

ARTICLE

AN ERROR ANALYSIS OF USING ARTICLE IN WRITING ANALYTICAL EXPOSITION TEXT TO THE ELEVENTH GRADE STUDENTS OF SMAN 5 KEDIRI IN ACADEMIC YEAR 2015/2016



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ABSTRACT

Article as a part of grammar takes important place in forming the meaning of sentence. The wrong use of article can affect the change of meaning from what the writer means. The use of article in a text should be given attention to avoid the difference perception between writer and reader.

The purpose of this research investigated the errors of using article made by students in eleventh grade students of SMAN 5 Kediri in writing analytical exposition text. There were twenty students' writing products that were analysed by using error analysis to find the type of errors and the most frequent error made by the students. In addition, the research also examined the factors influence the article errors. There were interlingual, intralingual, and context of learning that might affect the students' errors in the use of article.

The type of this research is content analysis. Qualitative approach was used to analyse the data. The data of article errors type and the most frequent errors on the use of articles were obtained by analysing 20 students' writing in the form of analytical exposition text. There were omission, addition, and confusion type that analysed by using error analysis. The data of the most frequent error type was presented in percentage. Questionnaire was used to obtain the factors influenced the errors, was given to the students. The answers of questionnaire were analysed using Likert Scale by displaying in score form. The data of this research were displayed in the form of descriptive statistic.

The research found errors in seven categories from 18 categories of article usage. Students made error in omission, addition, and confusion type. Addition type is the most frequent error made by the students by 63.158%. From interlingual, intralingual, and context of learning, intralingual factor takes the main causal in influencing the errors with overgeneralization as the major factor.

KEY WORDS: writing, error analysis, article error.

I. Introduction

In this research, the researcher used qualitative approaches to analyse the data, since the researcher presents identification of error type, percentage of error type, and the factors influence the errors data in descriptive statistic and interpretation. Ary (2010: 457) states that the use of content

analysis is widely in education. The purpose of content analysis in educational research is to analyse type of error in students' writing by looking at students written products to classify spelling or grammatical error and their nature and frequency.

The researcher acted as human instrument. Peredaryenko (2013: 2) states that only people can grasp confusing pieces of data and process them as soon as they are made available. The human instrument has the unique capability of summarizing data on the spot and feeding it back to an informant for clarification, correction, and amplification. It means the researcher involves in the process of collecting data.

The data in this research were obtained from the students of SMAN 5 Kediri in the form of writing product of analytical exposition text and questionnaire. The school was located at Jln. Selomangleng No. 1 Kediri. The research had been conducted on April 2016 up to December 2016.

The source of this research was students of eleventh grade of science 3 in SMAN 5 Kediri. There were three kinds of data that were collected in this research: type of article errors, the most frequent errors on the use of articles, and the factors influence the errors. The data of article errors type and the most frequent errors on the use of articles were obtained by analysing students' writing in the form of analytical exposition text. There were 20 texts written by eleventh grade students as the sample. The students' writings were analysed to find out the errors by using

coding. There were 18 kinds of articles usage that were coded and classified into three groups of errors: omission of "a/an" and "the", wrong use of "a/an" and "the", and confusion of "a/an" and "the".

The other data was the factors influence the errors. The source was the students of eleventh grade of science 3. Here, the researcher used questionnaire to obtain the data. Latief (2015: 194) states that questionnaire is written instrument consisting of questions to be answered or statement to be responded by respondents and used to gather information about fact or about opinion/attitude. The questionnaire in this research used closed form questions to find out the factors that influenced inappropriate articles usage. It was given after the researcher received students' texts from their English teacher. The questions in this questionnaire consisted of questions relate to sources of errors: interlingual, intralingual, context of learning, and communication strategies. There were 10 questions of multiple choice. The students' answers were identified, classified, counted, and interpreted by the researcher to obtain the factors that influenced the errors in the use of article. The result of the questionnaire identified, classified into each category of answer and counted by using Likert scale and then interpreted as the factors that

influence their errors on using articles. According to Sugiyono (2013: 134), Likert scale is used to measure attitudes, opinions, and perceptions of a person or a group of social phenomenon.

To make a conclusion in research, it needs correct data on students writing skill. The conclusion of a research can be convincingly valid if the correctness of research data in presenting the research variable, students writing skill are supported by evidence. The research data and the conclusion drawn from the data suffers from validity problem if the evidence cannot be presented. According to Latief (2015: 142), the data on students writing skills are valid if they correctly reflect the students writing skill, correctly predict the way students would perform on another writing assessment conducted for the same purpose, and correctly predict similar writing performance in a different situation. If findings from research are replicated consistently they are reliable. A correlation coefficient can be used to assess the degree of reliability. If a test is reliable it should show a high positive correlation. Thus, a research should be checked the validity and the reliability.

I. Research Method

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To conclude a research, it needs correct data on students writing skill. The conclusion of a research can be convincingly valid if the correctness of research data in presenting the research variable, students writing skill are supported by evidence. The research data and the conclusion drawn from the data suffers from validity problem if the evidence cannot be presented. According to Latief (2015: 142), the data on students writing skills are valid if they correctly reflect the students writing skill, correctly predict the way students would perform on another writing assessment conducted for the same purpose, and correctly predict similar writing performance in a different

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II. Finding and Discussion

A. Finding

There was found 38 errors of seven kinds of article usage from 18 kinds. The 18 kinds of article usage were adapted from Vince and Sunderland's theory and Lynch's theory by combining them.

Those errors are: definite article in title, definite article: geographical names, definite article: important of context, definite article: jobs, Indefinite article: unknown people/thing, Indefinite article: noun modified by an object, and Zero article: names.

Table 4.2
Kinds of Errors Number Made by the 11th Grade Students of SMAN 5 Kediri

NO	NAME	NUMBER OF ERROR																		TE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	Student 1											2			1					3
2	Student 2										1				1					2
3	Student 3																			0
4	Student 4														1					1
5	Student 5																			0
6	Student 6								1		2									3
7	Student 7					1						1	1		2					5
8	Student 8														1					1
9	Student 9																			0
10	Student 10														3					3
11	Student 11														2					2
12	Student 12														2					2
13	Student 13														2					2
14	Student 14														3					3
15	Student 15														2					2
16	Student 16															1				1
17	Student 17																			0
18	Student 18											1				1				2
19	Student 19																1			1
20	Student 20																5			5
TE						1		1			7	1			20	2	4			38

Note:

Note:

1. Definite article: classes
2. Definite article: national groups
3. Definite article: other groups
4. Definite article: title
5. Definite article: other title
6. Definite article: musical instrument
7. Definite article: emphatic use
8. Definite article: geographical names
9. Definite article: place names
10. Definite article: the most
11. Definite article: important of context
12. Definite article: jobs
13. Indefinite article: measuring
14. Indefinite article: unknown people/thing
15. Indefinite article: noun modified by an object
16. Zero article: names
17. Zero article: unique organization
18. Zero article: streets

TE: Total Error

Table 4.3
The Number of Error Types Made by the Eleventh Grade Students of SMAN 5 Kediri

No.	NAME	TYPES OF ERROR CATEGORY			TOTAL ERROR
		Omission	Addition Use	Confusion	
1	Student 1	1	2		3
2	Student 2	1	1		2
3	Student 3		0		0
4	Student 4		1		1
5	Student 5	0	0	0	0
6	Student 6	2	1		3
7	Student 7			5	5
8	Student 8			1	1
9	Student 9	0	0	0	0
10	Student 10		3		3
11	Student 11		1	1	2
12	Student 12		2		2
13	Student 13	1	1		2
14	Student 14		2	1	3
15	Student 15		2		2
16	Student 16		1		1
17	Student 17	0	0	0	0
18	Student 18		1	1	2
19	Student 19		1		1
20	Student 20		5		5
Total Error:		5	24	9	38

The percentage of error type

NO.	TYPE OF ERROR	TOTAL	PERCENTAGE
1	Omission of a/an and the	5	13,158 %
2	Addition use of a/an and the	24	63,158 %
3	Confusion of a/an and the	9	23,684 %

The seven kinds of article usage then classified into omission, addition, and confusion. The percentage of omission is 13,158%; the percentage of addition is 63,158%; and the percentage of confusion is 23,684%. Thus, the most frequent error was addition type with total percentage 63,158%.

The factors influence the error showed that from three questions of interlingual factor: 15 students answered agree, 22 doubt, 23 disagree. By score 57, it means intralingual has interference in influencing the errors in the use of article made by the students although the effect is not strong.

There were four questions to know the influence of intralingual factor. The participants who answer strongly disagree 11 participants, agree 31 participants,

doubt 18 participants, disagree 18 participants, and none of them answered strongly disagree. By score 67.75, it means intralingual became a causal factor influence the students' errors by Overgeneralization (86 score) was the strongest factor in influencing the errors in using article since the students tend to add "the" before noun/noun phrase or title based on the result of students' answer.

Context of learning factor had three questions to find out its influence of article usage errors. The participants who answer strongly disagree 1 participant, agree 5 participants, doubt 33 participants, disagree 21 participants, and none of them answered strongly disagree. By score 55.33, it means context of learning became a causal factor influence the students' errors although the influence was not too strong.

Besides the finding above, it was found some findings that did not include in the classification of error. They put some parts of speech that did not require articles. Students combined article with adjective. They put article in front of adjective. They also put article in front of verb as they may considered the verb as adjective. It means the students were not only put article in front of noun/noun phrase but also in front of verb and adjective.

B. Discussion

There were found 38 errors in using article that include in seven categories from 18 article usage. The errors involved in omission type (13.158 %), addition type (63.158%), and confusion type (23.684%). It means addition type is the most frequent error made by the students. This finding supports the finding of Ouertani who had conducted a study in the use of English article among first and fourth year EFL students at the higher institute of language of Tunis in 2013 that was found addition of the as the most numbers of errors. Apparently, Muslikan (2012) found that omission was the most frequent error made by Students of SMPN 3 Kediri.

Based on the interlingual question result, it shows from three questions that was found 15 agree, 22 doubt, and 23 disagree. By score 171 and mean 57. It proved that interlingual had an effect to influence the errors. This finding supports the finding of Nopjirapong (2011) who found that most Thai University students made errors influenced by interlingual factor by omitting article since there is no article in Thai language. In the contrary, Ouertani (2013) found that overgeneralization as the indicator of intralingual played a paramount role in the appearance of the identified error.

Intralingual factor was the highest score among interlingual and context of learning factors. It was obtained 271 score and after dividing with 4 (the number of questions) it was got mean 67.75 score. From the questions, overgeneralization is the strongest in influencing the errors. This finding is in line with the finding of Hourani (2008) who found that intralingual transfer errors were more frequent than interlingual ones. Apparently, Nopjirapong (2011) found that interlingual is the most factor influences the errors in using articles.

In context of learning factor, it was found 166 score from three questions. After dividing with three as the number questions, it was got 55,33 score. It means context of learning has a contribution in influencing the errors although the effect is not too much. This research result supports the research result of Abusaeedi (2015) who found that the errors mostly result from context of learning. In the contrary, Chelli (2013) found that the errors in the use of article was mostly influenced by the native language or interlingual factor.

Generally, students had difficulty in applying grammar and word choice. The other findings show that the students did not only use article before nouns/noun phrase but also in other parts of speech like in front of verb. The difference structure

and term between English and native language induce the errors. Ouertani (2013: 359) found that 65.00% of inappropriate use of “the” with adjective was caused by interlingual factor. The difference term or structure between English and Indonesian can create article errors. Hyland (2003: 34) states that the main problem for the students in a foreign language to write English text is difficulty to convey their ideas in appropriate and correct English.

C. Conclusion and Suggestion

Based on the research finding, the errors of using articles in writing analytical exposition text made by the eleventh grade students of SMPN 5 Kediri can be concluded:

1. There are 38 errors in the use of article from seven kinds of eighteen article usage which are used by the students in making error of using article in writing analytical exposition text. The seven kinds of article usage then classified into omission, addition, and confusion. The percentage of omission is 13,158%; the percentage of addition is 63,158%; and the percentage of confusion is 23,684%. It can be concluded that the students of eleventh grade students of SMAN 5 Kediri had made errors in 7 of 18 article usage that involve to the three classification:

omission, addition, and confusion type.

2. Addition is the most frequent type of error made by the students which has the highest percentage (63.158%). It can be seen from the result of two other types. They got lower percentage than addition type. It means the eleventh grade students of SMAN 5 tend to add definite article (the) before nouns/noun phrases that affect them make errors in using article as the result shows that addition type got the highest percentage.
3. Interlingual factor had contribution in influencing the errors in using article by 57 score even though its influence is not too strong. Context of learning as the lowest factor to influence the errors in the use of article by 55,33 score. It denotes that context of learning has enough effect in influencing the errors in the use of article. The highest score is intralingual factor by 67,75 score with overgeneralization as the highest score. It indicates intralingual factor especially overgeneralization indicator was considered as the main factor influencing errors.
4. The other findings found some students made errors by using article before two kinds of word such as

adjective and verb. These findings indicate that the students had difficulty in using article. The difference between English and Indonesian in structure and word choice causes students confuse to choose appropriate word.

5. There are also weaknesses in this research. There was no enough category of article usage which can cover all of the students' errors. Another weakness is the use of questionnaire in this research which used close questions might affect the findings invalid since the students only answered questions given by the researcher. In addition, there was possibility that they might answer the questions not based on their reality.

Dealing with the conclusion, the researcher recommends some suggestions for students, English teachers, and for other researcher.

1. For the students

It important for the students to learn the use of article to produce good writing. Students should learn each rule of the article systems and avoid overgeneralization in order to make the reader grasp with what the writer means. Wrong use of article can cause the reader misunderstanding and confused with what the writer conveys in the text.

2. For English teachers

To enhance students' abilities in writing, the writer suggests the English teachers to involve the article system in their teaching and learning process, even though there is no discussion about article in syllabus. The teacher can put in the material in any section of teaching English especially in writing and reading sections. It also recommends for the teacher to focus more to the seven article usage that caused errors in using article as the finding on this research. By this way, the teacher can reduce the students to do overgeneralization. It is intended to increase students' writing texts ability in good grammar to minimize errors in using article.

3. For other researchers

It has been conveyed in conclusion that this research has some weaknesses. Thus, it is suggested for other researchers to do similar research by using more complete article usage categories and more instruments like interview or daily journal to students. By using complete classifications, researcher can classify the errors in order to cover all errors in using article. By using more instruments, the research is supposed obtaining research findings with good validity. The research result will be beneficial not only to find out the errors in using article but also to find

out the factors influence the errors, so that it can be used to overcome students' problem.

The conclusion and suggestions above are hoped useful to enhance the students' ability in writing text especially analytical exposition text with good grammar.

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