

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

In this chapter the researcher presents the result and discussion of the data obtaining the observation, interview, and documentation. This chapter contains The Error Analysis of English Articles Used On Narrative Texts of Eleventh Grade Students at State Senior High School 2 Pamekasan.

A. Result of the research

The finding of this study were (1) Identification of errors of English articles (*a*, *an*, and *the*) in the result of daily test of writing by eleventh grade students at State Senior High School 2 Pamekasan. (2) Classification of errors of English articles (*a*, *an*, and *the*) in the result of daily test of writing by eleventh grade students' at State Senior High School 2 Pamekasan. (3) The factor of errors made by students in the result of daily test of writing by eleventh grade students at State Senior High School 2 Pamekasan. This result is found through the procedures used by the researcher, those are observation, documentation, and interview.

The result of the research will show the error of English articles used on students narrative texts writing which are made by the students and the cause of the error itself. It is in line with the research problems which have been stated in the chapter I. Therefore, there will be two points as the finding in this research based on the research problem, they are:

The purpose of the study in finding errors in the use of English article (*a*, *an*, and *the*) in the result of daily test of writing by eleventh grade students' at State Senior High School 2 Pamekasan. After collecting, analysing, and identifying the data, the writer found a lot the errors. In order to obtain this data, the data procedures used by researcher are observation and documentation. This is in line with the research problem that has been stated in chapter 1. Therefore, there are two points as the finding in this research based on the research problem, namely:

1. The Types of English Article Errors Used of Students Writing Narrative Texts Made by Eleventh Grade Students' at State Senior High School 2 Pamekasan

The main data in this study is the writing on Narrative texts for class XI MIPA 1 students' at State Senior High School 2 Pamekasan. To obtain the data, the data collection procedure used by the researcher was observation and documentation. The observation was conducted on January 17th 2022. It was started at 07:00 a.m until 08:30 a.m. We will do daily test about writing skills using English Articles in Narrtive Text. The students do daily test within 1 hour. The researcher entered the class and directly observed the students' activities in writing. Then, the researcher took the students' writing as documentation. From these texts, the researcher analyzed the errors of the English article. There are 10 texts analyzed with various types of errors, which can be seen in the following explanation.

There were a lot of article errors found in the result of daily test of writing by Eleventh Grade Students at State Senior High School 2 Pamekasan. The researcher provides all of the sentences in the table below completed with the types of errors in each articles. The researcher classified used the surface structure taxonomy which is consists of three types of errors. They were addition, substitution, and ommision.

Table 4.1

Identification and classification of errors

Identified Sentences and Phrase	Classification of Errors	Paper	Line
The kingdom of a Medan Kamulan was ruled by a king named Dewata Chengkar	Addition	1	1
The kingdom of a Medan Kamulan was ruled by a king named Dewata Chengkar	Substitution	1	2
This a king had a strange and a fightening habit	Addition	1	2
At the side of the river,	Substitution	2	10

there was an deer that was drinking water			
Sura was happy to get one a delicious food	Addition	2	12
She was kind and the gentle and friend to all animals	Addition	4	2
The seven dwarfs were heading home from a long day of working in the jewel mine	Addition	4	21
Suddenly, they saw large bear getting closer towad them	Omission	5	6
One of them climbed the nearby tree at once	Substitution	5	7
He lay down on the ground breathless and pretended to be the dead man	Substitution	5	9
The fox, who was conceited ceature	Omission	6	2

Just then they heard the barking of an pack of dogs in the distance	Substitution	6	9
Just then they heard the barking of an pack of dogs in the distance	Omission	6	9
The king has an prime minister named Raden Sidopekso	Substitution	7	2
One day, the king sent the prime minister on a long mission	Substitution	7	5
A ball was to be held by the royal family of the kingdom to find the prince's spouse	Substitution	8	7
Cinderella had a wonderful time at ball	Omission	8	21
But she lost one of her slipper in the ballroom	Addition	8	24
One a few days later	Addition	8	27

The king and the queen also all of people in kingdom created an beautiful necklace	Omission	9	14
The king and the queen also all of people in kingdom created an beautiful necklace	Omission	9	14
Some people believe that a beautiful colors of the lake are from the princess necklace	Substitution	9	20
This degree became useful when he returned to Indonesia in 1919 and was trained as teacher	Omission	10	19
This motto was later used as the slogan of ministry of national education	Omission	10	28

There were a lot of errors found in addition, substitution, and omission.

1. Error in addition

There were some additional errors found. All the errors consist of indefinite and definite articles.

Table 4.2
Addition Error

Type of Error	Identified Sentence	a	an	the	Correct
Addition	This a king had a strange and a fightening habit	√			This king had a strange and a fightening habit
	Sura was happy to get one a delicious food	√			Sura was happy to get a delicious food
	She was kind and the gentle and friend to all animals			√	She was kind and gentle and friend to all animals
	The seven dwarfs were heading home from a long day of working in the jewel mine			√	The seven dwarfs were heading home from a long day of working in jewel mine
	But she lost one of her			√	But she lost one of

	slipper in the ballroom				her slipper in ballroom
	One a few days later	√			One few days later
	The kingdom of a Medan Kamulan was ruled by a king named Dewata Chengkar	√			The kingdom of Medan Kamulan was ruled by a king named Dewata Chengkar

The error in the definite articles *a*, the students use the indefinite articles *a* after the word “one”. For example;

1. “Sura was happy to get one a delicious food” instead as “Sura was happy to get a delicious food.
2. “One a few day later” instead as “One few day later”

Another error, the students used definite articles the before the unspecific words or in general. For example;

2. “She was kind and the gentle and friend to all animals” instead as “She was kind and gentle and friend to all animals”

In addition, the writer finds that they use definite articles before place names such as in the sentence. For example;

1. “The seven dwarfs were heading home from a long day of working in the jewel mine” instead as “The seven dwarfs were heading home from a long day of working in jewel mine”
2. “But she lost one of her slipper in the ballroom”, instead as “But she lost one of her slipper in ballroom”

Another errors, the students are confused about which article should be used in a sentence. The students already knew about what they were saying, but they put the article in the wrong placement. The following is an explanation of the error in the sentence.

1. “The kingdom of a Medan Kamulan was ruled by a king named Dewata Chengkar” instead as “The kingdom of Medan Kamulan was ruled by a king named Dewata Chengkar”
2. “The kingdom of a Medan Kamulan was ruled by a king named Dewata Chengkar” instead as “The kingdom of Medan Kamulan was ruled by a king named Dewata Chengkar”
3. “This a king had a strange and a fightening habit, instead as “This king had a strange and a fightening habit”

2. Errors in Substitution

There were some errors in substitution. All the errors consist of indefinite and definite article.

Table 4.3
Substitution error

Type of errors	Identified sentences	a	an	the	Correct
Substitution	At the side of the river, there was an deer that was drinking water		√		At the side of the river, there was a deer that was drinking water
	One of them climbed the nearby tree at once			√	One of them climbed a nearby tree at once
	He lay down on the ground breathless and pretended to be the dead man			√	He lay down on the ground breathless and pretended to be a dead man
	Just then they heard the barking of an pack of dogs in the distance		√		Just then they heard the barking of a pack of dogs in the distance
	The king has an prime minister named Raden Sidopekso		√		The king has a prime minister named Raden Sidopekso

	One day, the king sent the prime minister on a long mission	√			One day, the king sent the prime minister on the long mission
	A ball was to be held by the royal family of the kingdom to find the prince's spouse	√			The ball was to be held by the royal family of the kingdom to find the prince's spouse
	Some people believe that a beautiful colors of the lake are from the princess necklace	√			Some people believe that the beautiful colors of the lake are from the princess necklace
	The kingdom of a Medan Kamulan was ruled by a king named Dewata Chengkar	√			The kingdom of a Medan Kamulan was ruled by the king named Dewata Chengkar

The students are confused about which article should be used in a sentence. The students already knew about what they were saying, but they put the article in the wrong placement. The following is an explanation of the error in the sentence.

1. “At the side of the river, there was an dear that was drinking water”, instead as “At the side of the river, there was a dear that was drinking water
2. “One of them climbed the nearby tree at once”, instead as “One of them climbed a nearby tree at once”
3. “He lay down on the ground breathless and pretended to be the dead man”, instead as “He lay down on the ground breathless and pretended to be a dead man”
4. “The king has an prime minister named Raden Sidopekso, instead as “The king has a prime minister named Raden Sidopekso”
5. “The kingdom of a Medan Kamulan was ruled by a king named Dewata Chengkar”, instead as “The kingdom of a Medan Kamulan was ruled by the king named Dewata Chengkar”
6. “One day, the king sent the prime minister on a long mission”, instead as “One day, the king sent the prime minister on the long mission”
7. “Just then they heard the barking of an pack of dogs in the distance”, instead as “Just then they heard the barking of a pack of dogs in the distance”
8. “Some people believe that a beautiful colors of the lake are from the princess necklace”, instead as “Some people believe that the beautiful colors of the lake are from the princess necklace”

The writer found another error that the students used indefinite article before plural noun, for example;

1. “A ball was to be held by the royal family of the kingdom to find the prince’s spouse”, instead as “The ball was to be held by the royal family of the kingdom to find the prince’s spouse”

3. Error in Omission

There were some error in omission. All the errors consist of indefinite and definite article.

Table 4.4

Omission Error

Type of errors	Identified sentences	a	an	the	Correct
Omission	Suddenly, they saw large bear getting closer toward them	√			Suddenly, they saw a large bear getting closer toward them
	The fox, who was conceited creature	√			The fox, who was a conceited creature
	Cinderella had a wonderful time at ball			√	Cinderella had a wonderful time at the ball
	The king and the queen also all of people in kingdom created an beautiful necklace			√	The king and the queen also all of the people in kingdom created the beautiful necklace

	The king and the queen also all of people in kingdom created the beautiful necklace			√	The king and the queen also all of the people in the kingdom created the beautiful necklace
	This degree became useful when he returned to Indonesia in 1919 and was trained as teacher			√	This degree became useful when he returned to Indonesia in 1919 and was trained as the teacher
	This motto was later used as slogan of ministry of national education			√	This motto was later used as slogan of the ministry of national education

1. “Suddenly, they saw large bear getting closer toward them”, instead as “Suddenly, they saw a large bear getting closer toward them”
2. “The fox, who was conceited creature”, instead as “The fox, who was a conceited creature”
3. “Cinderella had a wonderful time at ball”, instead as “Cinderella had a wonderful time at the ball”
4. “The king and the queen also all of people in kingdom created an beautiful necklace”, instead as “The king and the queen also all of the people in kingdom created an beautiful necklace”

5. “The king and the queen also all of people in kingdom created an beautiful necklace”, instead as “The king and the queen also all of the people in the kingdom created an beautiful necklace”
6. “This degree became useful when he returned to Indonesia in 1919 and was trained as teacher”, instead as “This degree became useful when he returned to Indonesia in 1919 and was trained as the teacher”
7. “This motto was later used as slogan of ministry of national education”, instead as “This motto was later used as slogan of the ministry of national education”

b) The Factor Which Cause The English Article Errors on Students' Writing Narrative Text made by Eleventh Grade Students at State Senior High School 2 Pamekasan

Everything that happens in the learning process must have something that causes and effects it. Likewise, the mistakes made by students in their writing. There are several factors that can cause them to make mistakes in writing English. To answer this problem, the researcher used interview with some eleventh grade students at State Senior High School 2 Pamekasan and teacher to find out the factors that caused their errors. This interview was conducted after the researcher analyzed the result of students narrative texts writing that had been written by students. To knowing their errors in advance, the researcher can ask how the errors happened.

They answered that they had studied the two materials above, which they had studied since at the seventh grade. This can be seen from the results of an interview with Aditya Kurniawan who stated :

“Yes, I have ever learn about Narrative text and English Articles, I have studied since 7th grade in junior high school. For using english articles, I have studied in English tutoring”¹

This statement is also supported by another student, Ariana Isyrofiatul Hasanah who stated:

“I have been learning about Narrative text since at junior high school. However, in terms of English articles, I have not mastered its use because learning English is more dominant in learning the material in textbook”²

From the statements above, it can be seen that they have studied Narrative text and using English articles. Students get additional opportunities to learn about it. The next step the researcher took was to ask students the cause of the errors. It is intended to find out the factors that influence them in writing English and making errors. From interview with several students and the teacher.

There are three causes that arouse when students write narrative texts. They namely interlingual transfer, learning context, and communication strategies. Investigation of the two causes of errors is done by digging the teacher and student perspective.

1) Teacher’s perspective

¹ Aditya Kurniawan, Student, direct interview, (17th January 2021).

² Ariana Isyrofiatul Hasanah, Student, direct Interview, (17th January 2021).

a) Interlingual Transfer

R. Ayu Lutfiani S.Pd said that :

"Even though they are already in Senior high school, some students still don't understand the basics English. Some students if they don't know the English article"³

"Understanding in writing is still very lacking, so it is natural that encountered an error. Usually the students here use English but not appropriate, the important thing is to write in English, even though it's not know what it means."

The teacher have perspective on Interlingual transfer as the cause of errors made by eleventh grade students' at State Senio High School 2 Pamekasan. The teacher said that the use of English articles that students understand is very limited. When students did not understand the material, the teacher explain in another way and media can help increase their interest.

b) Context of Learning

R. Ayu Lutfiani S.Pd said that :

"Because the material is given through the chat group, the explanation is also through the file the material may make students confused, do not understand. Should be if you don't understand you can ask, but not all students ask, maybe because of shyness, only a few, I'm also not sure everyone will understand."⁴

³ R. Ayu Lutfiani, Teacher, Direct interview, (24th January 2022)

⁴ R. Ayu Lutfiani, Teacher, Direct interview, (24th January 2022)

After analyzing the interview, the teacher has a perspective on the context learning as the cause of errors made by students. The statement states that learning is not optimal, because students are divided into luring and daring and online learning is difficult.

2) Students' Perspective

a) Interlingual Transfer

Aditya Kurniawan who stated :

“I am confused when writing English, especially when asked to make a story”⁵

This statement is also supported by another student, Ariana Isyrofiatul Hasanah who stated:

“Probably, because they are not careful in writing and not fluent in English lesson”⁶

Based on this interview, students see that interlingual transfer as the cause of errors made by eleventh grade students at State Senior High School 2 Pamekasan. Some students have almost the same error, lack of knowledge about English article and students are aware of it.

b) Context of Learning

Muhammad Rifki Fakhruddin, he said that:

“Not face-to-face so I have never been wrong because I don't understand the material given”⁷

⁵ Aditya Kurniawan, Student, direct speech, (24th January 2022)

⁶ Ariana Isyrofiatul Hasanah, Student, direct speech, (24th January 2022)

Desvia Novrianti Aminin, she said that:

“Maybe because the teacher is sometimes too fast and long-winded in explaining the material.”⁸

Sofiatul Fitriyah, she said that:

“Sometimes I don’t understand the material presented.”⁹

The statement stated that students had almost the same errors, were confused, lacked understanding, and had little explanation from the teacher.

Auliya Fitri Baev who stated :

“When I write stories or essays in English, I write Indonesian first, then I translate each sentence into English”¹⁰

Nur Khotimah said that;

“I don’t really pay much attention to use of English articles. Because I just adjust the words I write”¹¹

Kholid Mawardi, He said that:

“I am still confused about using English articles to use or not because sometimes I translate directly using application google translate”¹²

Based on this interview, context of learning as the causes of errors made by students. The students are confused, lacked understanding, and had little explanation from the teacher about which English article should be used in a

⁷ Muhammad Rifki Fakhruddin, Student, Indirect speech, (24th January 2022)

⁸ Desvia Novrianti Aminin, Student, Indirect speech, (24th January 2022)

⁹ Sofiatul Fitriyah, Student, Indirect speech, (24th January 2022)

¹⁰ Auliya Fitria Baev, Student, Indirect speech, (24th January 2022)

¹¹ Nur Khotimah, Student, Indirect speech, (24th January 2022)

¹² Kholid Mawardi, Student, Indirect speech, (24th January 2022)

sentence. The students already knew about what they were saying, but they put the article in the wrong placement.

B. Discussion of Research

After analyzing the data from the students' writings, interview with students and teacher, the researcher discuss all the data to answer the research problem. The researcher found two themes. These themes are the types of error in English articles used made by the students in writing narrative texts and the factors of errors. In part of this study, the researcher discussed all the problems.

1. The Types of English Article Errors on Students Writing Narrative Texts Made by Eleventh Grade Students' at State Senior High School 2 Pamekasan

Error occurred with a lack of knowledge, learners can't be independent corrected, and the error occurred because forgetness, not concentrating and slipping tongue, and students can correct own fault. According to Foster, errors are files that represent user deviations from normal language norms in grammar, syntax, pronunciation and punctuation. Errors in writing can't be avoided by students, with limited knowledge and several other factors that allow students to make mistakes.¹³

Students can make errorss in using English article on writing narrative text. Based on the result of the study, it can be concluded that students produce errors in type of errors in English article from Dulay, Burth, and Krashen, they classify

¹³ Foster, J. *Good reason fo nothing Bad Grammar: Empirical Investigation into the Parsing of Ungrammatical Written English*, (University of Dublin : Ireland 2005) p.

errors into three types based on Surface Taxonomy. Which are addition, misinformation or substitution, and omission.¹⁴

1) Addition

Addition is a type of error where the language learners adds something to the language system that is not necessary and causes the resulting language to be incorrect. 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:

“One *a* few day later” instead of, “One few day later”

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

2) Misformation or Substitution

Substitution is characterized by the use of wrong placement of an article. The replacement of a word or phrase with a filler word.

For example in :

“**A** ball was to be held by the royal family of the kingdom to find the prince’s spouse”, instead of “**The** ball was to be held by the royal family of the kingdom to find the prince’s spouse”

In here, one of the cases is the indefinite article, the students used indefinite article before plural noun.

3) Omission

¹⁴ Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (Oxford: Oxford University Press, 1982), p. 150.

Omission 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. Omission is a type of error in which the language learner omitted one or more parts of the language system.

For example:

“Suddenly, they saw large bear getting closer toward them”, instead of
“Suddenly, they saw a large bear getting closer toward them”

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

Qualitative data analysis primarily entails classifying things, persons, and events and the properties which characterize them. So, after the researcher collect, classify, analyze, and identifying the data. Here the researcher found the result.

Based on the findings, it can be seen that the most frequent or dominant type of error made by eleventh grade students in State Senior High school 2 Pamekasan is Substitution. From a complete analysis, substitution is the most common error made by students. Most of them are confused about which article to use in a sentence. The students already knew about what they were saying, but they put the articles in the wrong placement.

2. The Factor Which Cause The English Article Errors on Students' Writing Narrative Text made by Eleventh Grade Students at State Senior High School 2 Pamekasan

Students' error in writing must be caused by several factors. Based on Brown, there are four factors can be classified as causes error. They are the first source of error is interlingual transfer, the second source of error is intralingual transfer, the third source of error is context of learning, and the last source of error is communication strategies. Based on learning outcomes, class XI MIPA 1 at State Senior High School 2 Pamekasan has the cause of writing errors, namely Interlingual transfer, and Context of learning. In this research the causes of errors have two perspectives, from the students and the teacher. These two perspective become two themes.

1. Interlingual transfer

Brown said that, Interlingual transfer is also known as the native language transfer because the cause of the errors is the learners first language. "The beginning stages of learning a second language are especially vulnerble to interlingual transfer from the native language, or interference".¹⁵

The result of interview, students have almost the same error, lack of knowledge about English article and students are aware of it.

The result of interview with teacher, the teacher said that the teacher said that the use of English articles that students understand is very limited. When students did not understand the material, the teacher explains in other ways and the media can help increase their interest. At the time of observation, the researcher knew that the teacher did this, but there was nothing media during

¹⁵ Brown, H. D, *Principles of Language Learning and Teaching* (fourth Edition), (London: Longman 2000), p. 224.

the learning process. I can conclude that students still don't understand the material because English is difficult for them.

2. Context of learning

According to Brown, Context of learning is an overlap of the two types of transfer. At this stage, the context refers to the teacher or textbook. In the classroom, teachers or textbooks can lead students to make mistakes. It could be called a false concept.¹⁶

The result of interview with the students, the statement stated that students had almost the same errors, were confused, lacked understanding, and had little explanation from the teacher and the material was difficult to understand. This is related to Pardo's statement that not all teachers are able to understand the context their teaching, what they think is best for their student, isn't it of course the students also understand. From various point of view above, it can be categorized that including the teachers perspective.¹⁷

The result of interview with the teacher, the context refers to the classroom with the teacher and the material in case of learning in school. The data obtained from the teacher is hesitate to ask questions that effect student learning. Adnan and Anwar would agree with the findings stating that the lack

¹⁶Brown, H. D, *Principle of language learning and teaching*. White Plains, (NY: Pearson Education, 2007), p. 263.

¹⁷Pardo, L. S, *The role of Context in Learning to teach Writing: What teacher Educators Need to Know to Support Beginning Urban Teachers*. (Journal of Teacher Education 2006), p. 54

of proper interaction and contact with students and instructors and ineffective may affect students' learning.¹⁸

¹⁸ Adnan, Muhammad; Kainat Anwar, *Online Learning amid the COVID-19 Pandemic: Students perspectives* (Online Submission: 2020), P. 45