CHAPTER IV

RESEARCH FINDINGS

This chapter presents research findings and interprets the the errors found in the use of article in undergraduate students' essay.

4.1   Data Description

The data are errors in the use of article found in undergraduate students' writings in English department at state university of Jakarta. The number of writing taken from three classes is 63 writings. However, from 63 writings it is found 40 writings that consist of error in the use article. The writing is completed by students on the spot in classroom.

4.2   Data Analysis

The data were collected from students' writings which were completed on the spot in classroom. Then, the data collections were analyzed to answer three research questions. The questions are to find the types of error in the use of article, the frequencies of error in the use of article, and the causes of error in the use of article. To answer those research questions the data were analyzed based on some theories. To find out the types of error in the use of article the study used theory from Richard (1970) and Corder (1981). To find the causes of error in the use of article it used theory from Richard (1970) and Dulay (1982) who divide the cause of error into two, interlingual error and intralingual error.

4.3   Findings

4.3.1   Types of error in the use of article

The first research finding is aimed to find out the types of article errors made by undergraduate English students at State University of Jakarta. The result reveals that the total numbers of error in 40 students' writings are 69 errors out of 413 sentences. So, it can be concluded that the number of errors hold only 16.70% from the total number of sentences produced. The following table shows types of error found in 40 undergraduate students' writings in terms of the use of article.
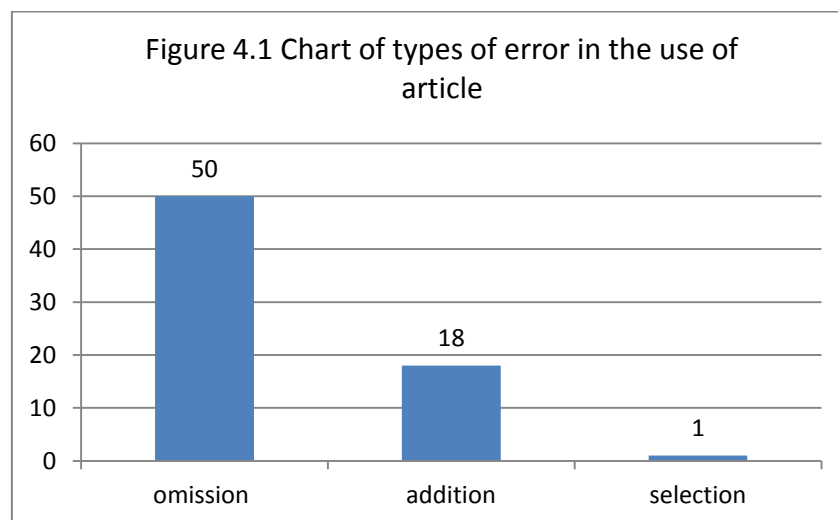
Table 4.1 The types of error in the use of article

No	Types of errors / Types of article errors	Error of Omission	Error of Addition	Error of selection	N
1	Omission of *the* before unique nouns	1			1
2	Omission of *the* before noun of nationality				
3	Omission of *the* before nouns made particular in context	30			30
4	Omission of *the* before a noun modified by a participle				
5	Omission of *the* before superlatives				
6	Omission of *the* before a noun modified by an *of-* phrase	3			3
7	*The* used instead of Ø before proper names				
8	*The* used instead of Ø before abstract nouns		3		3
9	*The* used instead of Ø before noun behaving like abstract nouns				

10	*The* used instead of Ø before plural nouns		2		2
11	*The* used instead of Ø before *some*				
12	*a* used instead of *the* before superlatives			1	1
13	*a* used instead of *the* before unique nouns				
14	*a* instead of Ø before a plural noun qualified by an adjective		5		5
15	*a* instead of Ø before uncountable		6		6
16	*a* instead of Ø before an adjective		2		2
17	Omission of *a* before class nouns defined by adjectives	16			16
Total		50	18	1	69

Based on the table above, there are seventeen types of article errors were adapted from Richard (1970) and four types of errors in general were adapted from Corder (1981) but errors in the use of article only happened in three types of errors (omission, addition, and misselection), so one error (misorder) will be eliminated. Furthermore, it is found that from seventeen types of article errors only ten types of article error occurred.
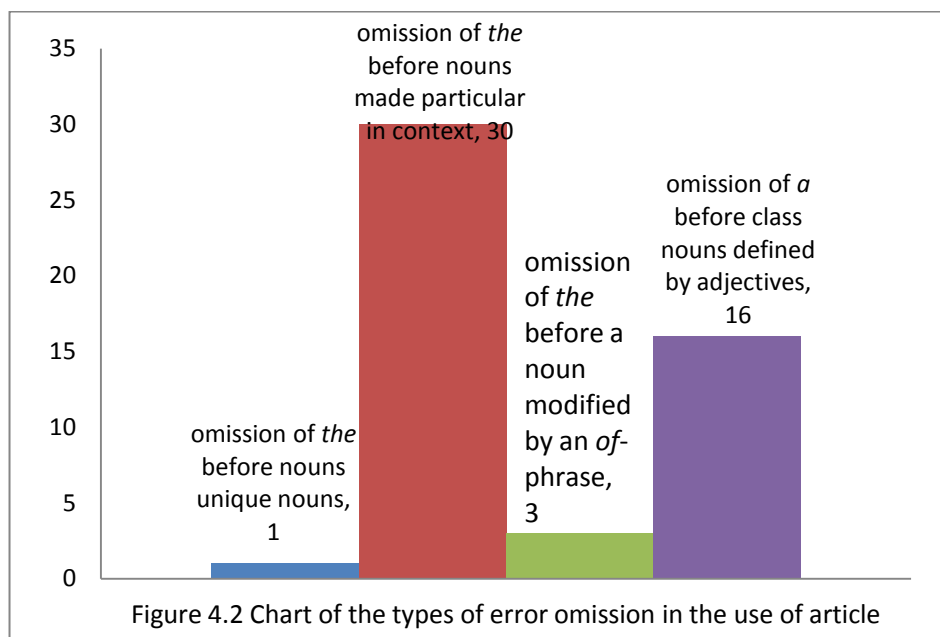
As shown on the table above the types of error in the use of article found in students' writings at State University of Jakarta there are ten types out of seventeen types of error.

Figure 4.1 Chart of types of error in the use of article

omission	50
addition	18
selection	1

Those types are omission of *the* before unique nouns, omission of *the* before nouns made particular in context, omission of *the* before a noun modified by an *of-* phrase, *The* used instead of *Ø* before abstract nouns, *The* used instead of *Ø* before plural nouns, *a* used instead of *the* before superlatives, *a* instead of *Ø* before a plural noun qualified by an adjective, *a* instead of *Ø* before uncountable, *a* instead of *Ø* before an adjective, and omission of *a* before class nouns defined by adjectives. Four types of error are part of omission error, five types of error are part of addition error, and one type of error is part of selection error. Those types will be explained further in the section below.

1.   Error of omission

From the data it is found that in error of omission, there are four types of error in the use of article as seen in the chart below.

Figure 4.2 Chart of the types of error omission in the use of article

To illustrate the error of omission made by the students, the writer explains some of the data, as follow:

Regular class students have to pay their UKT…

From the sentence above it can be seen that there is omission of *the* before nouns made particular in context. Article *the* should be included since there is an initial expression of sentence that gives general statement before it. As seen in the complete sentence below.
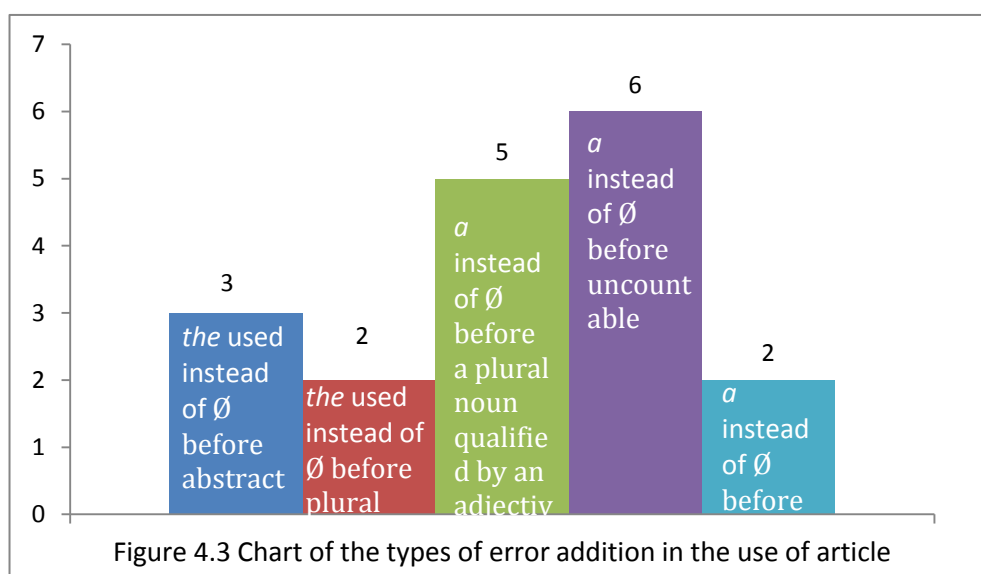
Regular and non-regular class also have been differentiated by the payment each semester. Regular class students have to pay their UKT…….

The initial sentence has already introduced about *Regular and non-regular class* situation. Thus, for the next sentence when it mentions the same words it has to put article *the* as reference to the previous sentence. So, the correct sentence is:

Regular and non-regular classes also have been differentiated by the payment each semester. The Regular class students have to pay their UKT……..

2.   Error of addition

From the data it is found that in error of addition, there are five types of error in the use of article as seen in the chart below.

Figure 4.3 Chart of the types of error addition in the use of article

To illustrate the error of addition made by the students, the writer explains some of the data, as follow:

The scholarship should be addressed to all students not only the low economic students…

From the sentence above it can be seen that there is addition of *the* before abstract nouns. Article *the* should be excluded since it is an abstract noun that is located on the initial expression of sentence. So, the correct sentence is:

Scholarship should be addressed to all students not only the low economic students…

3.   Error of selection

From the data it is found that in error of selection, there is only one type of error in the use of article, it is "selection of *a* instead of *the* before superlatives".

To illustrate the error of addition made by the students, the writer explains some of the data, as follow:

Actually, using multi-channel to sell your product can achieve a greatest success.

From the sentence above it can be seen that there is error selection of *a* instead of *the* before superlatives. Article *the* should be put before every superlative in this case is *greatest*. So, the correct answer is:

Actually, using multi-channel to sell your product can achieve the greatest success.

In conclusion, it can be said that the students did not aware of identifying the same entity as denoted by the initial sentence. Thus, *the* before nouns made particular in context becomes the biggest number of error.
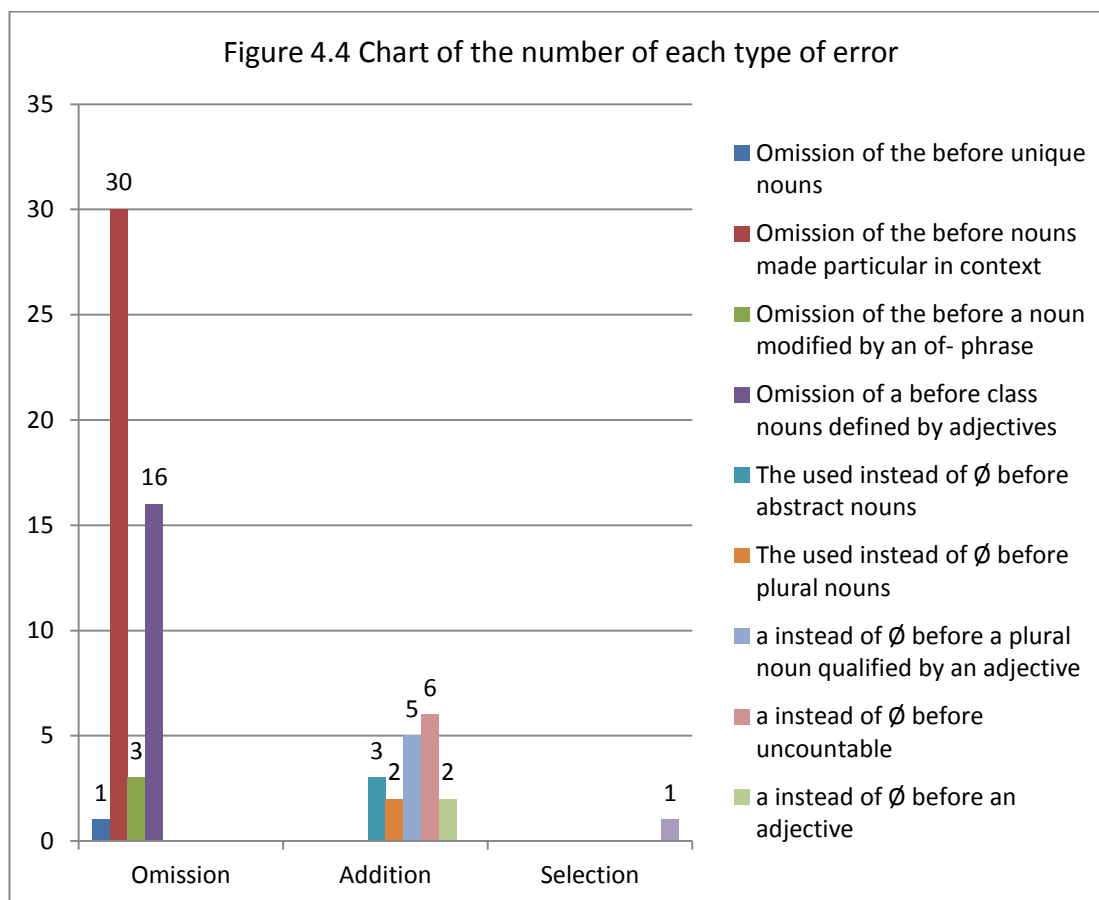
4.3.2   The frequency of error

The second research finding is to find the frequency of error in the use of article. Based on the types of error in the use of article, the writer then calculated the data to find the frequency of error.

Table 4.2 The number of each type of error

Types of error in the use of article	Types of error		
	Omission	Addition	Selection
Omission of *the* before unique nouns	1		
Omission of *the* before nouns made particular in context	30		
Omission of *the* before a noun modified by an *of-* phrase	3		
The used instead of Ø before abstract nouns		3	
The used instead of Ø before plural nouns		2	
a used instead of *the* before superlatives			1
a instead of Ø before a plural noun qualified by an adjective		5	
a instead of Ø before uncountable		6	
a instead of Ø before an adjective		2	
Omission of *a* before class nouns defined by adjectives	16		
Sum	**50**	**18**	**1**
Total	**69**		

The following chart is used to illustrate the numbers of the table above:

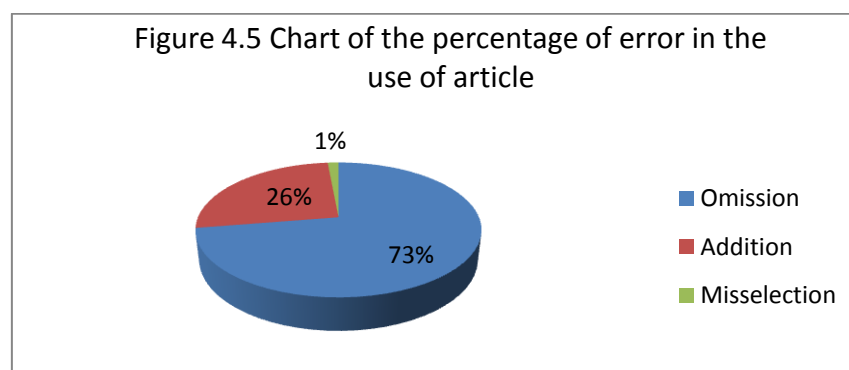## Figure 4.4 Chart of the number of each type of error

From the data, it is found 69 errors in total, consists of 50 omission errors, 18 addition errors, and 1 selection error. For Omission error the study found 1 omission of *the* before unique nouns, 30 omission of *the* before nouns made particular in context, 3 omission of *the* before a noun modified by an *of-* phrase, and 16 omission of *a* before class nouns defined by adjectives. Then, for addition errors it is found 3 addition *the* before abstract nouns, 2 addition *the* before plural nouns, 5 addition *a* before a plural noun qualified by an adjective, 6 *a* instead of Ø before uncountable, and 2 *a* instead of Ø before an adjective. The last, for selection error it is found only selection *a* instead of *the* before superlatives that has 1 error.

Table 4.3 The number and the percentage of the data

Types of error	Number	Percentage
Omission	50	72.46 %
Addition	18	26.08 %
Selection	1	1.45 %

The percentage is illustrated on the chart below:

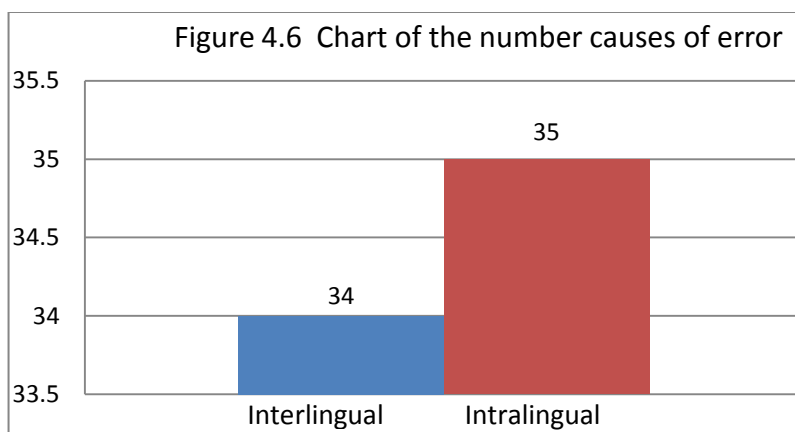Figure 4.5 Chart of the percentage of error in the use of article

The table shows three types of error; they are error of omission, error of addition, and error of selection. It is found that error of omission was the most frequent error occurred, there were 30 errors identified (72.46%) with the most frequent type of error is "Omission of *the* before nouns made particular in context" obtained 43.47%%. Then, for error of addition there were 18 errors occurred (26.08%) with the most frequent type of error is "*a* instead of *Ø* before uncountable" obtained 8.69%, and error of selection only gets 1 error (1.45%)
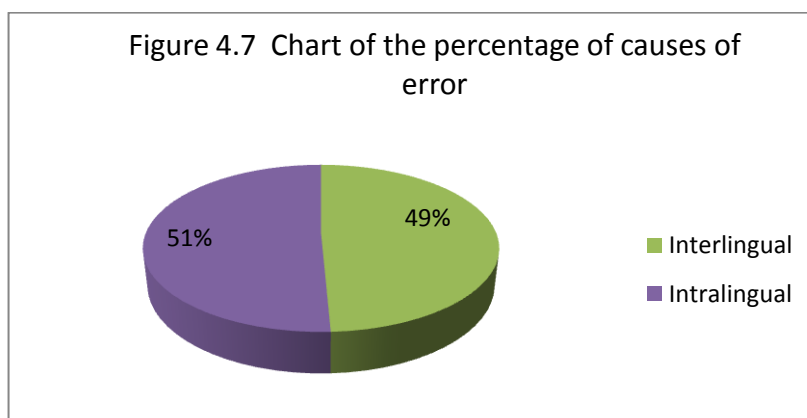
In conclusion, based on the previous result it can be said that the students tend to make omission when it comes using article *the*.

4.3.3 The causes of error

The last research finding is aimed to find the causes of error in the use of article. The following table shows the causes of error made by students.
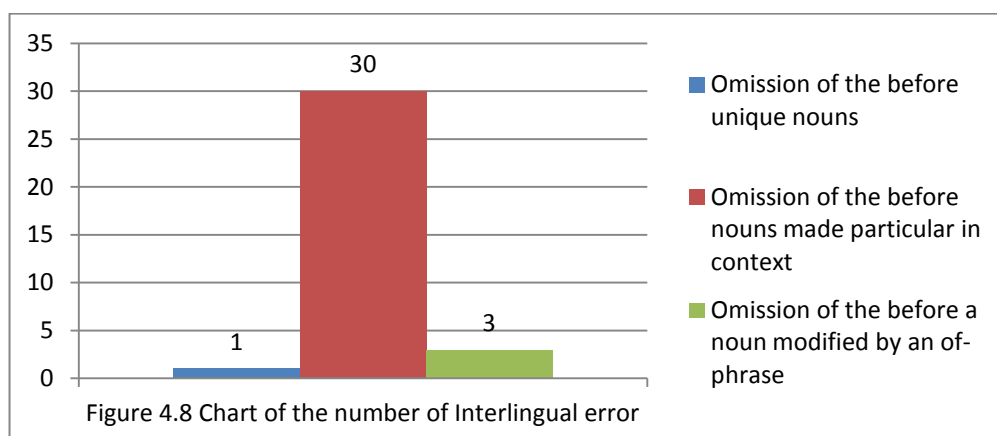

Figure 4.6 Chart of the number causes of error

The percentage is illustrated on the chart below:

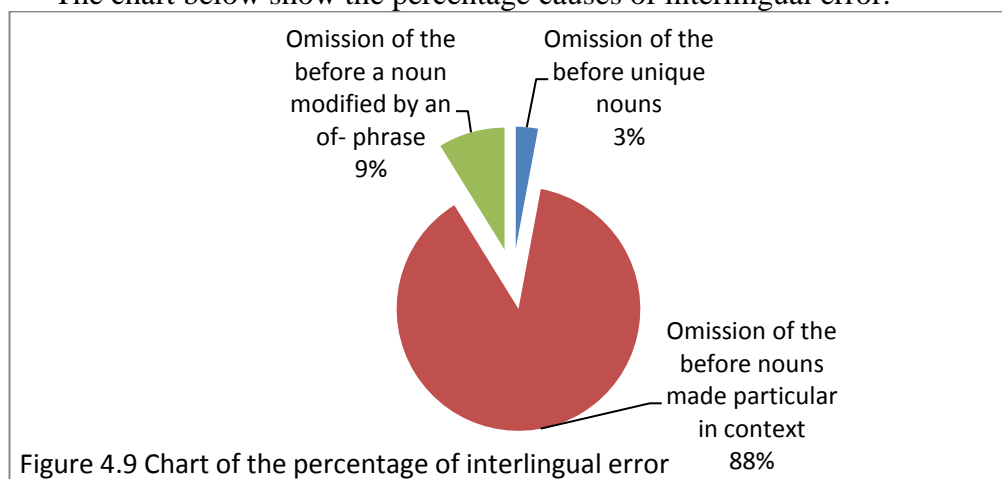Figure 4.7 Chart of the percentage of causes of error

The data shows that errors caused by the target language (intralingual) are slightly higher than mother tongue interference (interlingual). Intralingual has 35 occurrences, obtained 50.72% whereas interlingual for 34 occurrences, obtained 49.27%. In conclusion, this implies that both the first language and the learning language process are transferred negatively into the target language.

1.   Interlingual

After analyzing, it is found that the most frequent type of error of interlingual error committed by the students is omission of *the* before nouns made particular in context. The chart below shows types of error in the use of article included in interlingual.

Figure 4.8 Chart of the number of Interlingual error

The chart below show the percentage causes of interlingual error.

Figure 4.9 Chart of the percentage of interlingual error

To determine interalingual error (mother tongue interference) the writer followed how Dulay (1982) identify the mother interference errors. By translating the grammatical form of the learner's phrase or sentence into learner's first language to see if similarities exist.

For example:

The student produced.

(1)   *She can afford many big things in her life including tuition fee.*

The writer would translate the grammatical form

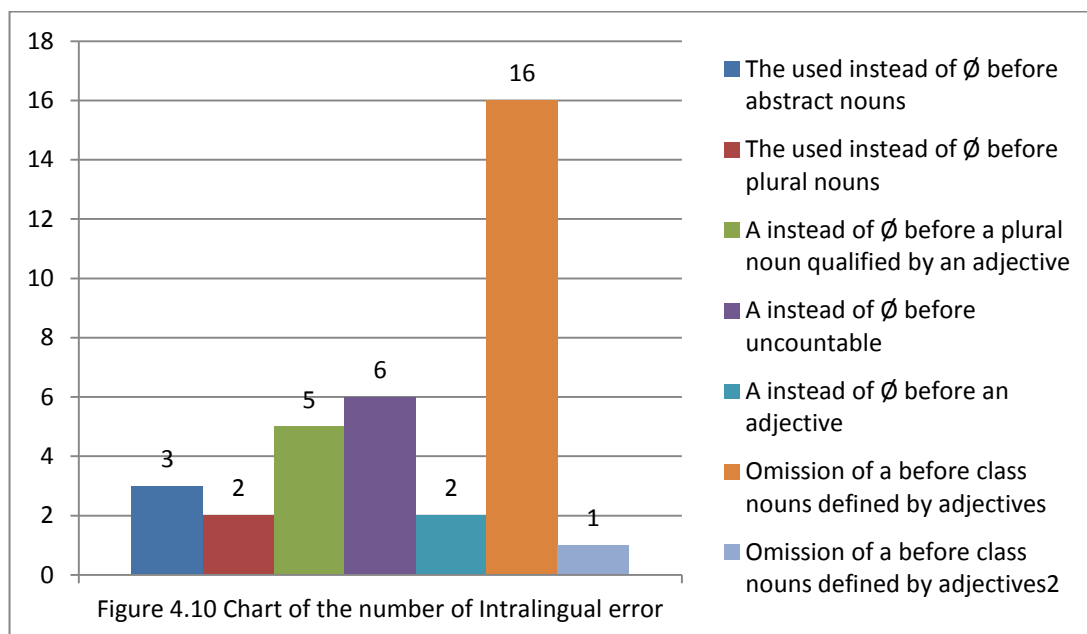*(2)*   *She can afford many big things in her life including the tuition fee.*

into Indonesian.

(3)   *Dia sanggup membayar banyak hal didalam hidupnya termasuk*
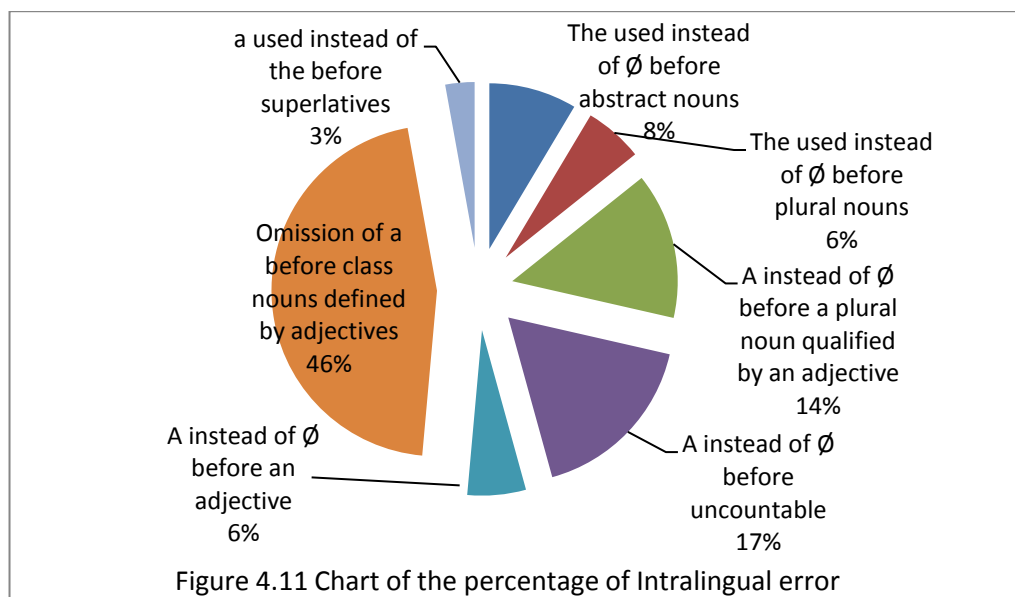
uang bayaran.

Indonesian language does not have article system especially *the* form. The mother tongue interference can be immediately noticeable when comparing three sentences above. According to Brown (2007: 102) "it is clear from learning theory that a person will use whatever previous experience he or she has had with language to facilitate the second language learning process and the native language is an obvious set of prior experiences."

2.   Intralingual

After analyzing, all errors that related to addition as well as omission of *a* are related to the target language itself (intralingual). The chart below shows types of error in the use of article included in intralingual.

Figure 4.10 Chart of the number of Intralingual error

The chart below show the percentage causes of intralingual error.

Figure 4.11 Chart of the percentage of Intralingual error

The most frequent errors in intralingual is 'omission *a* before class nouns defined by adjectives'.

To determine intralingual error in grammatical level like article, most error was because of overgeneralization. In learning second language usually the student gain familiarity items and make them overgeneralize

within the target language. Overgeneralization happened when the second language learner operates the second language, generalizing a particular rule or item in the second language beyond legal limits (Brown, 2007: 103).

For example:

The student produced.
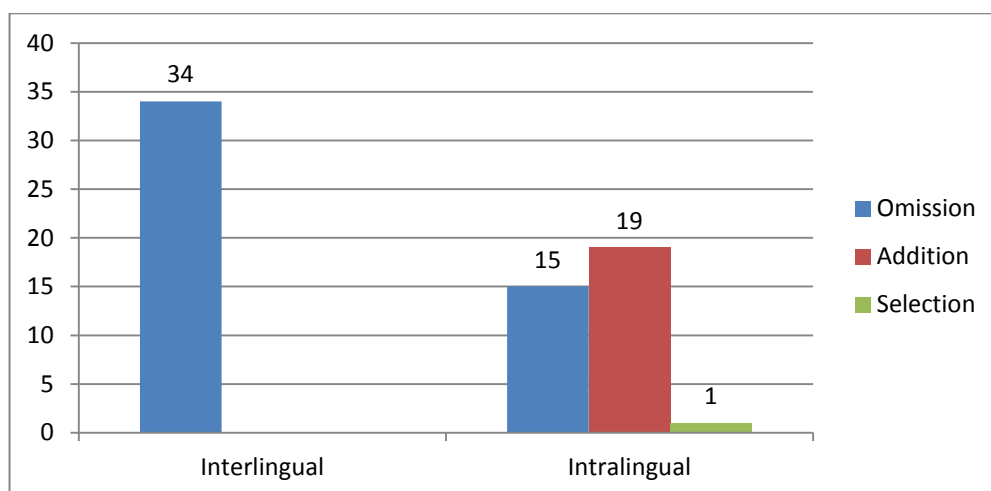
(1) *They have a good potential.*

Correction

(2) *They have good potential.*

It is assumed that the student think that all nouns followed by an adjective can be added *a* form and the student is familiar with sentences like *he is a good man, it's a very good school*, etc. It should be realized that nouns can be countable and uncountable and then for the uncountable nouns is not preceded with article *a*.

4.4 Data Interpretation

Figure 4.12 Chart of amount of each type of error found in each cause of error

As seen on the table above, it can be concluded that both interlingual and intralingual are the causes of error in the use of article even though intralingual slightly higher than interlingual. Interlingual errors were caused only by error of omission with 34 occurrences. While, intralingual errors were caused by three types of error which are omission error with 15 occurrences, addition error with 19 occurrences, and selection error only has 1 occurrence.

It can be concluded that basically students of English have a good competence in applying grammar rules especially article. Since it is found there is equilibrium between interlingual and intralingual so there is no one dominating. It is obvious the errors that were found in their writings were caused by learning process toward the target language and also still translating it to the mother tongue first. In order to avoid those errors, it is necessary keep memorizing the rules in using article and applying them in exercises. Additionally, it would better if the students get correction feedback from their teacher or peer.