



An Error Analysis Of Article System: A Case Of ESP Students

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Abstract. Analyzing errors is very important for ESP students because they can relate to their work, it also provides ESP students with corrections Errors in learning behavior. This research aimed to investigate the errors, the most prominent type, and the causes of errors in using English articles in academic writing. The Researcher examined the academic writing by the ESP students. The researchers use an analytical parameter developed based on Biber et al. (1999) to analyze article errors. The causes of errors were obtained through a questionnaire developed based on the categories proposed by Brown (2007). After analyzing the data, the Researcher found 30 errors in Addition, Omission, and substitution categories. The most prominent type of Error is omission error, with a frequency of 293 occurrences or 76%. The main type of omission error is an omission of the definite article "the" before nouns or noun phrases. In contrast, the major cause of errors is mother tongue influence, with an average mean of 4.17 in the questionnaire responses. This study's findings indicate the need for teaching strategies and materials to prevent common article usage errors.

Keywords: Error Analysis, English Article System, ESP Students

Abstrak. Menganalisis kesalahan pada tulisan sangat penting bagi mahasiswa ESP karena kesalahan pada tulisan tersebut dapat dikaitkan dengan hasil tugas mereka, dan juga memberikan koreksi bagi mahasiswa ESP atas kesalahan dalam perilaku belajar. Penelitian ini bertujuan untuk menyelidiki kesalahan penulisan pada penggunaan imbuhan dalam bahasa Inggris, jenis kesalahan yang paling menonjol, dan penyebab kesalahan dalam penggunaan imbuhan bahasa Inggris dalam penulisan akademis. Peneliti meneliti penulisan akademis oleh mahasiswa ESP. Peneliti menggunakan parameter analisis yang dikembangkan oleh Biber et al. (1999) untuk menganalisis kesalahan imbuhan. Penyebab kesalahan diperoleh melalui kuesioner yang dikembangkan berdasarkan kategori yang diusulkan oleh Brown (2007). Setelah menganalisis data, Peneliti menemukan 30 kesalahan dalam kategori Penambahan, Penghilangan, dan Substitusi. Jenis kesalahan yang paling menonjol adalah kesalahan penghilangan, dengan frekuensi 293 atau 76%. Jenis kesalahan penghilangan yang utama adalah penghilangan artikel pasti "the" sebelum kata benda atau frasa kata benda. Sebaliknya, penyebab utama kesalahan adalah pengaruh bahasa ibu, dengan rata-rata 4,17 dalam respons kuesioner. Temuan penelitian ini menunjukkan perlunya strategi dan materi pengajaran untuk mencegah kesalahan umum dalam penggunaan artikel.

Kata kunci: Kesalahan Penulisan, Imbuhan Bahasa Inggris, Mahasiswa ESP

1. INTRODUCTION

ESP students typically take longer to acquire articles than other English grammar forms in the learning process (K. Kim & Lakshmanan, 2008; Sugene Kim, 2018). They may never fully acquire this functional category (Kwame & Westergaard, 2020). Master (1997), as cited by Ahmad and Khan (2021), shows that foreign-born learners have difficulty correctly understanding and using English articles. Written or spoken Indonesian does not have an article system. Therefore, ESP students still make errors when using articles in Indonesia. Linguists have been trying to figure out what exactly accounts for the article errors made by ESP students for decades. Even advanced learners with High proficiency in spoken and written English have

difficulty using articles (K. . Kim & Lakshmanan, 2008; Sanghee Kim & Song, 2020). Some ESP students may reach a stage of fossilization in their mother tongue, in which case they cannot understand the senses of articles and are unaware when they make English article errors.

Dulay et al. (1982) cited by Pasaribu (2021) stated that ESP/ESL learners having no article in their mother language tend to create errors in using articles. Besides, Miller (2005), as quoted by Eng et al. (2020), states that the English article system provokes many problems for non-native English speakers, especially when they have no equivalent in their first language. Furthermore, nearly all writing produced by non-native English speakers will often exhibit three signs that the author is working in English: choice of tense and aspect, agreement of subject and verb, and use of articles (*the, a, an*). The English article system is part of the determiner functioning to determine the types of sentences, references, and nouns in writing Biber et al., (1999) .

According to Parrot (2000) and Lawan Ismail (2019), the articles are broad determiners, used as determinants of words or phrases and as information signals that tell us about a quantity in the text. Barrett and Chen (2011) stated that using articles supports the reader's understanding of the writer's writing. Articles can also help readers to find the location of the noun or phrase in the text. The most common determiners are *the, a, and an* to signify definite and indefinite meanings in a sentence. However, when no determiner occurs before a noun, it is known as zero articles Biber et al., (1999). The articles are the most frequent English words (Fry et al., 1993; Supiani et al., 2021). According to Master (1997) and Supiani et al., (2021) the article is mainly English, the fifth word that regularly appears in English is articles *a and an*. Berry (1991) cited by Chabok & Khodareza (2017) expressed that Almost nine percent of English texts contain articles *a and an*.

While thorough proofreading can often address verb difficulties and eliminate Agreement flaws and problems with articles usually persist. Because articles are one of the top five most used terms in the English language (Chabok & Khodareza, 2017; Master, 2002), errors in this area are evident to native speakers. Hence, it can be concluded that ESP students' often make errors in using the articles because the ESP students do not have any article System in their mother language. Using the English article system in writing is essential as an article identifies the numeric aspect of the noun in English sentences (Chabok & Khodareza, 2017; Master, 2002).

Miller (2005) mentioned that several aspects make the students have difficulties using the article system: Nouns are classified as countable or uncountable in English. Uncountable nouns such as *mud or information* countable nouns such as tables or

children cannot be made plural. ESP students must understand that countability is a linguistic category rather than a practical one. This variation in forms poses difficulties for the student, especially given the rising usage of historically uncountable nouns in the plural, such as *knowledge or behavior* in many academic subjects. According to Miller (2005), another difficulty is that some English nouns, such as experience, can be countable or uncountable depending on their meaning. For example, we could compare someone's vacation experiences in Bali to their experience level with a problematic computer program. In conclusion, ESP students had difficulty using the English article system because they were confused about how native English speakers treat nouns that might be countable or uncountable, depending on context. Master (2002) in Chabok & Khodareza (2017) describe those three principles that cause errors in the English article system. The first is because the article is one of English's most frequently occurring function words and has its own rules for placing it in a sentence. When implemented into a sentence, it is considered problematic. The two errors in placement, according to their functions in different articles a, an, and the, thus make ESP students often make errors in writing. Finally, the English article system stops in the function of one morpheme, confusing ESP students to find the part of the sentence individually.

In the case of articles, difficulties found the novelty of the meanings and concepts of the language (Ahmad & Khan, 2021; Pienemann, 1998). ESP students think that the use of articles in English can be different because of universal language development and the influence of their first language, which does not have the concept of an English article. From some of these difficulties, it can be said that errors in implementing the English article system can affect writing in academic writing.

Brown (2007) lists four causes of errors in ESP students, and the first is interference transfer. In this aspect, the influence of the mother language causes the Error. The second is that the intralingual transfer caused by the language input does not follow the target language's rules. Third, in the context of learning, errors are caused because language learning materials in class are not delivered properly. The last aspect, the communicative strategy, refers to intentionally omitted words to reduce the number of words the writer/speaker considers normal.

The Omission of meaning can cause errors in an article. As Lyons and B., (2009) quoted by Husin and Nurbayani (2017), academic writing has at least two principles: clarity and honesty. The clarity of grammar can help attain the intended meaning, grammar can be referred to as a language theory (Gerot & Wignell, 1995; Mahdi, 2017). Understanding grammar is the

same as understanding the correct structure, and grammar is defined to understand a language. The use of articles must be accurate, as not to affect the function of other words and the sentence's meaning is correct. Although native speakers are unaffected by English article systems in writing, and errors do not frequently obstruct communication, learners believe that the effort required to master the technique is not proportionate to the benefits gained (Chabok & Khodareza, 2017; Master, 1997).

However, for academic writing, a higher level of correctness is necessary. The right article indicates linguistic mastery and exactness in thinking and expression (Miller, 2005). Incomplete control [the use of articles] may rESpect imperfect knowledge, giving the impression that the writer of a university essay or academic paper does not thoroughly understand the subject (Ahmad & Khan, 2021; Master, 1997). Despite the widespread belief that incorrect article usage does not impair readers' comprehension, the reader's imperfect knowledge of article usage is visible and may cause some distraction. Readers may hold an unfavorable opinion of the writer if they deviate from the articles' standard use or fail to write accurately (Albrecht, 2021; Assogba, 2002).

It is important when students plan to upload academic writing on a global scale and in English; as a result, students must address and minimize flaws in their English. Otherwise, readers may perceive them negatively and believe that foreign writers are incompetent due to a lack of basic knowledge of proper article usage. Error Analysis is beneficial for educators to improve learning materials in Academic writing classes assess the extent of ESP students' understanding of English writing (Jabeen & Kazemian, 2015). Corder (1967) expressed his opinion about error analysis that there are at least three critical aspects of why error analysis should be carried out; a) For teachers, Error analysis is used to find out the student's learning progress in learning English, b) Error analysis is beneficial for researchers to find out about how the language is learned or obtained by ESP students and with what strategies and procedures, c) error analysis is input for students learning English.

In Addition, Corder (1967) also mentioned that error analysis works to find out the material needs for ESP students. Therefore, the teacher can use it as input in designing the syllabus. This study only analyzes the errors in using articles in unmarked thesis proposals of ESP students. Thus, the Researcher can see the authenticity of the writing compiled by the ESP students. Error analysis can help ESP students to correct the incorrect part in their writing, and then they can take the results of error analysis as a reference not to repeat the errors (Müller,

2021). The Researcher in her preliminary analysis discovered 230 grammatical errors made by ESP students in 5 archive unmarked thesis proposals in 2022/2023. Therefore, the Researcher is interested in exploring errors made by ESP students, but the data of this study is the most recent archive of the thesis proposal in the academic years 2023/2024. The Researcher focused on errors made by students in the use of the English article system because most ESP students tend to ignore or overuse articles, resulting in errors.

Furthermore, the English article system is a critical grammatical component in writing (Master, 1997). Articles can help students write better, mainly when writing a thesis. In Addition, the Ministry of Education and Culture in Indonesia said that students must master the materials in academic writing courses. This regulation is attached to the university curriculum, which offers research methodology and academic writing techniques. Both systems are critical because Indonesian ESP students struggle with academic writing skills compared to Malaysian, Australian, and European students (Husin & Nurbayani, 2017).

Several previous studies conducted an overall analysis on ESP students, but none of the previous researchers focused on the English article system, especially on ESP students' writing. Furthermore, the previous researchers found that errors in ESP students' writing follow what was said by experts in general, such as Omission, Addition, substitution, overgeneralization, etc. it differs from the findings of this study which found 25 types of errors written by ESP students. Furthermore, the findings on what causes the occurrence were also obtained following what was found by ESP students. According to Hikmah (2020), the omission and addition errors in English text, especially in English article systems made by L2 students, must be found. Another researcher analyzed the Error of articles from Pasaribu (2021) his study investigates the difficulties in the acquisition and use of English articles. The misuse of articles does not encourage teachers to help their students improve their general writing skills. The fact is that articles are both a difficult concept for Indonesian learners and a critical concept to master to use the language effectively.

2. METHODS

This research belongs to quantitative descriptive because it aims to describe the phenomena in the data. According to Creswell and Miller (2017), quantitative research produces the data and information obtained in statistical figures. Quantitative analysis is classified into three forms: descriptive, experimental, and causal-comparative (Apuke, 2017). The Researcher analyzed the unmarked thesis proposals written by ESP students for errors in the English article system. Errors can be analyzed through several stages: 1) Identifying 2)

Classifying After identifying the errors, the researchers classified them into their categories. This study used the error analysis procedure proposed by Ellis (1994), which is based on (Corder, 1967). In terms of analyzing errors in the writings of ESP students, Ellis (1994) categorized the errors into three categories: Omission, Addition, and substitution. In Addition, to know the causes of Error, the Researcher used a questionnaire designed based on (Brown 2007). The Researcher employs Ellis (1994) theory to analyze errors in the thesis proposals because his theory clearly explains how to find errors in a ESP students' writing. For the causes of errors, the Researcher used the theory based on Brown (2007) about the causes of errors in ESP students' writing. While for analytical parameters are used to analyze the error type in the ESP students' English article system. Analytical parameters are based on Biber's et al. (1999) categorization of the English article system.

3. RESULTS AND DISCUSSION

Table 1. Total of error in thesis proposals

NO	Categories of Error	Frequencies of error	Percentage of error
1.	Addition Error	87	22%
2.	Omission Error	293	76%
3.	Substitution Error	8	2%
TOTAL		388	100%

The Researcher found 30 errors in the graduate student's thesis proposals. They are categorized into Addition, Omission, and Substitution errors.. The Researcher found ten types of Addition errors, such as 1) Addition "*the*" before the adjective, 2) Addition "*the*" before adverb, 3) Addition "*the*" before plurals noun 4) Addition "*the*" before noun in unspecific reference 5) Addition "*the*" before abstract noun 6) Addition "*an*" before an uncountable noun, 7) Addition "*an*" before verb 8) Addition "*an*" before adjective 9) Addition "*a*" before uncountable noun 10) Addition "*a*" before adjective. In Omission, the Researcher found 1) Omission "*a*" in specific reference 2) Omission "*a*" before noun phrase in specific reference 3) Omission "*a*" in unspecific reference 4) Omission "*a*" before noun phrase in unspecific reference 5) Omission "*a*" in classifying or generic 6) Omission "*a*" in before noun phrase classifying or generic 7) Omission "*an*" in specific reference 8) Omission "*an*" before noun phrase in specific reference 9) Omission "*an*" in unspecific reference 10) Omission "*the*" before superlative 11) Omission "*the*" before ordinal number 12) Omission "*the*" in anaphoric use of "*the*" 13) Omission "*the*" before noun phrase in anaphoric use of "*the*" 14) Omission "*the*" in Indirect

anaphoric 15) Omission *"the"* in Cataphoric 16) Omission *"the"* before noun phrase in Cataphoric 17) Omission *"the"* in situation the use of *"the"* 18) Omission *"the"* before noun phrase in situation the use of *"the"*.

Lastly the Substitution errors include; 1) Substitution *"a"* instead *"the"* in specific reference and 2) Substitution *"the"* instead *"a"* in unspecific reference There are 388 errors in 12 thesis proposals; 388 errors are divided into 30 types of errors. The first finding is in the addition category. The Researcher found 87 errors, 22%, and 10 types of errors in Addition. The Addition is caused by unnecessary items/words in the sentence (Ellis, 1994). The Addition was the second most frequent Error in thesis proposals. Pasaribu (2021) found the second-highest frequency of errors in Addition. According to Pasaribu (2021), when ESP learners add unnecessary words/items in the target language, often occur due to interference from the target language. Furthermore, the subcategory of unspecific reference error is divided into 2 types: before the noun and noun phrase. In this subcategory, the Researcher found errors in the addition and omission categories, such as *Addition "the " before noun in unspecific reference* with 23 frequency of errors. ESP students applied the definite article to unspecified nouns, causing the Addition Error. *Omission, "a" in unspecific reference* with a frequency of 15 and 5% of errors, *Omission "a" before noun phrases in unspecific reference* with a frequency of 19 with 6%. and *Omission "an" in unspecific reference* with a frequency of 8 with 3%. According to Biber et al. (1999) indefinite articles are used before unspecified nouns. *The English Language*.

The definite article *"the"* is also used for noun/noun phrases whose entities are known in the sentence; therefore, using it in the unspecific reference category is incorrect. The second Error in this category is the *Addition of "the " before an abstract noun*, with frequencies 15. ESP students omit the article *"the " before the abstract noun*. Biber et al. (1999) defined abstract nouns as non-physical thoughts, love, honesty, knowledge, education, and friendship were examples. Since most abstract nouns cannot be numbered, there is no need to use the article while writing or speaking (zero articles) In specific reference error was found on *Omission "a" in specific reference* with 33 frequency of Error, *Omission "a" before noun phrase in specific reference* with 19 frequencies of Error, *Omission "an" in specific reference* with 8 frequencies of Error, *Omission "an" before noun phrase in specific reference* with 8 frequencies of Error, and the last *Substitution "a" instead "the" in specific reference* with 2 frequencies of Error. In *Anaphoric use of "the"* the study discovered that ESP students do not omit the definite article *"the"* before nouns or noun phrases. Biber et al (1999) define *anaphoric use of "the"* as referring to the previous sentence.

When a noun refers to a sentence after it, there is a *cataphoric error in the use of "the"* (Biber et al., 1999). The Researcher discovered 39 frequencies of errors before nouns and three frequencies of errors before noun phrases; for the noun or noun phrase stated after with 8 frequencies of Error, and the last *Substitution "a" instead "the" in specific reference* with 2 frequencies of Error. the Error in *Substitution "a" instead "the" in specific reference*. In this case ESP students use the indefinite article *"a"* in the sentences whearby the entity is known and omit the countable noun. Biber et al (1999) define

anaphoric use of "the" as referring to the previous sentence. There are 64 frequencies of omission errors in the anaphoric use of *"the"* and 8 frequencies of omission errors in noun phrases. ESP students don't omit *"the"* before nouns and noun phrases known at the beginning. When a noun refers to a sentence after it, there is a *cataphoric error in using "the"* (Biber et al., 1999). The Researcher discovered 39 frequencies of errors before nouns and three frequencies of errors before noun phrases; for the noun or noun phrase stated after The omission category is the most common type of Error in unmarked thesis proposals.

The Researcher detected 15 types of omission errors in this study. Such as 1) specific reference, 2) noun phrase in specific reference, 3) unspecific reference, 4) noun phrase in unspecific reference, 5) classifying or generic the use of "a.", 6) noun phrase classifying or generic the use of "a.", 7) superlative, 8) ordinal number, 9) anaphoric use of "the", 10) noun phrase in anaphoric use of "the", 11) Indirect anaphoric, 12) Cataphoric, 13) noun phrase in Cataphoric, 14) situation the use of "the", 15) noun phrase in situation the use of "the". In Anaphoric errors, ESP students did not add the article *"the"* when the noun used it first, then the entity was previously known. The second category is *Omission "the" in situation the use of "the"*. According to Biber et al., (1999) definite article *the* is used because an entity is known in a situation, either directly or indirectly. The following error category is *cataphoric*. Anaphoric explains the previous sentence, whereas cataphoric explains the following sentence. It is determined by anything in the text, especially if there is a sign { } in the sentence, according to Biber et al (1999).

Table 2. Results of questionnaire

NO	CAUSES OF ERROR IN THESIS PROPOSALS	TOTAL	x	Mean	Mode	S. D
1.	I make errors in English because of interference from my mother tongue (Indonesian)	39	3.25	3	4	1.288
2.	I make errors in the English article system because my first language doesn't have the articles	44	3.67	4	3	0.985
3.	In my mother tongue, when writing a singular noun starting with a consonant sound, it is unnecessary to use "a"	44	3.67	4	4	0.985
4.	In my mother tongue, when writing a singular noun starting with a vowel sound, it is unnecessary to use "an"	47	3.92	4	4	0.793
5.	In my mother tongue, when referring to specific noun (s), it is unnecessary to use "the". The people already know a noun, the people don't need to use an article like "the"	50	4.17	4	4	0.718
Total x of Interlingual of mother tongue			3.73			
1.	I face difficulties in pronouncing and writing English words and sentences	34	2.83	3	2	1.115

2.	I make errors because of lack of understanding in the english grammar	45	3.75	4	4	0.866
3.	I made errors because of lack of understanding in using the english article system	35	2.92	3	3	0.900
4.	I translated what I write from my mother tongue to english regardless of the English article system	37	3.08	3	4	1.084
5.	Articles are not very important, so I prefer to think about vocabulary and meaning	29	2.42	2	2	0.996
Total x of Intralingual transfer						3.00
1.	I make errors because, I copy from incorrect sources	37	3.08	3	3	0.793
2.	I make errors because of the misleading explanation	40	3.33	3	4	0.778
3.	The subject matter (i.e definite, indefinite, and zero articles) was not explicitly taught in the academic writing class	37	3.08	3	3	0.900
4.	English articles are too complicated. I'll never learn them	24	2.00	2	2	0.603
5.	In academic writing classes, we were taught articles but articles were not as important as vocabulary and other aspects of grammar	30	2.50	3	2	0.905
6.	The lecturer didn't explain the function of the articles	35	2.92	3	3	1.240
7.	In academic writing classes, the lecturer didn't provide corrections when I made errors in writing.	33	2.75	3	3	0.866
Total x of Context of learning						2.80
1.	When writing in english, the article system does not need to be considered	28	2.33	2	2	1.073
2.	When listening to English, it is difficult to hear small words like "a" and "the"	27	2.25	2	2	0.866
3.	When my academic writing paper was read, the reader ignored the erros.	37	3.08	3	3	0.793
4.	It's too hard to remember all the rules of the article system	37	3.08	3	3	0.900
5.	When I write in English, the errors in the use of articles do not affect the meaning that I want to convey to the reader.	39	3.25	3	4	1.215
Total x of Communicative strategy						2.79

Furthermore, the cause of errors in the graduate student's thesis proposals is a lack of understanding of English grammar material in class. The statement in the questionnaire supports this. *I make errors because of a lack of knowledge in the English grammar* with the mean ($X= 45$). The cause of this issue is that the addition of articles should not be used in the

phrase. Mahardika (2021), stated that intralingual transfer was caused by a lack of competence in the target language studied when students applied the wrong structure to the target language. In Addition, Al Husban (2018) explains that learning a language is the same as forming a new habit, so the old habits in the mother tongue are still attached when learning a foreign language. In this study, errors made by ESP students were also caused **by improper application of rules, ignorance of rules, and overgeneralization**. ESP students find it challenging to correctly use the English articles system because there are many regulations variations in meaning based on context and many exceptions to the rule.

Furthermore, the cause of the Error is due to an error in the explanation given by the lecturer in the application of the article. This is under the statements in the context of the learning category, ***I make errors because of the misleading explanation*** with the mean (X=40). The last causes for ESP students' writing errors. ESP students believe minor errors don't matter. According to Master (1999), article errors can reduce the value of reading. Based on the study's findings in the statement, ***When I write in English, the errors in using articles do not affect the meaning that I want to convey to the reader*** (X= 3.25). Furthermore, ESP students purposefully modify or remove grammar in phrases to appear more communicative. Readers do not notice minor errors like that, but they might affect writing errors since the sentence's meaning is missed. Wisdom (2020) mentions a lack of comprehension of English grammar as a source of Error. ESP students incorrectly use definite or indefinite articles in sentences or add definite articles to unspecific references. The definite article is used in specific sentences with a known entity. Karim et al. (2018) found a similar phenomenon, with students putting ***"the"*** before English at the beginning of sentences; the teacher taught them to put ***"the"*** before English. But they don't distinguish between ***"English Language"*** and ***"English Nationalities"***, it is remarkable how little students understand article usage. The Researcher noted first language interference in various elements that produce ESP students' writing errors. When trying to learn a new habit, such as learning English, the old habit interferes, allowing for mother tongue interference. One reason is that ESP students translate their first-language sentences into the target language. The cause of this error is similar to the previous issue of first language interference. Students must avoid this, and lecturers should be more selective when commenting.

4. CONCLUSION

In conclusion, the types and errors ESP students make differ depending on the difficulties they experience. The researchers found 30 types of errors, which fall under three

main categories: Omission, Addition, and substitution. Several factors cause the errors. The first is mother tongue influence. In the Indonesian grammatical system, articles are not required when knowing the noun entity, before a singular noun, or when mentioning specific nouns. In contrast, in English, when we want to say a specific noun and its entity is known, we need the article "the". The omission of "the," is the most frequent type of Error ESP students make when writing a thesis proposal. Another factor is that ESP students do not master the grammar materials in English.

This is shown in Error in Addition, ESP students add articles that should not be needed in the word. This is due to a lack of knowledge about applying articles in sentences. Mother tongue disorders, instability of students' linguistic knowledge, uncertainty, or inconsistency in handling the linguistic system have led to various errors involving articles. There is widespread confusion among ESP students regarding the rules and exceptions for using articles. The ESP students had difficulty deciding between using "a", "the," or the zero article. Due to the complexity of articles, they are used in several contexts, according to each person's interpretation, in specific contexts. In Addition, the rules for correcting the use of English articles are complex. Understanding the complexity and exceptions to article rules requires specialized knowledge, even for native English speakers.

From the several factors above, the Researcher can conclude that the influence of the mother tongue is the main factor driving the occurrence of errors in the writings of ESP students; the many findings of errors in omissions also prove this. This is the main factor that should be a concern for students and lecturers to reduce errors when writing, including academic writing. Although the influence of the mother tongue is difficult to avoid, there are several ways to reduce it, such as adding learning material in the academic writing class about grammar and providing feedback on student academic writing, not only on the content but on the grammar they use when writing. In Addition, ESP students are asked to pay more attention to their writing, writing in their mother tongue and then translating it into the target language has to be avoided because it can cause errors in students' writing.

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