

**Errors of Articles in the Review Composition Written by the
Writing IV Students**

A Thesis

As a Partial Fulfillment of the Requirement
For the Sarjana Pendidikan Degree in
English Language Teaching



By:

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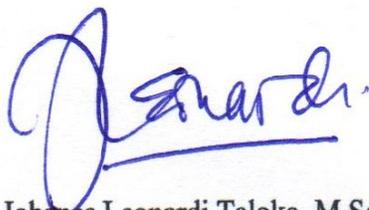
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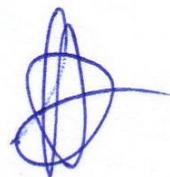


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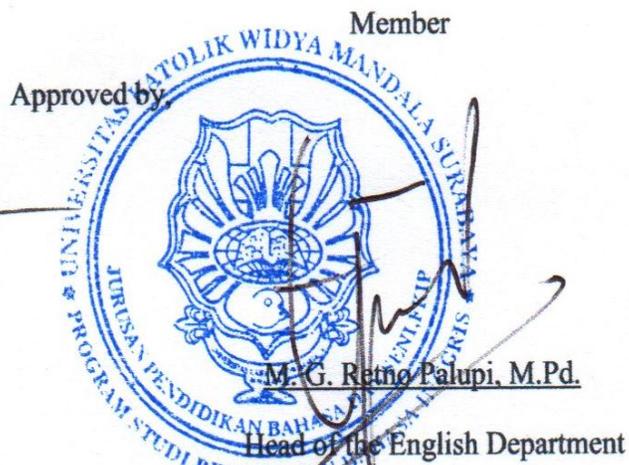
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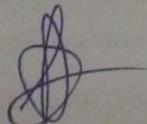
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ACKNOWLEDGMENTS

Firstly, the writer would like to express her gratitude to beloved God who has blessed him to finish his thesis from the beginning until the end. Secondly, the writer would like to express his gratitude to the people who have given their time to guide and help him in finishing his thesis. Without their supports, the writer would have been able to finish his thesis:

1. P. Hady Sutris Winarlim, M.Sc., the writer's advisor who has guided and given his valuable suggestion and idea during his busy days reviewing the writer's thesis.
2. Siti Mina Tamah, Ph.D., Dr. V. Luluk Prijambodo, M.Pd., and Prof. Dr. Agustinus Ngadiman, The Writing IV lecturers, who have provided the writer with the data for his thesis.
3. All lecturers of the English Department of Widya Mandala Catholic University Surabaya for their guidance during his studies.
4. Timmy Ardian Roring, the writer's triangulator who has given his valuable time helping the writer analyze the students' work.
5. The writer's beloved parents who have always supported the writer in finishing his thesis and his studies in Widya Mandala Catholic University Surabaya.
6. The writer's friends who have always supported the writer by giving ideas and mental supports to finish his thesis.

Without their support, the writer would have been able to finish his thesis.

The Writer

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ABSTRACT

Richard, Imanuel. J. 2016. Errors of Articles in the Review Composition Written by the Writing IV Students.S1 Thesis. Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya, 2016. Advisor: P. Hady Sutris Winarlim, M.Sc.

Key terms: article errors, error analysis, review writings

Language is a means of communication. With language, people can express their ideas, thoughts, and feelings. English, in this case, has become an international language that is used in many countries. In Indonesia, English is a foreign language. When learning a foreign language, people often face interference. Errors in articles are quiet regularly made. Review, one of the genres in writing, has been taught in senior high school. One of the significant lexicogrammatical features of review writings is the use of articles. Therefore, the writer would like to find out the students' learning problems of articles in review writings and kinds of error that they make.

This study is descriptive in native. The data used in this study are articles and error analysis; the types of error on the use of articles, the types of articles on which the errors occurred, and the sources of the errors. The purpose of this study is to find out the types of article errors made by the fourth semester English Department students of Widya Mandala Catholic University Surabaya in their review writings, the types of articles on which the students often made errors, and their sources. The result of the research shows that the most frequent errors made by the fourth semester English Department Students of Widya Mandala Catholic University in their review writing are errors of omission with 85 occurrences (61.15%), errors of addition at the second place with 33 occurrences (23.74%), and errors of substitution with 21 occurrences (15.10%). The writer also found that the errors occurred in the three types of article, the article *a* becomes the most problematic articles with 89 errors (64.02%), article *the* with 35 errors (25.17%), and article *an* with 15 errors (10.79%).The result shows that the most frequent source of errors are L1 interference with 89 occurrences (48.63%), ignorance of the rule restrictions with 47 occurrences (25.68 %), and false concepts hypothesized with 49 occurrences (26.77 %).

The suggestion of the research finding in the teaching of review writing is to anticipate the making of the errors by emphasizing the differences between the native language and the target language to overcome the errors.