the rubbish like usual. I'm not rejecting but I know what to do. I don't want to feel another hot day in the rest of my life. 20

Subject 22

1. Topic : Reading Printed book vs reading e-book. 20
Type of paragraph : Compare and contrast paragraph.

2. Topic sentence : Reading the book is a activity read the book like a printed book or e-book in everywhere and ~~the~~ purpose is a to add the knowledge. 10
↳ the either

3. Paragraph
Reading The Book
Reading the book is a activity read the book like a printed book or e-book in everywhere and the either purpose is a to add the knowledge. In the right now reading the book is a usual case like a printed book or e-book. With printed book we read the book use the straight book like a library or in the school. However But the e-book, we can use the handphone, computer or the ^{the} electronic materials. And reading the e-book can do also can do in everywhere and everywhere. In spite of the ~~purpose~~ same purpose that is reading the book. 35

Subject 23

1. Topic : Global warming 5
Type of paragraph : Narrative

2. Topic sentence : Problems global warming in the earthly life 5

3. Paragraph
Global Warming
problem global warming in the earthly life at present very wickedness, weather in the world not ever permanently, if one place summer will very hot, obese science which settled to call public too few electronic long time, quality from long time is use laptop long time finished laptop please shut down, because too less 20

Subject 24

1. Topic : Reading printed book vs reading e-book 20
- Type of paragraph : Contrast
2. Topic sentence : The reading printed book contrast with reading e-book 10
3. Paragraph
- ① How this country is a little user printed book. ② Because if you want bring some printed book, you must use large bag for the book. ③ And now for search printed book so difficulty and usually expensive. ④ E-book or electronic book very many people use that. ⑤ Because e-book very simple if you bring go to some place and can use in everywhere. ⑥ If you want search some book you just click google and write title your book, no until five minutes your book here there it. ⑦ However, if you forget about your file e-book, usually delete. ⑧ So e-book and printed book very many different in our life. 30

Subject 25

1. Topic : What is meant by e-dictionary?
- Type of paragraph : Descriptive Paragraph
2. Topic sentence : The reason why we should use e-dictionary
3. Paragraph
- E-dictionary is very important for student.
- We can access e-dictionary anytime and anywhere we need it.
- There ~~are~~ is very much apps in our handphone that we can use. Or we can access e-dictionary ~~is~~ from google translate. Some apps give many feature. First, E-dictionary is more practical. We can find many words for a minute. Second, E-dictionary don't need many space because we can access it from our handphone.

Subject 26

1. Topic : Reading Printed book VS Reading e-book
Type of paragraph : comparison and contrast Paragraph

2. Topic sentence : Reading is activity to know something, that we do to improve our knowledge. Reading is important, because we should do that actually for students. 10

3. Paragraph
Reading printed book VS Reading e-book
Reading is activity to know something, that we do to improve our knowledge. Reading is important, because it we should do that actually for students. But in 2022 there are so many ways to access it. In printed ~~book~~ book or in e-book, there's a lot of different about that. In printed book, we can be feel the signature of reading, whereas in e-book we just scrolling-scrolling the screen, we can't feel that. Printed book is not simple because we should bring that things, if the book is big we not bring the book, of course we can't reading. However, e-book is simpler than printed book, because we can reading in ~~every~~ anytime and anywhere, we just should open via handphone. In printed book we must buy the book or fotocopy, for use in hardfile. However, in e-book we just open in soft file. So those are different between reading printed book and reading e-book, the important things is we must reading to improve our knowledge. 50

Subject 27

1. Topic : Reading Printed book VS reading e-book 10
Type of paragraph : ~~comparison~~ Descriptive

2. Topic sentence : ~~Changes changes~~ teknologi
changes technology in new era 5

3. Paragraph
Change teknologi in new era is so thing is usually, because
IF not there is change ~~teknologi~~ technology in new era modern, then not advanced. Because with change era teknologi to easy easy human do it sometime. example is formerly people reading book only us book but now people can us reading too can us e-book in handphone and teknologi other. that is information so more easy in ~~thing~~ about things. 20

Subject 28

1. Topic : Reading printed book vs reading e-book 20
 Type of paragraph : Comparison paragraph

2. Topic sentence : In this time, reading can do it everywhere and everytime because many access for reading, you can reading printed book or reading e book. 20
15

3. Paragraph

In compliance time, technologi already

progress, Reading not only do it with printed book, Now reading can do it with handphone by open the e-book, E-book can ~~g~~ access by every people, every where and every time, Of course, e-book very facilitate to every people. With e-book, anyone can searching key words ~~and~~ ^{and} apper what you search. ~~the transtate, Whereas printed book, anyone can searching the transtate by look for word by word, Aced a much time to searching the transtate with printed book, anyone.~~ With e book, reading will be interesting because In e book be able some pictures, Wherear printed book, sometime not able some picture so make the readers bored. Now already acces for reading, you can reading by printed book or e-book. 30

Subject 29

1. Topic : Global warming 5
 Type of paragraph : Definition Paragraph

2. Topic sentence : Covid 19 5

3. Paragraph

Covid -19

At Year 2020 in world to find warming of covid-19 to kill. At firming it whole world hit to thump of Covid-19. Wich one to thump of covid 19 is Indonesia, in state Indonesia own very much to thump negative of covid-19 is the combined work, students, etc. To thump to hit in the students is disturbed activity ~~the~~ school. wich usual school at ~~the~~ class. ~~The~~ Since are covid-19, School to change to use handphone, and class is online. 20

Subject 30

1. Topic : Reading printed book vs reading e-book 20
Type of paragraph : Contrasting
2. Topic sentence : Explain about contrasting between reading printed book vs reading e-book. 15

3. Paragraph

In reading printed book very
many more and a shortage of. One more is, easy
reading, because can open whenever you want. Easy
rough of the book. Nothing use application and we
network for login in application, you can direct open
the book. But, there is under communication, one
example is the book easy dirty, worn-out, torn
and many more. While reading e-book, is book
basic application, file, soft file or book in handphone.
Easy reading because not need printed book. But,
sometimes will be soft file in book in the thing with
fake because nothing license from author. Until very
many people in the thing more than reading book illegal
better better than legal. If will be know. then you
so you can law. So don't be reading a book the
thing which illegal. So in the end is, all book in
the same for we read so that smart and you
can get knowledge. 35