ERROR ANALYSIS OF ENGLISH ARTICLE USE IN EFL LEARNERS' WRITING

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2020**

ERROR ANALYSIS OF ENGLISH ARTICLE USE IN EFL LEARNERS' WRITING

THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
In Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

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IBRAHIM MALANG
2020**

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STATEMENT OF AUTHORSHIP

I state that the thesis entitled **"Error Analysis of English Article Use in EFL Learners' Writing"** is my original work. I do not include any materials previously written or published by another person, except those ones that are cited as references and written in the bibliography. Hereby, if there is an objection or claim, I am the only person who is responsible for that.

Malang, 25 February 2021

The researcher

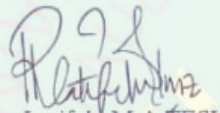Nailu Fadhilatil Aidati

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MOTTO

"Mistakes teach how to get the key"

DEDICATION

This thesis is dedicated to my life, my beloved mother Zulaikah and my great father, Misdianto. They have become my number one in loving, praying, and supporting. Also, thank to my family Iwan, Rika and my cutest niece, Hasna. Last, I give thanks to my partner, Dhepril, who always supports me in finishing this work. Not forget to give a million thanks to myself who would still try and survive.

ACKNOWLEDGEMENT

First of all, praise for the Almighty, the Most Merciful, Allah SWT, for the wonderful blessings and graces upon me in facing this beautiful life, especially in finishing this thesis entitled "Error Analysis of English Article Use in EFL Learners' Writing". Secondly, shalawat and salam may always be poured by Allah to our Great Prophet Muhammad SAW, who has successfully guided us on the truth and beautiful way.

I realize this thesis entitled "Error Analysis of English Article Use in EFL Learners' Writing" results from lots of pray, love, and struggle from the lovely ones. It will not be successful without any support from other people. Special thanks and gratitude are extended to Mrs. Nur Latifah, M.A, who has guided me in finishing this work. Thus, it is my pleasures to present my deepest thank to recognize the following ones to accomplish this thesis.

1. To the Rector Universitas Islam Negeri Maulana Malik Ibrahim Malang Prof. Dr. H. Abdul Haris, M.Ag., the Dean of Faculties of Humanities Dr. H. Syafiyah M.A., the Head of Department of English Literature Rina Sari, M.Pd., and my lecturers in English Literature Department.

2. To my advisor Nur Latifah, M.A TESL who have given the guidance, support, corrections, and time.

3. To Dr. Hj. Istiadah, M.A., as my academic supervisor who give me time, suggestion and attention.

4. To my life, Zulaikah and Misdianto.

5. To my family, Iwan, Rika, and Hasna.

6. To the special partner, Dhepril.

7. To all my friends who always stand on my side.

This thesis is still far from being perfect. Thus, the writer needs suggestion to improve this work. Hopefully this thesis can give a beneficial contribution for those who read it.

Malang, 25 February 2021

Nailu Fadhilatil Aidati
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ABSTRACT

Along with time, people around the world speak more than one language fluently. In expressing the idea through language, especially in written form, it is important to pay attention to the language structure. For example, in the noun phrase, the English article system becomes an important structure in making the phrase. English article system has been acquired at a very basic level by native speakers and non-native speakers. However, based on some studies in the Indonesian context, English article becomes one of EFL learners' most errors.

In this case, the researcher took the sample of English Department students in the eighth semester at UIN Maulana Malik Ibrahim Malang. This research aimed to find out the type of English article errors produced by EFL learners and to examine the sources of the errors produced. The data and the data source used the English article system by EFL learners in writing products in the form of descriptive text. The data were collected by giving two different elicitation tasks, translation tasks and describing picture tasks. The data were analyzed by using descriptive analysis and conducting error analysis approach.

The study results are the error types in the translation task are more variable rather than in describing picture task. The errors in the translation task referred to all types (deletion, addition, substitution, misuse, and misorder), they are; (1) deletion of the definite article, (2) deletion of the indefinite article, (3) addition of the definite article in particular expression, (4) substitution of the definite article with the indefinite article, (5) misordering the articles in phrasal expression, (6) use of the definite article with an uncountable noun, (7) use of the indefinite article for no article, (8) use of the indefinite article with marked plural, and (9) use of the indefinite article with unmarked plural. While in the describing picture task, the errors only refer to three categories; deletion, substitution, and misuse, they are; (1) deletion of definite article, (2) deletion of indefinite article, (3) substitution of the definite article with indefinite article, (4) use of the indefinite article with uncountable noun. Furthermore, both in the translation and the describing picture task, the errors are dominated in the deletion category. The second result is that several sources make the EFL learners produced the error. The condition of EFL learners is the first source. The learners are under pressure to conduct the task because they are not allowed to see the dictionary and have to finish it in a limited time. The other condition is that they are in an environment where Bahasa is mostly used rather than English. The second source is the elicitation task that makes a different number of errors in each task. Last, the monitor use of L1 becomes the most related source because the article system in Bahasa and English is different. EFL learners tend to rely on L1 (Bahasa).

ABSTRAK

Aidati, Nailu Fadhilatil. 2020. *Analisis Kesalahan Penggunaan Sistem Artikel dalam Bahasa Inggris pada Tulisan Pelajar Bahasa Inggris sebagai Bahasa Asing.* Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing   : Nur Latifah, M.A TESL

Kata Kunci   : Sistem Artikel dalam Bahasa Inggris, Akuisisi Bahasa Asing, Kesalahan Interlingual, Pelajar Bahasa Inggris sebagai Bahasa Asing.

Seiring dengan berjalannya waktu, orang di seluruh dunia berbicara lebih dari satu bahasa dengan lancar. Dalam mengungkapkan gagasan melalui bahasa, terutama dalam bentuk tertulis, penting untuk memperhatikan struktur bahasa. Misalnya, pada frasa nomina, sistem artikel bahasa Inggris menjadi struktur penting dalam pembuatan frasa. Sistem artikel dalam bahasa Inggris telah diperoleh pada tingkat yang sangat dasar oleh penutur asli dan non-penutur asli. Namun, berdasarkan beberapa penelitian dalam konteks Indonesia, artikel bahasa Inggris menjadi salah satu kesalahan terbesar pelajar bahasa asing.

Dalam hal ini, peneliti mengambil sampel mahasiswa Jurusan Bahasa Inggris semester delapan di UIN Maulana Malik Ibrahim Malang. Penelitian ini bertujuan untuk mengetahui jenis kesalahan artikel bahasa Inggris yang dihasilkan oleh pelajar bahasa Inggris sebagai bahasa asing dan untuk menguji sumber kesalahan yang dihasilkan. Data dan sumber data menggunakan sistem artikel bahasa Inggris oleh pelajar bahasa Inggris sebagai bahasa asing dalam menulis teks deskriptif. Pengumpulan data dilakukan dengan memberikan dua tugas elisitasi yang berbeda, yakni tugas terjemahan dan tugas mendeskripsikan gambar. Data dianalisis dengan menggunakan analisis deskriptif dan melakukan pendekatan analisis kesalahan.

Hasil penelitian ii menunjukkan bahwa jenis kesalahan pada tugas terjemahan lebih bervariasi daripada tugas mendeskripsikan gambar. Kesalahan tugas penerjemahan mengacu pada semua jenis (penghapusan, penambahan, penggantian, penyalahgunaan, dan kesalahan urutan), yaitu; (1) penghapusan kata sandang pasti, (2) penghapusan kata sandang tidak tentu, (3) penambahan kata sandang pasti pada ungkapan tertentu, (4) penggantian kata sandang pasti dengan kata sandang tidak tentu, (5) kesalahan urutan dalam frasa, (6) penggunaan kata sandang pasti dengan kata benda tak terhitung, (7) penggunaan kata sandang tak tentu untuk kata dengan tanpa kata sandang, (8) penggunaan kata sandang tak tentu dengan tanda jamak, dan (9) penggunaan kata sandang tak tentu dengan jamak tanpa tanda. Sedangkan pada tugas mendeskripsikan gambar, kesalahan hanya mengacu pada tiga kategori; penghapusan, penggantian, dan penyalahgunaan, mereka; (1) penghapusan kata sandang pasti, (2) penghapusan kata sandang tidak tentu, (3) penggantian kata sandang pasti dengan kata sandang tidak tentu, (4) penggunaan kata sandang tidak tentu dengan kata benda tak terhitung. Selanjutnya, baik dalam tugas penerjemahan dan gambar uraian, kesalahan didominasi pada kategori penghapusan. Hasil kedua adalah beberapa sumber yang membuat pelajar menghasilkan kesalahan. Kondisi pelajar bahasa Inggris sebagai bahasa asing adalah sumber pertama. Pelajar berada di bawah tekanan untuk melaksanakan tugasnya karena tidak diperkenankan untuk melihat kamus dan harus menyelesaikannya dalam waktu yang terbatas. Kondisi lainnya adalah mereka berada di lingkungan dimana Bahasa Indonesia lebih banyak

digunakan daripada Bahasa Inggris. Sumber kedua adalah tugas elisitasi yang membuat sejumlah kesalahan berbeda di setiap tugas. Terakhir, rujukan pada Bahasa Indonesia menjadi sumber paling terkait karena sistem artikel dalam Bahasa dan Bahasa Inggris berbeda. Pelajar EFL cenderung mengandalkan L1 (Bahasa).

مستخلص البحث

أيداتي ، نيلو فاضلاتيل. 2020. تحليل الأخطاء في استخدام نظام المقالة باللغة الإنجليزية في كتابة الطالب للغة الإنجليزية كلغة أجنبية. مقال. قسم الأدب الإنجليزي ، كلية العلوم الإنسانية ، الجامعة مولانا مالك إبراهيم الحكومية الإسلامية بمالانج .

مشرف   : نور لطيفة ، الماجستير

الكلمات الرئيسية : نظام المقالات باللغة الإنجليزية ، اكتساب لغة أجنبية ، أخطاء بين اللغات ، طلاب اللغة الإنجليزية كلغة أجنبية

مع مرور الوقت ، يتحدث الناس في جميع أنحاء العالم أكثر من لغة واحدة بطلاقة. عند التعبير عن الأفكار من خلال اللغة ، وخاصة بشكل المكتوب ، من المهم الانتباه إلى بنية اللغة. على سبيل المثال ، في العبارات الاسمية ، يعد نظام المقالات الإنجليزية بنية مهمة في تكوين العبارات. تم الحصول على نظام المقالات باللغة الإنجليزية على مستوى أساسي للغاية من قبل المتحدثين الأصليين وغير الناطقين بها على حد سواء. ومع ذلك ، بناءً على العديد من الدراسات في السياق الإندونيسي ، تعد المقالات الإنجليزية واحدة من أكبر الأخطاء التي يرتكبها متعلمي اللغة الأجنبية.

في هذه الحالة ، أخذ الباحث عينة من ثمانية فصول دراسية من طلاب قسم اللغة الإنجليزية في الجامعة مولانا مالك إبراهيم بمالانج. تهدف هذا البحث إلى تحديد أنواع الأخطاء في المقالات الإنجليزية التي صدرها طلاب اللغة الإنجليزية كلغة أجنبية ، وتحرير مصادر الأخطاء الموجودة. واستخدم الباحث مصادر البيانات والبيانات بنظام المقالات الإنجليزية لمتعلمي اللغة الإنجليزية كلغة أجنبية في كتابة النصوص الوصفية. تم جمع البيانات من خلال إعطاء مهمتين مختلفتين للاستنباط ، وهما مهمة ترجمة الصورة ووصفها. تم تحليل البيانات باستخدام التحليل الوصفي وباستخدام نهج تحليل الأخطاء.

تشير نتائج البحث إلى أن أنواع الأخطاء في مهمة الترجمة أكثر تنوعًا من مهمة وصف الصور. تشير الأخطاء في مهام الترجمة إلى جميع الأنواع (عمليات الحذف والإضافات والاستبدالات والتجاوزات وأخطاء النظام) ، وهي ؛ (١) إزالة مادة التعريف ، (٢) إزالة المادة غير المحددة ، (٣) إضافة مادة التعريف إلى تعبيرات معينة ، (٤) استبدال مادة التعريف بمقال غير محدد ، (٥) ترتيب الأخطاء في الجمل ، (٦) استخدام مقال محدد مع عدد لا يحصى من الأسماء ، (٧) استخدام مقال غير محدد لكلمة بدون مقال ، (٨) استخدام مقال غير محدد مع علامة الجمع ، و (٩) استخدام مقال غير محدد مع الجمع بدون العلامة. مع أن في مهمة وصف الصور ، تشير الأخطاء إلى ثلاث فئات فقط ؛ إزالتها واستبدالها وإساءة استخدامها ؛ (١) حذف مادة التعريف ، (٢) حذف مادة غير محددة ، (٣) استبدال مقالة تعريف بمقال غير محدد ، (٤) استخدام مادة غير محددة بأسماء لا حصر لها. علاوة على ذلك ، في كل مهام الترجمة ورسومات الوصف ، كانت الأخطاء هي في فئة الحذف. النتيجة الثانية هي المصادر المتعددة التي تجعل الطلاب يخطئون. إن حالة طلاب اللغة الإنجليزية كلغة أجنبية هي المصدر الأول. يتعرض الطلاب لضغوط على القيام بواجباتهم لأن لا يُسمح لهم بالاطلاع على القاموس وعليهم إكمالها في وقت محدود. وحال آخر هو أنهم في بيئة يتحدث فيها الإندونيسية على نطاق واسع أكثر من اللغة الإنجليزية. المصدر الثاني هو استنباط الوظيفة التي يرتكب عددًا من الأخطاء المختلفة في كل الوظيفة. أخيرًا ، تعد الإشارات إلى لغة الإندونيسية هي المصدر الأكثر صلة لأن نظام المقالات باللغة والإنجليزية مختلفة. يميل طلاب اللغة الإنجليزية كلغة أجنبية إلى الاعتماد على *L1* (اللغة)

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TABLE LIST

CHAPTER I

INTRODUCTION

A. Background of the Study

People try to acquire more languages than just their first, "Over a billion people in the world speak more than one language fluently" (Krashen, 1982:9). There might be several reasons why people acquire language rather than their first, such as business or academic purposes. Due to a diversity of languages in each country or even region, there must be a massive language in this world because it is needed to be used as a means of communication by people worldwide. Thus, English was chosen to be an international language. English might be a second or foreign language.

According to the role of English as an International language, Indonesian acquired English as their foreign language. It means that English is acquired outside the natural environment, and it is not the main language used in everyday life (Eddy, 2011). It can be seen that English is a compulsory subject at schools which are learned from in kindergarten up to university. They acquired English, which covers some aspects of language, such as phonological, semantic, and syntactical aspects.

Both verbal and written languages are very significant in expressing ideas or intentions, especially in English. Alan (1994:8) divided the language into three forms; spoken, written, and gesture or silent language. In each form, certain rules must be obeyed. A written skill becomes one of the most important points that have to be mastered in acquiring language. People,

especially students, are expected to master any genre of academic writing. Students also have to pay attention to using words and phrases to make a grammatically correct sentence. This aspect belongs to the syntactical concept of English.

After acquiring English words/vocabulary, people need to acquire (in constructing) phrases. The rule of making a phrase in syntactic aspects includes a subject-verb agreement, noun-number agreement, and the use of determiners (NamazianDost, 2017). In the English learners context, usually acquired English determiners earlier in constructing a noun phrase. English determiners refer to article systems, demonstrative, and possessive pronouns. The researcher focused on the use of determiners and more specifically focused on using the English article system (which has three types; definite, indefinite, and zero articles (Downing, 2015).

English article system was chosen because it is a very basic rule and obtained from a very basic level of English learning in which it is often considered an easy structure. Nevertheless, the article system is one of the common mistakes produced by EFL learners (Mardijono, 2003; Tandikombong, 2016). Therefore, it is interesting to examine the English article system's acquisition since the basic level, but EFL learners still often produced errors.

In the Indonesian context in which English is a foreign language, there also give more points that can be observed. This point is still related to EFL learners' common mistakes in performing the English article system. It is about

the source of errors. James (2013) shows two major causes of errors; interlingual cause and intralingual cause. In this research, the researcher chooses the source of the interlingual error of the English article usage related to English as the foreign language (which is influenced by Bahasa).

The researcher focused on the interlingual error (not an intralingual error) because Bahasa is not included in Western European Language, which might have a significantly different system. It is supported by a study conducted by Wicaksono (2014) in the Indonesian context. The study results showed that 85% of students' errors are from their NL (native language) transfer. In other words, the interlingual errors reached the highest percentage of the cause of errors. The structure of Bahasa influenced Indonesian students' performance.

There were several studies had been conducted related to the acquisition of the English article system. Ionin (2009) examined the fluctuation of article acquisition between L1 and L2 learners. This study focused on the semantic aspect of the English article. Another study about English article acquisition is from Lu Fen (2001), Ekiert (2004), Gol (2014), and Sun (2016). The subject of these studies is ESL (English as a second language) learners. These studies focus on the accuracy, difficulties, and sequences of acquiring the English article system. The study was also conducted by Bataineh (2005), which focused on the kinds of errors in the indefinite article use and used interlingual perspective.

In conclusion, the researcher chooses this topic because it is interesting to determine the errors of English article system use, which is, in fact, it was obtained by EFL learners since in very basic level, but it becomes common mistakes produced. The errors and the source of the errors become important to be examined to see what makes the learners produced the errors. The source of errors is based on interlingual perspective because structurally, Bahasa and English have different article system. The researcher focuses on writing product in descriptive text because the descriptive text consists of identification and description, which used more article systems to express the ideas. The writing product is from EFL learners at the university level to reach the acquisition level (not in learning level).

B. Problems of the Study

Based on the background explained above, the research questions are formulated as follows:

1. What are the error types produced by EFL learners in acquiring the English article system?

2. What are the sources of interlingual errors in the acquisition of the English article by EFL learners?

C. Objectives of the Study

Based on the problems of the study, the aims of the study are:

1. To find out the error types produced by EFL learners in acquiring the English article system.

2. To examine the sources of interlingual errors in the acquisition of the English article by EFL learners.

D. Significance of the Study

The researcher expects that this research can give contributions to the reader both theoretically and practically. Theoretically, the researcher expects these research findings to be one of the Second/Foreign Language Acquisition (SLA/FLA) study sources. Practically, the researcher expects the finding to help the readers or the next researchers explore other points and perspectives that have not been observed yet, especially for linguistic study on English as a foreign language.

E. Scope and Limitation

The researcher only took the EFL performance in using the English article in which the performance is the representation of acquisition. The English articles are performed by English Department students (22 EFL learners) in the eighth semester at UIN Maulana Malik Ibrahim Malang who have taken (passed) Academic Writing and Advanced English Grammar course in which they are capable in writing and have been produced some academic writing products. The study is concerned with the English article system's errors, which will be performed by EFL learners. Related to English as a foreign language, the researcher also identified the error sources (interlingual error). The researcher will investigate the errors by using an error analysis approach by Ellis (1994) based on the grammatical theory about the English

article system by Swan (2005). Then, the researcher uses Krashen's theory (1982) to find sources of interlingual errors.

F. Definition of Key Terms

To avoid misunderstanding, there are terms that are defined as follows:

1. English articles: English article refers to words *a/an, the,* and *zero article* which are used to expose whether people are talking about things in general or specific.

2. Foreign language acquisition: The process of acquiring a foreign language in which it is obtained outside the natural language environment, which includes the subconscious receiving of knowledge and experience.

3. EFL learners: the learners who learn English as a foreign language in which English is not a primary means of communication in their daily life.

4. Interlanguage: the process of transferring the main knowledge from L1 to L2.

G. Previous Studies

There are several studies concerned with the acquisition of English articles since the 1969s. The related studies will be described in the following paragraph.

The study about the acquisition of English articles that focused on the semantic aspect is also conducted by Ionin (2009), which examined the fluctuation of article acquisition between L1 and L2 learners. The study had results that both children and adults of Russian have specific knowledge of semantic universals. This previous study has similarities and differences with

the present study. The similarity is the object, the English article system, and the form of the data gained a written language. The differences are about the concern and also the subject of the study. This previous study was concerned with the semantic aspects of the acquisition, while the present study was concerned with the syntactical aspects. Last, in this previous study, the researcher used children and adults who are ESL learners, while the present study observed EFL learners and did not cover the children group as the source of the data.

Lu Fen (2001) examined the study about English article acquisition by L2 learners. Lu fen investigated the order of acquisition and process in terms of the accuracy of Mandarin Chinese speakers' use and difficulties. This research used an approach by Bickerton's (1981) semantic wheel model. The result showed that Chinese speakers are difficult in distinguishing misuse of definite articles for indefinite and indefinite for others indefinite. The result also focused on article pedagogy in order of acquisition, pattern, process, and difficulties. The research conducted by Lu Fen has similarities concerning the English article acquisition and also its difficulties (errors). The differences are located in the approach of the research and also the theory used. The researcher's research used a descriptive qualitative approach and use theory by Krashen (1982). The research conducted by Lu Fen used a quantitative approach and used Bickerton's theory (1981).

Ekiert (2004) also conducted a study about the acquisition of English articles by L2 learners who are native Polish speakers who have no article

system. Ekiert focused on the developmental sequence of acquisition of English articles in a different environment; ESL and EFL. She found that there is a similar pattern in the accuracy of article usage for both ESL and EFL learners. The research also analyzed the nature of interlanguage interpretation. The research which is conducted by Ekiert is similar to the research that I am going to conduct, which covered interlanguage interpretation. However, it will be different in the present research scope that only covers the EFL environment.

The article acquisition is also investigated in which EFL learners as the object of the study. The study was conducted by Bataineh (2005) on EFL university students in Jordan. The study aimed to examine the kinds of errors produced by the students in performing indefinite articles. The study stated that there are nine types of errors that were produced. Bataineh's study used interlingual perspective and EFL learners as the study's subject, which is similar to the present study. Then, Bataineh only focused on the use of the indefinite article, but in the present study identified both definite and indefinite articles.

Another related study is from Gol (2014). He conducted a study about the contrastive analysis of English articles by Persian speakers who speak English as a second language. This research used a contrastive analysis approach. The study's result demonstrated that only 3 cases of the definite article "the" were used for representing indefiniteness in the Persian Language. This research used the contrastive analysis approach that was different from my

research, which was not concerned with comparing the languages. However, the researcher was concerned with observing the article's uses, errors, and interlingual perspective.

Sun (2016) also conducted his study about article acquisition, which focused on a sequence, differences, and difficulties. The subject of the study is two groups of ESL learners who have different language backgrounds. The first group has an article system while another group does not. He concludes that the first acquired is a, and the last is zero articles. For the differences, participants in the +Art group felt difficulties acquiring the, and a is the easiest one to be determined by both groups. The research by Sun is different from my research on the subject, in which the researcher used EFL learners. Besides, it is the same with my research that observed the errors/difficulties, but the present researcher goes beyond the errors.

After exploring some of the previous studies, the author assumed that this research is different from previous studies described above. First, the research subject is Indonesian EFL learners from the university level (English department students), using foreign language acquisition theory. Another difference is the approach. The researcher used a descriptive qualitative approach (by using an error analysis approach), and the data is not the result of the test. However, it was purely the writing product by the task given. Related to English as a foreign language and the errors produced, the researcher also focused on the sources of the errors (interlingual error).

H. Research Method

This section discusses the method used in this research. This study aims to analyze the acquisition of the English article system performed by EFL learners who are English department students. This study used a descriptive qualitative approach. The data on this research were analyzed by using the error analysis approach by Ellis (1994) based on the grammatical theory by Swan (2005) to find the errors and use Krashen's theory (1982) to investigate the sources of the errors based on interlingual perspective.

1. Research Design

   This study used a descriptive qualitative approach because the researcher attempts to have a detailed description of this research: English articles' errors and the sources of errors. Therefore, the researcher needed lots of useful data to conduct this research. The data were collected from the writing product by EFL learners.

   The result of this research should be a description of the acquisition by EFL learners in the English Department UIN Maulana Malik Ibrahim Malang on the way of performing the English article system. To conduct this research, the data obtained were analyzed based on the grammatical theory by Swan (2005) about the English article rules by using the error analysis approach by Ellis (1994). Then, the sources of the errors were analyzed by using Krashen's theory (1982) based on the interlingual perspective.

2. Research instrument

This research implicated 22 EFL learners as participants. The researcher is the human instrument as the main instrument in this research, and outside the observed object. The researcher also uses an elicitation task that needs certain pictures and Indonesian descriptive paragraphs as a supportive instrument to make this study well conducted. The theme of the picture is 'kitchen'. At the same time, the Indonesian descriptive text is about 'beach' and 'house'. This study's results are the description and classification of the errors in the use of the English article system and the sources of the errors.

3. Data source

The data is the writing products by 22 English Department students. The researcher took the writing products as the main data of the research. The data is in written form in which the participants perform the use of an English article. Their writing results from an elicitation task divided into two parts; describing the picture and translating descriptive paragraphs. Therefore, both results of the task are writing product which is in the form of a descriptive paragraph.

4. Data collection

In this study, the researcher collected the data by doing the following steps. The researcher provided an elicitation task to the 22 EFL learners. In the translation task, the researcher asked the learners to translate descriptive text from Bahasa to English. In describing picture task, the researcher asked the learners to describe the picture given by

using English. Then, the researcher collected the task's result, which is written form (descriptive paragraph). After that, the researcher gained the data by finding out the sentence in which a noun phrase used an English article. Last, after gaining the data, the researcher classified the use of articles based on the errors.

5. Data analysis

After collecting the data, the next step is analyzing the data. The researcher determined and interpreted the data related to the acquisition of English articles used by EFL learners at the English Department UIN Maulana Malik Ibrahim Malang. The researcher will conduct several steps to analyze the data. The analysis began by finding out the use of the English article acquired by EFL learners. Here, the researcher is concerned about the errors of using English articles (by following the stages of error analysis). The stages are identification (identifying the errors), description (counting and calculating the errors), and explanation. Next, the researcher focused on examining the sources of the errors (interlingual error) produced by EFL learners. Finally, for the credibility of the data, the researcher rechecked the identified data with the expert.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section discusses the review of related literature. It contains a description from general to the specific discussion. There are foreign language acquisition, error analysis, interlanguage, source of interlingual error, and article system.

A. Foreign Language Acquisition

Before discussing foreign language acquisition, it is important to know the concept of language acquisition itself in a brief explanation. Language acquisition is a process experienced by humans to perceive and develop language to produce and use it to communicate. If we use the term 'language acquisition', it usually refers to first language acquisition (Indah, 2011). It means that children acquired the language as their first language (mother tongue). Children acquired their first language through an unconscious process in which they are not aware of grammatical rules.

Yule (2016) stated that there are some basic requirements for the process of language acquisition. Children need interactions with people (language users) to get a capacity into a specific language. A child who does not hear or does not get a chance to use language will acquire no language. It means that language is acquired in a particular in which the language is used, not genetically inherited.

Because of the existence of many languages globally, people try to acquire more than one language. The acquisition of other languages needs more

detail and further explanation. Thus, it results in the concept of second and foreign language acquisition. Both are acquired after the first language, but they are different in some aspects. Although some experts said that both are simply attempting to learn another language, the term second language is more general to refer to both situations (Yule, 2016). However, some give some explanations to differentiate both second and foreign language acquisition.

Second language acquisition is usually acquired in an environment where the people in a particular group of the surrounding population use the language daily. The second language is acquired in a country where it is used as the first language. The environment of second language acquisition is called a natural setting. Unlike second language acquisition, foreign language acquisition is the process of acquiring languages in which it is one's own choice. Someone's interests or needs influence it. The language is not a major language that is used in their homeland. Thus, a foreign language is acquired outside of the natural language environment, or it is called a formal setting (Eddy, 2011).

Because the process occurs in formal settings (for example, in a class), foreign language acquisition is often associated with language learning. There are some explanations about the differences between acquisition and learning. Yule (2016) explained that acquisition is a gradual development of language capability naturally in a communicative situation with most people who know the language. However, learning refers to assembling knowledge's conscious process, some features such as grammar and vocabulary. In sum, Eddy (2011)

claimed that acquiring a foreign language is not only learning about rules and principles, but it includes the subconscious receiving of information, knowledge, and experience.

Related to the term 'acquisition', there are other concepts related to the acquisition proposed by Chomsky in the 1960s. Chomsky differentiated linguistic competence as a mental representation of language rules and performance as comprehension of language. Competence is an idealized capacity, while performance refers to language production. According to Eddy, competence deals with learners' knowledge about language and its theory, which are used while performance deals with what the learners produce. Thus, both are interconnected.

The major objective of SLA theory is to explain the learners' language acquisition with several varieties of characteristics and different contexts (Spada, 2006). Ellis (2010) pointed out that SLA has two meanings: academic discipline and the object of study. SLA/FLA focused on developing knowledge and the use of language by people who have been acquired at least one other language (Spada & Lightbown, 2010).

B. Error analysis

According to Khalifa (2018), the study of SLA and FLA results in various theories and approaches. Error analysis (EA hereinafter) is one of the theories in the second language acquisition field. The other theories are; Contrastive Analysis (CA), Error Analysis (EA), Markedness theory, and Universal Grammar (UG). Stephen Pit Corder established error analysis for the

first time in the late 1960s, and it came to be a very popular approach for the L2 error description. In 1967, Corder firstly indicated error analysis in his article entitled "The significance of L2 error", he stated that L2 errors are interesting because they can reflect several linguistic rules that underlie them (Al-Khresheh, 2016). His Error analysis is an alternative for Contrastive Analysis because CA is claimed that failed to predict errors outside the phonological aspect.

Al-Khresheh (ibid) said that compared to contrastive analysis, error analysis does not only give pedagogical orientation, but error analysis can also give scientific orientation. Thus, error analysis does not focus more on practice and learning, but it focuses more on the linguistic and cognitive processes. The study of SLA/FLA in recent years focused on the errors produced by learners since it can predict the difficulties points faced by learners in acquiring the second language. Thus, EA is the linguistic analysis that focused on the errors learners produced (Khansir, 2012).

The error was seen as a systematic deviation produced by learners who have not been yet mastered the structure of the target language. The learners cannot do the self-correction because they reflect the target language's development (Amara, 2015). EA's significant objective is to identify and classify the errors by the type to establish the L2 development and acquisition pattern (Hinkel, 2018).

There are five pivotal points related to the significance of learners' errors by Corder. First, Corder stated that L1 acquisition and L2 learning are

parallel processes. They are dominated by an equivalent mechanism, procedures, and strategies. Learning a second language is perhaps expedited by the knowledge of the L1. Next, errors reflect students' innate syllabus or what they have received, but not what the teacher has put in them. Thus, there is a difference between 'input' and 'intake'. Third, errors indicate that both learners of L1 and L2 comprehend an independent language system, which is called transitional competence. Fourth, the terms' error' and 'mistake' may not be used interchangeably. Last, errors are necessary in order to show the teacher what they should share or teach. The errors can also be used as sources of information to the researcher about how the learning proceeds and authorizes the learners to test their L2 hypothesis.

Al-Khresheh (ibid) said that error analysis could give a good methodology for examining L2 errors because it has an important role in investigating, analyzing, and classifying errors. Error analysis started by finding out an error and then trying to investigate the cause of the error. EA is implemented in four consecutive stages, as stated by Ellis (1994, p. 48). The stages are (1) "collection of a sample of learner language, (2) identification of errors, (3) description of errors, and (4) explanation of errors. Hinkel (2018) also provided some stages due to the process of error analysis. There are five stages; collection, identification, description, explanation, and evaluation.

The identification of errors is different from the explanation. According to Corder (1981, p. 21), he claimed a common model for identifying second or foreign language learners' errors, "every sentence is to be regarded as

idiosyncratic until shown to be otherwise". This model results in the concept of overt and covert errors. Overt errors are when the sentence formed does not comply with target language rules, and it is called "overtly idiosyncratic". While covert errors happened when the sentence is formed well, it is not what the learners mean, and it is called "covertly idiosyncratic".

After the identification of errors, the following stage is a description of errors. The description is required for giving a good explanation. The description has three main objectives; first, it would be to explain all that is unsaid instinctively; second, it is needed for calculating errors, and last is to make categories and subcategories of errors which can be used to help the process of developing comprehensive taxonomy of L2 errors (Al-Khresheh, 2016).

The explanation of errors is claimed as the most important stage for error analysis study. According to Ellis and Barkhuizen (2005), explaining errors includes defining the source of the errors. Generally, second or foreign language errors might be caused by different linguistic factors such that the influence of L1 on the target language. The linguistic factors are regarded as intralingual and interlingual errors.

Related to the first stage of the process of error analysis, the classification of error, there are four categories;

- Omission: e.g. *I need to talk you.
- Addition: e.g. *I have told to you.
- Substitution: e.g. *That lady is our new typewriter.

- Ordering: e.g. *I asked him how was he.

In the evaluation of errors, there are several linguistic approaches. First is from James (1974), who evaluates the degree of error deviation from the correct TL by assessing the number and nature of violated rules. The other approach is from Burt (1975); he differentiated the errors into two types; global and local errors. Global errors mean the deviations are in all structures, while local errors are the deviations that occur in the constituent structure of simple sentences and subordinate clauses. Johansson (1973) claimed that he evaluates the error that may disturb the communication based on its frequency and comprehensibility.

There are causes of errors introduced by James (2013);

- Interlingual cause of errors

- Intralngual cause of errors

- Communication strategy-based

- Induced errors

Even though there were several weaknesses about EA, but it is still well in the SLA field. It was claimed that the research related to the errors keeps providing an interesting way of investigating the process underlying the FLA (Crystal, 2011).

C. Interlanguage

Larry Selinker proposed the term interlanguage in 1972. The interlanguage concept related to its background is in a mentalist view on language acquisition and second language acquisition (SLA) development.

Interlanguage refers to systematic knowledge of SLA, which concern with learners' L1 and also TL (target language). In the SLA perspective, interlanguage study has the main concern with grammatical morpheme acquisition or language structures (Menezes, 2013).

Interlanguage can be explained as 'a halfway house' between first and second languages. It is related to the interlanguage concept that if learners acquire the target language, they build their language system that is different from L1 and TL. Selinker proposed the presence of "a separate linguistic system based on the observable output, which results from a learner's attempted production of a target language norm" (Selinker, 1972:35). First, interlanguage can be defined as a language source that includes first materials mixed with the target language. Therefore, it results in something new and different. There is something between L1 and TL.

IL is viewed as an autonomous linguistic system in its claim that evolved consistent with natural and doubtless universal processes (Han & Tarone, 2014). The TL learners prepare hypotheses about TL rules throughout their learning. The rules are considered as mental grammar, which creates an interlingual system. The grammar is examined to the influence of external factors and/or internal processes. Thus, the performances of the learners are varying. The learners might change the grammar rule from time to time by the process of deleting, adding, and rebuilding the complete system until the TL systems are fully shaped. This process is known as Interlanguage Continuum (Al-Khresheh, 2015).

The interlanguage theories were inductively derived from studies following Error Analysis. By viewing the analysis of learners' errors, we can predict which linguistic level the learner is at. According to James (2013), the characteristic of IL is it is fully descriptive and avoiding comparison. The IL espousal claimed that the L3 produced by learners is different from L1 and L2. That language has its prominent characteristic, so it needs to be studied independently (Al-Sobhi, 2019).

As opposed to Contrastive Analysis and Error Analysis, Interlanguage (IL) viewed the independent linguistic system, not as the process of FLA, which is influenced by L1 or L2. Interlanguage is found when TL learners deliver the knowledge of TL that they tried to acquire. According to Selinker (1972), IL is viewed as a transitional process between L1 and TL that can be observed and explored.

According to Saville (2016), interlanguage can be called a transfer. Transfer refers to the process of transition of preceding knowledge from the first language to the second language that is included in interlanguage development. There are two types of transfer; negative and positive transfer. Negative transfer happens when the second language rule is different from the first language rule. Therefore it produced many errors that are confirmed to be due to the influence of L1. The errors produced were seen as the reflection of the L1 structure. A positive transfer occurred when there are the same rules between L1 and L2, which results in correct use (Dulay, 1982).

1. Five central processes

Selinker (1972) proposed five main cognitive processes that exist in second language learning; 1) language transfer, 2) transfer-of-training, 3) strategies of second-language learning, 4) strategies of second-language communication, 5) overgeneralization.

Language transfer refers to the fossilizable items, rules, and subsystem which takes place in the performance of TL learners that is as the result of L1. In other words, the learners use their L1 system to create the TL one. Second, *transfer-of-training* is the fossilizable item, rules, and subsystem which are the result of training procedures. Next, if they are as the result of the application of language learning to the materials which are learned, it is called as the *strategy of second-language learning*. Fourth, *the strategies of second-language communication* are when they are the result of an approach by learners to communication with native speakers of TL. Last, if they are the result of overgeneralization of target language rules and features, it is called as *overgeneralization of target language linguistic material*.

Language transfer refers to the fossilizable items, rules, and subsystem that takes place in TL learners' performance that is as the result of L1. In other words, the learners use their L1 system to create the TL one. Second, *transfer-of-training* is the fossilizable item, rules, and subsystem resulting from training procedures. Next, if they are the result of the application of language learning to the materials learned, it is called the *strategy of second-language learning*. Fourth, the *strategies of second-*

language communication are when they are the result of an approach by learners to communicate with native speakers of TL. Last, if they result from overgeneralization of target language rules and features, it is called as *overgeneralization of target language linguistic material.*

2. Fossilization

According to Al-Khresheh (2015), fossilization was a matter in the interlanguage process that occurs at a certain point in interlanguage development. Selinker explained that fossilization is a fossilized linguistic phenomenon in linguistic rules, items, and subsystems. New target speakers will tend to maintain their L1 system, no matter what age and how much information they received about the target language (Selinker. 1972).

Selinker assumed that many L2 learners do not reach the target language competence because they stop in the middle of the language learning process influenced by error. When the learners stop processing or progressing, their interlanguage will be fossilized. According to Towell and Hawkins (cited in Han 2006), even the learners processing L2 for two years and they use the language in everyday communication for ordinary language, and, commonly, there will occur foreign accents, misuse of grammatical construction has non-native intuitions about the interpretation of the sentence.

3. The characteristic of interlanguage

According to Saville (2006), there are some characteristics of interlanguage as follow:

a. Systematic

It refers to interlanguage, which is directed by rules that constitute the learners' internal grammar. The rules are identified by analyzing the language they produced as well as the errors they made.

b. Dynamic

It deals with the change of rules in learners' minds frequently. Selinker noticed the change not as steady progression along a continuum, but as discontinuous progression 'from a stable plateau to stable plateau'.

c. Variable

The different contexts might have different language patterns even though interlanguage is systematic.

d. Reduced system

The reduced system includes the form and also function. It refers to the less grammatical rules. It usually happens in learners who are still being an active communicator in the L1 community.

D. Interlingual Error

1. Interlanguage vs intralanguage error

In explaining the errors, it is required to examine the cause of the errors. There are two linguistic factors that are examined as a major source of errors. It refers to interlingual and intralingual errors (James, 2013). The present study is concerned with the interlingual error, but it is needed to see the distinction between them to differentiate them clearly.

Some terms are also known as interlingual errors. They are interference, cross-linguistic interference, and language transfer. Those are attributed to the first language. In general, L2 learners use their native language as a tool to learn the target language. They tend to transfer from their NL structure to the TL. In SLA, they made errors because they cannot separate NL and TL. They tend to use the word for word translation (Krashen, 1982).

According to Cheili (2013), interlingual errors result from language transfer that is influenced by learners' native language. Most learners assumed that the target language structures are similar to the native language structure. This assumption results from errors in native language performance (Douglas, 1980). If the native language structure is similar to the target language, it can make the acquisition faster (Sun, 2016).

According to Al-Khresheh (2010), he claimed that interlingual error committed by literal translation;

a. *Transfer error* means that the errors are influenced by the native language (mother tongue). The basic learners tend to use the target language structure the same as their native.

b. *Mother tongue interference* means that the errors occur becausethe learners tend to find out the *TL* structure rather than transfer it.

c. *Literal translation* means that the errors happened because the learners do a word-for-word translation in translating sentence or idiom.

Nevertheless, in the error analysis theory, the interlingual error is not assumed as an old habit, but it can be indicated that the learners are internalizing the new target language (Erdoğan, 2005).

Meanwhile, intralingual errors cover these aspects;

a. Overgeneralization, occurs when the learners made a deviant structure in the basic experience of other structures in TL.

b. Ignorance of rule restriction, happened when the learners fail in understanding the restriction of the rules.

c. Incomplete application of rules means that the errors occur when the learners cannot completely set the structure of the target language.

d. False concept of the hypothesis of grammatical rules means that the learners fail in understanding the conceptualization of the target language structure. They failed in differentiating between some structures.

In simple words, intralingual errors are caused by things outside the influence of the mother tongue.

2. Source of interlanguage error

As previously explained, interlingual errors are due to the role of the native language. Thus, this point will explain the influence of the

native language on acquiring the target language, resulting in some errors, which is called an interlingual error. According to Dulay (1982), at least there are two environmental factors as an indication of the source of interlingual errors. The first factor is the condition of untimely use of target language. The second factor is the particular elicitation task. Dulay explained these factors in some points.

    a.   Conditions of untimely use of target language

        1) Pressure to perform

            The untimely use of the target language might be triggered by the pressure to communicate using the TL before it is completely acquired. For example, people who lived in a country where major language communication is their second or foreign language have to interact by using those languages even though they lack vocabularies and structures. Especially, it seems like an obligation when they are in the working world, business, or social activities. Thus, they might face some difficulties and produce errors while doing interaction.

            In a foreign language context, the pressure to perform might happen in classroom activities, such as writing activities, verbal performance, or tests. As foreign language learners, they often get the pressure to perform the four language skills. For example, if they are English as foreign

language learners, they have to read English text, make English conversations, listen to English expressions, and write English paragraphs.

At this point, there is a significant difference between children and adults in performing the target language under pressure. Children might produce fewer interlingual errors than adults. It is because children usually are not the target of such kind of pressure. Furthermore, children produce spontaneous speech that they do not need to rely on their first language.

In sum, the condition under pressure to perform or communicate using the target language too soon will result in the first language's aware use.

2) Limited TL environment

Two environmental factors limit the quality of target language acquisition; (1) the absence of interlocutors who are native speakers, (2) very limited condition of acquiring the target language. In a foreign language context, this point is due to the target language not used for major communication. The foreign language learners tend to fill the emptiness of foreign language learners with the structure of the native language.

b. Elicitation task

Elicitation belongs to the research technique for collecting the data. It is used in several fields such as anthropology, psychology, linguistics, and any other fields that raise people's information. The elicitation task requires visual, verbal, or writing stimuli, which can make the participants of the research deliver their idea (Barton, 2015).

In the linguistic study, the elicitation task includes a description of pictures, fill in the blank, and translation task. Many studies claimed that the translation task raises more number of interlingual errors. In other words, in doing translation tasks, the learners rely on the first language.

c. Monitor use and the use of native language

There might be a situation when a learner tends to use the first language structure to perform the second/target language structure. This situation is considered as the effect of conscious language processing. When the first language and second/target language structures are similar, it can be used as an asset in acquiring the new target language. While both languages' surface structure is different, it will result in the interlingual error.

In translation tasks, for example, the learners tend to think of the first language structure and use target language words. It is usually conducted in a word-for-word translation strategy. This

case deals with the ability of learners to monitor their first language. It will result in such kind of vigilance to perform, constant attention, and limited knowledge.

E. English Article System

Many research about the errors produced by EFL learners claimed that the article system becomes one of the most errors found in EFL performance (Mardijono, 2003; Tandikombong, 2016). Furthermore, it certainly happened in its native English speakers. According to Swan (2005), one of the most difficult English grammar matters to correct is the English article use (*a, an,* and *the*). Fortunately, the mistakes in the use of the article system do not become a crucial problem. The sentence will be well understood even the article use is missed. Nevertheless, it will be better if we can use the article as appropriate as possible.

Swan (2005) also stated that most Western European language speakers have the same article system as English, such as German, Dutch, French, Spanish, and etc. Thus, the students do not need to wonder how to correctly perform the article because they already knew the system. However, for the students out of European languages or who have no article system in their language might be difficult to perform it correctly. There are a lot of rules and exceptions for the use of the article if we want to perform it correctly as follow:

1. Articles :*countable and uncountable noun*

There is a different use of articles for countable and uncountable nouns. Countable nouns refer to objects, persons, ideas which we can count. Example:

a house   *three houses*

a teacher   *two teachers*

On another hand, uncountable nouns refer to materials, liquid, and many other things that can be counted and we do not usually consider it as a separate object.

e.g: water (NOT *a water, two waters*)

happiness (NOT *a happiness, two happinesses*)

Normally, a singular noun has an article or other determiner. For example, *a book, the book, my book, this book, any book, every book*, but not just *book*. As for uncountable nouns, it can use articles or without articles or other determiners. Article *a/an* cannot be used for plural nouns. It because *a/an* has a similar meaning to 'one'. And not all uncountable nouns can be used with *a/an* because there is a particular exception.

The exception is about how an uncountable noun is treated as a countable noun. This exception of the uncountable noun is to express the meaning 'a type of' or 'a portion of'.

e.g. *Have you bought **a sugar** for diabetic ?*

(the meaning is 'a type of')

***Two coffees**, please!*

(the meaning is 'a portion of')

Another exception is when an uncountable noun can have 'partly countable' use. In other words, they do not have a plural form, but it can be used with *a/an,* and its meaning is specific or particular, not general.

e.g. *You have **a** good **sleep***.

However, not all uncountable nouns can use the rules above, such as *weather, progress.*

e.g. *Youmaster **very good English**. (NOT a very good English)*

Some countable nouns in some languages might be uncountable nouns in English, such as *information (NOT ~~an information~~); advice (NOT ~~an advice~~).*

2. Articles: ***the*** *(details)*

a. The = 'knowing which one'

The usually refers to something that 'you know which one I mean'. *The* is used before a noun in which readers or listeners know which particular things that writers or speakers mean. Try to compare these examples below:

*Did you wash **the car***? (The listener know which car is meant)

*We need **a car** to go to Edinburgh.*(The listener does not know which car)

There are several causes why the reader or listener might know which one is meant;

1) Speakers/writer have mentioned it

   e.g. My sister bought *a veil* and *a skirt*. *The veil* is red and *the skirt* is brown.

2) Speakers/writer say which one they mean

   e.g. Who is *the boy sat down next to Jane?*

3) It is clear from the situation presented

   e.g. Can you close *the window*? (Only one window is open)

b. The ='the only one around'

The readers/listeners might realize which one the speakers/writers mean because there is no option they are talking about something unique in their environment. For example;

the moon	**the** police	**the** Chinese, etc
the stars	**the** government	

The use of 'the' means that there is no possible option about something they are talking about.

c. Physical environment

'The' is also used to express something which refers to our physical environment—for example, the world around us and its climate, common features of lives. The use of 'the' proposed that everyone is familiar with what they are talking about. The physical environment, such as:

the town	**the** rain	**the** night
the wind	**the** mountains	**the** future

For the exception, there will be used 'no article' if the meaning is general.

d. Superlatives

The use of 'the' is often found in a superlative sentence I order to show only one best, tallest, etc. For the same reason, 'the' is also used for *first, next, only, same* and *last.*

e.g. My brother is **the tallest** boy in his class.

We have **the same** plan.

e. 'the well-known'

The use of 'the' is also occurred to refer to person who 'well-known one'.

e.g. You have to see Michael Jackson, **the musician**.

3. Articles :*a/an* *(details)*

a. a/an

1) *a/an* can be used to express certain person or thing in which the readers or listeners *do not know* which one is meant or when it is not important which one.

e.g. Could you give me **an advice**?

2) *a/an* can also be used to express *any one member* of a class.

e.g. **A crab** has ten legs.

3) *a/an* and also can be used after linking verb or *as* in order to categorize people or things to say what class, group, or type.

e.g. I am **a teacher** . (NOT ~~I am teacher~~)

Don't make your laziness as **an excuse**.

b. a/an, some/any and no article

A/an is used for expressing singular countable nouns in which *a/an* has an original meaning 'one'. To express plural uncountable nouns, we use any/some or no article to show similar meaning.

e.g. Both my brothers are **students**.　　(plural - *no article*)

I buy **some potatoes**.　　(plural - *some*)

They need **some sugar**.　　(uncountable - *some*)

It looks like **paint** in your shoes. (uncountable - *no article*)

The differences will be discussed later.

c. Adjectives

Normally, *a/an* cannot be used with an adjective which is without a noun.

e.g. It is **a good news**.

It is **good**. (NOT ~~It is a good~~)

d. Possessives

a/an cannot be used with a possessive. As an alternative, we can use the structure *a…of(possessive).*

e.g. He is **a roommate of mine**. (NOT ~~He is a my roommate~~)

e. a/an cannot be dropped

There must be considered that *a/an* is not commonly left out in negative expression after preposition or fractions.

e.g. Lend her your camera. She hasn't got **a camera**. (NOT ~~She hasn't got camera~~)

f. a and an

Before a vowel, the use of article *a* changes to *an*. Try to compare these examples:

a cat   **a**banana

an ant   **an** avocado

In order to choose between *a* and *an,* it depends on pronunciation, not spelling. *An* is used before a noun which started with a **vowel sound,** even if the writing used consonant.

e.g. **an** hour, **an** MP

For the same reason, *a* is used before a **consonant sound**, even if the writing used vowel spelling.

e.g. **a** university, **a** one-meter line

4. Article : the difference between **no article** and **some/any**

Related to the number or the quantity of nouns, several rules exist in the use of *some/any* and no article. Here, it focused on how the use of *some/any* differs from no article. Both some/any and no article can often be used for uncountable and plural nouns, and it does not always give a great different meaning.

Some/any is used for expressing something (noun) in which we think about a limited number but rather indefinite hazy quantities. Alternatively, we do not care, know, or say how many or how much the nouns exactly. On the other hand, *no article* is used for expressing something (noun) that we do not care or think about the quantities or the number at all. Let us compare the examples below:

- I have bought *some grapes* in market.

(Show the limited number, the writer/speaker does not say how many grapes)

- I like *grapes*.

(The writer/speaker has no idea about the number of the grapes)

5. Articles : talking in general

   a. *The* does not mean *all*

   There are some common fixed expressions that refer to place, time, and movement which are countable noun but they are managed as an uncountable noun (which are preceded by 'no article). Example:

To/at/from/in school	From/to/in college	From/to/at work	From/at home
By car, bus	On foot	At night	By phone, mail

   b. Generalization with singular noun

Sometimes we express something in general as a countable noun by using *the*. It is also common for the instrument of music, inventions and scientific instrument.

e.g :Your work will be easier with *the computer*.

A singular countable word in the form of a class can also be generalized by using *a/an* which has the meaning 'any'.

e.g :*A baby* can cry as soon as it's born.

It is important to be noted that *a/an* cannot be used to generalize the member of group together.

e.g: Do you like *rabbits*?   ~~Do you like *a rabbit*~~?

c. Difficult cases: 'general' + 'known'

As explained above, in order to generalize the uncountable and plural nouns we use *no article*. Then, to show something specific that the readers/listeners have known about the thing we are talking about. But sometimes both have interchangeable meanings. It is difficult to know we should use *no article* or *the*.

d. Difficult cases: 'half-general'

There many expressions which 'half-general'. It means that the nouns are in the middle between specific and general. If we are saying about twentieth-century history, it means that we are not talking about all of history, but it is still a general idea. In expressing 'half-general', we use no article for it.

Nevertheless, we often use the to express limited and defined phrases, especially one with of. Let us compare these examples:

Twentieth-century **drama**

The drama of the twentieth century

F. Article System in Bahasa

In this section, the researcher will discuss the system of Bahasa in which the system has a little bit of similar concept with the English system. In English, the article system is part of the determiner. Determiners refer to demonstratives (*this/these, that/those*), possessives (*my, your, our, etc*), and article (*a/an, the*). Thus, at this point, there will be a discussion about these three systems in Indonesian in which Indonesian also has these systems. It will end up realizing the differences between both.

According to Suryaman, Indonesian words are classified into ten types, 1) *kata benda* (noun), 2) *kata kerja* (verb), 3) *kata sifat* (adjective), 4) *kata ganti/pronominal*(pronoun), 5) *numeralia/kata bilangan* (numeral), 6) *kata keterangan* (adverb), 7) *kata sambung* (conjunction), 8) *kata depan* (prepositionn), 9) *artikula/kata sandang* and 10) *kata seru* (interjection). In other reference, these last four points are included as *'kata tugas'*. Compared with English determiner system, possessive and demonstrative have the similar concept with Indonesian

'*pronominal*' concept, while English article system has similar concept with Indonesian '*kata sandang/artikula*'.

1. *Kata ganti/pronominal*

   *Pronominal/kata ganti*is divided into three types; (1) *pronominal persona,* (2) *pronominal penunjuk,* (3) *pronominal penanya. Pronominal persona* is used for referring to person. It can be as first person*(Pronomina persona pertama)* which mean as own self, or second person*(pronominal persona kedua)*which means as someone who was talking to, or third person *(pronominal persona ketiga)*which means as person who is spoken of. *Pronominal persona* also deals with the number of person. It might be *tunggal*(singular) or *jamak*(plural). For example, *Saya* (I) refers to first singular pronoun (pronominal persona tunggal) while *Kita* (we) refers to first plural pronoun.

   Pronominal persona is also used to express the ownership. This concept is known as possessive pronoun in English (in which possessive is included in English determiner).

   e.g. *Ini adalah tanggung jawabku*. (This is **my** responsibility).

   Aku mengendarai mobilnya. (I ride **his** car).

   The second type of *pronominal* is *pronominal penunjuk. Pronominal penunjuk* is used to refer toa particular noun in a sentence. This type of pronominal is divided into two kinds;

pronominal petunjukumum (general) and *pronominal petunjuktempat* (place).

> e.g. *Rumahini*   (**This** house)
>
>   *Rumahitu*   (**That** house)

This concept is similar with English determinatives which is included in English determiner.

The last type of pronominal is *pronominal penanya*. It is used to express a question, such as *Siapa* (Who), *Apa*(What) etc. In sum up, English possessive is similar with Indonesian *pronominal persona*. Then, English determinatives has similar concept with Indonesian *pronominal penunjuk.*

2. *Kata sandang/artikula*

The concept of English article system deals with the structure related to the number (singular/plural) and definiteness (definite/indefinite) of the nouns. This concept is also found in structure of Bahasa. It is known as *kata sandang/artikula. Kata sandang* is one of Indonesian part of speech. It is also included in the group of *kata tugas* with another kind of speech such as preposition, interjection and so on.

Kata sandang is defined as a word which limits the meaning of word. There are (1) *artikula yang bersifat gelar*(giving a degree), (2) *artikula yang mengaju pada makna kelompok* (grouping) and (3) *artikula yang menominalkan* (nominalizing).

The first type is *kata sandan g*which refers to express someone or something who has important position or dignity. The words are *Sang, Sri, Sang, Hang* and *Dang*. *Sang* can be used to express both someone or something.

 e.g. **Sang** *Raja*   (The King)

   Sang *Surya*   (The Sun)

Sri is used for someone who has dignity in particular kingdom or religion. *Hang* is used for men who are be respected, while *Dang* is for woman. From this point, it can be concluded that only Sang which can be used for people and things.

Then, *artikula yang mengacu pada kelompok* means that this type of *artikula* is used to express in referring to groups or collective meaning. The word is *'para'*. *Para* has plural meaning, so it can be followed by repeated meaning which also has a plural meaning.

 e.g. **Para** *mahasiswa* (NOT **Para** ~~mahasiswa mahasiswa~~)

 (the meaning is 'the students')

Last, *artikula yang menominalkan* means that it is used to express singular and general things and it depends on the context. The word which is used is *'Si'*. *Si* is used for name of person in informal context. It is also used for third person *pronominal (dia).*

 e.g. **Si Badu** *bolos sekolah.*

 (*Si* is preceding name of person in informal context)

Si terdakwa menangis di pengadilan.

(*Si* is used for specializing)

Si dungu tidak menjawabpertanyaa.

(*Si* is used for expressing bad sobriquet (ridicule))

This last type of *artikula* is the most similar concept like English article system because *artikula* also deals with number and definiteness of nouns. However, there is also difference which is found. The difference is Indonesian *artikula* mostly used for person only while English article system used for nouns generally, it could be both person and things.

CHAPTER III

FINDING AND DISCUSSION

Much research about the most errors in Indonesian EFL learners' performance claimed that the English article system becomes one of them. The errors might be influenced by several factors, especially related to the role of the native language. It is because the native and the target language might have different rules and structures. In this regard, Rod Ellis's (1994) EA framework under the second/foreign language acquisition study helps analyze the errors produced in English article use.

The researcher presents the finding and discussion toward the observation conducted. Therefore, this study addressed two main questions; 1) What are the error types produced by EFL learners in acquiring the English article system?, 2) What are the sources of interlingual errors in the acquisition of English articles by EFL learners?

A. Finding

In this analysis, the researcher analyzed the acquisition of the English article system performed by EFL learners in descriptive paragraphs. The EFL learners are the English department student in the eighth semester at UIN Maulana Malik Ibrahim Malang. The descriptive paragraphs are the result of two elicitation tasks, translation task and describing picture task. After collecting the data, which is the English article use in the descriptive paragraph, there are three stages in analyzing the data. They are identification, description, and explanation.

The researcher found several errors that occurred in the paragraph. They were classified into some categories. In general, the categories are omission, addition, substitution, ordering, and misuse. The identification of error is based on Swan's book.

1. Translation task

In the translation task, the researcher gathered eleven descriptive texts from eleven EFL learners. The researcher identified the data that has been collected and attempted to find out the use of the English article system and the errors produced in each sentence. The result of the identification is represented in the table below.

Table 3.1

Identification of English Article Error in Translation Task

Participant	The number of article use	The errors
A	25 (*The*= 17, *A/an*= 4, *No article* = 4)	1. Deletion of the definite article (~~one of places~~→one of the places) 2. Use of indefinite article for no article (~~is a beach~~→ is beach) 3. Substitution of the definite with the indefinite article (~~I love a beach~~→I love the beach) 4. Substitution of the definite with the indefinite article (~~a fleck of sand~~— the fleck of the sand) 5. Substitution of the definite with the indefinite article (~~a combination of waves~~→ the combination of waves) 6. Deletion of the definite article (a fleck ~~of sand~~→ the fleck of the sand) 7. Deletion of the definite article

		(combination of waves→ the combination of the waves) 8. Deletion of definite article (the amazement of waves→the amazement of the waves)
B	31 (*The*= 17, *A/an*= 12, *No article* = 2	1. Substitution of definite article with indefinite article (a slope of mountain→the slope of the mountain) 2. Deletion of the definite article (mountain→ the mountain) 3. Use of the indefinite article for no article (is a light green→is light green) 4. Deletion of the indefinite article (for family gathering→for a family gathering) 5. Deletion of the definite article (the color of front side→ the color of the front side) 6. Deletion of the definite article (in 2nd floor→ in the 2nd floor)
C	29 (*The*= 18, *A/an*= 4, *No article* = 7)	1. Deletion of the definite article (the slop of mountain→ the slop of the mountain) 2. Deletion of the definite article (way to mountain→way to the mountain) 3. Misordering(a quite big mosque→ quite a big mosque) 4. Deletion of the indefinite article (there is large yard→there is a large yard) 5. Deletion of the indefinite article (there is terrace→ there is a terrace) 6. Deletion of definite article (with family→with the family) 7. Deletion of the definite article (in front of way →in front of the way)
D	31 (*The*= 21, *A/an*= 9, *No*	1. Deletion of indefinite article (large mosque → a large mosque) 2. Deletion of the definite article (the frame

	article = 1)	3. Deletion of the indefinite article (on the left is available ~~lounge~~→on the left is an available lounge)
		4. Deletion of definite article (the front ~~of door~~→ the front of the door)
E	34 (*The*=28, *A/an*=1, *No article* =5)	1. Deletion of the definite article (~~during holiday~~→during the holiday)
		2. Deletion of the definite article (~~was beach~~→was the beach)
		3. Deletion of the definite article (~~I love beach~~→I love the beach)
		4. Deletion of the definite article (~~the blue water of sea~~→ the blue e water of the sea)
		5. Use of the indefinite article with marked plurals (~~a pretty waves~~→ pretty waves)
		6. Deletion of the definite article (the corner ~~of beach~~→ the corner of the beach)
		7. Deletion of the definite article (~~the sprinkle of sand~~→ the sprinkle of the sand)
		8. Deletion of the definite article the (~~thechallenges of waves~~→ the challenges of the waves)
F	31 (*The* = 24, *A/an*= 2, *No article* = 5)	1. Addition (~~the top of the list~~→ the top list)
		2. Deletion of the definite article (~~comes to holiday~~→comes to the holiday)
		3. Deletion of the definite article (~~the crush of wave~~→the crush of the waves)
		4. Misordering (~~give additional the freshness~~→give the additional freshness)
		5. Deletion of the definite article (~~birds chirping~~→the birds chirping)
G	36	1. Addition of "the" (~~in the front of~~→ in

	(*The*= 22, *A/an*= 10, *No article*= 4)	front of) 2. Deletion of definite article (kids→ the kids) 3. Deletion of the indefinite article (there is second floor→ a second floor) 4. Substitution of the definite with the indefinite article (this is a room→this is the room)
H	15 (*The*= 3, *A/an*= -, *No article*=12)	1. Deletion of the definite article (one of place→ one of the places) 2. Deletion of the definite article (when holiday→when the holiday) 3. Use of indefinite article for no article (is a beach → is beach) 4. Deletion of the definite article (at beach→at the beach) 5. Deletion of the definite article (sunset→ the sunset) 6. Deletion of the definite article (grains of sand→the grains of sand) 7. Deletion of definite article (touch feet→ touch the feet) 8. Deletion of definite article (through fingers→ through the fingers) 9. Deletion of the definite article (at beach→at the beach) 10. Deletion of the definite article (at beach→at the beach) 11. Deletion of the definite article (blue sea water→ the blue sea water) 12. Deletion of the definite article (at beach→at the beach) 13. Deletion/missing "the" in superlative (most beautiful moment→ the most beautiful moment)
I	22 (*The*= 17,	1. Use of the indefinite article with uncountable nouns (a sand grains→ the

	A/an= 5, No article = -)	2. Deletion of definite article (~~white cloudy skies~~→ the white cloudy skies)
		3. Use of the indefinite article with unmarked plurals (~~a fishswim~~→ the fish swim)
		4. Substitution of definite article with indefinite article (~~a crystal clear sea~~→the crystal clear sea)
		5. Use of indefinite article with uncountable nouns (~~a chirping bird~~→ chirping bird)
		6. Substitution of definite article with indefinite article (~~a bird chirping~~→ the bird chirping)
J	26 (*The*= 14, *A/an*= 9, *No article* =3)	1. Addition of "the" (~~in the front of~~→ in front of)
		2. Deletion of indefinite article (~~provided lounge~~→ provided a lounge)
		3. Deletion of indefinite article (~~TV~~→ a/t TV)
		4. Deletion of definite article (~~children~~→ the children)
K	30 (*The*=18, *A/an*=8, *No article* =4)	1. Deletion of the definite article (~~in the slpoe of mountain~~→in the slope of the mountain)
		2. Deletion of the definite article (~~house~~→ the house)
		3. Deletion of the definite article (~~the frame and door~~→ the frame and the door)
		4. Deletion of definite article (~~children~~→ the children)

Source: Processed by the Researcher

From the errors that have been found, the identification moves to the classification of the errors' categories. The errors' classification is

represented in five categories; Omission, Addition, Substitution, Ordering, and, Misuse. This research found that the errors that exist in the translation task are included in all categories. The description of errors that occurred in the task due to the types is represented as follows.

a. Deletion/omission

In this category, the errors are mostly found. From69 errors that occurred in the translation task, 50 errors belong to the deletion/omission category. There are 50 noun phrases in which the EFL learners omitted the English article use. In this regard, the errors in the deletion/omission category occurred in various cases/contexts. In general, they are divided into two types. It is based on which articles were deleted/omitted..

1) Deletion of definite article

The definite article 'the' has the meaning of presenting something that 'we (as reader/listener) know which one(s) the writer/speaker means'. Based on the data collected, there were found that the EFL learners deleted the use of the definite article in varied cases.

First, the EFL learners deleted/omitted article 'the' for expressing the noun that they have mentioned it before.

   a. *"…because they can live in **the second floor**.The color of front side in **2nd floor** is orange the frame of the door is red".*

The section of the paragraph above showed that the writer have mentioned the phrase *'the second floor'* in the previous sentence. In the next sentence, the writer mentioned the same phrase, *'2nd floor'* (second floor) but the writer was wrong in deleting/omitting the definite article *'the'*. It should be *'the second floor'* not *'second floor'* because it has been mentioned before. The meaning should be definite.

The paragraph above showed that the writer had mentioned the phrase *'the second floor'* in the previous sentence. In the next sentence, the writer mentioned the same phrase, *'2nd floor'* (second floor), but the writer was wrong in deleting/omitting the definite article *'the'*. It should be *'the second floor'* not *'second floor'* because it has been mentioned before. The meaning should be definite.

> b. *"In front of **my house** there is a quite wide yard and it usually used for children to play in around **house**"*.

The two errors which explained before, presented that there are the same phrase in different sentence. It might happen because the writer did not realize that he/she has mentioned it before. However, in this case, the error occurred in one sentence. In the first phrase, the writer express specific noun by using possessive pronoun *'my house'*. Then, in the last part of sentence, the writer expressed the noun *'house'* again but it was

without definite article *'the'*. It should be *'the house'* to show the specification because the noun *'house'* has been mentioned.

Second, the errors happened because the EFL learners deleted/omitted the definite article *'the'* in the situation that it is clear which one(s) the writer means.

> a. *"In front, there is terrace for sparing the time **with family**"*.

In this sentence, the writer expressed the *'family'* without adding article. If it is considered from the context, the writer is the first person who used pronoun 'I'. therefore, in this situation, it is very clear that the noun *'family'* should be added by definite article *'the'* because the readers have known that *'family'* is certainly the writer's family, not *'family'* as general or unknown family. Therefore, it should be *'the family'* because it is specific.

> b. *"Grains of sand **touch feet** slowly **through fingers** while walking along (.....)"*

It is same as the case which has been described above, the context of the paragraph is about the writer's experience. The writer also used pronoun 'I'. Therefore, based on that situation, the writer should use definite article 'the' to express the noun *'feet'* and *'fingers'*. The word *'feet'* and *'fingers'* did not have the general meaning. It does not represent things in general, but it is specific thing that experienced by the writer. Therefore, the

sentence should be *'Grains of sand* **touch the feet** *slowly*

through the fingers *while walking along (…)'.*

> c. *"In front of my house, there's a yard that wide*
> *enough and is usually where* **children** *playing*
> *around".*

The same case also occurred in this sentence. The noun

'children' here means that the children who lived around the

writer's house, not *'children'* in general. If we express

'children' as general things, the description of *'children'* is also

about general or common truth. For example, *'Children like*

candy'. In addition, this case also referred to difficult case,

general+known. But, from the context, it is more appropriate to

add definite article 'the'. Therefore, in the sentence above, the

phrase should be *'where* **the children** *playing around'*.

> **Third,** the errors happened when the EFL learners

omitted/deleted definite article *'the'* to express the noun which

refers to physical environment (world around, the climate, and

any common features).

> a. *"The reason why I love* **beach** *so much because the*
> *atmosphere around".*

From the sentence, it represented that the writer used the noun

'beach' without any article added. It was claimed that the errors

occurred because the noun *'beach'* considered as physical

environment (common features) in which everybody is familiar

with it. In other words, the meaning of *'beach'* is definite. Therefore, it should be added the definite article *'the'* become the noun *'beach'*. Thus, it becomes *'The reason why I love **the beach** so much because the atmosphere around'*.

   b.   *"People are laughing and playing under **sunset**"*.

This error is quite similar with the previous error. The writer expressed the noun *'sunset'* without using any article. The noun *'sunset'* is also common features that everyone knows it. It is the only one around. There is no other kind of sunset in the world. It means that the meaning of 'sunset' is definite. Thus, the sentence should be, *'People are laughing and playing under the **sunset'**.*

   c.   *"**Blue sea water** slowly carried the waves"*.
   d.   *"It' is not that all, **white cloudy skies** also made the peaceful ambience"*.

Both data above have similar case due to the errors. *'Sea water' and 'cloudy skies'* are also considered as common features. In addition, if it was seen from the context, the writer expressed those features in order to describe his/her own experience in the beach. Structurally, the writer also added adjective 'blue' for 'sea water' and 'white' for 'cloudy skies'. These considerations (context and structure) required the writer to add the definite article to show the definite meaning clearly. Therefore, the sentences should be as follow.

> *"**The blue sea water** slowly carried the waves".*
> *"It'is not that all, the **white cloudy skies**also made the peaceful ambience".*

Fourth, the errors made by the EFL learners by omitting the use of definite article *'the'* in superlatives expression. Superlative expressions actually have to use definite article because it presented the only one *best* thing. Therefore, the definite article 'the' is needed. The errors in superlative expression occurred in the sentence below.

> *"This atmosphere become **most beautiful moment** for all people because of the sand overlay(…)"*

In this sentence, the writer used superlatives expression *most beautiful moment* by omitting the definite article *'the'*. Superlatives expression has particular rule. When the adjective has more than two syllables, the rule is 'S + to be + the most +Adj'. The definite article *'the'* in the superlatives expression is necessity. Therefore, the sentence must be *'This atmosphere become **the most beautiful moment** for all people'*.

Fifth, EFL learners deleted the use of definite article in the use of classifying expression *'the…of a…'*. It can be considered as definite pattern. In this expression, the first article must be definite even the meaning of the phrase is indefinite.

a. *"**Combination of wave** that hit the sunset(…)"*

This error case belongs to special rule and exception of the article use. If there is an expression of *'the…of a…'*, the first article must be indefinite even the meaning as a whole is indefinite. In above expression *'combination of waves',* there is no article preceded the expression neither definite nor indefinite article. Based on the grammatical rule of article use, the expression *'combination of waves'* refers to the special rule *'the…of a…'* even from the context, the expression has indefinite meaning so the definite article must be added. Thus, the sentence should be '***The combination of wave*** *that hit the sunset(…)'*.

> b. "***Grains of sand*** *touch feet slowly through fingers while walking along(…)'*".

Another error in the same case also occurred in this sentence. Either the meaning is definite or indefinite, the definite article *'the'* should be preceded the expression. Because it belongs to the special rule *'the…of a…'*. Therefore, the sentence should be '***The grains of sand*** *touch feet slowly through fingers while walking along'*.

Sixth, EFL learners omitted definite article 'the' in determinative expression *'One of the...'*. It is similar with the expression of 'the…of a…', the expression of *'one of the…'* is also considered as certain pattern. It must be followed by definite article 'the'. This expression canonly be used for

countable plural noun, not for uncountable noun. Therefore, definite article *'the'* in the expression *'One of the…'* is necessity. It is because the expression showed definite meaning, not general.

a. "**One of place** *that I love the most when holiday is a beach"*.
b. "**One of places** *that I love when I'm in my holiday is a beach"*.

In this case, there are two errors occurred. Both have same expression and meaning. The EFL learners wrote the expression *'one of the…'* by omitting the definite article *'the',* become *'one of'*….Besides, the definite article 'the' is necessity.In the sentence *a,* the error also occurred in the noun word. The expression *'one of the…'* should be followed by plural nouns. Therefore, those sentences *a* and *b* should be *'One of the places that I love when I'm in my holiday is a beach'*.

Seventh, EFL learners also omitted the use of definite article *'the'*after preposition *'in front of'*. There must be the definite article followed it because it showed the definite expression.

"My house is precisely **in front of way** *to mountain"*.

After expressing the preposition *'in front of',* the EFL learner deleted the definite article *'the'*. It is not appropriate

because the meaning of the expression is definite, not 'way' as general. Therefore, the phrase should be *'in front of the way'*.

Eighth, EFL learners omitted the use of definite article in parallel expression which connected by using conjunction 'and'.

> *"While on the windows, the frame and **door** are red"*

In this case, the EFL learner wrote the phrase *'the frame and door'*. There are two nouns that were connected by conjunction *'and'*. The first noun *frame* is definite and the second noun *door* is indefinite. Besides, the two nouns between the conjunction *'and'* must be parallel. In addition, both *frame* and *door* have been mentioned before. Then, contextually, the both nouns have definite meaning. Therefore, the noun *door* should be definite, ***'the frame and the door** are red'*.

2) Deletion of indefinite article

We can use indefinite article 'a/an' for expressing particular thing that the readers/listeners do not know as specific which one the writer meant, or it is not important which one they meant. In translation task, there occurred some errors which belong to the deletion of indefinite article.

First, the EFL learners deleted the indefinite article 'a/an' when they firstly identified particular thing in their descriptive paragraph.

> a. *In the left of my house **there is enough large mosque** which is usually used for Eid al-Adha prayers.*

In the sentence above, the EFL learners attempted to firstly identify the noun *'mosque'* by preceding adjective phrase. However, there is no article added. Contextually, especially in descriptive context, if we identified something which is as the first time, we should claim it as general thing. Then, for the next sentence, it must be expressed definitely. Therefore the indefinite article is needed to precede the noun which is firstly identified. Thus, the phrase should be *"In the left of my house **there is a large mosque**…"*.

> b. *"(…)and on the left side, **provided lounge** and television"*.

The noun *'lounge'* is also firstly identified therefore it should be needed indefinite article *a, 'provided a lounge'*.

Second, the EFL learners deleted the use of indefinite article 'a/an' in expressing the noun 'television (TV)'. Based on English structure, if the noun 'TV' has the meaning as 'television set', thus we need to add article. Whilst the meaning of 'TV' is a form of entertainment, we do not need to use article.

> *"(…)and on the left side, provided lounge and **television**"*.

Based on the context, the noun *'TV'* which is intended by the EFL learner is a television set, not TV as entertainment. Therefore it should be added the article. The article which is needed can be

either definite or indefinite. But form the context, the more appropriate article is indefinite article.

b. Addition

In the translation task, there are only slight errors that belong to this category. Form 69 errors occurred in the translation task; there are only three errors that belong to addition. In this category, the EFL learners are wrong in adding a particular article in a particular expression in which the expression does not need an article. The errors that occurred are described below.

First, the errors happened in the addition of definite article in the preposition *'in front of'*.

1) *"**In the front of** my house, there is a large yard and kids usually play there"*.
2) *"**In the front of the house**, there's a terrace that we used to sitting back and relax with our family"*.

Both sentences above, the writer wrote the prepositional phrase by using preposition *'in front of'*. However, the learners added the definite article *'the'* in the preposition that becomes *'in the front of'*. It was wrong because preposition *'in front of'* is idiomatic that it does not need definite article in it. The definite article *'the´* should be after the preposition, not in the preposition. Therefore, the sentence should be *"**In front of** my house - **In front of** the house"*.

Second, the error occurred because structurally it seems redundant, not effective.

*"**One of the top of the list** when it comes to holiday"*

The EFL learner wrote the phrase *'One of the top of the list'* in the sentence to express about his/her *'top lists'* of places that she/he visited when the holiday comes. The phrase *'One of the top of the list'* seems not effective or redundant because the writer added more information by using the phrase *'of the'*. The word *'of the'* is not needed in that expression because it caused the ambiguity. In other words, by adding the word *'of'* and the definite article *'the'* is structurally not appropriate. Therefore the phrase should be *"**One of the top lists** when it comes to holiday (…)"*

c. Substitution

In the translation task, the article errors that belong to the substitutions are seven errors. They refer to several cases. However, the case is similar to the errors in the deletion category. It is different in the kind of error. In substitution, the EFL learners substituted/replaced the use of the article. The substitution in this translation task is only the substitution of a definite article with an indefinite article. The substitution of the indefinite article is not found in the translation task. Thus, the descriptions of substitutions are explained below.

First, the EFL learners substitute the definite article with indefinite article in expression the phrase that contains the nouns which belong to physical environment.

*"I love **a beach** because of its condition primarily in the afternoon"*.

In this sentence, the writer expressed the phrase *'a beach'* by using indefinite article *'a'*. However, the noun *'beach'* refers to physical environment in which it is expected that everybody knows about the noun. Thus, the appropriate article to precede physical environment is definite article *'the'*. The phrase *'I love a beach'* is wrong because the writer substituted the definite article *'the'* with indefinite article *'a'*. therefore, the phrase should be *"I love **the beach**"*.

Second, the substitution of definite article with indefinite article also occurred in the expression of *'the…of a…'*.

1) *"**A fleck of sand** touches feet through the toes in the shoreline"*.
2) *"I have a house located in **a slope of mountain** and near with the rice field*.

As explained in deletion category, there is a special rule for the expression *'the…of a…'*. In this case, the first sentence presented the phrase *'a fleck of sand'* while the second sentence presented *'a slope of mountain'*. Both phrases preceded by the indefinite article *'a'*. In other words, the writer replaced the use of definite article with indefinite article. It caused both phrases are wrong or not appropriate because the phrases has the pattern *'the…of a…'* which has to be preceded by definite article even if their meaning is

indefinite. Therefore, the phrases should be *"**The fleck of** the sand – **The slope of** the mountain"*

Third, the substitution happened in the definite phrase that has been mentioned before.

> *"We can see a living room and in the left side there is **a dining room** that is usually used for watching tv. **This is a room** that we usually use for spending our time"*

If the noun/expression has been mentioned in the previous sentence, the noun should be definite in the next sentence. In the sentences above, the writer mentioned the phrase *'This is a room'* in the second sentence in which the meaning of the *'room'* refers to the *'dining room'* in the first sentence. The writer has presented the noun *'a dining room'* indefinitely. Therefore in the second sentence the noun *'room'* should be definite by preceding the definite article *'the'*. In addition, it should be definite because after the noun *room,* there is information followed it to explain particular *room.* Therefore, the phrase should be *'This is the room that (…)''*

> *"**A chirping bird** as it was sung a song.The sand and the sea waves, and **a chirping bird** are amazing time to time".*

It is similar with the previous explanation. The writer has mentioned the noun phrase *'a chirping bird'* in the first sentence. Therefore, the noun phrase *'chirping bird'* in the second sentence must be definite by adding the definite article *'the'*. Thus, the phrase in the second sentence should be *"…and **the chirping bird**…"*

d. Misordering

There are only two errors that refer to the misordering category in the translation task. In the misordering category, the EFL learners are not errors in determining definite or indefinite use, but they are wrong in putting the English article in the particular structure of the phrase.

First, the EFL learner made the error in putting the article before adverb.

> *"There is **a quite big mosque** in the left side of my house which is usually used for praying iedAdha"*

In this sentence, the writer expressed the phrase *'a quite big mosque'*. The arrangement of that phrase is Art+Adv+Adj+N. It is not appropriate because the article should be preceded the adjective and then the adjective is followed by the noun. The adverb should be preceded the article. Thus, the appropriate arrangement is Adv+Art+Adj+N. The appropriate phrase is *'There is **quite a big mosque"***.

Second, the EFL learner is wrong in arranging the noun phrase which used adjective.

> *"The slow wind stroking hair give **additional the freshness** of the beach".*

In this sentence, the writer wrote the phrase *'additional the freshness'* in which the formula is Adj+Art+N. Similar with the previous explanation, the arrangement of the phrase is not

appropriate. The adjective should be preceded by article and the adjective should be followed by noun. The appropriate formula is Art+Adj+N. Therefore the right phrase is *"give **the additional freshness"**.*

e. Misuse

In the translation task, seven errors belong to the misuse category. In this category, EFL learners made errors because they did not use the article appropriately. There are four cases that occurred and will explain below.

1) Use of the indefinite article with uncountable nouns

> *"**A sand grains** slowly touches my feet when walking along the beach"*.

In this sentence, there is a noun phrase *'a sand grains'*. The noun *'sand grains'* is uncountable plural words. It should be expressed by using *no article* (no article needed) if the meaning is general and using definite article *'the'* if the meaning is general+known. However, the writer was wrong because she/he used indefinite article to express uncountable plural noun. The appropriate phrase should be *'**Sand grains**'* or *'**The sand grains**'*.

2) Use of indefinite article for no article

> *"One of places that I love when i'm in my holiday is **a beach"**.*

Seen from the data, the sentence above is the first sentence in the first paragraph. There is a word *'beach'* which is preceded by indefinite article *'a'*. Contextually, the sentence is as the identification in which the writer firstly introduce*'beach'* as a general thing. Even though the word *'beach'* belongs to physical environment, structurally we need to add indefinite article *'a'* when we firstly identified something in order to generalize.

*The color of my house is **a light green***

The phrase *'light green'* in the sentence is adjective. The article cannot be used for adjective without noun. Thus, there should be no article, become *"The color of my house **is light green"***.

3) Use of the indefinite article with marked plurals

*"Moreover, the blue water of sea vacillated(?) with **a pretty waves"***

In this sentence, the writer preceded the plural noun *'waves'* by indefinite article *'a'*. It seems that the writer tried to apply indefiniteness in which it is not applicable. Indefinite article has its own meaning as *one,* therefore it cannot be used for expressing plural nouns. Therefore the phrase above should be *"with **the pretty waves"***.

4) Use of the indefinite article with unmarked plurals

*"I could see from the top of the cliff, **a fish** swim down there"*.

The researcher claimed that the sentence is not appropriate because the researcher seen it from the context. The EFL learner expressed the noun phrase *'a fish'* which intended to refer *'fish'* in the sea. Everybody knows that there is not only *one fish* in the sea but there are many *fish* there. In addition, seen from the context,the word *fish* must be plural. The plural form of *fish* is unmarked (*fish. pl=fish*). Thus, the use of indefinite article before the word *fish* is not appropriate. The word *fish* should be preceded by definite article *the,* become *'**the fish** swim down there"*.

2. Describing picture task

In the describing picture task, the researcher collected the data from ten EFL learners. The data is a descriptive paragraph about 'kitchen'. In identification, the researcher found out 148 use of English article. In this regard, there are 22 errors occurred in the whole performance in describing picture task. The table below represents the number of English articles use and errors.

Table 3.2

Identification of English Article Error in Describing Picture Task

Name	The number of article use	The errors
A	14 The= 6 A= 2 No article = 6	1. Deletion of the definite article (kitchen → the kitchen)

B	22 The= 7 A= 4 No article = 11	1. Deletion of the definite article (kitchen equipment → the kitchen equipment) 2. Deletion of the definite article (fruit → the fruit) 3. Deletion of indefinite article for generalizing the example of class (Bowl →a bowl) 4. Deletion of indefinite article for generalizing the example of class (Scale →a scale)
C	26 The= 7 A= 3 No article = 16	1. Deletion of the definite article (one of functional rooms → one of the functional rooms) 2. Deletion of the definite article (kitchen → the kitchen)
D	10 The= 5 A= 3 No article = 2	1. Deletion of the definite article, actually the meaning is definite (mothers →the mother) 2. Deletion of the definite article (mother → the mother), has been mentioned before
E	22 A = 9 The = 13	1. Deletion of the indefinite article (there is dining table →there is a dining table)
F	8 A= 4 The= 3 No article = 1	1. Deletion of definite article (vegetable → the vegetable)
G	10 A= 1 The= 3 No article= 6	-
H	16 A= 5 The= 7 No article= 4	1. Substitution of the definite with the indefinite article (a pan which →the pan which) 2. Deletion of the indefinite article (appetizer →an appetizer) 3. Deletion of the definite article (quail eggs →the quail eggs)

		4. Use of the indefinite article with uncountable nouns (a soup →soup)
I	11 A= 1 The= 5 No article= 5	1. Deletion of definite article (a full box of oranges →the full box of oranges) 2. Deletion of the indefinite article (pan → a pan) 3. Deletion of the indefinite article (frying pan →a frying pan)
J	9 A= 1 The= 2 No article= 6	1. Deletion of the definite article (kitchen → the kitchen) 2. Deletion of the indefinite article (plate → a plate) 3. Deletion of the definite article (stove →the stove)
K	A= 11 The= 8 No article=1	1. Deletion of indefinite article (see spice container →a spice container)

Source: Processed by the Researcher

From the table above, it was found that the errors that occurred in the picture task only refer to deletion, substitution, and misuse category (see Table B2). There is no error, which refers to addition and misordering.

a. Deletion

Similar to the translation task, the errors occurred which belong to the deletion are mostly found. From 22 errors that occurred in describing the picture task, 20 errors belong to the deletion. The deletion of the article in this task also covers both definite and indefinite.

1) Deletion of definite article

First, the EFL learners deleted the use of definite article for expressing the words that have been mentioned before.

    a.   *"This morning the mother is bringing **fruit** to be cooked. Mother not only cooks**fruits** but also vegetables"*.

In this case, the writer has mentioned the word *;fruit'* in the first sentence without any article added. It is because the intended meaning of the word *fruit* is general. However, in the next sentence, the writer wrote the word *fruit* again with no article. It seems not appropriate because the meaning of the word *fruit* has become definite. Thus, the definite article is needed for the word *fruit* in the second sentence. The phrase should be *"Mother not only cooks **the fruits** but also the vegetable"*

    b.   ***Mothers*** *usually cook with an apron. The stove used **bymothers** for cooking is made of stainless steel.*

Similar with the previous explanation, the EFL learner was wrong in deleting definite article for the noun which has definite meaning because it has been mentioned before. Therefore, the definite article is needed, *"The stove used by **the mothers**(…)"*

Second, the EFL omitted the use of definite article in which the context is definite.

    a.   ***Mothers*** *usually cook with **an apron**. **The apron** is navy blue*.

In considering the article errors, it is not enough if we only see the structure. Considering the context is also important. Such like the sentence above. The two sentences presented that the context is definite because the writer shown definite sign by giving the adjective phrase *navy blue*. It caused the context become definite. Therefore, the word *mother* in the first sentence should be added by definite article *'the'*. because not all mothers as general use navy blue apron. Thus, the phrase should be *"**The mothers** usually cook with an apron"*.

> b. *Then, there is a woman standing next to **stove** while* ***holding mangoes probably***.

Contextually, this sentence is also definite because there is additional information that made the sentence become definite. The information is the phrase *'while holding mangoes'*. Thus, the noun *stove* after preposition *next to* should be added by definite article because the meaning is specific. In addition, after preposition should be followed by certain article. Therefore, the phrase should be *"standing **next to the stove**"*.

Third, the EFL learners omitted the definite article *the* in using determinative expression *'one of the…'*.

> *Kitchen is **one of functional rooms** that exist in the house.*

The expression *'one of the…'* is the certain rule. The definite article *the* in that expression cannot be dropped, it is

necessity. Therefore, there should be definite article added in that phrase, *"Kitchen is **one of the** functional rooms (…)"*.

Fourth, the EFL learners deleted the use of definite article in special rule *'the…of a…'*.

> *The girl is standing in the kitchen with **a full box of oranges** (…)*

Even the meaning of the phrase *'a full box of oranges'* is general (indefinite), it should follow the special rule *'the…of a…'*. If we delete the adjective *'full'*, the bare phrase is *'a box of oranges'*. Meanwhile, the first article should be definite by using article *'the'*. Thus, the phrase become *"with **the box of oranges**"*.

2) Deletion of indefinite article

In this category, the EFL learners had the errors in omitting the use of indefinite article *a/an*.

First, the EFL learners are wrong in deleting the use of indefinite article *a* when they firstly identified particular noun.

> a. ***There is dining table** in front of the fridge.*

The expression of *'There is…'* contextually presented about particular things which have not been mentioned. In other words, it is used to express something that firstly identified. The particular thing that firstly identified has general particular meaning. Thus, the indefinite article *a* is needed to be added

between the expression *There is…* and the *noun*. Therefore, the phrase should be, *"There is a dining table".*

    b.   *Beside her, **pan and frypan** is in the stove.*

Based on the structure, the word *pan* and *frying pan* firstly presented in that sentence. They have not been mentioned before. Based on the context, both *pan* and *frying pan* are stated as particular singular thing but it does not matter which one the *pan* and *frying pan* which are intended. Therefore, there should be added by indefinite article *a.* Thus, the sentence become *"Besides her, **a pan** and **a frying pan** are in the stove"*

    c.   *"Beside that we can **see spice container**".*

The expression of identifying new particular thing does not always use the expression *'There is… or There are…'*.Like the sentence above, the EFL learner intended to present about particular thing *'spice container'* which is it is singular noun that has not been mentioned before. Therefore, it needs the indefinite article *a, "We can see **a spice container"** in order to show new thing and also as singular (one).

Second, the learners deleted indefinite article in which actually it is needed to show particular thing but it does not matter which one.

    *"There also have a basket of apple **for appetizer"**.*

Contextually, the word *appetizer* in that sentence is stated as new thing that firstly presented but it showed on particular thing. Even it is as particular thing, it does not matter exactly which one the thing is. Therefore, it should be added by indefinite article *a, "…for **an appetizer"**.

***Third**,* the learners deleted the use of indefinite article in the case of generalization of one example of a class by using indefinite article *a/an.*

> a. ***Bowl*** *as a place for cooked ingredients.*
> b. ***Scale*** *as a tool to measure a food ingredient.*

The writer wrote the example of a class, *bowl* and *scale.* Both *bowl* and *scale* are included in kitchen equipment class. Based on the context, both sentences expressed the general function of those equipments, *bowl* and *scale.* In order to generalize the example of particular class, it is need the use of indefinite article *a/an* to precede the noun. The use of indefinite article *a/an* in this case has the meaning *'any'* which is used for singular countable noun. Therefore, the sentences should be;

> ***A Bowl*** *as a place for cooked ingredients.*
> ***A Scale*** *as a tool to measure a food ingredient*

b. Substitution

In picture task, there is only one error occurred. It belongs to the substitution of definite article with indefinite article.

> *"Next to it, there has **a pan** which mom will use to cook quail eggs for her youngest son"*

In this sentence, the EFL learner expressed the noun *'pan'* by preceding the indefinite article *a.* It is not appropriate because after the phrase *'a pan',* there is information that the writer said which one he/she meant. Thus, the appropriate article to precede the noun *pan* is definite article *the.* Therefore, it should be "*Next to it, there has* **the pan** *which mom will use to cook quail eggs for her youngest son"*(as the information of which one the writer meant).

c. Misuse

Similar with substitution category, in this category, there are only one error exist in picture task.

The EFL learners produced error because they use indefinite article with uncountable noun.

> "*On the cutting board, many kinds of vegetable that will proceed by mom to become* **a soup**".

The word *soup* is uncountable noun. The writer expressed it by preceding indefinite article *'a'* which it should be used for particular singular noun. Thus, the use of indefinite article before the word *soup* is not appropriate. It should be no article for general uncountable noun. It should be "*…to become* **soup**".

Most EFL learners in this research do not use English intensively because they are in the eighth semester in which there is no intensive course in the class. They mostly used English only in making their

thesis. All of them more used Bahasa rather than used English to communicate.

B. Discussion

After analyzing and classified the errors in each category based on Swan (2005) and Ellis (1994), the researcher discussed the finding to answer the research question. Based on the descriptive paragraph collected, the EFL learners in the eighth semester produced various types of error categories in several contexts.

The finding showed a significant difference between the errors in the translation task and the describing picture task. The differences are in the number of errors and also in the category of errors. The errors in the translation task are more apparent than in describing picture task. Moreover, for the category, the errors in the translation task referred to all categories. In contrast, in the describing picture task, the errors only refer to three categories, deletion, substitution, and misuse.

Besides the differences, there were also similarities between the errors in the translation task and in the describing picture task. The similarities occurred in the case or the context of the errors. The researcher found some similar cases in the translation task that also occurred in the describing picture tasks. Another similarity is both translation and describing picture task achieved most errors in the deletion category. Both got a high number of errors in the deletion category (mostly in deletion of the definite article). Unlike the study

conducted by Ionin (2009), learners with less-article language exhibit more sensitivity to definiteness. While in this present study, the learners (who also have less-article language) seem to ignore the definiteness.

In sum, the errors that occurred in the translation task are; (1) deletion of the definite article*(exist in eight cases)*, (2) deletion of the indefinite article*(exist in two cases)*, (3) addition of definite article in particular expression*(exist in two cases)*, (4) substitution of the definite article with the indefinite article*(exist in three cases)*, (5) misordering the articles in phrasal expression*(exist in two cases)*,(6) use of the definite article with the uncountable noun, (7) use of the indefinite article for no article, (8) use of the indefinite article with marked plural, and (9) use of the indefinite article with unmarked plural. However, the errors that occurred in describing picture task are; (1) deletion of the definite article *(exist in four cases)*, (2) deletion of the indefinite article*(exist in three cases)*, (3) substitution of the definite article with the indefinite article and (4) use of the indefinite article with uncountable noun. Similar to the result in the present study, the study by Baiatineh (2005) also found nine kinds of errors with similar variations. The study's objects are similar, who are the EFL learners at the university level.

Related to the finding, the source of interlingual errors can be investigated. It is also connected to the Indonesian article system as the native language of EFL learners. Thus, the source of interlingual errors

belongs to *the condition to perform, the certain elicitation task* and*, the monitor use.*

First, the stimuli of gathering the data asked the EFL learners as the participants do the task by following certain rules. The EFL learners are not allowed to use a translation tool or any dictionary to do the tasks. EFL learners are also asked to do the tasks for no more than fifteen minutes. In a foreign language context, it can be said that the EFL learners are in **the condition under pressure to perform** written target language. This condition tends to make the learners rely on their native language when they performed under pressure. It was supported by the finding that the most errors occurred in are deletion category in the translation task.

Second, related to the environment, the researcher found that most participants have a **limited target language environment** in which this research belongs to English as the TL. It can be said that the learners have a limited environment because they do not use English for their major communication. They used Bahasa more than English in doing communication. They tend to use their native language to complete some structures which are empty in the target language.

Next, the elicitation task is also considered as the source of the interlingual errors in this research. As explained above, the number of errors mostly occurred in the translation task rather than in the describing picture task. Dulay said that the elicitation task, translation

task particularly, might increase the EFL learners' reliance on their native language structure (structure of Bahasa). It makes the EFL learners produced a greater number of errors in doing translation tasks. The learners tend to do literal translation with linguistic structure of source language while write it in target language. Several previous studies also indicated a similar finding to the result of this research (Phuket, 2015; Sermsook, 2017; Chaudary, 2020).

Last, this source of errors was very close or related to the article system in Bahasa. As explained before, the article system in Bahasa and English article system have certain differences. Both surface structures are not similar. Indonesian article system is only used for humans (personal category), while the English article is used for nouns as a whole, it might be human, things, or animal. The finding that showed the errors mostly occurred belong to the deletion category also supported this fact. Most EFL learners produced errors in deleting/omitting the English article system in which mostly the nouns are things, not human. It supported that the learners relied on their native language, the structure of Bahasa. This process is called **monitor use and the use of the native language**. The learners used the article system in Bahasa in performing English articles. In other words, the learners tend to think of the article system in Bahasa and use words from English. Therefore, if the EFL learners attempted to use the article system in Bahasa, which is not identical to the English article system,

they make interlingual errors. It depends on the monitor to repair the errors. The study by Sun (2016) stated that learners with no article are slower to acquire the English article also supported the result in this present study.

Even though the degree of disturbance in communication is not significant, the fact that we got is we often belittle the structure that we might take for granted. Nevertheless, it was considered a complex structure even we acquired it in elementary school. Also, there are some perspectives in facing the errors. Inappropriate teaching techniques can cause it, or it could be seen that we are in an imperfect world in which mistakes and errors might always happen. However, the researcher would rather agree with Erdoğan (2005), who said that producing errors cannot be claimed as an old habit. It can be considered that it is the internalizing process in acquiring the new target language.

CHAPTER IV

CONCLUISON AND SUGGESTION

A. Conclusion

Concerning the previous chapter, the researcher concluded that the English article errors occurred in both translation and describing picture task. The errors that happened belong to each error category. Also, the source of interlingual errors was found when the researcher collected and identified the data.

In the translation task, there are 69 errors from 310 uses of English articles. For those 69 errors, 50 errors belong to the deletion/omission category. In sum, the errors occurred in the translation task are; (1) deletion of the definite article, (2) deletion of the indefinite article, (3) addition of the definite article in particular expression, (4) substitution of the definite article with the indefinite article, (5) misordering the articles in phrasal expression, (6) use of the definite article with uncountable noun, (7) use of the indefinite article for no article, (8) use of the indefinite article with marked plural, and (9) use of the indefinite article with unmarked plural.

In the describing picture task, there were found 148 English article errors. From that 148, 22 errors occurred. Similar to the translation task, there are 20 errors belong to the deletion category. In sum, the errors that occurred in describing picture task are; (1) deletion of definite article, (2) deletion of the indefinite article, (3) substitution of the definite article with indefinite article, (4) use of the indefinite article with uncountable noun. Therefore, both in the

translation and the describing picture task, the errors are dominated in the deletion category.

It is related to the errors, the source of interlingual errors included in several aspects. It is because the EFL learners were under pressure condition to perform. The source is also because of the given-elicitation task, which influences the different number of errors in each task. The limitation of the target language could also influence the process of acquiring the target language. Last, the monitor use of the native language became the closest source of errors related to the article system's existence in Bahasa.

B. Suggestion

Concerning the significance of the study that is the result of the study can be applied in English teaching activity especially for the teacher who can compare or find out any differences and similarities of the structure between native and target language in order to adapt the teaching technique and find out the difficult area that the learners faced.

The researcher also suggests that the next researchers focus on another grammatical aspect and analyze the other points, such as the degree of disturbance and the evaluation of errors.

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CURRICULUM VITAE

Nailu Fadhilatil Aidati was born in Jombang on February 1, 1998. She graduated from MASS Seblak Jombang in 2016. During the study at High School, she participated as vice chairman of OSIS. She started her higher education in 2016 at the Department of English Literature at UIN Maulana Malik Ibrahim Malang and finished in 2020. During the study at University, she is active in any activities related to teaching and learning. She teaches English at the kindergarten level at TK Tunas Rimba Perhutani Malang. She also joined the organization Ikatan Mahasiswa Jombang (IMJ) and handled some events.

APPENDIX

Translation task

- **Datum 1**

Beach

One of places that i love when i'm in my holiday is a beach. I love a beach because of its condition primarily in the afternoon. The view in the afternoon is so beautuful.

A combination of wave that hit the sunset. People are laughing and playing under the sunset. A fleck of sand touches feet through the toes in the shoreline.

Not only that, the white clouds in the sky increase to appease the atmosphere in the beach. The cooing bird is alike a song. The zhepyr that caress the hair increase the coolness.

In addition, the pure blue sea is vacillated by the waves. Once seems some fishes are swimming when those are seen from the canyon. All of this atmoshphere has been become the most beautiful moment for all people due to the overlaid sand, water sound, bird's song, and the amzement of waves.

- **Datum 2**

House

I have a house located in a slope of mountain and near with the rice field. My house is in front of the way to the mountain. there is a big mosque besides of my house and it used for Eid Adha. Next, there is a terrace in front of my house and the children often play there.

The color of my house is a light green and the door frame is dark green. My house is not quite big but around 10 people can live there, because they can live in the second floor.

The color of front side in 2nd floor is orange the frame of the door is red. those color look lighter from outside my house.

there is a terrace in the front side for family gathering in a free time. there is a living room if we entering the main door, and in the left side you will find a rest room with a television. we usually gather in there.

there is a door for going to the dining room after we pass the living room. the room is quite wide and there is a set of dining room for dinner together, also we have an aquarium.

- **Datum 3**

House

I have a house which is located in the slope of mountain and close with the field. My house is precisely in front of way to mountain. There is a quite big mosque in the left side of my house which is usually used for praying ied Adha. In front of my house, there is large yard and it is usually ussd for the children play.

The color of my house is soft green and the door frame is dark green. The door is also dark green. My house is not big enough but it covers 10 persons, as there is 2 floors for living.

In the second floor, the front door is orange. While the window, the door and its frame is red. From a distance, my house is flashy because of its color mix.

In front, there is terrace for sparing the time with family. If entering from the front door, will directly go to the living room, and in the left side is displayed (ruang lesehan?) and tv. Frequently, this is the center part for gathering with our family.

There is an entrance door to go thorugh the middle room. The middle room is broad enough and there is a set of dining table which we used to eat together, the aquarium is also in.

- **Datum 4**

House

I have a house located on a mountainside and close to the rice fields. My house is right in front of the road to go to the mountain. In the left of my house there is enough large mosque which is usually used for Eid al-Adha prayers. In front of my house there is a yard that is quite wide and is usually used for playing the children around the house.

My house is light green and the frame is dark green. The door of my house is also dark green. My house is not so big but enough to accommodate 10 people, because there is a second floor that can be habited.

On the second floor the front wall is orange. While on the windows, the frame and door are red. From a distance my house looks very striking because of the combination of these two colors.

At the front of my house, there is an ordinary terrace to sit relaxed with the family. If enters the front of door will go directly to the living room, and on the left is available lounge and provided a television. Usually here is the center of our family gather.

In the lesehan room there is a door to the living room. In this living room is quite spacious and there is a set of dining tables and chairs that we usually use to eat together, in this room there is also a fish aquarium.

- **Datum 5**

Beach

During holiday, one of the place I love the most was beach. The reason why i love beach so much because the atmosphere around the beach, moreover, in the evening. The scenery was so georgeous.

It was about how the attraction between the waves and the sunset. People are dancing, and laughing there. The sprinkles of sand touching each other through the foot whom walks into the beach lines.

In addition, the clouds in the sky made the climate calmly. The birds who chirrup loudly made the sound of songs. The winds blowing up made the air so fresh.

Moreover, the blue water of sea vacillated(?) with a pretty waves. Once the fish suffered from their dying in the corner of beach. This circumstances can beb categorized as the best moment among the visitors because of the sand, the water, birds chirrup, and the challenges of waves was so beautifjl

- **Datum 6**

Beach

One of the top of the list when it comes to holiday. Fun fact, i like the beach because its atmosphere, especially when the dawn comes. The scenery is breathtaking.

The crush of wave mixed with the sunset. The people is laughing and playing in the sunset. The sand particle touch the feet slowly through the fingers when walking along the coastline.

Moreover, the white cloud in the sky make the atmosphere calm. Bird chirping as it is harmonizing a song. The slow wind stroking hair give additional the freshness of the beach.

Not to mention, the blue crystal clear ocean drifted of by the wave. In a moment, the fishes apparently swimming seen from the cliffs. This atmosphere become more special for some people because of its sand, the splattered water, bird chirping, also the crashing waves which regularly amazing.

- **Datum 7**

House

I have a house located at the edge of the mountain and near with field. In front of my house, there is a way to the mountain. In the left side of my house, there is a big enough mosque for pray id adha. In the front of my house, there is a large yard and kids usually play there.

The colour of my house is green and the door frame is old green. The colour of the door in my house is old green too. My house is not big enough, but it is enough for living for 10 people and because there is second floor that can be lived

In the second floor, the colour of the front wall is orange. While, the window, the frame of the window and the door is red. The colour of my house is very flashing.

In front of the yard, there is a seat. My famaily usually spend their time there. If we go to the house, we can see a living room and in the left side there is a dining room that is usually used for watching tv**.** This is a room that we usually use for spending our time

In the dining room, there is a door to the middle room. The middle room ia quite large and there is a dining table that is usually used for eating togethere. In this room, there is an aquarium too.

- **Datum 8**

Beach

One of place that i love the most when holiday is a beach. The thing that makes me intrested in is the atmosphere there, moreover in the afternoon. The afternoon view at beach is wonderful.

The crashing waves are combined with the setting sun. People are laughing and playing under sunset. Grains of sand touch feet slowly through fingers while walking along (.....)

Not only that, the white cloud on the sky also make the atmosphere at beach is more (....). Bird twit is like (....) a song. The (....) wind blow (....) hair adds cold at beach.

(..........) blue sea water slowly carried the waves. The fish looks swimming once in a while when viewed from the top of cliff at beach. This atmosphere become most beatiful momment for all people because of the sand overlay, (.........), the bird twit, and the waves are getting more awesome.

- **Datum 9**

Beach

One of the most beutiful place I would loved to visit in my holiday is beach. One thing that made me loved it was its vibe and ambience, especially when sunset. The beautiful scenery in the dusk.

Its waves crashing on the reef and the sun settling down on the horizon. People giggling and playing while sunset. A sand grains slowly touches my feet when walking along the beach.

It'is not that all, white cloudy skies also made the peaceful ambience. A chirping bird as it was sung a song. The wind breeze through my hair enhance the vibe on the beach.

A crystal clear sea, dancing along the waves. I could see from the top of the cliff, a fish swim down there. This ambience is one of the amazing moment for me. The sand and the sea waves, and a chirping bird are amazing time to time.

- **Datum 10**

House

I have a house that located at the mountainside and near to the, farmland. My house is right in front of a road towards the mountains. On the left side of my house is a large mosque which is commonly use to Eid-al Adha prayers. In front of my house, there's a yard that wide enough and is usually where children playing around.

My house painted light green and the stills are dark green. My door is painted dark green as well. My house is not a big one, but it's enough to accommodate up to ten people, since there are two floors that can be occupied.

On the 2nd floor, the front walls painted orange. While on the windows, sills and its door are red. From afar, my house is very striking because of the combination of these colors.

In the front of the house, there's a terrace that we used to sitting back and relax with our family. If you enter the entrance, you would go straight to the guest room, and on the left side, provided lesehan room (no pun intended T_T) and television. This is where we often gather up with our family.

In that lesehan room, there's a door to enter the living room. This living room is quite spacious and there's a set of dining table and chairs that we usually use to eat together, in this room there's also a fish tank.

- **Datum 11**

House

I have a house which located in the slope of mountain and it's near with rice field. My house is in front of the road to the mountain. In the left side of my house there is a big mosque and usually used for praying idul adha. In front of my house there is a quite wide yard and itu usually used for children to play in arround house.

My paint of house is light green and the sills are dark green. My house is not too big but enough to Accomodate 10 people, because there are 2 floors that can be occupied. On the second floor, the paint of the front walls is orange. While on the windows, the frame and door are red. From Afar, my house is very striking because of these combination colors.

In the second floor there is a terrace which usually use for sitting back and relax with our family. If you enter from the front door, you directly go to the living room, and in the left side there is a lesehan room and a television is provided. Usually this is where our family center gathers. In the sitting room there is an entrance to the living room. The living room is quite spacious and there is a set of dining tables and chairs that we usually use to eat together, in this room there is also a fish bowl.

Describing picture task

- **Datum 1**

Kitchen is my comfort place at home. My kitchen is filled with many cooking utensils that i used for cooking. I also keep my kitchen clean even after i cooked.

My kitchen's wall is yellowish, and there are 5 lamp hung on the kitchen. Above the cabinet, there is a stove. And inside the cabinet, i keep my mortar, my cake scale, and my pan. Beside my stove, there is a sink that i usually use for cleaning vegetables and fruits. In the wall, I also hung some cooking utensils like spoon, spatula, and cutting board. I keep my plate, blender, bowl on the hung cabinet. I also put my

seasoning on the cabinet that i hung beside the cooking utensils. I also put some plants to decorate my kitchen.

- **Datum 2**

This morning the mother is bringing fruit to be cooked. There was a stove that above it there is a pan. Mother not only cooks fruits but also vegetables. In the kitchen, there is some equipment for cooking. Five lamps as lighting equipment in the kitchen because the kitchen room requires a lot of light. Kitchen equipment such as spatulas, bowls, scales and knife are provided as cooking tools in the kitchen. Each equipment has its own function. A knife as a tool to peel food. Bowl as a place for cooked ingredients. Scale as a tool to measure a food ingredient. Therefore, the kitchen must be complete the equipment for cooking.

- **Datum 3**

Kitchen is one of functional rooms that exist in the house. As we know, kitchen is used by people to make food. Thus, it consists of a lot of stuff that helps my family to start cooking. In my kitchen, there is a big black and blue kitchen cabinet which is equipped witha sink that helps to wash the dishes. Also, it has a stove on the left of the sink. Some stuff such as spatulas, tray, and duster are hanged up on the wall following by surrounding shelves. On the shelves, it is placed by several tools such as plates, glasses, jar, blender, and seasonings which are arranged neatly. Moreover, it is decorated with flowers which are placed on the side of the shelf. To brighten the kitchen, it is supported by several lamps that are hanged up under the roof and some of them under the shelf. In conclusion, kitchen should be provided with many stuff that help people be easy to do their daily activities, especially cooking.

- **Datum 4**

In the kitchen, there is a cookware set (identification). The cookware is brown because it is made of wood (Description). Mothers usually cook with an apron (identification). The apron is navy blue (description). Also, there are 5 lights (identification) and they are gray (Description). The stove used by mothers for cooking is made of stainless steel (description). In the kitchen, there are a lot of vegetables and fruit (identification) because Mother is a vegetarian (description). Some of them are mustard greens, carrots, apples, and oranges (description).

- **Datum 5**

My friend's kitchen is very wide. There are a white and large fridge. In the fridge, there are a cake, a jar of honey and a jar of jam. There is dining table in front of the fridge. There are 4 chairs arround the table but one of the chair is collapsed. In the table, there are some fruits,

cake, milk and meat. In the corner of the kitchen, there are kitchen shelves hanging on the wall. The shelves is very clean. Above it, there are a pan, two plates, a slice of cake, a cup, and a bowl in the kitchen cabinets. Also there is a sink on the corner of the cabinets that look messy with some dirty plates. Above the kitchen cabinets there are some rubbish on the floor that makes the kitchen looks dirty.

- **Datum 6**

There is a woman. She wants to cook. She brings a box of oranges on her hand. She looks so happy in preparing her food. In front of her, there is a stove and a pan. Besides, her kitchen is so neat. There are 5 lamps, the color are yellow. The biggest one is on the woman. She also also has vegetable on the table. It is carrot, tomato and some apples.

- **Datum 7**

In the kitchen there is a dining table and some kitchen utensils. On the table there are spoons, forks, knives and plates. Many cooking utensils and there is storage to put the food, such as refrigerators.

- **Datum 8**

There is a mom who wants to cook for their whole family. She Bring the orange to the kitchen and process it become an orange juice. There also have a basket of apple for appetizer. When the mom bring the basket of orange, the pot on the stove is cooking rice. Next to it, there has a pan which mom will use to cook quail eggs for her youngest son. On the cutting board, many kinds of vegetable that will proceed by mom to become a soup.

- **Datum 9**

The girl is standing in the kitchen with a full box of oranges. In the first shelf behind her, she has jam and honey. The next shelf fills with cooking tools. Beside her, pan and frypan is in the stove.

- **Datum 10**

Well, there are a lot of kitchen stuffs. Pretty sure, it's normally what kitchen looks like. I can see plate, blander, spatula, and many things. Then, there is a woman standing next to stove while holding mangoes probably. In addition the kitchen is colorful. It should be fun to cook there. So, I would say 7 of 10, because the kitchen has a lot stuffs which are absolutely needed and it's colorful.

- **Datum 11**

The picture is in the kitchen. We can see there are five lamps over there. Under the five lamps, that is a small plant, that is cactus. Beside that, we can see a blender. Beside the blender we can see maybe some plates and also some bowls. And then beside that we can see spice

container. And beside the space container we can see as like a plant with some leaves. And under that things we can see, there is a spatula and also the others. And we can also see a cutting board. We can also see some spice container for keeping some spice. And then in the kitchen, we can see a stove and on the stove there is a pan and a frying pan. Besides that stove there is a sink for washing some fruits or vegetables. Beside that sink we can also see some fruits that is apples. Then there is also a cupboard for keeping the kitchen utensils. In that picture we also can see a mother is bringing some fruits.