LAPORAN PENELITIAN

An Analysis of Students' Ability in Using Definite and Indefinite Articles at Fourth Year of English Department UMMY Solok on 2019/2020 Academic Year

Tahun ke 1 dari rencana 1 tahun

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DAFTAR ISI

> Ringkasan penelitian tidak lebih dari 500 kata yang berisi latar belakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

Penelitian ini dilakukan untuk mendeskripsikan kemampuan mahasiswa tahun keempat mahasiswa Jurusan Pendidikan Bahasa Inggris di UMMY Solok pada tahun ajaran 2019/2020 dalam menggunakan *definite* dan *indefinite* artikel. Peneliti menemukan beberapa masalah mahasiswa dalam menggunakan *definite* dan *indefinite* artikel. Beberapa mahasiswa masih bingung dalam menggunakan *definite* dan *indefinite* artikel.

Metode penelitian yang digunakan dalam penelitian ini adalah deskriptif kuantitatif. Populasi dari penelitian ini adalah seluruh mahasiswa tahun keempat mahasiswa Jurusan Bahasa Inggris di UMMY Solok. Sampel penelitian ini adalah 10 mahasiswa. Sampel diambil / dipilih dengan menggunakan *total sampling*. Instrumen yang digunakan dalam mengumpulkan data adalah *grammar test*.

Hasil penelitian menunjukkan bahwa dalam menggunakan *definite* artikel 30% mahasiswa mendapatkan kualifikasi sangat baik, 50% mahasiswa memperoleh kualifikasi baik, 10% mahasiswa memperoleh kualifikasi sedang, 10% mahasiswa mendapat kualifikasi buruk dan 0% mahasiswa memperoleh kualifikasi sangat buruk. Ditemukan bahwa Ada 50% mahasiswa (persentase tertinggi) yang mendapat kualifikasi baik. Ini artinya, klasifikasi kemampuan mahasiswa dalam menggunakan *definite* artikel berada pada tingkat yang baik. Hasil penelitian dalam menggunakan indefinite artikel menunjukkan bahwa 30% mahasiswa mendapat kualifikasi sangat baik, 40% mahasiswa mendapat kualifikasi baik, 30% mahasiswa mendapat kualifikasi sedang, 0% mahasiswa mendapat kualifikasi buruk dan 0% mahasiswa mendapat kualifikasi sangat buruk. Ditemukan bahwa Ada 50% mahasiswa (persentase tertinggi) yang mendapat kualifikasi baik. Ini artinya, klasifikasi kemampuan mahasiswa dalam menggunakan *indefinite* artikel berada pada tingkat yang baik. Disarankan agar peneliti selanjutnya membahas keterampilan lain untuk melakukan penelitian serupa.

> Kata kunci maksimal 5 kata

Article, Definite Article, Indefinite Article, Grammar

> Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

LATAR BELAKANG
A. Background of the Problem

Grammar is one of the most important components especially in communication. It is considered as one of important aspects for students in learning English as a foreign language.

The students are not only expected to be able to use the words in communicating and expressing their idea both orally and in writing form, but are also expected to select the words which are suitable with the condition, situation, and structure of sentences.

In studying grammar there are some rules that describe how words are put together in a language and allow better understanding of language structure. The words can be used in new ways that are not within the current rules. When studying grammar, students often found the problems. Sometime they made mistakes, error and they found difficulties.

English Department students at UMMY Solok have learned Grammar for three semesters. They learned Grammar I in semester one to basic level. Then proceeded to Grammar II in semester two. After that, for a further stage to the advance level they learned Grammar III in semester three. However, there are some students who still find it difficult to understand grammar. The students usually face difficulties in English grammar, particularly in arranging words into correct sentences. Because there are many parts of grammar that cannot be ignored.

One of the parts of grammar learned for the students namely article, it was based on the syllabus on English subject Grammar I in English Department of FKIP UMMY Solok at 2019/2020 academic year. Article is words that are combined with nouns that serve to limit or modify a noun. In English, there are only three articles, namely a, an and the. Article 'the' is used in the definite article, and article 'a' and 'an' is used in indefinite articles. On the other hand, using articles in sentences does look simply, but to use them student needs to know the rules. Therefore, students should improve their understanding of the article and its usage rules because articles are very often used in making sentences.

Based on interview that researcher has done with four students on the fourth year of English Department of FKIP UMMY Solok , where she asked some of them about "What the definite and indefinite articles are", some of them did not know the answer. They only knew the articles of "a, an, and the". Next when she asked about "How the rules of using definite and indefinite articles are" they answered that they only knew the rules by seeing the initial letter of the noun followed the article. It seems that there are some problems faced by the students related to the use of articles.

The first problem is that the students were still confused in using definite and indefinite articles. They are confused in using definite and indefinite articles with more specific rules. It is assumed that they can make errors in using definite and indefinite articles. It is known that

the students' ability in using articles is important as the basic rule for them to understand articles to communicate in daily life.

The second problem is that the students thought that the rules of using definite and indefinite articles were difficult. This assumption made them are not motivated to study more about articles with more specific rules. Most of them find it difficult to use definite and indefinite articles. So, it was the reason why researcher interested to raise this issue.

Researcher wants to see further the ability of English department students in using the definite and indefinite articles, because in reality there are still many students who have difficulty in making sentences with the correct article. Therefore, researcher wanted to conduct a research related to students' ability in using definite and indefinite articles.

B. Research Questions

There were some questions that appear to reveal the formulation of the research problem above, the research questions are elaborated as follow:

1. How was the ability of the fourth year students of English Department students of UMMY Solok at 2019/2020 academic year in using definite article?
2. How was the ability of the fourth year students of English Department students of UMMY Solok at 2019/2020 academic year in using indefinite article?

C. Purpose of the Research

Based on formulation of the problem and the research questions above, the purposes of the research were to know:

1. The ability of the fourth year students of English Department students of UMMY Solok at 2019/2020 academic year in using definite article.
2. The ability of the fourth year students of English Department students of UMMY Solok at 2019/2020 academic year in using indefinite article.

D. Research Outcome

There are two kinds of significance of this research, they are in practical and theoretical significance. Practically, researcher hope the results of this research useful to know some common mistakes caused by the use of the definite and indefinite articles. The results of this

study are very important for English lecturers, especially English lecturers who teach grammar. By studying the results of this research, hopefully English students will know about the correct use of the definite and indefinite articles.

On the other hand, theoretically, the researcher expects the results of this research can helped other researchers who will conduct research related to this research. The results of this research could be used for sources or information needed.

> Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

TINJAUAN PUSTAKA
A. Grammar

Grammar is one of the indispensable things in English. This is based on the view that English is studied in Indonesia as a foreign language (second language). In general, grammar lessons in Indonesia usually start to be taught from junior high school in English subject matter. There are several grammar definitions of some experts.

According to Coghill and Magendanz (2003:16), the grammar of a language is the set of rules that govern its structure. Grammar has many rules and every structure in the sentence will be governed by grammar. Grammar determines how words are structured to form meaningful units. Therefore, by using grammar the sentence which initially has an unclear context will become apparent.

Similar with the definition above, Crystal (2004) retrieved from Richard Nordquist says that grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. It can help everyone not only teachers of English, but teachers of anything, for all teaching are ultimately a matter of getting to grips with meaning.

On the other hand, Swan (2005:19) defines grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning. In grammar the meaning changes very quickly as in using tenses, articles, plural and singular nouns. So, before making the sentence we must know clearly about the meaning to be intended.

According to Dykes (2007: 5), grammar is a language to talk about language. In grammar all that is spoken about language and its rules is also to make meaning in that language to be precise. So, grammar is very important for people who want to learn English because grammar will give knowledge about how to write words or sentences correctly.

In conclusion, grammar is a language rule that shows about how to put words into a sentence precisely and structured. Grammar is the rule in making a sentence appropriate and in accordance with the desired meaning based on the context. In addition, grammar is a set of structured rules that govern the order of sentences, phrases, and words.

B. Definite Article

Article 'the' is traditionally called the definite article. Definite article developed historically from a word meaning 'this' and still retains some of the basic meanings of the pointing demonstrative. The definite article is used before a noun to indicate that the identity of the noun is known to the reader.

Swick (2005:6) says that the definite article is used to identify a particular person or thing. If you are speaking about someone or something you are already familiar with, you use the with the noun. Moreover, definite article is used in front of singular count nouns, plural count nouns, and noncount nouns.

Furthermore, Sargeant (2007: 45) says that the definite article use before a noun when you are talking to someone who already knows which person or thing you mean. It helps to distinguish the known from the unknown. The particularization in which 'the' operates is often established by a special context. This context may be provided from outside the language or from inside the language. The context outside the language is the actual physical environment; the context inside the language is the verbal discourse that surrounds the noum head. Definite article occurs with names for familiar objects in the manmade environment of the home and the community, and in the natural environment of the geographic terrain and the universe.

According to Djamal (2008: 6), definite article 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. So, when using definite article, it means the listener already knows the meaning of what the speaker is saying.

In conclusion, the definite article is the aticle used when the speaker and the listener know exactly which person, place, or noun is being intended. It means the speaker and the listener think about the same thing. Moreover, 'the' is the same for singular and plural and for all genders.

C. The Concept of Indefinite Article

Articles 'a' and 'an' are traditionally called the indefinite article. According to Swick (2005: 6), the indefinite article is used to describe someone or something that is unfamiliar to you or about which you are speaking in general. Indefinite article is used when an unidentified specimen is introduced. This article is used when the specimen is still less clear by the hearer.

In additional, Evans (2006: 21) says that we use 'a' before 'u' when we pronounce it with a 'y' sound but we use 'an' before 'h' when it is silent. Article 'a' is used before words that start with consonant sounds ("a sample" or "a model"), even if the consonant sound is made by a vowel ("a unit"). Conversely, 'an' is used before words that start with vowel sounds ("an equation" or "an element"), even if the word starts with a silent consonant ("an hour"). Speaker uses indefinite article with a singular count noun when she or he is talking about one thing or person that is unspecific.

Metode atau cara untuk mencapai tujuan yang telah ditetapkan ditulis tidak melebihi 600 kata. Bagian ini dilengkapi dengan diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG. Bagan penelitian harus dibuat secara utuh dengan penahapan yang jelas, mulai dari awal bagaimana proses dan luarannya, dan indikator capaian yang ditargetkan. Di bagian ini harus juga mengisi tugas masing-masing anggota pengusul sesuai tahapan penelitian yang diusulkan.

METODE

A. Research Design

This research was descriptive quantitative design. Siregar (2014:15) states that descriptive research is a study conducted to determine the value of independent variables, either one variable or more (independent) without making a comparison or association with other variables. In descriptive quantitative research, the researcher analyzed and identified the result of research by using statistical method.

Moreover, Sugiyono (2012:8) explained that quantitative research methods is a research method based on the philosophy of positivism, is used to examine in a particular population or sample, data collection using research instruments, data analysis is quantitative/statistical, with the aim to test the hypothesis that has been fixed. So, this research was conducted on descriptive quantitative. Descriptive quantitative research is data obtained from the research population sample were analyzed in accordance with the statistical methods used.

B. Population and sample

1. Population

According to Bungin (2006:99), research population is the whole (universal) of the object of research that can be human, animal, plants, air, symptoms, values, events, attitude of life, and so on. So these objects can be the source of research data.

Similar with the definition above, Arikunto (2010:102) says that population is all respondents of the research subject. The population of this research was all of the fourth year students of English Department students at UMMY Solok that are registered on 2019/2020 academic year. Total of population in this research were 10 students.

2. Sample

According to Siregar (2014:56), sample is a data retrieval procedure, in which only a portion of the population is taken and used to determine the nature and desired characteristics of a population. The sampling technique in this research was total sampling.

Sugiyono (2012) says that total sampling is a sampling technique where the number of samples equals the population. The reason for taking the total sampling because according to Sugiyono (2012), population of less than 100, the entire population used as sample research. So, the total samples in this research are 10 students.

C. Research Instrument

The research instrument is a tool that can be used to obtain, process, and interpret information obtained from the respondents conducted with the same measuring pattern. The instrument of this research was test. Arikunto (2010:138) says that test is a series of questions

or other instruments which are used to measure individual or groups skill, knowledge, intelligence, capability or talent. In this research, the researcher gave grammar test. Test paper consists of fifty-five sentences in form of cloze test. The researcher chosen fifty five because for one sub indicator the researcher take five number. The respondences were asked to fill in the blank with the appropriate articles was to complete the sentences. The researcher gave 75 minutes to the students to do the test. The reason researcher used time 75 minutes because for one number the researcher gave time 1.2 minutes, so for answered 55 items the researcher gave time 66 minutes. The researcher used time 5 minutes for explained the rules of answered the test, and the researcher used 4 minutes for collected the test. Number of items based on the indicators of definite and indefinite articles are shown in the following table on the next page.

Table 3.1. Indicator of Instrument.

No.	Indicator	Sub Indicator	Questions Number
1.	Definite articles	1. When the object or group of objects is unique or considered to be unique	1,15,30,34,50
		2. Before superlatives and *first, second etc,* used as adjectives or pronouns, and only	3,17,23,42,44
		3. 'The' is used before certain proper names of seas, rivers, groups of island, chains of mountains, plural names of countries, deserts, regions	7,22,31,35,51
		4. 'The' is used before names consisting of noun + of + noun.	2,12,29,45,55
2.	Indefinite articles	1. 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	4,8,16,43,54
		2. Before singular countable noun which is	24,25,32,36,46

		used as an example of a class of thing	
		3. With a noun complement. This includes names of profession	9,14,27,38,49
		4. In certain expression of quantity	6,19,20,37,52
		5. With certain number	5,13,26,40,48
		6. In expression of price, speed, ratio etc	10,21,33,41,53
		7. In exclamations before singular, countable nouns	11,18,28,39,47

Before giving the real test, the researcher gave a try out of the test to the students out of sample. The try out of the test was given to the third year students of English Department UMMY Solok on January 30th, 2018 because the third year students was completed learned grammar courses I, II, and III. The purpose of try out test is to know whether the students understand the instruction or not, the time allocation is enough or not, and the test is good or not and whether it is reliable or not.

Validity and reliability of instrument are integral part in conducting a research since the instrument which used must be valid and reliable before using it to collect data in this research. The researcher ensured that the instrument was valid and reliable by doing validity and reliability testing as follows:

1. Validity

According to Ary et al (2010:225), validity is the most important consideration in developing and evaluating measuring instruments. It means that validity is the most complex criterion of an effective test and the most important principle of language testing. Test validation is the process of accumulating evidence to support such inferences. To validate the instrument, the researcher choosen content validity.

Ary et al (2010:226) stated that to have a content validity, the instruments are representative of some defined universe or domain of content. The test was content validity if it includes a proper sample of the structure or content which is relevant with the purpose of the test. The instrument in this research seen from content validity because this test designed based on the syllabus of English subject in Grammar I at UMMY Solok. The short description of the content of the grammar I subject is on the table 2 below.

Table 3.2. Syllabus of English Subject in Grammar I at UMMY Solok.

Competency Standard	Basic Competency
After studying this course, the students have basic knowledge and are able to use basic concepts of grammar in a simple context and able to apply it in 4 English language skills speaking, writing, reading and listening.	After following this course students are expected to be able to explain the basic concepts of noun and articles

2. Reliability

To see the reliability of the test, the technique that was used is Kuder and Richardson (K-R 21). According to Siregar (2014: 110), there are several reasons for testing the reliability of research instruments using K-R 21 technique. First, the answer option for each question is only two answers. The correct answer is filled with a value of 1, and the wrong answer is filled with a value of 0. Second, the number of research instruments (questions) must be odd that they can not be split. The formula of K-R 21 is follows:

$$r_{11} = \frac{k}{(k-1)} \left(1 - \frac{\bar{X}(k - \bar{X})}{k.V_t} \right)$$

Where:
$\bar{X}$ = Mean of total score
k = the sum of item in instrument
V_t = varians total

According to Siregar (2014:111), the reliability test criterion using this formula is if the instrument reliability value (r_{11}) > 0,7 then the research instrument is declared reliable. The result of try out shown that the test had the reliability value was 0,92. It means that the classification of the try out test was reliable.

After that, the researcher was counted the item discrimination power index. The formula was from Arikunto (2009):

$$D = \frac{BA}{JA} - \frac{BB}{JB} = PA - PB$$

Where:
D = item discrimination
JA = the sum of the high group
JB = the sum of the low group
BA = the sum of the high group who answer correctly
BB = the sum of the low group who answer correctly
PA = the proportion of the high group who answer correctly
PB = the proportion of the low group who answer correctly

The classification of the item discriminations are as followed:

0.0 – 0.20 : poor

0.20 – 0.39 : satisfactory

0.40 – 0.70 : good

0.70 – 1.00 : excellent

The result of try out test found that there were items were satisfactory 47 items (1, 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 , 12 ,13 ,14, 15, 16, 17, 18, 20, 21, 22, 26, 29, 30, 31, 32, 33, 34, 35, 37, 38, 39, 40, 42, 44, 45, 46, 47, 48 ,49, 50, 51, 52, 53, 54, 55) it showed that item discriminations was 0.33, 8 items (19, 23, 24, 25, 27, 28, 41, 43) were good it showed that item discriminations was 0.67, and 1 item (36) were excellent it showed that item discriminations was 1.00.

After found the item discrimination, the researcher seen the difficulty index. For the difficulty index, Arikunto (2009) states the formula as follow:

$$P = \frac{B}{JS}$$

Where:
P = item difficulties
B = the sum of the student's who answer correctly
JS = the sum of the students

The classification of the difficulty index as follow:

0.00 – 0.29 : difficult

0.30 – 0.69 : moderate

0.70 – 1.00 : easy

From the result of the try out test, it found that there 37 items (1, 2, 4, 8, 9, 10, 13, 15, 16, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 35, 36, 37, 40, 41, 43, 45, 46, 47, 48, 49, 51, 52, 54, 55) were moderate it showed that item difficulties was 0.50, and 18 items (3, 5, 6, 7, 11, 12, 14, 17, 18, 20, 33, 34, 38, 39, 42, 44, 50, 53) were easy it showed that item discriminations was 0.83. So, the total items in this research are 55 items.

D. Technique of Data Collection

According to Siregar (2014:37), data is a raw material that needs to be processed, so as to produce information and shows the facts. The data must be reliable, so it can be used as a basis to make a conclusion. The data of this research was collected from the result of students' test. This research was conducted on February 19th, 2019. There are some ways of collecting the data: first, the researcher gave instructions to the students how to filled the test. Second, the researcher gave test paper to the students and gave time 75 minutes. Finally, the researcher collected the test from the students.

E. Technique of Data Analysis

After collecting the data, the data were analyzed. The test was grammar test that want to analyzed grammar ability especially in using definite and indefinite articles. There are 55 items to be analyzed, the researcher gave 1 point for correct answer and 0 for wrong answer. The highest point is 55 if students answer all question correctly.

After collecting the data, it was analyzed by using the formula to know the grammar ability in using definite and indefinite articles and then interpret the data. To calculate the percentage of the frequency of each student's mastery in using definite and indefinite articles, the researcher used the following formulation proposed by Sudjana (1989:129) as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:
P= Percentage of the answer
F= Frequency of the students who get correct answer
N= Total number of the items

After the researcher got percentage of the answer by using frequency the correct answer and total number of the items, the researcher continued to next step. The researcher saw the percentage of students' score too know how far the ability of students. Then, the researcher classified the students's ability by using the clarification that is suggested by Arikunto (2009):

Table 3. Criteria of Students' Grammar Mastery.

Percentage of score	Grading Criterion of the Student's Ability
81% - 100%	Excellent
61% - 80%	Good
41% - 60%	Average
21% - 40%	Poor
0% - 20%	Very Poor

Hasil Penelitian
A. Finding

1. Data Description

In this chapter the researcher presented the data description and the data analysis. The total point of students' answer is on the following table.

Table 4.1. Students' Work Sheet

No.	Name of students	Point of correct answer		Total Point
		Definite	**Indefinite**	
1.	Candra Wizal	12	15	27
2.	Fajrin Deswira	15	25	40
3.	Helmina Hasa	16	28	44
4.	Lisa Desmonia	13	23	36
5.	Masnawati	18	24	42
6.	Rahmatun Nisa	13	17	30
7.	Rani Ihsani M	7	17	24
8.	Riri Listia Dewi	16	24	40
9.	Tia Mariadi	18	30	48
10.	Zulafni	16	29	45
		$\sum = 144$	$\sum = 232$	$\sum = 376$
		$\bar{X} = 14,4$	$\bar{X} = 23,2$	$\bar{X} = 37,6$

Based on the table above, there were 55 items in the test answered by 10 students. The test items were divided into two indicators, definite article and indefinite article, and eleven sub indicators such as four in definite articles and seven in indefinite articles. The research found that the highest point was 48 and the lowest point was 24.

2. **Data Analysis**

After the scores were checked, the researcher analyzed them to find out the number of students who got excellent, good, sufficient, and bad and fail. The percentage of students' ability in using definite and indefinite article at the fourth year students of English Department UMMY Solok at 2019/2020 academic year was found by counting score using the formula of percentage.

a. Students Ability in Using Definite Article

In measuring the students' ability in using definite article, the researcher counted the students' score and then the researcher counted score using the formula of percentage. The result of the score can be seen in the following table.

Table 4.2: Percentage of Students Grammar Ability in Using Definite Article

Range of score	Grade	Qualification	Frequency of students	Percentage
81-100	A	Excellent	3	30%
61-80	B	Good	5	50%
41-60	C	Sufficient	1	10%
21-40	D	Bad	1	10%
0-20	E	Fail	0	0%

Based on the table above, there were three students who got A (30%), five students who got B (50%), one student who got C (10%), one student who got D (10%) and zero student who got E (0%). It is found that there were 50% of students (the highest percentage) who got B. It can be concluded that the students' ability in using definite article dominantly was good. The description on the table above can be seen in the following diagram:

b. Students Ability in Using Indefinite Article

In measuring the students' ability in using indefinite article, the researcher counted the students' score and then the researcher counted score using the formula of percentage. The result of the score can be seen in the following table.

Table 10: Percentage of Students Grammar Ability in Using Indefinite Article

Range of score	Grade	Qualification	Frequency of students	Percentage
81-100	A	Excellent	3	30%
61-80	B	Good	4	40%
41-60	C	Sufficient	3	30%
21-40	D	Bad	0	0%
0-20	E	Fail	0	0%

Based on the table above, there were three students who got A (30%), four students who got B (40%), three students who got C (30%), zero student who got D (0%) and zero student who got E (0%). It is found that there were 40% of students (the highest percentage) who got B. It can be concluded that the students' ability in using definite article dominantly was good.

B. Discussion

Grammar is one of important skill that has to be mastered by the English department students. At university teaching grammar is very important because through grammar the students can communicate and express their idea both orally and in writing form, which are suitable with the structure of sentences. In this research, the researcher has conducted the students' ability in using definite and indefinite articles.

In this research, there are two indicators that had been measured, they are definite and indefinite articles. Azar (2010:39) says that articles are very difficult for students to understand and use correctly. Many languages do not have articles. Languages that do have articles use them differently from English. Articles are, in many teachers' experiences, difficult to teach. There are many nuances, complex patterns of use, and idiomatic variations. Students who are frustrated trying to understand and use articles should be reminded that articles are just a small component of English. Proficiency in using articles improves with experience, it cannot be obtained overnight by learning "rules". A speaker uses definite article when the speaker and the listener are thinking about the same specific thing or person, and a speaker use indefinite article with a singular count noun when it making a generalization.

Based on the result of this research, the researcher found that the students' ability in using definite and indefinite articles is good. The results are: first, students' ability in using

definite article is good. It means that, the students are able to use definite article well. In the definite article the students are less able to answer with the correct answer sub indicator 4 is "article 'the' is used before names consisting of noun + of + noun". In sub indicators 4 students' ability is still bad. It was because the students' have problems in applying definite article in sub indicator 4. The students are confused with the correct answer in using definite article in sub indicator 4, the students' answer was still a lot wrong. The average students replied 'a/an', the students are still confused in using the definite article used before names consisting of noun + of + noun.

Second, students' ability in using indefinite article is good. It means that, the students able to use indefinite article well. In the indefinite article the students are less able to answer with the correct answer sub indicator 2 is "before singular countable noun which is used as an example of a class of thing". In sub indicator 2 students' ability are still sufficient and bad. The average students replied 'the', the students are still confused in determining example of a class of thing. Then, the students also are less able to answer the questions in sub indicator 5 is "with certain number". In sub indicators 5 students' ability is excellent and bad. The average students replied 'an/the', the students are still confused in using indefinite article 'an'.

In conclusion, based on the result of this research that has been done the average of student can using the definite and indefinite articles is well. The students are only less familiar with some rules of using definite and indefinite articles. However, generally the students' ability in using definite and indefinite article is good level.

Simpulan dan Saran

A. Conclusion

After interpreting the result of data analysis, it can be concluded into: 1) the ability of the fourth year students of English Department students of UMMY Solok at 2019/2020 academic year in using definite article was good level, 2) the ability of the fourth year students of English Department students of UMMY Solok at 2019/2020 academic year in using indefinite article was good level.

B. Suggestions

Based on the conclusions above, the researcher proposed several suggestions such as: 1) the students were suggested to learn and to do more exercise about definite and indefinite

articles, 2) the researcher suggested the next researcher to conduct the follow up research by using different aspect and sample in order to describe the students' ability in using article in other types of.

Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasi awal ke lokasi penelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasi hasil penelitian											√	
9	Pelaporan hasil penelitian												√

Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

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Lampiran 1. Justifikasi Anggaran Penelitian

1. Honor

Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	100,000	1	3	300,000
Pengumpul Data	65,000	2	1	130,000
Analisis Data	150,000	3	1	450,000
Sub Total (Rp.)				880,000

2. Peralatan Penunjang

Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	8	125,000	1,000,000
Fotocopy	Perbanyak instrument penelitian	5	35,000	175,000
Dokumentasi selama penelitian	Penelitian	4	50,000	200,000
Jumlah				**1,375,000**

3. Bahan Habis Pakai

Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	1	55,000	55,000
Catridge Hitam Canon MP280	Print laporan penelitian, instrument penelitian	1	315,000	315,000
Catridge Warna Canon MP280	Print laporan penelitian, instrument penelitian	1	385,000	385,000
penggaris	instrument	2	5,000	10,000
Note book	Print laporan	1	27,000	27,000
Penghapus	instrument penelitian	1	5,000	5,000
Tinta Printer	Print laporan penelitian, instrument penelitian	4	65,000	340,000
Buku folio	Catatan lapangan penelitian	3	20,000	60,000

Pen Correction (Tipe X)	Catatan lapangan penelitian	2	5,000	10,000
Bulpoint	Catatan lapangan penelitian	4	3,000	12,000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	6	6,000	36,000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	6	20,000	120,000
Materai 10000	Kontrak Penelitian	12	10,000	120,000
Jumlah				**1,495,000**

4. Perjalanan

Material	**Justifikasi Perjalanan**	**Kuantitas**	**Harga Satuan (Rp)**	**Biaya/tahun/12 bulan (Rp)**
Biaya Transportasi Observasi	Perjalanan Observasi	2	75,000	150,000
Biaya Transportasi Penelitian	Perjalanan Penelitian	4	50,000	200,000
Jumlah				**350,000**

5. Lain-lain

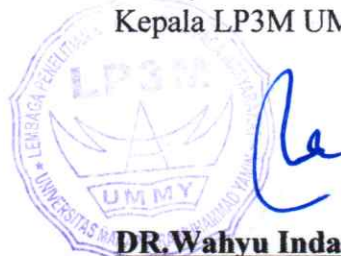| **Kegiatan**	**Justifikasi**	**Kuantitas**	**Harga Satuan (Rp)**	**Biaya per Tahun (Rp)**
Publikasi di Jurnal	Luaran	1	400,000	400,000
Sub Total (Rp)				**400,000**
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				**4,500,000**

Surat Tugas
No. 03.24/ST-P/LP3M-UMMY/III-2020

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

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Fakultas	: Keguruan dan Ilmu Pendidikan (FKIP)

Untuk melaksanakan kegiatan Penelitian dengan judul **"An Analysis of Students' Ability in Using Definite and Indefinite Articles at Fourth Year of English Department UMMY Solok on 2019/2020 Academic Year"**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggungjawab.

Solok, 24 Maret 2020
Kepala LP3M UMMY

DR.Wahyu Indah Mursalini, SE. MM.
NIDN. 1019017402