

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the findings and discussion of the research. The statement of the problem were the types of errors in the use of English articles in recount text written by eight grade students at Wustha Madinatul Qur'an Winong, the sources of errors in the use of English articles in recount text written by eight grade students at Wustha Madinatul Qur'an Winong.

A. **Research Findings**

This research has been done from July 24 until August 16, 2022, in the Wustha Madinatul Qur'an Winong. The researcher has researched the errors in the use of English articles in recount text written by eighth-grade students at Wustha Madinatul Qur'an Winong. In this research, the researcher obtained the data observation, written test analysis, and documentation. The researcher found that participants made some errors in writing the recount text. The data findings that the researcher found are described as follows:

1. **The Types of Error in the Use of English Article**

Based on the observation carried out by the researcher, the participants are active in the class, especially in English subjects. Students also often give feedback to the teacher regarding the material provided. This proves that students are serious about studying the material provided by the teacher. In addition to examine students in learning, researcher also did observation on teacher who taught English. These observation was related to students who have received material about articles and recount text. Then the results of observation showed there are several students in class IX who had received materials about article and recount text.⁷⁴

In conducting the written test researcher has a few guidelines. The first is the teacher gives a greeting to students. This is done by researcher to respect the presence of students in the classroom. So that students feel respected and can do their job well. The next is the teacher checks the student attendance list. This is done by the researcher

⁷⁴ The results of observation carried out by researcher, July, 24th, 2022

because the students studied must be complete, so that the research can run smoothly. After that, the teacher asks the students to prepare the stationery. This is done because of the importance of student readiness to face the research that is immediately carried out. After that, the teacher explains the rules of the written test by giving instructions regarding the rules and what students must obey during the test. After that, the teacher gives the students a chance to ask if they don't understand the rules of the written test. This happens to provide opportunities for students to ask if there is something that is not understood before the test takes place. The next is the teacher answers the students' questions. If there are students who ask something before carrying out the test, then the teacher answers the question clearly, so that the test to be carried out can run smoothly.⁷⁵ After that, the teacher asks the students to do the recount text written test. Finally, the teacher collects the students' worksheets after the prescribed time has passed. After everything is done and the time is also up, the teacher will take the student worksheets used to do the assignments.⁷⁶

In addition, students also have guidelines in doing the test. The first is the students answer the teacher's greeting, and then the students answer "present" when they are called. This is done to clarify the attendance of students so that the teacher can check the student's attendance appropriately. Next is the students prepare the stationery. This is done by students to be ready to accept the tasks that the teacher will give so that what is needed will be immediately available. If there is a need that has not been prepared, then students will be disturbed in the process of working on the task. After that, the students listen to the teacher's explanation. Next, the students ask about the rules of the written test. Next, the students work on the written test of recount text. Then the students collect their worksheets after the prescribed time has passed, after they finish working on the task, the worksheets will be collected for analysis.

⁷⁵ The process of research in written test done by researcher, July, 29, 2022.

⁷⁶ The process of research in written test done by researcher, July, 29, 2022.

Through the above process, the research can run smoothly as expected, there are no technical obstacles and external constraints, and the research runs conducive and on target. During the test, students also obey the applicable rules of conduct that have been explained by the teacher before the test begins. This has the purpose that the recount text made by students is purely from the results of the student's knowledge, and there is no interference from other students due to cheating activities.⁷⁷

From the activities above, researcher get results in the form of attendance lists and worksheets that have been completed by students when participating in research in writing recount text. The results showed that six students took part in this study. The results shown are diverse in the errors of articles done by students. All the students attended and did well on the test. Based on this, the researcher attached an attendance list and students' writing as follows:

Picture 4. 1 The attendance list of the student when doing the test

YAYASAN MADINATUL QUR'AN
WUSTHA MADINATUL QUR'AN
Alamat : Wirong, Kec. Wirong, Kabupaten Pati, Jawa Tengah 5181
E-mail : yayasan@madinatulquran28.com

DAFTAR NAMA PESERTA DIDIK
TAHUN PELAJARAN 2022/2023
WUSTHA MADINATUL QUR'AN

Kelas : 9/1111 Semester : Ganjil
Mebel : Bahasa Inggris Kelas :

No.	ID	Nama	Absensi
1		Alya Mahiroh	
2		Amalia Nurtha Zahwani	
3		Ayha Nafal Muna	X
4		Devil Eka Wulandari	
5		Hana Nurhidayah	
6		Rizki Jannah Retno Imani	
7		Zahronur Syifa	
8			

Mengenal
Kepala Wustha

⁷⁷ The results of observation carried out by researcher, July, 29, 2022.

The attendance list showed that seven students are included in the test, but the recent data was six students. This happened because one of the students dropped out of the school before the research was conducted. Thus, there were only six participants in this research. Therefore, the student who did not include in this research did not give an impact on the process of research. The researcher has deleted the list of student and then continued the process of collecting data.⁷⁸

Furthermore, researcher got data through written tests given to students regarding recount text. In this stage, researcher found some students who had difficulty translating from Indonesian to English. This is evidenced by students' expression. In fact, this research became varied because students could write various recount texts.

The next thing is regarding the external noise during the study. During the study, there were no external influences regarding the commotion that occurred outside the classroom. This is because the research time occurs in the afternoon which causes the environmental conditions of the research site to be quiet and conducive so that students can focus on doing their assignments.⁷⁹

Picture 4. 2 The process of written test



⁷⁸ The process of research in written test done by researcher, August, 10, 2022.

⁷⁹ The process of research in written test done by researcher, August, 10, 2022.

From the written test done by the researcher, the results of the recount text that has been written by students are found. Where students at that time were given worksheets to work on. The results are in the form of student handwriting on paper, then analyzed by researcher by correcting them. After being corrected and analyzed, it is then presented in a table form to make it easier to read the analysis.⁸⁰

The researcher also found the learning plan related to the recount text. This learning plan was used by the teacher as a guideline and limitation in teaching recount text. Then the learning plan is as follows:⁸¹

Picture 4. 3 The Learning plan of Recount Text

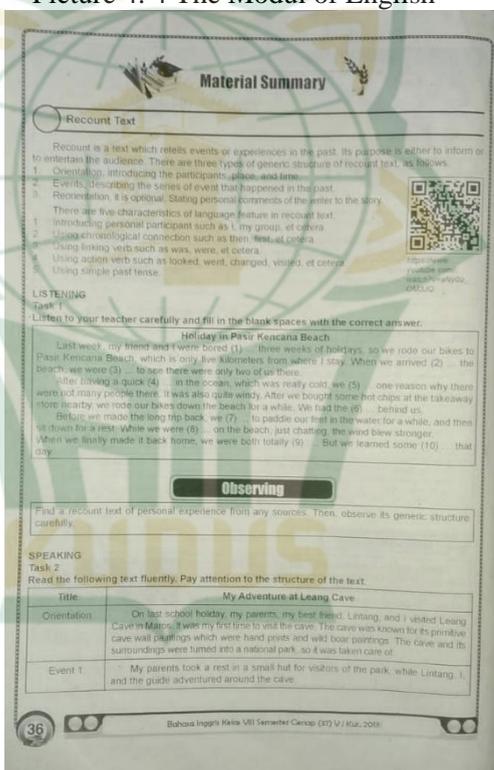
RENCANA PELAKSANAAN PEMBELAJARAN	
Sekolah	Widyaiswasta Mandiri Curan
Mata Pelajaran	B. INGGIS
Materi	Recount Text
Kelas/Semester	8 Putri / 2
Alokasi Waktu	2 x 30 menit
RD	31 dan 43
	Parteman no. 5
A. TUJUAN	
<ul style="list-style-type: none"> Mengidentifikasi teks recount tentang pengalaman pribadi seseorang. Mengertikan kegunaan, kegunaan yang diartikan secara kronologis. Menggunakan bahasa agar sesuai mempresentasikan diri sendiri. Melengkapi struktur pengalaman dengan kalimat yang diartikan dari teks, dengan menggunakan bahasa yang benar. Membaca dan menganalisis struktur pengalaman dengan kalimat yang diartikan yang diartikan oleh guru. Membuat teks lisan pribadi dan sederhana tentang pengalaman pribadi di waktu luang. Mempersembahkan teks yang menarik dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar. 	
B. LANGKAH-LANGKAH PEMBELAJARAN	
Media	Alat/Bahan
Worksheet atau lembar kerja siswa Lembar penilaian	Duku, spidol, papan tulis
PENDAHULUAN	
	<ul style="list-style-type: none"> Peserta didik memberikan salam, berdoa, menyanyikan lagu nasional (PPK) Guru mengecek kehadiran peserta didik dan memberi motivasi (jika ada masalah) Guru memotivasi siswa dan memandu pembelajaran tentang teks yang akan diajarkan Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
K. Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mendengar, membaca dan mendiskusikannya kembali. Mereka diberi slogan dan bahan bacaan terkait materi <i>Recount Text</i>
C. Critical Thinking	Guru membacakan teks dengan menggunakan media yang digunakan sebagai rangkuman yang telah dipaparkan, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotesis. Pertanyaan ini harus tetap berkaitan dengan materi <i>Recount Text</i>
T. Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Recount Text</i>
N. Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara lisan, memaparkan pendapat atau presentasi yang dilakukan, kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
T. Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari <i>Recount Text</i> . Peserta didik kemudian diberi kesempatan untuk menyajikan kembali hal-hal yang telah dipelajari
PENUTUP	
	<ul style="list-style-type: none"> Guru bersama peserta didik merefleksikan pengalaman belajar Guru memberikan penilaian lisan secara acak dan singkat Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa
E. PENILAIAN	
Sikap : Lembar pengamatan, Pengetahuan : LK peserta didik, Keterampilan : Kinerja & observasi di kelas	
	
Madejo, 21 Mei 2022 Guru Mata Pelajaran  Nar. Wahidatun Nihayah, S.Pd Nip.	

⁸⁰ The process of research in written test done by researcher, August, 10, 2022.

⁸¹ The documentation, Learning plan of Recount Text.

Researcher also found the material that used for the references to explain about recount text. This also became a reference for the researcher to guide students in the field of research. This reference is known as the teaching module that contains a brief summary of the material to be learned for a year. This module not only contains materials related to the recount text, but also contains several chapters about the English material to be achieved in a class. The module will be explained with the following image:

Picture 4. 4 The Modul of English



In the implementation of the study, the research show that there are several errors of article that student made while writing the recount text. This is obtained from the results of their tasks that have been corrected by the researcher. These are:

Table 4 . 1 Student A (Anyer Beach)

Sentence	Correction
Because We can played in the water and “...” game that are there.	Because we could play in the water and a game that were there.
I buy “...” bracelet for my friend and “...” sock for my boy friend.	I bought a bracelet for my friend and a sock for my boy friend.

Table 4 . 2 Student B (Karang Jahe Beach)

Sentence	Correction
On Sunday, I and my friends went holiday in ”the” karang Jahe Beach.	On Sunday, I and my friends went to holiday in Karang Jahe Beach.
We all glad because that holiday was my first holiday in “the” Karang Jahe Beach.	We were all glad because that holiday was my first holiday at Karang Jahe Beach.
We soon made “...” fortress and “...” ship by sand beach.	We soon made a fortress and a ship by using beach sand.
After that, We continued for Rode “...” ATV and take around “...” beach.	After that, We continued to rode an ATV and took around the beach.
When I and my friends rode “...” ATV, most of us fell down from “...” ATV.	When I and my friends were riding the ATV, most of us fell from the ATV.
After that, We went down from “...” ATV for ate and pray in the mosque.	After that, we went down from the ATV to eat and pray in the mosque.
After that, i bought ”a” gift	After that, I bought

for my Family and my big brother.	gifts for my family and my big brother.
I also bought “...” sandals and “...” hat.	I also bought a pair of slippers and a hat.
We went go “...” bus and ready go home.	We got on the bus and ready to go home.

Table 4. 3 Student C (Palembang)

Sentence	Correction
In first day, I traveling with my family with “...” train	First day, I traveled with my family by a train.
I look at “...” lake water, it very clear	I looked at the lake water, It was very clear.
I also played “...” bicycle with my sister in ground lake	I also rode a bicycle with my sister on Ground Lake.
After we “...” long in “...” Lake, we go to Sriwijaya University	After a long time on the lake, we went to Sriwijaya University.
We around that university with “...” car	We drove around that university by a car.
Then we “...” selfie together in that university	Then we took a selfie together at that university.
Someday again, at “...” afternoon, I’m animated my sister to travel in ... Ampera Bridge	One day, in the afternoon, I imagined my sister going to the Ampera Bridge.
Because, I look “...” Ampera Bridge “...” stright way	Because I saw a straight road on the Ampera Bridge.
Then, I am “...” selfie with	Then, I took a selfie

my sister in “...” Ampera Bridge	with my sister on the Ampera Bridge.
We also buy gift brought: “...” T-shirt, burn pempek, and chips Palembang special	We also bought gifts such as a T-shirt, burn pempek, and chips Palembang special.
After I’m tired “...” narrative, I’m to come along eat pempek together.	After I tired of telling the story, I came along to eat pempek together.

Table 4 . 4 Student D (Go To Parangtritis)

Sentence	Correction
“The” on Friday, I and my family go to holiday.	On Friday, I and my family went to holiday.
My Family planed go to holiday in “the” Parangtritis Yogyakarta.	My family had planned go on vacation to Parangtritis Yogyakarta.
My Family come in the pondok pesantren Jepara to visited “...” kepala pondok pesantren.	My family came to the Islamic boarding school in Jepara to visit the headmaster of Islamic boarding school.
Because the day night, my Family “the” end “...” journey with rest in the pondok pesantren Jepara.	Because the day was night, my family ended the journey by resting at the Islamic boarding school, Jepara.
In the morning, we are farewell goes from “...” pondok pesantren and “...” next journey to Yogyakarta.	In the morning, we were farewelled from the Islamic boarding school

	and continued the next journey to Yogyakarta.
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Table 4 . 5 Student E (Palembang City)

Sentence	Correction
We go to Palembang with “...” bus	We went to Palembang by a bus.
When I in the bus only look at out “...” window and palying handphone	When I was on the bus, I only looked out the window and palyed my handphone.
Because my father work in “the” Palembang, so my father pick up we	Because, my father worked in Palembang, so my father picked us up.
After that, we out “...” home to look “...” firecracker	After that, we went out from the home to look a firecracker.
I and my brother buy things in “...” school and in “...” boarding school	I and my brother bought things in the school and in the boarding school.

Table 4 . 6 Student F (Vacation at my home)

Sentence	Correction
At this time, I like “...” holiday in Saloka.	At that time, I like to the holiday in Saloka.
When in “...” journey, i see beautiful “...” view.	When in the journey, I saw a beautiful view.
In the middle “...” journey, i stop in Indomaret for buy “...” food and bring to “...” car.	In the middle of the journey, I stopped at Indomaret to bought a food and took it to the car.
After that, i carry on “...” journey again going to “...” location.	After that, I carried on the journey again, going to the location.
I and my sister enjoying “...” food while see “...” view.	I and my sister enjoyed the food while we watched the view.
Arrive at “...” location, i and my Family go out from “...” car and going to “...” counter.	Arrived at the location, I and my Family exited from the car and went to the counter.
At this time, my father queued for take “...” ticket enter.	At that time, my father was in line to take an entrance ticket.
After that, i enter to “...” location and doing midday prayer.	After that, I entered the location and did midday prayer.
After that, my sister enjoy “...” game in inside.	After that, my sister enjoyed a game inside.
After done, I and my Family leave “...” location.	After done, I and my family left the location.
At this time, in “...” close	At that time, in the

parking area there is a shop.	close of parking area, there was a shop.
After that, i go out and approach father as well as my sister which wait in front of “...” car.	After that, I went out and approached my father as well as my sister, who were waiting in front of the car.
In “...” journey go home, i stop by eat first.	On the journey, I stopped to eat first.
“...” View there to pretty, i and my Family eat voraciously.	The view there was too pretty, i and my family ate voraciously.
After eating, me continue “...” journey to home.	After eating, I continued the journey to home.
When on the way, mother ordered for stop in “...” counter Semarang speciality.	When on the way, my mother directed us to stop in the center of Semarang speciality.

of the symbol “...” in the sentences is that students make an error in using the article.

Based on the findings that researcher found in the research, there are several types of errors in using article that students did while writing the recount text. Then the results will be described as follows:

- a) Indefinite “a/an” for replacing zero articles: 22 errors
 This is identified when students make errors in using zero articles instead of the indefinite article “a/an” as the correct sentence form. For example, “I also played bicycle with my sister in ground lake.” In this sentence, an error was made by the student in using zero articles to proceed “bicycle” noun. The correct sentence form is “I also rode a bicycle with my sister on Ground Lake.” That’s because the bicycle is a noun that indicates a singular noun. The error made by the student, in this case, is 22 errors. This error

caused the students still lack grammar understanding, especially in differentiating between countable nouns with countable nouns and singular nouns with a plural noun.

- b) Definite “the” for replacing zero articles: 39 errors

This is identified when students make errors in using zero articles instead of the definite article “the” as the correct sentence form. For example: After that, We went down from ATV for ate and pray in the mosque. In this sentence, the word ATV needs a definite article so that the zero articles used by the student are not correct. Students must use the definite article “the” to make the correct sentence. Based on these statements, the correct sentence is “After that, we went down from the ATV to eat and pray in the mosque.”

- c) Zero for replacing indefinite a/an: 1

This is identified when a student makes an error in using zero articles instead of indefinite a/an articles. An example: After that, I bought a gift for my family and my big brother. These sentences are not correct because the word gifts does not need the indefinite a/an article. Then, the current sentences are like this: After that, I bought gifts for my family and my big brother.

- d) Zero for replacing definite the: 6

This is identified when the student makes an error in using zero articles instead of definite the. The example: On Sunday, I and my friends went holiday to *the* karang Jahe Beach. This sentence is not correct because Karang Jahe does not need an article. Then the correct sentence will be like this: On Sunday, I and my friends went on holiday to Karang Jahe Beach.

After the data were classified, the researcher used a formula used by Pica to analyze the error of article distribution. This happens is to make accurate data, the data that has been identified, especially the written recount texts, which vary in length, need to be normalized. According to Pica in a longer text, there are more opportunities for errors to occur, so „normalization“ is a formula that adjusts the raw

frequency counts so texts of different lengths can be compared. Before the application of the normalization formula, the mean of the text length had to be counted first. The use of the formula will serve as follows:

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

The total words from the text are 999 words from 6 recount texts. Based on the formula above, the researcher starts to count that will describe as follows:

$$\text{Mean} = \frac{999}{6} = 166$$

Thus, the mean text length is 166 long. The researcher analyzed the error distribution made by students by using Pica's formula cited by Sekar Bayu Swasti⁸² as follows:

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

The table of normalization is read from left to right starting from sequence number, student name, Text length, error type, frequency, and normalization.

⁸² Sekar Bayu Swasti, "An Error Analysis on the Use of English Articles in Students' Written Descriptive Texts", (Thesis, Universitas Negeri Semarang, 2016)

Table 4 . 7 Frequency of Normalization

N o	Name	Text length	Types of error	Raw Freq	Normalization
1	Student A	90	a/an for zero article	3	$\frac{3}{90} \times 166 = 5,53$
2	Student B	140	zero for definite the	2	$\frac{2}{140} \times 166 = 2,37$
			Zero for a/an	1	$\frac{1}{140} \times 166 = 1,18$
			a/an for zero article	5	$\frac{5}{140} \times 166 = 5,92$
			definite the for zero	5	$\frac{5}{140} \times 166 = 5,92$
3	Student C	179	a/an for zero article	8	$\frac{8}{179} \times 166 = 7,41$
			definite the for zero	7	$\frac{7}{179} \times 166 = 6,49$
4	Student D	133	zero for definite the	3	$\frac{3}{133} \times 166 = 3,74$
			definite the for zero	4	$\frac{4}{133} \times 166 = 4,99$
5	Student E	166	a/an for zero article	2	$\frac{2}{166} \times 166 = 2,00$
			definite the for zero	4	$\frac{4}{166} \times 166 = 4,00$
			zero for definite the	1	$\frac{1}{166} \times 166 = 1,00$
6	Student F	291	definite the for zero	19	$\frac{19}{291} \times 166 = 10,83$
			a/an for zero article	4	$\frac{4}{291} \times 166 = 2,28$

Based on the types of error explained by the researcher, it can be concluded in the diagram as follows:

Table 4 . 8 The error article



Based on the above chart, there are four types of article error did by students, there are a/an for zero article, the for zero article, zero for a/an, and zero for the article. The chart showed that the highest error did by students is definite the for zero article, followed by a/an for zero, then followed zero for the, and zero for a/an.

2. The Sources of Errors in the Use of English Articles

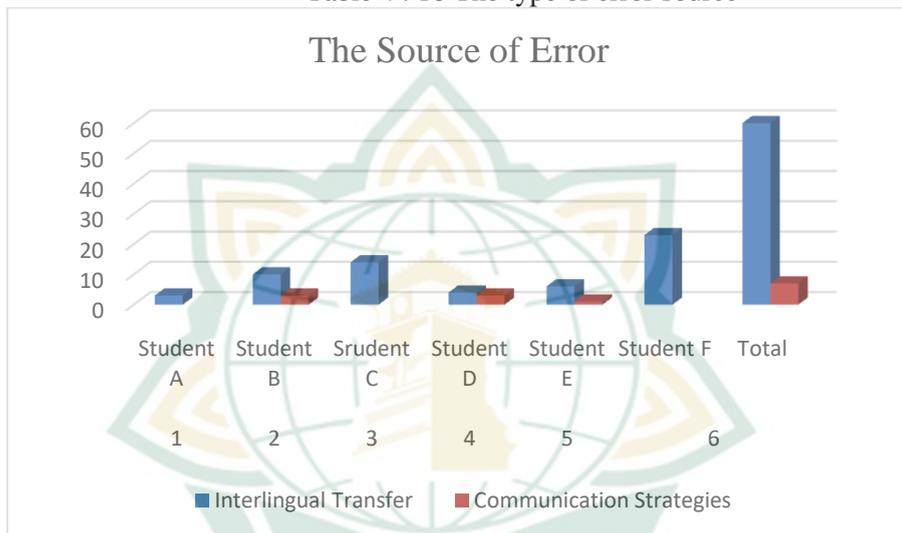
Each student has a different source of error in writing recount text. Based on the results of research conducted by researcher, researcher draw the table related to the total source of error as follows:

Table 4 . 9 The total of error source

No	Name	Interlingual Transfer	Communication Strategies
1	Student A	3	
2	Student B	10	3
3	Student C	14	
4	Student D	4	3
5	Student E	6	1

6	Student F	23	
	Total	60	7

Table 4 . 10 The type of error source



Student A committed a source error called interlingual transfer. This is evidenced by the sentence that she wrote “I buy “...” bracelet for my friend and “...” sock for my boy friend”. Which should be “I bought a bracelet for my friend and a sock for my boy friend”. The next error is the one in the sentence “Because We can played in the water and “...” game that are there”. Which should be “Because we could play in the water and a game that were there.”⁸³

The next is student B, student B did the communication strategies error sources. This is evidenced by the sentence she wrote that reads “We all glad because that holiday was my first holiday in “the” Karang Jahe Beach”. Which should be “We were all glad because that holiday was my first holiday at Karang Jahe Beach”. The next error is also in the sentence that reads “After that, i bought ”a” gift for my Family and my big brother” which should be “After that, I bought gifts for my family and my big

⁸³ The process of research in written test done by researcher, August, 10, 2022.

brother.” Student B also did an error source called interlingual transfer. This was proved when he said “We soon made “...” fortress and “...” ship by sand beach”. Which should be “We soon made a fortress and a ship by using beach sand”.⁸⁴

Next is student C, based on the data obtained by the researcher, student C did an interlingual transfer error as evidenced by a sentence he wrote that reads “In first day, I traveling with my family with “...” train” that sentence supposed to be “First day, I traveled with my family by a train.” Then another mistake is when student C wrote sentence “I also played “...” bicycle with my sister in ground lake” which supposed to be “I also rode a bicycle with my sister on Ground Lake.”⁸⁵

Next is student D who did two sources of errors, namely communication strategies dan interlingual transfer. In Communication strategies, the source of error communication strategies happened when she wrote the sentence “The on Friday, I and my family go to holiday”. Which should be “On Friday, I and my family went to holiday”. Then, the next source of error is interlingual transfer. This is evidenced by the sentence he wrote “My Family come in the pondok pesantren Jepara to visited “...” kepala pondok pesantren” which should be “My family came to the Islamic boarding school in Jepara to visit the headmaster of Islamic boarding school.” Another mistake about interlingual transfer is when student D wrote a sentence “In the morning, we are farewell goes from “...” pondok pesantren and “...” next journey to Yogyakarta” which should be “In the morning, we were farewellled from the Islamic boarding school and continued the next journey to Yogyakarta.”⁸⁶

Then Student E, based on the data obtained by researcher, student E did mistakes in two types of error sources, namely Interlingual transfer and communication strategies. Interlingual source transfers occur when student E wrote sentences “We go to Palembang with “...” bus” which should be “We went to Palembang by a bus.” In communication strategies error sources,

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⁸⁵ The process of research in written test done by researcher, August, 10, 2022.

⁸⁶ The process of research in written test done by researcher, August, 10, 2022.

this happens when students wrote sentences “Because my father work in “the” Palembang, so my father pick up we” which should be “Because, my father worked in Palembang, so my father picked us up”.⁸⁷

The last is student F who based on the data obtained by the researcher did an interlingual transfer error source error. This is evidenced by the sentence he wrote that reads “In the middle “...” journey, i stop in Indomaret for buy “...” food and bring to “...” car” which should be “In the middle of the journey, I stopped at Indomaret to bought a food and took it to the car.” The other mistake is when student F wrote “Arrived at the location, I and my Family exited from the car and went to the counter” which should be “Arrived at the location, I and my Family exited from the car and went to the counter.”⁸⁸

B. Research Discussion

1. The Types of Errors in the Use of English Articles

Based on the analysis carried out by the researcher, Student A did indefinite a/an for zero error 3 times. Meanwhile, student B did zero for definite the 1 time, zero for a/an 1 time, a/an for zero article 5 times, and definite the for zero article 5 times. Then student C did error a/an for zero article in 8 times, and 7 times definite the for zero. The next is student D who did zero for definite the error in 3 times and the for zero in 4 times. Meanwhile student E did error a/an for zero article in 2 times, 4 times definite the for zero, and 1 time zero for definite the. The last is student F who did 19 times of error definite the for zero, and 4 times error a/an for zero article.

Based on the analysis of errors made by each student, the researcher then grouped the total number of errors made by students. Where 22 errors for the indefinite a/an for replacing zero article. Then 39 errors for the definite the for replacing zero article. The next is 1 error for the zero for replacing indefinite a/an. The last is 6 errors of the zero for replacing definite the.

⁸⁷ The process of research in written test done by researcher, August, 10, 2022.

⁸⁸ The process of research in written test done by researcher, August, 10, 2022.

Based on the analysis of the data, the indefinite a/an for replacing zero article error belongs to the type of omission, as evidenced by the loss of sentence structure, for example “I buy “...” bracelet for my friend and “...” sock for my boy friend”. That sentence should be “I bought a bracelet for my friend and a sock for my boy friend” In this case the student did an omission mistake by omitting the article that should have been before the words bracelet and sock. This is in line with the theory put forward by Dulay who said omission errors are characterized by loss of sentence structure, such as word morphemes in a sentence.⁸⁹ Then, that error also caused by the interference of the learner's mother tongue, and lack of knowledge in the language⁹⁰. Where students are still influenced by their first language that does not use the article as a noun complement, while in the target language there needs to be an article that is in the preceding noun.

The next is definite the for replacing zero article error. Based on the analysis that has been carried out by researcher, this error include in the simple addition where students added words to a sentence, for example in the sentence “We all glad because that holiday was my first holiday in “the” Karang Jahe Beach” it supposed to be “We were all glad because that holiday was my first holiday at Karang Jahe Beach”. Where in that sentence students added article the before Karang Jahe even though the word Karang Jahe should not need to use article or zero article. This is in line with the opinion of Dulay's opinion which states that simple addition there are no special features other than those that characterize all addition errors. The use of an item which should not appear in a well-formed utterance⁹¹. This error also occurs due to students' knowledge that does not understand the use of articles. This is also in line with Dulay's opinion regarding to the competence factors such as errors due to lack of knowledge of language rules and performance factors such as fatigue and lack of attention that

⁸⁹ Heidi Dulay, *Language Two*, 154-156.

⁹⁰ Jack C. Richards, *Error Analysis*, 173.

⁹¹ Heidi Dulay, *Language Two*, 139.

can affected the errors⁹² where students do not understand the rules of using the correct article.

The next error is zero for replacing indefinite a/an. Based on the analysis carried out by the researcher, This type of error is included in the simple addition which is attested in the sentence “After that, I bought ”a” gift for my Family and my big brother” it supposed to be “After that, I bought gifts for my family and my big brother”. In this sentence, students added article indefinite a before the word “gift”, even though the word “gift” is a zero article. This is in line with the opinion of Dulay who stated “in simple addition, there are no special features other than those that characterize all addition errors. The use of an item which should not appear in a well-formed utterance”⁹³. This error also occurs due to students' knowledge that does not understand the use of articles. This is also in line with Dulay's opinion regarding to the competence factors such as errors due to lack of knowledge of language rules and performance factors such as fatigue and lack of attention that can affected the errors⁹⁴ where students do not understand the rules of using the correct article.

The last error is zero for replacing definite the. Based on the analysis carried out by the researcher, this type of error is include in simple addition, proved by the sentence “My Family planed go to holiday in “the” Parangtritis Yogyakarta” it supposed to be “My family had planned go on vacation to Parangtritis Yogyakarta”. In this sentence, students add article definite the before the word Parangtritis, even though the word Parangtritis is a zero article. This is in line with the opinion of Dulay who stated “In simple addition, there are no special features other than those that characterize all addition errors. The use of an item which should not appear in a well-formed utterance”⁹⁵. This error also occurs due to students' knowledge that does not understand the use of articles. This is also in line with Dulay's opinion regarding to the competence factors such as

⁹² Jack C. Richards, *Error Analysis*, 173.

⁹³ Heidi Dulay, *Language Two*, 139.

⁹⁴ Jack C. Richards, *Error Analysis*, 173.

⁹⁵ Heidi Dulay, *Language Two*, 139.

errors due to lack of knowledge of language rules and performance factors such as fatigue and lack of attention that can affected the errors⁹⁶ where students do not understand the rules of using the correct article.

2. The Sources of Errors in the Use of English Articles

The results showed that the sources of errors that occur in students vary because they have a religious understanding of English, then researcher tried to analyze the source of error of each student. Student A committed a source error called interlingual transfer. This is evidenced by the sentence he wrote that reads “I buy “...” bracelet for my friend and “...” sock for my boy friend” which should be “I bought a bracelet for my friend and a sock for my boy friend”. In this sentence, the student performs an Omission type of error where the student omits the structure that should be in the sentence. This happened because student A still affected by their first language in translating the sentence to the target language. This is in line with Brown's statement which states interlingual transfers occur when a student is affected by his or her first language in interpreting to the target language.⁹⁷ Based on this, students experienced the misinterpretation into the target language.

Student B performs communication strategies error sources. This is evidenced by the sentence she wrote that reads “We all glad because that holiday was my first holiday in “the” Karang Jahe Beach” which should be “We were all glad because that holiday was my first holiday at Karang Jahe Beach”. In this sentence, students did a simple addition type of error by adding the word “the” before Karang Jahe, even though Karang Jahe is a zero article. In that sentence, student B tried to explore the sentence into the target language with his own version without paying attention to the correct article rules.⁹⁸ This took him into a misuse of the article. In addition to communication strategies, student B also did an error source called interlingual transfer. This was

⁹⁶ Jack C. Richards, *Error Analysis*, 173.

⁹⁷ H. Douglas Brown, *Principles of language learning and Teaching*, 232-234.

⁹⁸ H. Douglas Brown, *Principles of language learning and Teaching*, 232-234.

proved when he wrote “We soon made “...” fortress and “...” ship by sand beach” which should be “We soon made a fortress and a ship by using beach sand”. In this sentence student B did an omission type of error as evidenced by the loss of the structure of the article "a" at before the words fortress and ship. In that sentence, student B is still affected by his first language not using the article to complete the noun, even though in the target language, the article needs to be used to complete the noun.⁹⁹ This caused student B to make mistakes in writing her recount text.

Then student C, based on the analysis carried out by the researcher, student C did interlingual transfer, this is due to the fact that student C is still affected by his first language in writing to the target language. This is evidenced by the sentence he wrote that reads “In first day, I traveling with my family with “...” train” which should be “First day, I traveled with my family by a train.” In this sentence, the student did an omission type of error as evidenced by the disappearance of the article “a” before word “train”. This is in line with brown's opinion about interlingual transfers that occur because students are still influenced by their first language to interpret into the target language.¹⁰⁰ This is what causes students to experience errors in using articles.

Next is student D who did two sources of errors, namely communication strategies dan interlingual transfer. In the communication strategies, this source of error happened when she wrote “The on Friday, I and my family go to holiday” which should be “On Friday, I and my family went to holiday”. This error is because student D tried to elaborate the language according to his own version without applying the correct article rules. So that this caused a source of error communication strategies.¹⁰¹ Then, the next source of error is interlingual transfer. This is evidenced by the sentence he wrote “My Family come in the pondok

⁹⁹ H. Douglas Brown, *Principles of language learning and Teaching*, 232-234.

¹⁰⁰ H. Douglas Brown, *Principles of language learning and Teaching*, 232-234.

¹⁰¹ H. Douglas Brown, *Principles of language learning and Teaching*, 232-234.

pesantren Jepara to visited “...” kepala pondok pesantren” which should be “My family came to the Islamic boarding school in Jepara to visit the headmaster of Islamic boarding school.” This kind of errors happened because students are still affected by their first language that does not use articles in writing nouns. Whereas in the target language, the article should be used before the noun. This is in line with Brown's opinion about interlingual transfers that occur because students who are still affected by their first language to interpret into the target language.¹⁰² This makes students make mistakes in using the article.

Then Student E, based on the researcher's analysis, student E did mistakes in two types of error sources, namely Interlingual transfer and communication strategies. Interlingual source transfers occur when student E wrote sentences “We go to Palembang with “...” bus” which should be “We went to Palembang by a bus.” This happened because student E is still affected by his first language which does not use the article before the noun placement. So that makes students did these mistakes. In communication strategies error sources, this happens when students write sentences “Because my father work in “the” Palembang, so my father pick up we” which should be “Because, my father worked in Palembang, so my father picked us up”. This kind of error source occurs because student E tries to elaborate sentences with his own version without paying attention to the rules of using the correct article, so the source of the error occurs.¹⁰³ Which caused the student to make an error in using the article.

The last is student F who based on the analysis of the researcher committed an interlingual transfer error source error. This is evidenced by the sentence he wrote that reads “In the middle “...” journey, i stop in Indomaret for buy “...” food and bring to “...” car” which should be “In the middle of the journey, I stopped at Indomaret to bought a food and took it to the car.” In that sentence, student F committed an

¹⁰² H. Douglas Brown, *Principles of language learning and Teaching*, 232-234.

¹⁰³ H. Douglas Brown, *Principles of language learning and Teaching*, 232-234.

omission type of error as evidenced by the loss of the article “the” which should be before the word journey, food, dan car. This kind of thing happened because student F is still affected by his first language in writing sentences into the target language. Where the first language does not use the article as a noun complement, whereas in the target language it requires an article to complete the noun. This is also in line with Brown's opinion that interlingual transfers occur because students are still affected by their first language in interpreting to the target language.¹⁰⁴ This is what causes students to have errors in using articles.

Based on the analysis of data carried out by the researcher, the majority of the sources of errors did by students are interlingual transfers and communication strategies. Where the total number of sentences proven to have committed interlingual transfer errors amounted to 60 sentences, as for the source of communication strategies errors, there are 7 sentences.

Based on the above statement, the researcher found the sources of errors did by students, these are:

a) Communication strategies

In writing text recounts, most students do the elaboration of articles according to their version. This is done without knowing the guidelines for the correct use of the article, so the students tend to use their strategies when using articles.

b) Interlingual Transfer

Based on the research process, the next source of error is interlingual transfer where students are still affected by their first language in writing recount text. Whereas it is not the appropriate with the context of target language.

¹⁰⁴ H. Douglas Brown, *Principles of language learning and Teaching*, 232-234.