

An Analysis of Students' Error in The Use of Articles in Writing Descriptive text at The Eight Grade Students of MTsN 13 Agam in Academic Years 2021/2022"

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Abstrak

Penelitian ini di latar belakang oleh permasalahan siswa kelas VIII MTsN 13 Agam. Pertama, beberapa siswa masih merasa bingung ketika menggunakan artikel (a,an,the). Kedua, beberapa siswa memiliki keterbatasan pengetahuan dalam penggunaan artikel yang menyebabkan siswa menghilangkan artikel (a,an,the) ketika mereka menulis. Ketiga, beberapa siswa kurang memahami kapan artikel itu di gunakan sehingga mereka menambahkan artikel yang tidak seharusnya di gunakan. Penelitian ini menggunakan metode penelitian kualitatif dengan kelas VIII sebagai populasi penelitian. Sampel penelitian berjumlah 19 siswa yang di pilih melalui teknik simple random sampling. Pengumpulan data dilakukan melalui tes dan wawancara. Pada tes menulis, siswa di minta untuk menulis teks deskriptif dengan memilih salah satu dari empat topik. Untuk interview ada 7 pertanyaan. Pertanyaan-pertanyaan ini mewakili apa saja penyebab kesalahan penggunaan artikel yang dilakukan siswa. Hasil penelitian menunjukan Kesalahan yang paling sering terjadi pada penggunaan artikel adalah kesalahan menghilangkan artikel yang seharusnya digunakan, dengan persentase 60%, kesalahan tertinggi kedua adalah kesalahan menambahkan artikel yang tidak seharusnya di gunakan dengan persentase 28%, berikutnya kesalahan terendah adalah misinformation dengan persentase 12%. Banyaknya persentase di atas menunjukkan bahwa kesalahan penggunaan artikel masih terjadi pada penulian teks deskriptif. Penyebab kesalahan penggunaan artikel dibedakan menjadi kesalahan interlingual, intralingual, induced, inadequate dan fossilization. Kesalahan yang di lakukan oleh siswa dari wawancara yang telah dilakukan di sebabkan karna kesalahan interlingual, kesalahan intralingual, kesalahan induced dan inadequate. Hal tersebut dapat dilihat bahwa sebagian besar siswa melakukan kesalahan penggunaan artikel yang disebabkan karena perbedaan bahasa Inggris dengan bahasa Indonesia serta perbedaan aturan penggunaan bahasanya, kesalahan juga di sebabkan oleh teman sekelas mereka yang memberikan penjelasan berbeda dengan guru sehingga mereka membuat kesalahan dan yang terakhir kesalahan di sebabkan oleh kurangnya pengetahuan tentang penggunaan artikel secara baik dan benar.

Kata kunci: *Analisa Kesalahan, Artikel Dalam Bahasa Inggris, Menulis Teks Deskriptif*

Abstract

This research background was motivated by the problems of class VIII students of MTsN 13 Agam. First, some students still confused to use the correct articles when they are writing descriptive text. Second, some students do not understand to use articles correctly, so they are omit using articles when writing descriptive text. Third, some of students added articles to sentences that shouldn't need to be added. Researcher's

questions in this study were what types of errors the students did on the use of articles in writing descriptive text and what were the causes of students' errors on the use of articles in writing descriptive text. The purpose of this study was to find out what types of errors the students did on the use of articles in writing descriptive text and to know the causes of students errors using articles in writing descriptive text. This research used qualitative research methods with class VIII as the research population. The research sample was 19 students who were selected through simple random sampling technique. Data collection was carried out through tests and interview. In the writing test, students are asked to write descriptive text with choose one topic from four topic. In interview there are 7 question. These questions represent what causes the students errors in the use of articles. The results showed that the most frequent students errors in the use of articles were omission with a percentage of 60%, the second highest error was addition with a percentage of 28% and the lowest error is misformation with a percentage of 12%. The number of percentages above shows that errors of articles still occur on students' writing descriptive text. The causes of students error in the use of articles are divided into interlingual error, intralingual error, induced error, inadequate learning and fossilization. The causes of error the students did from interview it is causes interlingual error, intralingual error, induced error, inadequate learning It showed that most of students did error were caused the differences between English and Indonesia and also the differences of rules from English and Indonesia. Causes of students errors also from their friend because give difference explanation about how to use articles correctly so that they make errors in the use of articles and the last is causes of error in the use of articles were the students didn't have knowledge about how to use articles correctly.

Keywords: *Error Analysis, English Article, Descriptive Writing Text*

PENDAHULUAN

English is very important to be mastered because most people in the world use it to communicate and to absorb knowledge, technology, culture, science, diplomacy and tourism. Million people around the world speak English as their first language. Therefore English is listed as one of the official languages in more than a quarter of the countries in the world. That's a lot of new people you can communicate with just by improving one language it's English. When your English is good it can help you to communicate with new people, most important languages for business, understanding another culture, it can help you to get a better job, it can make easier to use media because most of media written in English.

Writing is the one of four important skill in learning English. Writing has some components that students have to master it to be a good writer. Even the students have learned about the componets of writing, they still made some mistakes. Writing is different with speaking skill, although they are both productive skills. Nunan said that, writing is a process where someone invents idea, express idea, and organize idea into statement or paragraph clearly (Nunan, 2003). In other hand, in writing, students have to master the structure of good writing, such as the content and the grammatical, so that the information will be acceptable without any

misunderstanding in receiving the information. Therefore the errors made by students must be immediately followed up, so that, students are aware of their error and they don't repeat those error again. The researcher conclude that, Writing is an activities where students have to think about a topic, start to write and develop the idea.

Descriptive writing is that domain of writing that develops images through the use of precise sensory words and phrases, and through devices such as metaphors and the

sounds of words. There are some linguists who tell the understanding of descriptive writing. Langan said that when you describe someone or something, you give your readers a picture in words (Langan, 2008). Descriptive is text that tells in detail about all things of something clearly. Descriptive writing is a kind of text which explains in verbal description. According to Wishon and Burks, Description reproduces the way things look, smile, taste, feel, or sound; it may also moods, such as happiness, loneliness, or fear (Wishon and Burks, 1980). Meanwhile, Oshima and Hogue argue, Descriptive writing appeals to the senses, so it tells how something looks feels, smells, tastes or sounds (Oshima and Hogue, Ann, 2007). Students still find difficulties in descriptive text especially in using articles. The students always do the errors in descriptive text especially in using articles. Because there are some objects that will be described. The students need to use articles in describing the object.

Based on writer experience as a student, writing is the most difficult subject to be learned. One of the most basic reasons that makes writing difficult is the grammatical rules. The mistake was not only made by one or two students but also the other friends. This phenomenon continues to occur because students' inaccuracy in writing. Writing carefully by paying attention to these components makes the result of what we have wrote be meaningful.

Grammar is the most important component in writing and grammar has big influence on writing. Writing is meaningless if the grammar was broken. Greenbaum & Nelson said that grammar refers to the set of rules that allow us to combine words in our language into larger units (Greenbaum, S. & Nelson, G, 2002). The most mistake which students make are tenses, preposition and articles. Students can't write if they are not understand about grammar. With the result that writer was interest to find out the types and causes of this case.

There are three articles in the English language (a, an and the), but the rules and the expectations to the rules that define correct articles usage are numerous and complex. The common specific problem faced by the students is applying English articles. According to Berry nearly eight and half percent of the English text contains **the** and **a** (Berry, 1993). Depending on these statistics, it is obvious that the English articles are a significant part of English language. Kim and Lakshman also said that the English articles system is generally known to pose learnability difficulties for adults learners of English as a second language (Kim, K & Lakshmanan, U,2007). So, they are many adults learners still difficulties to use the correct articles in study about foreign language.

Based on preliminary research on 22 April 2021 by interviewed and looking at the student assignment that related with writing task, there are some problem the researcher found from interviewed with the students and teacher. The students said that, they don't know how to use the correct articles when writing descriptive text even though they have learned about English articles before, it can be seen from syllabus in KD 3.4 and from RPP the researcher got from an English teacher in MTsN 13 Agam, and from interview with the teacher, the teacher said that the students still confuse to use articles and omit using articles because they just remember the material about articles at that time and didn't remember after that. So, researcher found several problems related to students' errors in the use of articles in writing descriptive text:

The first phenomenon that the researcher saw from the result of their writing about descriptive text, the students still confused to use the correct articles when they are writing descriptive text. They were still wrong about how to put and arrange the articles to make a good sentence in writing descriptive text. Therefore most of the students do not understand to use articles correctly when writing descriptive text. For

example, when they want to write “dia adalah kucing yang menggemaskan” they wrote “he is a adorable cat”. Beside they should write “he is an adorable cat”. From the phenomenon the researcher found some students still confuse to use the correct articles in writing descriptive text.

Second, from the result when they wrote descriptive text, the students omit using articles. For example when they want to write “saya mempunyai sebuah buku” they wrote just “I have book”. Beside they should write “I have a book”. So, the students should to understand about English articles and have knowledge about using articles correctly.

Third, from the result of their writing about descriptive text the students added articles to sentences that shouldn't need to be added. For example when they want to write “Puspus selalu pergi keluar untuk mencari makan di malam hari” they wrote “Puspus an often goes out to find food at night” Beside they should write “Puspus often goes out to find food at night”

The researcher concluded that an analysis of students' errors in the use of articles in writing descriptive text is important to be research because article is one of the important parts in grammar. Articles is

important in English as they provide certain information about the noun they preceed. Absence or misuse of an article will make a sentence look/sound very strange to an English speaker. Based on explanation above, the researcher is interested in analyzing the students' learning problems, to know the students' errors in articles. Therefore, the researcher entitled the research “An analysis of students' errors in the use of articles in writing descriptive text at the eighth grade students of MTsN 13 Agam in Academic year 2021/2022.

METHOD

This research used qualitative research methods with class VIII as the research population. The research sample was 19 students who were selected through simple random sampling technique. Data collection was carried out through tests and interview. In the writing test, students are asked to write descriptive text with choose one topic from four topic. In interview there are 7 question. These questions represent what causes the students errors in the use of articles.

FINDING AND DISCUSSION

Finding

Analysis of data used to answer research question. The first one to find out what types of errors the students did on the use of articles in writing descriptive text and to know the causes of students' errors using articles in writing descriptive text.

1) Types of the students' error in writing articles.

After collected and analyzed the data, the researcher found a lot of errors. There were 67 items of errors found in 19 student's written test, 43 errors found in omission, 17 errors found in addition and 7 errors found in misformation. The researcher provided all of those sentences in the table below completed with the error types of each article. The errors were classified based on the surface structure taxonomy that includes three types of errors. They were; omission, addition and misformation.

Table 1. Identification and Classification of Students Errors

No	Name	Identified sentences and phrase	Classification of errors
1	TMP	I have * small beautiful house Next to * living room is my parents room I have * kitchen for cooking Next to * kitchen	Omission Omission Omission Omission
2	MFA	Miska is * Himalaya cat He has <u>the</u> beautiful blue eyes Miska love to drink <u>the</u> milk When I come back from * school He sleep during * afternoon He will chase * mouse and bite them Miska is <u>the</u> cat	Omission Addition Addition Omission Omission Omission Misformation
3	RPP	Taylor swift Such as to be <u>the</u> fearless	Addition
4	WA	EXO is * south Korean boy band in	Omission
5	ASP	She is * young of three sibling She is * little bit fat My sister is * active girl She play <u>the</u> doll with her friend She is * kind girl She have <u>the</u> chubby cheeks	Omission Omission Omission Addition Omission Addition
6	SRD	Kangaroo is * animal found Kangoroo Found <u>the</u> only in ... They have <u>the</u> short front legs Kangoroo has <u>a</u> external * Baby kangaroo is very tiny Someday ... go to <u>the</u> Australia	Omission Addition Addition Misformation Omission Addition
7	FE	I have * sister She have <u>a</u> curly hair She give <u>the</u> motivation to me I like <u>the</u> sport	Omission Addition Addition Addition
8	CR	It is white ... in <u>the</u> color He has Two eyes and * tail * Cat can snoring when he feel Because he know I bring * food	Addition Omission Omission Omission
9	AMB	When she is <u>the</u> smile I proud of have <u>an</u> niece like her	Addition Misformation
10	HK	Lake toba It has * beautiful view	Omission
11	VC	In my bedroom have * window There is * lamp There is * laptop There is * book There is * notebook	Omission Omission Omission Omission Omission
12	RAF	The wrong food can kill * rabbit Rabbits have * long ears They have large <u>the</u> powerful ... <u>The</u> rabbits fur is most	Omission Omission Addition Addition
13	AS	My mother is * teacher in She has * plump body She also has * pointed nose She also has... and * nice lips She is * busy person but	Omission Omission Omission Omission Omission

14	PEP	Prophet Muhammad is someone who * most Prophet Muhammad To be * prophet at	Omission Omission
15	AL	She sometimes make * joke All of * students laugh	Omission Omission
16	FL	They have <u>an</u> ondel-ondel Don"t surprise Have * traffic jam ... because Jakarta is * beautiful city	Addition Omission Omission
17	KO	I have <u>a</u> older brother My brother is <u>a</u> introvert person He always help ... I have * problem	Misformation Misformation Omission
18	ZEL	Kenari is * male canary bird I don"t have ... give him <u>the</u> name I give him <u>the</u> food	Omission Addition Misformation
19	SF	My mother is * housewife My father is * teacher My sister is <u>an</u> humorous person She is * collage students	Omission Omission Misformation Omission

Note: * (omission error)

From the table it could be seen that there were 67 errors in English articles found in students" descriptive writing. Those 67 errors contributed in each classification of errors could be seen in the following explanation.

a) Errors in Omission

There were 43 errors found in omission. From all 43 errors, 31 errors were found in the use of indefinite article **a**. These errors showed that students were not able to put indefinite article **a** before a singular noun modified by an adjective. It should be noticed and reflected that most of the students wrote the errors in the sentence "*she is kind girl*" instead of "*she is a kind girl*", then "*she also has pointed nose*" instead of "*she also has a pointed nose*", on the other sentence "*She has plump body*" instead of "*She has a plump body*". Furthermore, the students also did not put indefinite article **a** before a singular noun which is countable noun. It could be seen in the sentence "*my father is teacher*" instead of "*my father is a teacher*", other sentence such as "*in my bedroom have window*" instead of "*in my bedroom have a window*", Then "*Malika is Himalaya cat*" instead of "*Malika is a Himalaya cat*".

Then, 2 omission errors were found in the use of indefinite article **an**. They did not put indefinite article **an** before words beginning with a vowel (a, i, u, e, o) such as in the sentence "*My sister is active girl*" instead of "*My sister is an active girl*". These errors showed that the students did not understand about the use of indefinite article **an**.

After that, other 10 omission errors were found in the use of definite article **the**. The students did not put definite article **the** before something that already knows about, like in the sentence "*He will chase mouse and bite them.*" instead of "*He will chase the mouse and bite them*" or in other sentence "*All of students laugh*" instead of "*all of the students laugh*", and also in the sentence "*next to living room is my parents room*", instead of "*Next to the living room is my parents room*" and so on that could be seen in the Table 2.

Table 2. Omission error in writing

Name	Error omission	Correction of error
ASP	She is * young of three sibling She is * little bit fat and.... My sister is * active girl She is * kind girl When I come back from * school	She is the young of three sibling She is a little bit fat and.... My sister is an active girl She is a kind girl When I come back from the school

MFA	Miska is * Himalaya cat He sleep during * afternoon He will chase * mouse and bite them	Miska is a Himalaya cat He sleep during the afternoon He will chase the mouse and bite them
CR	He has four legs Two eyes and * tail Cat can snoring when he feel.. He know I bring * food	He has four legs Two eyes and a tail The cat can snoring when he feel He know I bring the food
AL	She sometimes make * joke All of * students laugh	She sometimes make a joke All of the students laugh
FE	I have * sister	I have a sister
SF	My mother is * housewife My father is * teacher She is * collages students	My mother is a housewife My father is a teacher She is a collages students
PEP	Prophet Muhammad ... who * most To be * prophet at	Prophet Muhammad ... who the To be prophet at
ZEL	Kenari is * male canary bird	Kenari is a male canary bird
AS	My mother is * teacher in She has * plump body She also has * pointed nose She also has.... * nice lips She is * busy person but ...	My mother is a teacher in She has a plump body She also has a pointed nose She also has.... a nice lips She is a busy person but ...
KO	He always I have * Problem	He always I have a problem
SRD	Kangaroo is * animal found Baby kangaroo is very tiny	Kangaroo is an animal found A baby kangaroo is very tiny
RAF	The wrong food can kill * rabbit Rabbits have * long ears	The wrong food can kill a rabbit Rabbits have a long ears
WA	EXO is * south Korean boy Band	EXO is a south Korean boy band
TMP	I have * small beautiful house Next to * living room is ... I have * kitchen for cooking Next to * kitchen	I have a small beautiful house Next to the living room is ... I have a kitchen for cooking Next to the kitchen
HK	Lake toba It has * beautiful	Lake toba It has a beautiful
VC	In my bedroom have * window There is * lamp There is * laptop There is * book There is * notebook	In my bedroom have a window There is a lamp There is a laptop There is a book There is a notebook
FL	Don't surprise Have * traffic jam because Jakarta is *	Don't surprise Have the traffic j because Jakarta is a beautiful city

b) Errors in Addition

There were 17 errors found in addition. From all of those errors, 1 errors were in indefinite article **a**. The students used indefinite article **a** before plural noun. For example, “*She have a curly hair*. It could be seen that the students don’t know about the use of indefinite article.

Then, 1 errors were in indefinite article **an**. The students used an article before words beginning with a vowel (a, i, u, e, o) but this sentences was plural noun. They wrote “*they have an ondel-ondel*” . And the last, 15 errors were in definite article **the**. The students used definite article **the** before the names of cities such as in the sentence “... go to **the** Australia” instead of “... go to Australia”. On the other hand, the students also used the article before verb like in the sentence “*When she is the smile*” Instead of “*When she is smile.*”, and so on. All the addition errors could be seen in the following table:

Table 3. Addition errors in writing

Name	Error of addition	Correction of error
ASP	She play <u>the</u> doll with her friend That's why she have <u>the</u> chubby cheek	She play doll with her friend That's why she have chubby
AMB	When she is <u>the</u> smile	When she is smile
MFA	He has <u>the</u> beautiful blue eyes Miska love to drink <u>the</u> milk	He has beautiful blue eyes Miska love to drink milk
CR	It is white and brown in <u>the</u> color	It is white and brown in color
FE	She have <u>a</u> curly hair She give <u>the</u> motivation to me I like <u>the</u> sport	She have curly hair She give motivation to me I like sport
RPP	Taylor swift Such as to be <u>the</u> Fearless	Taylor swift Such as to be Fearless
ZEL	I don't have ... give him <u>the</u> name	I don't have ... give him Name
SRD	Kangaroo Found <u>the</u> only in Australia They have <u>the</u> short front legs	Kangaroo Found only in Australia They have short front legs
RAF	They have large <u>the</u> powerful ... <u>The</u> rabbit fur is most	They have large powerful ... rabbit fur is most
FL	They have <u>an</u> ondel-ondel	They have ondel-ondel

c) Errors in misformation / substitution

Misformation errors were found in 7 sentences. From all of those sentences, 3 errors were in indefinite article **a** errors, 2 in indefinite article **an** errors and 2 in definite article **the** error. 3 errors were in indefinite article **a**. The students were confused in differentiating which the article should be used in the sentence. The students have already known about what did they say, but they put indefinite article **a** in wrong placement. For example, they wrote *"My brother is a introvert person"* instead of *"My brother is an introvert person"* and also the students used indefinite article **a** before word beginning with a vowel (a) like in the sentence *"I have a older brother"* instead of *"I have an older brother"*.

Then, 2 errors were in indefinite article **an**. The students used indefinite article **an** before a word beginning with a consonant. For example, they wrote *"... have an niece like her"* instead of *"... has a niece like her"*, then in other sentence *"my sister is an humorous person"* instead of *"my sister is a humorous person"*. Other 2 errors were in definite article **the**. The students mentioned article **the** for the first time, but actually it should be used for the second time. For example, in sentence *"Miska is the cat"* instead of *"Miska is a cat"* and so on. These errors also explained that the student did not understand the use of English article. This was very crucial problem, because the difference between English article (**a**, **an**, and **the**) was in the sentence.

When the students did not use the right English article in the sentence, it means that they did not understand about the use of English article. Misformation errors could be seen completely in the following table:

Table 4. Misformation error in writing

Name	Error of misformations	Correction of error
AMB	I proud of have <u>an</u> niece like her	I proud of have a niece like her
MFA	Miska is <u>the</u> cat	Miska is a cat
SF	My sister is <u>an</u> humorous person	My sister is a humorous person
ZEL	I give him <u>the</u> food	I give him a food

KO	I have <u>a</u> older brother My brother is <u>a</u> introvert person	I have an older brother My brother is an introvert person
SRD	This means that ... has <u>a</u> External	This means that has an External

Based on the finding of the study, it could be said that the English article errors that occurred in students' writing were: 1) omission found 43 errors, (2) addition found 17 and the last (3) misinformation found 7 error in the use of articles in writing descriptive text. On other hand, the omission errors were occurred in 31 errors were found in the use of article **a**, then 2 omission errors were found in the use of indefinite article **an** and other 10 omission errors were found in the use of definite article **the**. In addition errors, 1 errors were in indefinite article **a**, 1 errors were in indefinite article **an** and 15 error were in definite article **the**. The last, misinformation errors were found in 7 places. From all of those errors, 3 errors were in indefinite article **a**, then 2 errors were in definite article **an** and other 2 errors were in definite article **the**. It could be seen in the table below:

Table 4.7. Frequency of Errors (a, an and the) according to SST

Error types	Total of error
Omission	43
Addition	17
Misinformation	7
Total	67

b. The causes of students error in writing articles

The researcher did the interview to know the causes of error' in articles made by the eighth grade students of MTsN 13 Agam in academic year 2021/2022. The interview had done by the researcher four classes, but the researcher only did interview to 19 students. The causes of error were interlingual error, intralingual error, induced learning, inadequed learning, and fossilization. The results of interview are:

1. Interlingual error

Interlingual error happens because the influence of the students mother tongue in the target language. It can be seen in the example: Next to living room is my parents room. The sentence is inappropriate, the sentence should be: next to the living room is my parents room. From the example, it seems that the students are influence by their first language. The students got the influence of the structure or order of their native language which is Indonesian language. The informant said they difficult to using articles in sentence. In indonesia do not have many rules to put articles in sentence and uncomplicated like English. all of students stated they difficult to using articles because the deferences between articles in English and Indonesia.

2. Intralingual error

Intralingual transfer is the source of errors caused by influence of target language rules. It can be seen in the example: I have a older sister. This sentences is inappropriate, the sentence should be: I have an older brother. From the example, it seems that the students are influence by their second language. This error happened because the students confuse to use the articles correctly. The students were confused to choosing the appropriate articles. The students were confuse to use articles „a” and when to use „an”. The informant said they difficult to use articles because articles in English different with articles in Indonesia because of that they make common rules in the use of articles in Indonesia with English.

3. Induced error.

Some of students said that the error of articles made by them because induced error. In this case the errors come from their friends. They said that their friends influence when they made the task. Their friend give an explanation different with the teacher. They made a wrong correction in a task. So the error made by students in articles is caused by induced error.

4. Inadequate learning.

Inadequate learning is mainly caused by ignorance of rule restriction and incomplete learning. Inadequate learning occurs when the students are failure to fully develop a well-formed of a structure. Almost students said that they do not really know every kind of articles and the rule to using articles. They said that their make error in articles because of their comprehension about the types and the rule articles is limited. The others also said they do not careful when make a task, they confuse to use articles. So the inadequate learning is the causes of error made by students.

5. Fossilization.

Based on interview, only one student said that they have sure to use the appropriate articles. The others students said that they still have problem in using articles. So the fossilization was not the causes of students' error in articles.

Based on explanation above, the researcher concludes that the causes of error in articles by the eight grade students of MTsN 13 Agam in academic year 2021/2022 are interlingual error, intralingual error, induced error and inadequate learning. Those were the data analysis and the reason for the causes of students' error in articles based on interview the informant.

Discussion

In this research, there were several types of students error in articles which also caused by some causes. Based on the finding of the research, the researcher explains the data which were gotten from written test about descriptive text. The researcher collected the data from the eighth grade students of MTsN 13 Agam. There were three types of error that made by students in articles, which consist of omission, addition and misinformation. Besides, to answer the second research question, the researcher got the data through interview. The discussion was divided into two main points, those were the types and the causes of students' error in articles.

1. The types of students' error in writing articles.

In this research, the types of students' error in articles there are three types. According to Dulay, Burth and Krashen there are four types of error. It consists of omission, addition, misformation and misordering (Heidi Dullay et al, 1982). But, in this research the researcher only used omission, addition and misformation because type of misordering can't analysis errors on the use of articles. Dulay et al argued that omission is kind of error in which the learners omit or delete the components from the sentences. In fact those omitted components are necessary for their sentences. Error of omission are found in greater abundance and across a greater variety of morphemes during the early stages of second language acquisition. While in intermediate stages, when learners have been exposed to more of the language other types of errors are more likely to occur (Masrudin in Dulay et al, 2019). From the finding of the research, omission were the most common errors in students written test in MTsN 13 Agam because the students have limited knowledge about how to use articles correctly, from written test did by the students the researcher found all the types of error, they are: omission, addition and misformation.

The first type of errors done by students in articles is omission. Omission errors

are characterized by the absence of an item that must appear in a well-formed statement. Based on result of the students' written test, the researcher found 43 errors of omission. Here, the students omitted indefinite article **a** was 31 error in using articles, indefinite article **an** was 2 error in using articles and definite article **the** was 10 error. When they omitted some items of preposition they may made the incomplete sentence and make the sentence in wrong-formed. Furthermore, they omit the item of articles in the sentence because they do not fully understand about the rules of English articles itself and they just remember the material about articles at that time and didn't remember after that although they have learned about it. They also do not understand which sentence that should be use when using articles. Thus, it makes the students ignore and omitted the item of articles that should be appeared in well-form sentence.

The second type of error done by students in articles is addition. Addition is part of sentence which must not appear in a well-formed statement. Based on data analysis of students' written test, the researcher found 17 errors of addition. Here, the students addition indefinite article **a** was 1 error, indefinite article **an** was 1 error and definite articles **the** was 15 error. When they add items of articles because they don't know how to put and arrange article correctly in writing and it make them addition articles which is should not be used in the sentence.

The last type of errors done by students in articles is misformation. Misformation or substitution errors are the use of the wrong placement of an article or replacing one grammatical form by another grammatical form. Based on data analysis of students' written test, the researcher found 7 errors of misformation. Here, the students did misformation indefinite article **a** was 3 error, indefinite article **an** was 2 error, definite article **the** was 2 error. This is because they still confused how to put articles correctly to be a good sentences therefore they should have knowledge about articles to minimize error in writing.

In conclusion, based on analysis of students written test, there were three types of errors done by the students in articles. From the data and the analysis above, the researcher concluded that the most error done by the students in articles was omission the result was 43 error and the most error is omission indefinite article **a** was 31. This was followed by addition 17 error in using articles and the last was misformation 7 error in using articles in writing descriptive text.

2. The causes of students' error in articles.

In this research, the causes of students' error in articles were divided into five types. According to Carl James, there are some major sources of students' error that are interlingual, transfer, intralingual transfer, induced error (Carl James,1998). In addition Hanna said sources of students' errors that are the inadequate learning and fossilization (Hanna Y. Touchie, 1986).

According to the finding of the research, the researcher did not found all of the five causes of errors. The researcher found them by analyzing the interview. The researcher concluded from the interview whether it was interlingual transfer, intralingual transfer, induced error, inadequate learning that influenced students' error in articles.

The first cause of errors done by students in articles was interlingual transfer. Interlingual transfer is characterized by the interlingual transfer from the native language, Indonesia. This means that errors somehow are caused by the interference of the native language of the learners. The interlingual transfer is also influenced by the first language concept. From the data gotten thought interview, the students said "penggunaan artikel dalam bahasa indonesia tidak sama dengan bahasa inggris, artikel dalam bahasa

Indonesia tidak sesulit bahasa Inggris". This means that the students' made errors in articles was influenced by the students native language, Indonesia. From the explanation above, the researcher concluded that, in articles the students got the influenced from the Indonesian language which means this error was caused by interlingual transfer.

The second cause of students' error in articles was intralingual transfer. Intralingual transfer means the source from the errors come from the native transfer of items within the target language, or incorrect generalization of rules within the target language. So, this source of error focuses on the target language rules which are wrong done by learners. In this research, English language was as the source language and Indonesian language was as the target language. Indonesian language was as the first language for the students and English language was as the second language or implicitly as the target language, English language was as the source language.

The third cause of students' error in articles was induced error. Induced error refers to learners' error that result more from the classroom situation than from either the learners' incomplete competence in English. This means that the error done by students was caused an influenced by the classroom situation of them. From the data gotten through interview, the informant said that they friends influence when they made the task. They friend give a explaining different with the teacher and made a wrong correction in a task. From this statement, it can be concluded that some students understood about articles and others did not understand. Thus, this would affect when they doing test about articles.

The last cause of students' error in articles was inadequate learning. Inadequate learning is mainly caused by ignorance of rule restriction and incomplete learning. Inadequate learning happens because the students the existence of an important articles in sentence. It means that the students were failure to fully develop a well-formed of structure in sentence. Most of students do not complete in making a sentence with correct articles in sentence.

CONCLUSION

This research is aimed to find out the types of error and the causes of error made by the students in articles at the eighth grade students of MTsN 13 Agam in academic year 2021/2022. The types and the causes of students' error can be concluded as follow: Based on the finding of the analysis, it shows that types of error made by students were three types. There were 43 error found for omission, 17 error found for addition and there was 7 error found of misformation. Based on interview with the students, it shows that the causes of students' error in articles are interlingual error, intralingual error, induced error and inadequate learning. Where interlingual error happens because the students' are influence by their first language. Intralingual error happens because the influenced by their second language. Induced error happens because of the influence of their friends in learning and inadequate learning happens because they do not know the rule in using articles.

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