

**USING MY ENGLISH PAGES WEBSITE (MEPW) TO
ANALYZE THE STUDENT'S ABILITY IN DEFINITE AND
INDEFINITE ARTICLES
(A DESCRIPTIVE STUDY IN ELEVENTH GRADE)**



A Proposal

By

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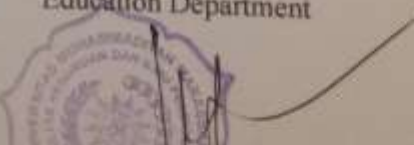
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ABSTRACT

ST Nur Islamiah Ismail. 2018. *Using My English Pages Website (MEPW) to Analyze the Student's Ability in Definite and Indefinite Articles*. Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Eny Syatriana and Maharida.

This study is intended to analyze the student's ability in using definite and indefinite articles through My English Pages Website (MEPW). Although the definite and indefinite articles have been studied since junior high school, some students in senior high school have difficulties to master. They make some errors when they are applying article in sentences like students of SMA Negeri 20 Makassar. In this study, the writer used descriptive quantitative method, which is defined as a process of getting knowledge by using a number of data as instruments to explain the subject. It means that the writer collected and analyzed the data statistically from student's score. This method is used to analyze the problem systematically, therefore it can easily understood and concluded.

Based on the analysis, the students' ability in using definite and indefinite articles through MEPW are; 2 students out of 20 students can produce 70% - 75% , it means the level of English definite and indefinite article mastery is "fairly good", 14 students out of 20 students produce 40% - 50% answers, it means the level of English definite and indefinite article mastery is "poor". And 4 students out of 20 students produce 20% - 30% answers, it means the level of English definite and indefinite article mastery is "very poor". The writer found some mistakes that students made are caused them have not known initial of the noun that should be read vowel or consonant. Therefore, the teacher should give more attention and motivation to their student's in using definite and indefinite articles correctly.

Keywords: Descriptive Analysis, student's ability, definite and indefinite article

CHAPTER

INTRODUCTION

A. Background

English is a vital language that used almost in the whole country of the world for building communication, technology, and education. Proven, English is used in teaching and learning process not only in formal but also in non formal institute.

In the implementation of teaching and learning process as a compulsory subject in Indonesia, English teaching emphasize on the development of the four language skills, i.e., reading, listening, speaking, and writing. As a part of the subject in the school, Indonesia students consequently asked to learn English through the mastery of the four skill which still encounter many difficulties and problem.

Nowadays , English language has been studied in all level of school. Not all of student like the method which is given by their teacher. In fact, learning English with the same teaching technique sometimes make the students are bored, especially in writing. The ability to write is not a talent one is born with but the students can write well if they usually try hard.

Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. Every student need to be good in constructing sentence in order to make good and clear communication.

For them who are in Junior-Senior school and university studies, studying English becomes a necessity, but in fact they still made and found so many problems. It because there are some differences between Indonesian and English grammar. Each of them has different rules.

Commonly, writing in English need to take into grammatical aspects. Realizing that grammar is inescapable in writing process, teacher could encourage the students to examine grammatical in their own writing. By connecting the mastery of grammatical concept to writing strategy, the students can know that grammatical concept give effect in their ability to write effectively. Therefore, those who want to improve their writing ability should learn grammar.

As a prospective English teacher, the writer have experiences regarding English teaching. One of the experiences was the moment when the writer did P2K (Pemantapan Profesi Keguruan) in one of schools in Bantaeng. Based on the 2013 curriculum, the students are required to master listening, speaking, reading, and writing aspects using scientific approach.

Besides that, the students also have to learn grammar in order to construct a good sentence. The curriculum, which requires students to solve their own problems while teachers serve as an advisor, makes the students get difficulties in learning grammar. It is because the students do not get explicit explanation about grammar.

In addition, based on my observation in classes, the students also tend to get anxious when it comes to learning grammar. It is supported by Mekhlafi and Nagartman's research about student's attitude towards grammar. They said that 'within the classroom, any mention of grammar causes the student moments of discomfort and sometimes even terror'.

Here is one of the websites to learn English language, My English Pages. My English Pages was popularized by EFL and ESL community. This website is free and provide lessons, explanation of the material, and exercises. Every exercise has their own levels and in the end of exercise will score. Then the writer can measure how far students understanding about the lesson.

From the reasons above, the writer interest in doing a research about Using My English Pages Website (MEPW) to analyze the Students Ability in Definite and Indefinite Articles because English article system is one of the important parts of English grammar. It is mostly seen as a trivial aspect.

Articles in English are one of the key indicators of native speaker competence, and the ease with which native speakers use articles can lead them to ignore the complexities of the system and often be unaware of their importance to English syntax.

B. Problem Statement

To analyze the common specific problem faced by the students is applying English articles and why is the student also tend to get confused, the writer formulates the problem as follows:

1. How is the students' ability in using definite article through MEPW?
2. How is the students' ability in using indefinite article through MEPW?

C. Objective of the Study

The objectives of the study of this research to know:

1. The students' ability in using definite article through MEPW.
2. The students' ability in using indefinite article through MEPW.

D. Significance of the Study

1. The result of this research is beneficial for the students as reference in learning language related on the use of definite and indefinite articles. Apart from that, this research is also beneficial for knowing some common mistakes caused by the use of the articles.
2. For teachers, the result of this study can be used to help teaching students' in using article. So, the students can be easier to understand it.
3. For students, it can also be used to improve and develop their abilities in English grammar. Because it will give them a lot of new experiences in order that student will be more interested and enjoy in learning. Furthermore, it hoped produce positive influences to students

and hopefully the students will know about using definite and indefinite articles correctly.

E. Scope of the Study

In order to focus on this research, there must be limitation of the problem. The topic must be limited to investigate the problem more accurately, precisely, and correctly. Therefore, the writer gave the student various sentences as exercise to measure their ability. The research focused on analyzing students ability in using definite and indefinite articles in grammar through MEPW in tenth grade.

CHAPTER 2

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to reviews several research conducted by the previous researcher as composition. The writer also explore the underlying theories relevant to the research objectives. It is important for the writer and the reader to know the meaning of the title of the study in order to make them easy in understanding about analyze the student's ability in definite and indefinite articles.

A. Previous Related Finding

There are many researchers conducted the similar research. Some of them as follows:

- a. Study by Rini Estiyowati Ikaningrum (2004) entitled "Error Analysis in Using Articles (a/an and the)". In this research, the writer takes 10 English students and give them some test. The result of this study that errors are produced by the learners is about 26% from all exercises. It shows there are many errors in using articles. In this case perhaps caused by the differences between Indonesia and English language rule.
- b. Other research was conducted by Julia Miller in 2005 entitled "Most of ESL students have trouble with the articles" the aims of the study are to encourage students to formulate their own rules governing English article use by giving two exercises. The exercise was conducted by writer in the final class, and this timing may

account for the relatively small improvement the students showed. Both texts showed an improvement in accuracy. The results of the exercises indicate that students had not only identified the correct article, but had correctly identified where an article was needed. In other words, they had established that a singular countable noun requires an article, and had then chosen that article correctly.

- c. Ruli Dianto was conducted research which has similar title with Rini Estiyowati Ikaningrum “An Error Analysis on Student Ability in Using Articles at Third Semester in STAIN”. The writer used test and interview method to collecting data. The students do some task such as sentences that must be completed by students about the using of articles. and to know other factors which influence the ability in using article the research use interview.
- d. Another research by Alfim Mucholimi (2011) that conducted a study entitled “Error Analysis of Grammar Usage in English Composition Made by the Second Year Students of Madrasah Tsanawiyah Negeri 1 Tanon Sragen”. The purpose of the study is to find whether the students made grammatical error in writing composition about a topic chosen by the teacher. The method of analyzing data is descriptive qualitative.

Therefore, the writer found the similarities of those research with any research are all of them did the descriptive qualitative research and used test to find out the result that

produced by the learners. And the differences are all of them using different techniques to analyze, produced different result, and also different population and sample.

B. Theoretical and Conceptual Framework

1. Writing

Writing is the production of graphic symbols to form word in a sequence of sentence arranged in a particular order and linked together in certain ways. Also, writing is the process of encoding a message to transfer meaning to the reader.

Writing is thinking on paper, thinking is mood at work finding facts, seeing relationship, testing the truth of them, reaching conclusion, forming opinion. In this way, our mind produce a huge safety of ideas and the facts that support them are the materials which goes into any piece of writing.

In other sense, writing can be a way of expressing idea through written form or is process of building larger units from smaller ones that is the writer uses word to make a composition essay writing (Ismail in Fatimah Mustafa, 2008).

Writing is a kind of activity where someone express all the ideas in his mind in the paper (print) from word to sentences to paragraph and from paragraph to the essay (Kevel in Syarif Amin, 2007).

Writing is production of graphic symbol to form words in a sequence of sentences arranged in order and linked together in certain ways also writing is the process of encoding a message to transfer meaning to the reader (Byrne, 1990).

Writing is a progressive activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write. This is a crucial difference between the spoken and written language. There are other important differences as well.

Writing, unlike speech, is displaced in time indeed, this must be one reason why writing originally evolved since it makes possible the transformation of a message from one place to another a written message can be received, stored and reread back to at anytime.

Its permanence in comparison with the ephemeral 'here one minute and gone the next' character of spoken language-even of spoken language that is recorded on tape or disk (Nunan, 1991).

2. **Grammar**

The essential component in written and spoken communication is grammar, whenever they have different rules. Mastering grammar in four aspects skills (speaking, reading, listening and writing) is the requirement for English

students. Grammar in spoken and written English is different. In adult education or academic studies, acceptable grammar in spoken English cannot be considered acceptable in written English (Angelis, 1975:293).

Learning English cannot be separated from learning grammar because it always plays the central role of a language. According to Eugene grammar is a description of certain organizing aspects of particular language. It usually includes phonological (sound), morphological (word composition), and syntactical (sentence composition) (Eugene J : 1993).

Grammar is the system of rules by which words are formed and put together to make a sentence or the study of composing some types of word exactly to form a sentence. It is the crucial part of language.

Grammar divided into two sub-study, morphology and syntax. They are correlated each other because morphology is the study about how words are formed out of smaller units and syntax focused in the way forming a phrase or sentences (Radford, 1997:1).

The sources of teaching grammar in the school are from the grammar books. Based on the criteria, it can be good or bad, correct or incorrect (Palmer, 1978:12). Some people may know grammar of their language but others do not. It could be

identified that they are able to interpret things in the right way. That is why people stated that the reason of studying grammar related with interpreting something. It is the way how language works in telling us which parts must be arranged.

By knowing grammar, it will help us to use it appropriately. Making the students express their thought in written or spoken English correctly is the aim of teaching grammar. The correctness in usage was the results of teachers succeed in teaching.

The term of grammar will be used in this context to refer to a device that tells the reader how to construct an infinite number of correct sentences and incorrect ones. All of them have some meaning studying grammar helps someone to learn about a language. Learning about a language is very different from being able to use the language.

A grammar should serve as a reference by helping correct deviation from standard usage, and by improving clarity and style. Particular grammar has its own system of organization, its major parts are arranged according to the most important of English sentences, they are subject, verb, object, and so on. According to Rinvolucry in Muttaqin he said that most of English learners accept that the sounds of foreign language are different from those of their mother tongue. What is much

more difficult to accept is that the grammar of new language is also spectacularly different from the way of the mother tongue works (Muttaqin Muhammad : 2004).

3. Grammar and Writing

Grammar and writing are concept of language that cannot be separated. Writing without grammar will not meaningful and grammar without writing is not good interpretation.

In the academic studies, students have a requirement to make or construct English written text. For the first time they called as Basic Writer (BW) students. They have to master written English in any form. Sometimes they still make error.

The acceptable writing can be measured by the correctness of its structures. The inexperienced writers cannot construct the good sentences without practicing regularly. They aware that they leave error behind the sentences almost a third part of the text.

Finding and correcting their own error need some phases, considering with the stages of English comprehension. The error phenomenon cannot be ignored if we understand about the above explanation (Saughnessy, 1977:11).

4. Determiner

a. The definition of Determiner

Leech and Svartvik (1981: 225) state that determiners are words which specify the range of reference of a noun in various ways, e.g. by making it definite (*the boy*), indefinite (*a boy*), or by indicating quantity (*many boys*).

It is also supported by Hornby (1982: 117), that a determiner may identify a person or thing, or two or more persons or things, as in *this book*, *those pens*, *John's* or *my brother's car*, etc. Determiners are words placed in front of a noun to make it clear what the noun refers to. Use the pages in this section to help you use English determiners correctly.

According to Radford (1997: 295), a determiner is a word like *a/the/this/that* which is typically used to modify a noun, but which has no descriptive content of its own. Determiners can be used either pre-pronominally (i.e. in front of a noun that they modify) or pronominally (i.e. used on their own without a following noun).

The two uses of *that* in *I don't like that idea/ I don't like that*. It is also added by Morley (2000: 51), who regards determiners as a functional, specific element of

structure in the nominal phrase, which may be expressed by a range of word subclasses (and by some phrases) which occur in abdominal position.

Ba'dulu (2008: 15) also mentions that determiners are function words covering the articles, numerals, demonstratives, and possessive pronouns and they commonly occur with nouns to form noun phrases.

From all of the explanations above, it can be concluded that the determiner are function words that occurs before a noun to modify, specify, and identify a noun in various ways, in order to form a noun phrase.

b. The types of Determiner

- Definite article : the
- Indefinite articles : a, an
- Demonstratives: this, that, these, those
- Pronouns and possessive determiners : my, your, his, her, its, our, their
- Quantifiers : a few, a little, much, many, a lot of, most, some, any, enough
- Numbers : one, ten, thirty
- Distributives : all, both, half, either, neither, each, every
- Difference words : other, another

- Pre-determiners : such, what, rather, quite

c. Position

As a function word, a determiner will not be found to stand on its own in a sentence. Since it does not have any semantic meaning, it is meant to fulfill a particular function and it is used together with a noun in a noun phrase in order to modify the noun. However, in forming a noun phrase a noun might not be accompanied only by a determiner as its dependent element.

Leech and Svartvik (1981:251) states that a noun phrase consists of a noun as its head, a determiner (*the, his, a, etc.*) and one or more modifiers. Huddleston (1989: 227) also says that a noun as the head of a noun phrase takes a different range of dependents from other parts of speech. Most distinctively, it takes determiners and adjectives as pre-head modifiers.

Morley (2000: 54) also says that a nominal phrase with a noun headword may typically be preceded and modified (pre-head modification or pre-modification) or determined by an article, a genitive phrase, a pronoun, an adjective (adjectival phrase or another noun (nominal phrase) and it may be followed and qualified (post-head modification or

post-modification) by a prepositional phrase or subordinate clause, or in certain cases an adjective or nominal phrase.

It can be said that the presence of a determiner will be found in a noun phrase preceding the head co-occurring with noun and other modifiers that modify the head. The determiners in a noun phrase always occur preceding the head.

5. Articles

A. The definition of article

Article is part of grammar. Article is used to indicate whether a noun refers to a specific or a general item. The rules for using articles in English are quite complex, so for students whose first language is not English, when to use an article, and which article to use can cause problems.

Basically, an article is an adjective. Like adjectives, articles modify nouns. English has two articles: **the** and **a/an**. **The** is used to refer to specific or particular nouns; **a/an** is used to modify non-specific or non-particular nouns.

B. Use of article *a* or *an*

Article *a* or *an* is used when an unidentified specimen is introduced (Djamal; 2008:6). The form *a* is used before a word beginning with a consonant, or a vowel with a consonant sound.

The form *an* is used before words beginning with a vowel (a, e, i, o, u) or words beginning with a mute h or individual letters spoken with a vowel sound like an MP and an SOS. According to Thomson (1986:15) *a* or *an* is used:

- a. Before a singular noun which is countable (i.e. of which there is more than one) when it is mentioned for the first time and represents no particular person or thing.

Examples:

- I need a visa.

- They live in a flat.

- He bought an ice-cream.

- b. Before singular countable noun which is used as an example of a class of thing.

Example:

A car must be insured (all cars must be insured).

- c. With a noun complement. This includes names of profession.

Example:

- It was an earthquake.

-She will be a dancer.

- d. In certain expression of quantity.

Example:

A couple of bird.

e. With certain number.

Example:

A hundred kilometer.

f. In expression of price, speed, ratio etc.

Example:

sixty kilometers an hour.

g. In exclamation before singular, countable nouns.

Example:

What a pretty girl!

C. Omission of a/an

a. Before plural nouns.

b. Before uncountable nouns.

c. Before names of meals, except when these are preceded by an adjective.

Example:

We have breakfast at eight. He gave us a good breakfast.

D. Use of article *the*

The is used when the noun which follows names an identified specimen, that is when it is believed that the hearer knows which person, place or thing the noun refers to (Djamal; 2008:6). As Thomson (1986:19) explained that the article also placed;

1) When the object or group of objects is unique or considered to be unique.

Example:

- *The earth*

- *The stars*

- *The sky*

2) Before a noun made definite by the addition of a phrase or clause.

Example:

The place where I met him.

3) Before a noun which by reason of locality can represent only one particular thing.

Example:

Ann is in the garden (the garden of this house).

4) Before superlatives and only.

Example:

- *This is the only thing here.*

-*That is the most beautiful place.*

E. Do not use the before:

1) Names of most countries/territories:

Italy, Mexico, Bolivia; however, *the Netherlands, the Dominican Republic, the Philippines, the United States*

2) Names of cities, towns, or states:

Seoul, Manitoba, Miami

3) Names of streets:

Washington Blvd., Main St.

4) Names of lakes and bays:

Lake Titicaca, Lake Erie except with a group of lakes like
the Great Lakes

5) Names of mountains:

Mount Everest, Mount Fuji except with ranges of
mountains like *the Andes* or *the Rockies* or unusual names
like *the Matterhorn*

6) Names of continents

(Asia, Europe)

7) Names of islands

(Easter Island, Maui, Key West) except with island chains
like the Aleutians, the Hebrides, or the Canary Islands

F. Types of Article

▪ **Definite Article**

Hornby (1982: 126) says that the definite article *the* may be used with countable nouns, singular and plural, and with uncountable nouns.

Thompson and Martinett (1983: 4) add that *the* is used when the noun has been mentioned earlier; the noun is clearly defined or understood by all the members in

conversation; to denote superlatives; when the noun is the names of ocean, seas, rivers, deserts,

etc. *e.g.: the earth, the sky, the place where I met him.*

▪ **Indefinite Articles**

The form of the indefinite article depends on the initial letter of the noun that comes after the article. Thompson and Martinet (1983: 6) explain that the form *a* is used before words begins with a consonant or a vowel sounding like a consonant.

e.g.: a man, a table, etc. In the contrary, the form *an* is used before words begin with a vowel (*a, i, u, e, o*) or begins with a mute *h*. *e.g.: an apple, an hour, an error, etc.*

G. The Basic Rules for Using Articles

The first thing you need to decide is whether the noun is countable or uncountable.

Countable nouns in English are usually those that can take a plural form

(*e.g. lecture, lectures, essay, essays, student, students*).

Uncountable nouns in English usually do not have a plural form. They include names for languages, subjects (biology, economics, history), solids (iron, coal), liquids (water, oil), gases (oxygen, hydrogen), powders (sugar, flour).

However, some nouns can be both countable and uncountable, depending on the context or meaning. This group includes words like paper, discipline, space.

If you are unsure, most learner dictionaries (e.g. *Oxford Advanced Learner's Dictionary of Current English*) will indicate whether a noun is countable or uncountable.

Rules for using the indefinite article (a/an)

1. The indefinite article (**a**, **an**) cannot be used with uncountable nouns or with plural nouns.
2. Use '**an**' if the word immediately after the article begins with a, e, i, o or u, except where the 'u' is pronounced like a 'y'
3. (e.g. an apple, an egg, an interesting result, an odd couple, an umbrella, BUT a university).
4. Use **a**, **an** when you first mention a singular countable noun.
5. Use **zero article** when you first mention a plural noun or an uncountable noun.

Rules for using the definite article (the)

1. Use '**the**' for the second and subsequent references to an item. The item could be explicitly referred to, or implied (e.g. **The** committee has approved a new policy. **The**

policy...) (A survey was administered to.... **The** results showed that ...)

2. Use '**the**' when you use 'most' as the superlative form (e.g. **The** most critical step is...)
3. Use '**the**' when using ordinal forms to show order or number (e.g. **The** first students to graduate were...; **The** last students to leave...)
4. Use '**the**' when using words that specify a particular item (e.g. **The** same student, **the** only essay, **the** principal reason)
5. Use '**the**' for reference to an item that is understood by all speakers (the sun, the planets, the moon, the stars)

The examples above refer to specific, real items. You may also need to refer more generally to an entire class of things, or to a representative of that class.

Rules for using articles (a/an, the, zero article) for classes of things

1. Use the definite article (**the**) to refer to an entire class of things
(e.g. **The** mobile phone has revolutionized communications.)
2. Use the indefinite article (**a/an**) with a singular countable noun to refer to a representative of the class of things

(e.g. A mobile phone is a prime example of how technology has shaped our lives.)

3. Use **zero article** with plural countable nouns and with uncountable nouns to refer to a representative of the class of things

(e.g. Mobile phones have revolutionised . . . Technology is revolutionising the way people communicate.)

Some students get problems when they are studying English grammar because the grammars are different with their daily communication. They make some errors when they try to use English in speaking and writing. Some students get problem to arrange sentences correctly. They still confuse to make good sentences. They just translate Indonesian into English in the meaning.

Teachers have to explain it because there are some differences between Indonesian and English grammar. Each of them has different rules. And in this paper the researcher take the article as the main problem to discussed because the English articles (*a*, *an* and *the*) are considered to be the most frequent words in English.

Master said that in Corpus studies the article *the* is shown to be the most frequent word in English and *a* to be the fifth most frequent word. And Berry state nearly eight and half percent of the English text contains *the* and *a*.

Depending on these statistics, it is obvious that the English articles are a significant part of English language. In other side Master also said that the English articles system is one of the most difficult part of English grammar for the EFL/ESL learners .So, it is not fully acquired by them. In line Kim and Lakshmana also said that ESL/EFL learners need more time to acquire the article system than any other grammatical forms.

According to Armingayo there are many students still confused to use some part of grammar like using articles. They often make some errors when they are using articles in sentences such articles “a, an, or the”. And also in “wallstreetenglish” mentioned that article is one of common error that often encountered toward student in writing English.

In ELC Poylu also mentioned some part of students’common error that often occurred in using article, such as:

1) General and Particular

Articles are not normally used with uncountable or plural nouns if the meaning is general.

Example:

✓ *Life is sweet.*

✗ **The** life is sweet.

✗ My brother loves **the** animals.

✓ *My brother loves animals.*

Compare

We expect this program to educate children.

(children in general)

*Her husband used to be an authority figure to **the** children.*

(particular children)

Oil doubled in price during the crisis

(oil in general)

***The** oil will be delivered tomorrow*

(particular oil).

2) Classifying Nouns

A/an is usually used with nouns indicating the group or type someone/something belongs to.

Example:

- ✗ She's administrator.
- ✓ *She's **an** administrator*
- ✓ *Mr. Callaway is **an** officer and trustee*

3) Uncountable Nouns

Some uncountable nouns are used with **a** or **an** to express

a) 'a type' of or 'a portion of'

Example:

- ✓ *A fluid for cleaning photocopiers*
- ✓ *A coffee please*

b) A particular/specified meaning.

Example:

✓ *A knowledge of English*

✓ *A good sleep*

However, some nouns cannot be used like this

Example:

✗ We're having **a** good weather.

✓ *We're having good weather.*

✗ You've made **an** excellent progress.

✓ You've made excellent progress.

✗ She speaks **a** good English.

✓ She speaks good English.

4) Other Determiners

Articles are not used with other determiners.

Example:

✗ **The** my fieldwork supervisor.

✓ My fieldwork supervisor.

✗ Room for improvement to **the** those services.

✓ Room for improvement to those services.

5) Proper Nouns

Articles are not usually used with proper nouns (names)

Example:

- ✘ Wei Man is from **the** Shenzen.
- ✓ Wei Man is from Shenzen.

6) Prepositions of Time, Place and Movement

In some common fixed expressions with prepositions of place, time and movement, the countable nouns do not take an article as they usually would

Example:

- **to/at/from** + school/university/college,
- **at** home,
- **to/in** + bed/church/prison/hospital
- **by** car/bus/helicopter/camel
- **on** foot.

7) Statements/Exclamations

In exclamations, **a/an** is used with countable nouns after '**what**'

Example:

- ✘ What extraordinary situation!
- ✓ What **an** extraordinary situation!

Uncountable nouns in exclamations do not take an article

Example:

- ✘ What **a** rubbish he talks!
- ✓ What rubbish he talks!

In this case there is correlation to the goal of learning English, Tarigan said an error in using language is one of the problems that often occurred in study language include study language as second language or as first language and it's annoyed the goal in study language.

Based on those statements the writer concluded that article is one of the problems that should be solved for the teacher to make the goal of learning English can be achieved successfully.

4. My English Pages

My English Pages is one of the websites to learn English language. This website is dedicated to teaching, especially English language teaching. My English Pages was popularized by EFL and ESL community. Thousands of EFL and ESL learners have opted for MEP to learn English. The teachers resources and materials on this site may be freely used in classrooms in any part of the world.

There are some advantages of this website which benefit for students in learning English. This website is free and provide lessons, explanation of the material, and exercises. Every exercise has their own levels and in the end of exercise will score. This website also content interesting features like quotes, lyrics, and jokes. Where the students could entertained while learning. Therefore, the writer can measure how far students understanding about the lesson.

Here is the instrument of My English Pages Website:

The screenshot shows a web browser window with the URL https://www.myenglishpages.com/site_php_files/grammar-lesson-articles.php. The page title is "Definite and indefinite articles". On the left is a navigation menu with categories like "Study Pages", "Grammar", "Speaking", "Vocabulary", "Reading", "Listening", "Writing", "Phrasal verbs", "Idioms", "Exercises", "Figures of speech", "Study Skills", "Global tests", "Literature", "Dictionaries", "Holidays", "Site news", "World news", "Studying in the USA", "Visit the world", and "ELT books". The main content area is titled "What is an article?" and explains that articles are either definite or indefinite. It lists examples: "The definite article is the." and "The indefinite article is a / an." Below this, it discusses "The indefinite article a or an:", explaining that "a" is used before a consonant sound and "an" is used before a vowel sound. Examples include "a dog", "a pilot", "a teacher", "a university", "an engineer", "an elephant", and "an athlete". A note mentions that "university" starts with a vowel but is pronounced with a consonant sound. To the right of the text is a colorful graphic with the letters "A", "An", and "The".

The screenshot shows a web browser window with the URL https://www.myenglishpages.com/site_php_files/grammar-exercise-articles.php. The page title is "Grammar Exercise - Definite and Indefinite Articles". The left navigation menu is identical to the previous screenshot. The main content area instructs the user to "Do the exercise below on definite and indefinite articles and click on the answer button to check your answers." It includes a note: "(Before doing the exercises you may want to read the lesson on [definite and indefinite articles](#))". Below this, it asks the user to "Choose the correct definite or indefinite article: 'the', 'a', 'an' or 'x' (zero article)". There are 17 numbered exercises, each with a dropdown menu for the answer. For example, "1. I bought [] pair of shoes." and "2. I saw [] movie last night." At the bottom of the exercise list are two buttons: "Check Answers" and "Show Answers". Below the exercises is a "Related material:" section with a link to "Definite and indefinite articles".

Figure 2.1 The instrument of My English Pages Website

2. Conceptual Framework

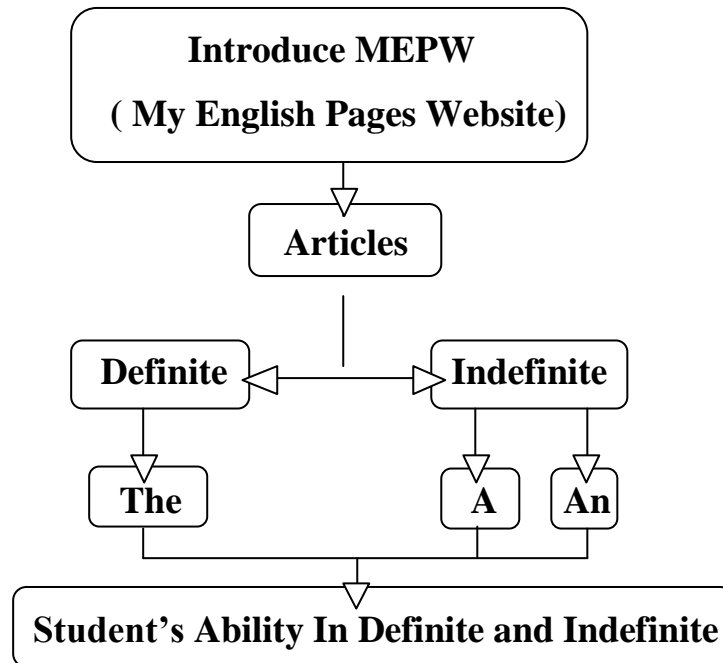


Figure 2.2 Conceptual Framework

The conceptual framework above shows this research analyzed the students problem in using articles through My English Pages Website. In this case, the writer gave the explanation about definite and indefinite articles to student and also how to use this website. Then the student conducted the exercises by following the instructions. The test consisted of sentences that must be completed. The students choose which article that is suitable to these sentences. The kinds of the test is filling in the blank. MEPW also provided another features where the students can access some jokes, lyrics in English learning. From this research, the writer expected that the students can apply definite and indefinite articles correctly.

CHAPTER 3

RESEARCH METHOD

A. Research Design

The research used a qualitative research. According to Lexy Moleong (2003) says that a qualitative research deals with a kind of research which doesn't use statistic procedures in analyzing the data. where the researcher tends to prior in accurate explanation to analyze and present what have been found.

B. Population

Suharsimi Arikunto (2010:102) asserts "population is all respondents of the research subject". The population of this research is all of the MIPA 1 students of SMA 20 MAKASSAR. Total of population in this research are about 150 students from 5 classes.

C. Sample

As Azwar wrote (2010:80) "sample is part of the representative of population that is observed". The sample of this research is the students of X grade in MIPA 1 class. In this research, the writer took 20 students from this class randomly. The total samples are 20 students.

D. Research Instrument

In this study the writer used test using internet access. Test was used to analyze the ability of student in using article. The test consisted of sentences that must be completed. The students chose which article that is suitable to these sentences. The kinds of the test is filling in the

blank include level 1 and 2. In the last of exercises the answers of students automatically scored by the website, it showed the correct answers of students.

E. Procedure of the Data Collection

Procedure that the writer used in this research as follow:

1. Administering the test by explained about this research to the students.
2. The writer chose students as a sample.
3. The writer explained about definite and indefinite articles.
4. The writer explained about how to use My English Pages Website.
5. Students were given time to finish the test.
6. Administering the score.

F. Data Analysis

After doing this exercises, the writer will be identify the common mistakes using definite and indefinite article. The data of the analysis will conduct after the data have been collected. To know the level of students article mastery, the writer will give the score of these questions.

It will be described as the table below:

Table 3.1. Score Classification

Score	Classification
96-100	Classified as excellent
86-95	Classified as very good
76-85	Classified as good
66-75	Classified as fairly good
56-65	Classified as fair
36-55	Classified as poor
0-35	Classified as very poor

(Depdikbud : 1997)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter the writer analyzed the aspects that observed based on student's test. They are student's ability in using definite and indefinite articles through My English Pages Website. Then the writer analyzes, identifies, and writes mistakes of the student's test and correct answers are based on the website. Based on the objective of this study that has been explained in chapter one, this study conducted to know:

1. The analysis students' ability in using definite article through MEPW.
2. The analysis students' ability in using indefinite article through MEPW.

a) **Analysis of student's ability in using indefinite articles**

The writer wants to analyze the data that have been collected from the result of student's test. There are 27 sentences (include exercise 1 & 2) that will be analyzed based on student's test result to complete the sentences using and indefinite articles.

The data are presented as follow:

Table 4.1 Correct answer in using indefinite articles

No	Name	Correct Answers of (An) Article	Correct Answers of (A) Article
1	Ainul Fitri	2	4
2	Akbar	2	2
3	Anis	3	1
4	Dandi Saputra	2	3
5	Fidiawati	5	5

6	Hamdana	2	2
7	Hidayat	4	4
8	Kharunnisa	1	1
9	Mia Ananda	4	4
10	Muh Arif	2	5
11	Muh Iqal	4	4
12	Muh Syamsul	-	4
13	Nur Annisa	5	-
14	Nur Halifa	4	5
15	Nurul Pratiwi	1	1
16	Rahmat Hidayat	4	4
17	Ramadani	5	1
18	Sudirman	3	3
19	Wahyu Yahya	2	2
20	Zeid Tira Zebrina	3	3

Based on the table above can be known that 2 students produced 1 correct answer of *An* article, 3 students produced 3 correct answers of *An* article, 3 students produced 5 correct answer of *An* articles, 4 students produced 4 correct answer of *An* article, and 5 students produced 2 correct answer of *An* article.

Then *A* article, 3 students produced 1 correct answer of *A* article, 3 students produced 2 correct answers of *A* article, 3 students produced 3 correct answer of *A* articles, 3 students produced 4 correct answer of *A* article, and 6 students produced 4 correct answer of *A* article.

b) Analysis of student's ability in using definite articles

The student's test result to complete the sentences using definite articles. The data are presented as follow:

Table 4.2 Correct answer in using definite articles

No	Name	Correct Answers of (The) Article
1	Ainul Fitri	1
2	Akbar	1
3	Anis	5
4	Dandi Saputra	3
5	Fidiawati	5
6	Hamdana	5
7	Hidayat	-
8	Kharunnisa	3
9	Mia Ananda	-
10	Muh Arif	3
11	Muh Iqal	-
12	Muh Syamsul	4
13	Nur Annisa	4
14	Nur Halifa	5
15	Nurul Pratiwi	3
16	Rahmat Hidayat	-
17	Ramadani	2
18	Sudirman	-
19	Wahyu Yahya	4
20	Zeid Tira Zebrina	2

Based on the table above can be known that 2 students produced 1 correct answer of *the* article, 2 students produced 2 correct answers of *the* article, 2 students produced 4 correct answer of *A* articles, 4 students

produced 3 correct answer of *the* article, and 4 students produced 5 correct answer of *the* article.

c) **The students's mastery of definite and indefinite articles**

After analyzing all the data, the writer then recapitulates the student's answer. To know the level of student's English definite and indefinite article mastery, the writer calculates the right and wrong answer based on the result of student's work. There are twenty seven questions as test material to measure the level of English article mastery. The writer uses the criteria as follow:

Score	Classification
96-100	Classified as excellent
86-95	Classified as very good
76-85	Classified as good
66-75	Classified as fairy good
56-65	Classified as fair
36-55	Classified as poor
0-35	Classified as very poor

(Depdikbud : 1997)

The table means that if the students reaching out the score answer 96-100%, the level of English article mastery is excellent. The students who can answer 86-95% questions correctly, it classified as very good. The students who can answer 76-85% questions correctly, it classified as good. The students who can answer 66-75% questions correctly, it classified as fairy good. The students who can answer 56-65% questions correctly, it classified as fair. The students who can answer 36-55%

questions correctly, it classified as poor. And the students who only answer 0-35% questions correctly, it classified as very poor.

d) Table of the level of students's mastery in definite and indefinite articles.

Table 4.3 the level of students's mastery in definite and indefinite articles.

No	Name	Correct Answers	Score	Level of English Article Mastery
1	Ainul Fitri	7	40 %	Poor
2	Akbar	5	20 %	Very Poor
3	Anis	9	45 %	Poor
4	Dandi Saputra	8	40 %	Poor
5	Fidiawati	15	75 %	Fairy Good
6	Hamdana	9	45 %	Poor
7	Hidayat	8	40 %	Poor
8	Kharunnisa	5	20 %	Very Poor
9	Mia Ananda	8	40 %	Poor
10	Muh Arif	10	50 %	Poor
11	Muh Iqal	9	45 %	Poor
12	Muh Syamsul	8	40 %	Poor
13	Nur Annisa	9	45 %	Poor
14	Nur Halifa	14	70 %	Fairy Good
15	Nurul Pratiwi	5	25%	Very Poor
16	Rahmat Hidayat	8	40 %	Poor
17	Ramadani	8	40 %	Poor
18	Sudirman	6	30%	Very Poor
19	Wahyu Yahya	8	40 %	Poor
20	Zeid Tira Zebrina	8	40 %	Poor

From the table of the level of English definite and indefinite mastery above can be known that only 2 students out of 20 students can produce 70 % - 75% , it means the level of English definite and indefinite article mastery is "fairy good",

14 students out of 20 students produce 40% - 50% answers, it means the level of English definite and indefinite article mastery is "poor". And 4 students out of 20 students produce 20% - 30% answers, it means the level of English definite and indefinite article mastery is "very poor".

B. Discussion

From the analysis, the writer found that some of respondents have not known the difference between vowel or consonant word. They don't know where they should put the *a/an* article. In the other mistake, the initial sound of the noun after the articles. They haven't known initial sound of the noun that should be read vowel or consonant.

Most of them just focus on the initial letter of word to use article *a* or *an* for example "uniform", students that focuss on initial letter of the word used article *an* before uniform. It is wrong because sound of uniform is begining by consonant sound and should be completed by article *a*. For this reason we have to know the utterance but not initial letter.

Writer also found that most of respondents who made mistake in using article have not known the noun is clear or not. For example, some respondents placed article *a* on sentence "it is dark, please turn on *a* lamp". It's wrong because this sentence is direct sentence and word "lamp" is clearly known both speaker and listener which lamp should be turn on. The correct sentence is "it is dark, please turn on *the* lamp".

In other case, some respondents not paid attention the noun has been explained before or not for indirect speech. Some students placing article incorrect in

sentence “I had a banana and an apple. I gave *a* banana to Mila”. The banana has been explained before so, article *a* must be changed by article *the* become “I had a banana and an apple. I gave *the* banana to Mila”.

CHAPTER V

CONCLUSION

In this chapter, the writer would like to conclude the result of this study that has been explained in chapter four. They are conclusion and suggestion.

A. Conclusion

Based on the findings and discussion in chapter four, the writer concluded that the students' ability in using definite and indefinite is "poor". This is based on the 2 level that given by the writer. Therefore, My English Pages Website is one of correct way to motivate the students to practice more in improving their ability in using definite and indefinite.

From the analysis, the writer found that some of respondents have not known the difference between vowel or consonant word. They dont know where they should put the a/an article. In the other mistake, the initial sound of the noun after the articles. They haven't known initial sound of the noun that should be read vowel or consonant.

Moreover, There are some reasons that influenced the students in using articles. such as they have not known the difference between vowel or consonant word, Initial sound of utterance, some noun or utterances are begining by vowel sound although it is begin by consonant letter and noun or utterance with begining vowel letter can be spoken by consonant sound, and they have not known the difference singular and plural word.

B. Suggestion

After this research conducted, the writer suggests;

1. For the teachers

- a. The teachers should give more practices of English articles so that the students will understand with English articles.
- b. They should pay more attention on students' English articles when teaching-learning process is going on.
- c. They should know the English articles ability of each student.
- d. They should always motivate the students to learn English articles.

2. For the students

- a. The students should be more seriously studying English articles.
- b. They should be familiar with using English articles in order to apply it correctly.
- c. They should practice English articles by themselves without teacher.

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APPENDICES

APPENDIX I
STUDENTS TEST

Key Answers

Exercise 1

1. I bought ___ pair of shoes.

Common mistake : I bought *the* pair of shoes.

Correct answer : I bought *a* pair of shoes.

2. I saw ___ a movie last night.

Common mistake : I saw *the* movie last night.

Correct answer : I saw *a* movie last night.

3. They are staying at ___ hotel.

Common mistake : They are staying at *the* hotel.

Correct answer : They are staying at *a* hotel.

4. I think ___ woman over there! She is a famous actress.

Common mistake : I think *a* woman over there! She is a famous actress.

Correct answer : I think *the* woman over there! She is a famous actress.

5. I do not like ___ basketball.

Common mistake : I do not like *a* basketball.

Correct answer : I do not like (X) basketball.

6. That is ___ girl I told you about.

Common mistake : That is *a* girl I told you about.

Correct answer : That is *the* girl I told you about.

7. ___ night is quiet. Let us take a walk!

Common mistake : *a* night is quiet. Let us take a walk!

Correct answer : *the* night is quiet. Let us take a walk!

8. ___ price of gas keeps rising.

Common mistake : *a* price of gas keeps rising.

Correct answer : *the* price of gas keeps rising.

9. John traveled to ___ Mexico.

Common mistake : John traveled to *the* Mexico

Correct answer : John traveled to (X) Mexico

10. Juan is ___ Spanish.

Common mistake : Juan is *a* Spanish.

Correct answer : Juan is (X) Spanish.

11. I read ___ amazing story.

Common mistake : I read *the* amazing story.

Correct answer : I read *an* amazing story.

12. My brother does not eat ___ chicken.

Common mistake : My brother does not eat *a* chicken.

Correct answer : My brother does not eat (X)chicken.

13. ___ love is such. ___ beautiful thing.

Common mistake : *a* love is such. *the* beautiful thing.

Correct answer : (X) love is such. *a* beautiful thing.

14. I live in ___ apartment. ___ apartment is new.

Common mistake : I live in *the* apartment. *An* apartment is new.

Correct answer : I live in *an* apartment. *the* apartment is new.

15. I would like ___ piece of cake.

Common mistake : I would like *the* piece of cake.

Correct answer : I would like *a* piece of cake.

16. I was in ___ Japanese restaurant. ___ restaurant served good food.

Common mistake : I was in *the* Japanese restaurant. *A* restaurant served good food.

Correct answer : I was in *a* Japanese restaurant. *the* restaurant served good food.

17. Sara can play ___ guitar.

Common mistake : Sara can play *a* guitar.

Correct answer : Sara can play *the* guitar.

Exercise 2

1. Are you coming to ___ party next Saturday?

Common mistake : Are you coming to *a* party next Saturday?

Correct answer : Are you coming to *the* party next Saturday?

2. I bought ___ new TV set yesterday.

Common mistake : I bought the new TV set yesterday.

Correct answer : I bought *a* new TV set yesterday.

3. I think ___ man over there is very ill. He can't stand on his feet.

Common mistake : I think *a* man over there is very ill. He can't stand on his feet.

Correct answer : I think *the* man over there is very ill. He can't stand on his feet.

4. I watched ___ video you had sent me.

Common mistake : I watched *a* video you had sent me.

Correct answer : I watched *the* video you had sent me.

5. She was wearing ___ ugly dress when she met him.

Common mistake : She was wearing the ugly dress when she met him.

Correct answer : She was wearing an ugly dress when she met him.

6. I am crazy about reading ___ history books.

Common mistake : I am crazy about reading the history books.

Correct answer : I am crazy about reading (X) history books.

7. She is ___ nice girl.

Common mistake : She is the nice girl.

Correct answer : She is a nice girl.

8. Do you want to go to ___ restaurant where we first met?

Common mistake : Do you want to go to a restaurant where we first met?

Correct answer : Do you want to go to the restaurant where we first met?

9. He is ___ engineer.

Common mistake : He is the engineer.

Correct answer : He is an engineer.

10. He thinks that ___ love is what will save us all.

1. Common mistake : He thinks that a love is what will save us all.

Correct answer : He thinks that (X) love is what will save us all.

My English Pages Website

← → ↻ Secure | https://www.myenglishpages.com/site_php_files/grammar-lesson-articles.php

Homepage
Study Pages
Study Pages
Grammar
Speaking
Vocabulary
Reading
Listening
Writing
Phrasal verbs
Idioms
Exercises
Figures of speech
Study Skills
Global tests
Literature
Dictionaries
Holidays
Site news
World news
Studying in the USA
Visit the world
ELT books
Teachers

Definite and indefinite articles

What is an article?

Basically, **articles** are either *definite* or *indefinite*. They combine to a noun to indicate the type of reference being made by the noun.

- The **definite** article is **the**.
- The **indefinite** article is **a / an**.

The indefinite article **a** or **an**:

The article **a / an** is used when we don't specify the things or people we are talking about:

- I met **a** friend.
- I work in **a** factory in New York.
- I borrowed **a** pencil from **a** passenger sitting next to me.

The indefinite article **a** is used before a consonant sound:

- **a** dog.
- **a** pilot
- **a** teacher.
- **a** university

NOTE:
Although 'university' starts with the vowel 'u', it is not pronounced as such. It is pronounced as a consonant sound /juː.niːvɜːsɪ.ti/

The indefinite article **an** is used before a vowel sound:

- **an** engineer.
- **an** elephant.
- **an** athlete



← → ↻ Secure | https://www.myenglishpages.com/site_php_files/grammar-lesson-articles.php

Resources
Shared resources
Teaching materials
Blog
Learn English the fun way
Quotes
Lyrics
Jokes
EFL and ESL community

The definite article **the**:

It's used when the speaker talks about a specific object that both the person speaking and the listener know.

- **The** car over there is fast.
- **The** president of the United States is giving a speech tonight.

When we speak of something or someone for the first time we use **a** or **an**, the next time we repeat that object we use the definite article **the**.

- I live in **a** house. **The** house is quite old and has four bedrooms.
- I ate in **a** Chinese restaurant. **The** restaurant was very good.

No article:

1. Do not use an article with countries, states, counties or provinces, lakes and mountains except when the country is a collection of states such as "**The** United States".
 - He lives in **Washington** near **Mount Rainier**.
 - They live in **Northern British Columbia**.
 - They climbed **Mount Everest**.
2. we do not normally use an article with plurals and uncountable nouns to talk about things in general.:
 - He writes books.
 - She likes sweets.
 - Do you like jazz music?
 - She ate bread with butter in the morning.

Countable and uncountable nouns

Using English articles with countable and uncountable nouns may be confusing.

The can be used with uncountable nouns, or the article can be dropped entirely as mentioned above.

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community

- Do not use an article with countries, states, counties or provinces, lakes and mountains except when the country is a collection of states such as "The United States".
 - He lives in Washington near Mount Rainier.
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- we do not normally use an article with plurals and uncountable nouns to talk about things in general.:
 - He writes books.
 - She likes sweets.
 - Do you like jazz music?
 - She ate bread with butter in the morning.

Countable and uncountable nouns

Using English articles with countable and uncountable nouns may be confusing.

The can be used with uncountable nouns, or the article can be dropped entirely as mentioned above.

- "The two countries reached the peace after a long disastrous war" (some specific peace treaty) or "The two countries reached peace after a long disastrous war" (any peace).
- "He drank the water" (some specific water- for example, the water his wife brought him from the kitchen) or "He drank water." (any water)

It is unusual to use a/an for uncountable nouns. You can't say "I'd like a milk."

a/an can be used only with countable nouns.

- I'd like a piece of cake.
- I lent him a book.
- I drank a cup of tea.

Exercise on articles.

Secure | https://www.myenglishpages.com/site_php_files/grammar-exercise-articles.php

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Grammar Exercise - Definite and Indefinite Articles

Do the exercise below on definite and indefinite articles and click on the answer button to check your answers.

(Before doing the exercises you may want to read the lesson on [definite and indefinite articles](#))

Choose the correct definite or indefinite article; "the", "a", "an" or "x" (zero article) .

- I bought pair of shoes.
- I saw movie last night.
- They are staying at hotel.
- Look at woman over there! She is a famous actress.
- I do not like basketball.
- That is girl I told you about.
- night is quiet. Let's take a walk!
- price of gas keeps rising.
- John traveled to Mexico.
- Juan is Spanish.
- I read amazing story yesterday.
- My brother doesn't eat chicken.
- love is such beautiful thing.
- I live in apartment. apartment is new.
- I would like piece of cake.
- I was in Japanese restaurant. restaurant served good food.
- Sara can play guitar.

Related material:

- [Definite and indefinite articles.](#)

Secure | https://www.myenglishpages.com/site_php_files/grammar-exercise-articles-2.php

GRAMMAR

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Grammar Exercise - Definite and Indefinite Articles (a, an, the or zero article)

Do the exercise below on *articles* and click on the button to check your answers.
(Before doing the exercises you may want to read the lesson on [Articles](#).)

Choose the correct article: a, an, the or x (no article)

- Are you coming to party next Saturday?
- I bought new TV set yesterday.
- I think man over there is very ill. He can't stand on his feet.
- I watched video you had sent me.
- She was wearing ugly dress when she met him.
- I am crazy about reading history books.
- She is nice girl.
- Do you want to go to restaurant where we first met?
- He is engineer.
- He thinks that love is what will save us all.

Related material:

- [Definite and indefinite articles.](#)
- [Articles exercise 1](#)
- [Articles exercise 2](#)

Table of the level of students's mastery

No	Name	Correct Answers	Score	Level of English Article Mastery
1	Ainul Fitri	7	40 %	Poor
2	Akbar	5	20 %	Very Poor
3	Anis	9	45 %	Poor
4	Dandi Saputra	8	40 %	Poor
5	Fidiawati	15	75 %	Fairy Good
6	Hamdana	9	45 %	Poor
7	Hidayat	8	40 %	Poor
8	Kharunnisa	5	20 %	Very Poor
9	Mia Ananda	8	40 %	Poor
10	Muh Arif	10	50 %	Poor
11	Muh Iqal	9	45 %	Poor
12	Muh Syamsul	8	40 %	Poor
13	Nur Annisa	9	45 %	Poor

14	Nur Halifa	14	70 %	Fairy Good
15	Nurul Pratiwi	5	25%	Very Poor
16	Rahmat Hidayat	8	40 %	Poor
17	Ramadani	8	40 %	Poor
18	Sudirman	6	30%	Very Poor
19	Wahyu Yahya	8	40 %	Poor
20	Zeid Tira Zebrina	8	40 %	Poor

APPENDIX II
DOCUMENTATION



(Explaining Articles)



(Showing MEPW and how to use the website)



(Students Test)

APPENDIX III
LETTERS